SHAPING THE PERSPECTIVES

of

FUTURE JOURNALISTS

SUSANNA PYÖRRE & PIA ALANKO (EDS.)

JOCID 2007–2015 JOURNALISM FOR CIVIC INVOLVEMENT, DEMOCRACY AND DEVELOPMENT

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TURUN AMMATTIKORKEAKOULU
TURKU UNIVERSITY OF APPLIED SCIENCES

ULKOASIAINMINISTERIÖ
UTRIKESMINISTERIET

CIMO

NORTH-SOUTH-SOUTH
Higher Education Institution Network Programme

UNIVERSITY OF IRINGA

Metropolia

CONTENTS

CONTENTS

FOREWORD

Since the establishment of the North–South–South programme in 2004, its purpose has been to enhance the human capacity for progress in all the participating countries. The further aim has also been to generate and disseminate knowledge as well as to create sustainable partnerships between higher education institutions in Finland and in developing countries, with a special focus on the enhancement of higher education in partner countries. In order to achieve this, the programme has supported thematic networks of higher education institutions and funded activities such as networking, short-term academic mobility, intensive courses and dissemination measures.

During the past ten years, the programme has funded higher education cooperation between Finland and developing countries with almost 16 million euros granted to 248 networks, involving participants from 33 countries around the world, mostly from Africa. These networks have then implemented 1,755 student exchanges, 1,185 teacher exchanges, 118 intensive courses with 3,838 participants and hundreds of network meetings and administrative visits, which have facilitated even more encounters between academics, administrators and students from the participating institutions. This funding has been provided by the Ministry for Foreign Affairs of Finland. The Centre for International Mobility (CIMO)

has been responsible for the administration of the programme.

The publication at hand provides valuable insight into the results and impacts of the activities within one of the funded networks as well as the people behind the figures presented above. This collection of articles offers important examples of the empowering experiences and opportunities available for improving intercultural competencies, acquiring and producing new knowledge, exchanging ideas, skills and expertise and establishing global networks with students, teachers and researchers that the programme and the JOCID network have been able to provide to the participating individuals.

The JOCID network offers an excellent example of long-term cooperation and commitment that has also had an impact on an institutional level. The establishment of functional radio studio facilities and active student radio stations in the campuses of the partner institutions, and the practical hands-on journalistic training provided by the network, are indeed a remarkable results. The curriculum development regarding cross-media education is also evidence of the institutional level capacity building that takes place within the network.

A functioning higher education system produces the knowledge, expertise and skills that are a prerequisite for sustainable socio-economic development. The North–South–South programme seeks to contribute both to the UN Millennium Development Goals and Finnish development cooperation policies. By paying attention to gender balance, improving the quality of the training for future journalists and promoting journalism as a tool in building an open and democratic society by addressing issues such as the quality of the journalistic

process, the empowerment of minorities and marginalized groups, reliable sources and freedom of speech; the JOCID network is, in many ways, in line with the MDGs, the human rights based approach and the cross-cutting objectives of the Finnish Development Policy: the promotion of gender equity, reducing inequality and strengthening climate sustainability.

At the time of writing, Finland's funding instruments for higher education development cooperation are in a transitional phase. As a result of an external evaluation performed in 2014, the North–South–South programme will be merged with another programme, the Higher Education Institutions Institutional Cooperation Instrument (HEI ICI), which has already supported capacity building projects between Finland and developing countries. The future programme will strengthen the capacity of higher education institutions by following the solid practices from the HEI ICI programme and its mobility components, intensive courses and other reliable practices of the North–South–South programme will be integrated into the new programme where applicable.

While the North–South–South programme as such is ending, it is as important as ever to summarise the experiences and achievements during the years of cooperation and disseminate them to wider audiences. These compelling testimonials provide a concrete example of how higher education can play an important role in global development.

Helsinki, 3.3.2015

Vilja Liikanen
Senior Programme Adviser
Centre for International Mobility CIMO

DEAR READER,

You are holding in your hands a narrative that details the Journalism for Civic Involvement, Democracy and Development (JOCID) Network's concrete actions. The JOCID Network's most definitive goal has been to develop up-to-date journalism training in its partner universities.

JOCID is an excellent example of international cooperation, which has developed and been shaped according to the emerging needs of its network from the year 2007 until today. The power of JOCID is grounded in the unyielding commitment of its partner institutions. This of course means all the people who have devoted their time and energy to working on and to building the project into what it is today. At the time of writing this foreword, we are almost at the end phase of JOCID IV - and again planning the continuation of our well-functioning cooperation.

This publication presents the context, experiences and the results of the JOCID Network activities. We hope that this book will also inspire and help those who are working on or planning to do something similar in international education projects.

In the first section Development of Media and Internationalisation of Universities in the Partner Countries, writers from the three African partner organisations present issues that have proven to be significant themes for all the cooperating organisations throughout the JOCID Networks life span. Community radios have been at the centre of the network's actions from the very beginning of the project activities. Berege lays out the state of community radio in Tanzania, while Gómez De Sibandze and Mtemahanji cover the topic for Namibia. In 2013, cross-media productions became an important focus for the network and Bedu-Addo provides an overview about the development of journalism in Ghana during the era of digitalisation.

Both gender equality and the internationalisation of African higher education institutions are emphasised themes in JOCID Network actions as well as in the objectives of the North–South–South Programme. These themes are studied in the articles written by Emily Brown and Andrew Niikondo, Neavera Olivier and Elva A. Gómez De Sibandze, which all explore these themes, using the Polytechnic of Namibia as a case study example.

The second part of the publication, Exchange Students: Comprehending the Bigger Picture, provides the reader with amusing and entertaining glimpses into the experiences of JOCID exchange students in foreign countries and cultures as they survive very different kinds of climates, learn how to interact in different kinds of educational surroundings and start to understand the richness of the various cultures. How was this challenging for them? What was rewarding? What were the experiences that will never be forgotten? How did the exchange period affect the person's professional development, or did it?

The third part, Experts in Action, gives voice to the lecturers and experts who have actively participated in JOCID activities during the years 2007–2015. This is the section that very concretely describes the successes as well as the challenges faced during the various phases of the project. We are hoping that we have managed to portray the best practices and lessons learned during the years in such a concrete way that it might help someone else prepare for similar types of international cooperation.

Susanna Pyörre describes the project from the administrative coordinator's point of view. The story describing the ground up assembly of radio station Hope on the campus of the University of Iringa is written by the main architect of the endeavour, Jukka Laaksonen. Academic Coordinator Pia Alanko gives experience-based recommendations on the do's and don'ts of working as a lecturer in a different culture. The structure and implementation of the digital storytelling course is described in detail by Pirita Juppi. Kodwo Jonas Anson Boateng reflects on the feedback compiled from the lecturers and experts who have participated in JOCID mobility activities. The final article, authored by Sami Huohvanainen and Aura Neuvonen, is an overview of the experiences gained from the organisation of JOCID intensive courses.

The number of the network's staff working in JOCID is around 30, but there have been hundreds of students involved in the JOCID activities (exchanges, workshops, intensive courses, lectures held by visiting JOCID lecturers) over the years. Thank you so much for joining in, working on and developing this project.

There are also some people that we want to thank in particular:

Many thanks to our African partner institution's coordinators: Kobina Bedu-Addo (GIJ), Simon Berege (UoI), Emily May Brown (PoN) and Kodwo Boateng (GIJ), Julius Mtemahanji (UoI) and Nkirote Mwongera (UoI). You have put in so much extra effort on behalf of JOCID and worked with enthusiasm and great commitment.

We also want to pay respect to the memory of Professor Joe Mulbah (University of Liberia). Professor Mulbah had a very central role in developing the JOCID activities in Liberia. His passing was sad news for the network.

Pia Alanko
Academic Coordinator of JOCID

Susanna Pyörre
Administrative Coordinator of JOCID

DEVELOPMENT OF MEDIA AND INTERNATIONALISATION OF UNIVERSITIES IN THE PARTNER COUNTRIES

COMMUNITY RADIOS IN TANZANIA

by Simon Berege

THIS ARTICLE IS ABOUT COMMUNITY RADIO broadcasting in Tanzania, specifically its advent, the challenges it has faced and its future prospects. It also discusses how Community Radios can play a role in the economic, political and social development of people, particularly in the case the rural residents of Tanzanian who form the majority of the country's population. In order to put this into context, the article briefly navigates around the general development of formal mass communications channels in Tanzania, and the historically proven power and influence of radio in agenda setting, driving development initiatives and inspiring people to take action. As the key readers of the article are from the JOCID member countries[1] where learning institutions form the network, the concepts and practices of student radio stations are also explored.

In most African countries, where financial, technological and infrastructural woes still plague most of its nations, radio continues to stand alone as the most influential and strategic medium of mass communication. Due to the fact that Africa is predominantly rural, radio is thus regarded as the African internet (Myers 2009, 5). Some studies, as well as lessons learnt from Asia and Latin American countries, confirm the usefulness of community radios in transforming the lives of people from different walks of life (AMARC 1998). Successful radio stories can also be traced to the early days of Tanzanian independence, where radio played a significant role in the implementation of different campaigns and operations set up by the government. The power and influence of radio comes from the nature of its affordability, its ability to communicate with both literate and illiterate people, and its capacity to quickly spread information that reaches millions within seconds. Some lessons and examples are shared throughout the article in order to show why it is imperative for the inclusion of radio in future development agendas.

TRADITIONAL MASS COMMUNICATION CHANNELS

As in other African societies, Tanzanians were originally oral traditionalists; meaning that almost all communication and documentation were preserved through word of mouth (Ryoba 2008). As several media scholars elucidate, before attaining independence in 1961 – and even during the early times of the colonial era – Tanzanian communities were organised into chiefdoms, where they had their 'African' traditional systems for communicating to the masses (Berege 2006, 17; Ryoba 2008, 9). Ryoba further explains that the common traditional channels used for transmitting massages within societies included horn-hooting, horn blowing, yelling and drum beating. All of these were done in a particular style that made it easier for the targeted audiences to interpret messages and act accordingly. The Cameroonian communication specialist, Fatoyin, quoting Emmanuel Ngwainbi, writes:

Rural residents who constitute the majority of the continent's population use traditional means to disseminate information: a town crier walks through the village at night striking his gong to summon villagers to community activity; a drum beat communicates death, imminent invasion, or the spread of an epidemic; and the lyrics in publicly performed songs aim to reduce stress and help workers improve their ethic. Certainly, traditional communication systems are a marketplace of ideas and skills.

As it is with conventional media, the traditional communication systems served the same functions of informing, educating, entertaining and solving social problems that conventional mass media does now. Traditional communication systems are not, however, obsolete; they are still employed in some remote African communities.[2] However, the majority have adopted new ways of communicating to cope with the requirement of the time.

THE ADVENT OF FORMAL MASSCOMMUNICATION CHANNELS

In his book, *The Fourth Estate,* Kilimwiko (2002, 3) proposes that the metamorphosis of the media in Tanzania has taken place in four distinct phases: the colonial period, the independence phase, the post-independence period and the neo-liberal era. Konde (1984, 18); Moshiro (2010); and Kilimwiko (2002) separately submit that each phase had its own unique economic and socio-political requirements, which forced the adoption of different policies and approaches to suit the existing environment. Newspapers, introduced by Germany, preceded other conventional mass media mediums. The first newspaper to be established in Tanzania was called *Deutch Ostafricanissche Zeitung,* published in Dar es Salaam four years after Germany took over the colony in 1889 (Mytton, 1983). Other notable newspapers produced during the German era included the *Msimulizi, Usambara Post* in 1908, *Rafiki Yangu* in 1910 and the *Official Gazette* in 1905. *War News* came in 1915 when the WWI broke out (Kilimwiko 2002, 3; Sturmer 1998, 29).

When the British took over after defeating the Germans in 1916, they had to reorganise themselves in a bid to strengthen their rule, including the establishment of new media houses (Kilimwiko 2002). In the same year, when Britain's East African Expeditionary Forces reached Morogoro, they published a four-page newspaper called *The Morogoro News*. This is regarded as the first English paper to be published in Tanganyika. The Tanzania National Achieves, Konde (1984); Ngwanakilala (1981) and Kilimwiko (2002) outline several other newspapers that followed during this era such as: the *Tanga Post, East African Advertiser*, *Dar es Salaam Times*, *Tanganyika Times*, *Tanganyika Opinion*, *African Comrade*, *Tanganyika Herald*, *Mambo Leo*, *Tanganyika Standard*, *Anga la Tanganyika*, *Kwetu*, *Zuhura*, *Lumuli*, *Sauti ya Tanu*, *Lipuli*, *Uhuru na Aman*, *Bendera ya Kikristo*, *Dunia*, *Habari za Vita*, and the *Nationalist*, which developed into the current *Uhuru newspaper*. One thing was common among all the colonial masters;[3] they had a firm-grip on the media for the purpose of helping them establish their rule and informing their ex-pat population of what was happening in their homes of origin (Ryoba and Sturmer 2008).

RADIO BROADCASTING IN TANZANIA

Different literature sources document that formal radio broadcasting in Tanzania began in 1951 when the installed trial transmitters were able to broadcast around Dar es Salaam region (Bouglat 1995; Moshiro 2010). After four years, new infrastructure and technologies enabled radio waves to spread to almost all regions of the country. In fact, the birth of radio broadcasting in Tanzania was part of an implementation plan of the British to establish a radio station in all its strategic African colonies to help them communicate with the locals and, in doing so, help them in ruling (Ng'wanakilala 1987). Other countries included in the plan were

[2] https://www.scribd.com/doc/33041191/Traditional-Communication-and-Technology. Consulted on 21.12.2014

[3] Tanzania was under German rule from 1880 to 1919 and was occupied by the British from 1919 to 1961. Tanganyika gained its independence from Britain in 1961; and Zanzibar gained its freedom in 1963. In 1964 The Republic of Tanzania was formed by the union of Tanganyika and Zanzibar. Http://hj2009per1tanzania.weebly.com/colonization.html. Consulted on 22.12.2014

Ghana, Nigeria, Malawi, Zambia, Uganda, and Tanganyika (Mytton 1983). It was in 1956 when the British started the Tanganyika Broadcasting Corporation (TBC) under the

When the early independence leaders took over, they resolved to have more control over broadcasting, thus in 1965, the parliament endorsed a bill to put all broadcasting

Empire Services of the British Broadcasting Corporation (BBC). However, at the time when radio broadcasting started, it was the period when the locals' resolve for the independence struggle was high. In that respect, one of the important roles vested to radio was to suppress the nationalism movements (Mshiro 2010; Kilimwiko 2002). When British colonization ended in 1961, the independence leaders inherited, among other things, the national radio station.

activities under control of the state (Nordenstreng and Ng'wanakilala 1987).

PROVEN POWER AND INFLUENCE OF RADIO

If one wants to learn how radio waves can set an agenda, influence change and set the course that the administrators want, the best lesson can be learnt from Tanzania, especially

during the *Ujamaa* period[4]. Despite the fact that not all journalism authors and researchers support the above argument, the majority are convinced of this reality. For example, in his book *The Fourth Estate,* Lawrence Kilimwiko (2002) criticises the notion that in the post-independence era of leadership, the media was doing nothing more than serving as the 'mouthpiece' of the leaders. He is supported by Bouglat (1995), who concludes that the media, radio in particular, didn't allow airtime for ordinary people, rather, media acted as the 'microphone' of African presidents. However, in his conclusive scholarly work, Peterson (2004) credits radio for succeeding in implementing all the assignments vested to it by the government. Explaining further in his dissertation, Peterson points out that the reasons for successful radio broadcasts were the full support from President Nyerere himself, the use of Kiswahili language – which was understood by the majority of people – and programming that was aligned to the government's national development frameworks (Peterson 2004; Moore 2008; Mpehongwa 2010, 6). The seriousness of the government of the day in using radio to accomplish its goals can be summarised by a quote from the then Minister for Information, Idiris Abdul Wakil, who said:

In America and Europe where people have ways of getting food and shelter, then radio can be used for entertainment, but in our country....where we are fighting a war to raise our people's standard of living, we ought very

much to be using Radio for the benefit of all. Quoted by Lawrence Kilimwiko (2002, 10).

Implicitly, the minister was trying to tell the world that the functions of radio should be contextualised. In a country like Tanzania, where people still struggle to improve their social services like health, education and the overall standard of living, it is illogical to assign a merely entertainment function to radio. In fact, during the post-independence period, radio proved to be very powerful and influential, as well as making an enormous contribution to nation building. It succeeded in fusing the nation together and encouraging participation in the struggle for independence in other African countries (Konde (1984, 223). Moshiro (2010) contends that it was the radio that popularized the Kiswahili language. He further proposes that it was the radio that fought on the frontline in the implementation of the famous national campaigns and operations such as the *Operation Village Campaign, Literacy Campaign* (1970s), *Universal Primary Education Campaigns, Man is Health Campaign* (1973) and *Food is Life campaigns* (1973/4).

The power of radio was also evident during the Kagera war when Tanzania fought Uganda in 1978/9. As Konde (1984) and Kilimwiko (2002) further explain, the RTD had special programs in English and Ugandan vernacular languages, which helped Tanzanian soldiers gain support[5] from some Ugandans, while denying their opponent, Idi

[4] Ujamaa, Swahili for 'brotherhood', was the social and economic policy developed by Julius Kambarage Nyerere, president of Tanzania (1964 to 1985). Nyerere set out his policy in the Arusha Declaration of 5 February 1967. Its centered on collective agriculture, under a process called villagisation, and called for nationalisation of all major means of production. It advocated for self-reliance at both an individual and a national level. Http://africanhistory.about.com/od/tanzania/a/What-Was-Ujamaa.htm. Consulted 22.12.2014

[5] In Uganda, it is known as the Liberation War, while in Tanzania it is simply called the Kagera War, which was fought from 1978 to 1979 between the two countries. The Tanzanians won the war, marking the end of Idi Amin's rule. Http://www.thecitizen.co.tz/News/The-untold-story-of-Kagera-War-by-TZ--Uganda-top-soldiers/-/1840392/2334498/-/item/6/-/io6kyfz/-/index.html. Consulted 22.12.2014

Amin, local support . As cited by Mpehongwa (2010), Ng'wanakilala (1981) outlines that RTD successfully aired special programmes aimed at offering continuing education for adults who wanted to sharpen their skills; programmes to train rural communities in cooperative education, specifically, on how to start cooperative enterprises in the village, leadership skills, the need for savings, and how a common peasant can manage farm produce; a program to train Ward and Divisional adult education coordinators, who then became 'teachers' of student-teachers in their respective areas; and a programme for primary and secondary.

COMMUNITY RADIO STATIONS

To date, there is no single agreed-upon definition of Community Radio (CR),[6] as the concept itself is contextual and relates different meanings. However, some key words dominate most definitions that have been attempted by different scholars, institutions and organisations to qualify a radio station as a community station. For instance, UNESCO[7] (1997, 134) refers to community radio as radio that targets a smaller group of the population, a particular society or one established and managed by the surrounding communities. It is the one that caters to the interests of a certain area with popular content for the audience and that specifically offers listeners with content that the national radio stations consider less or least important. Apart from the content and geographical considerations, others pin down the status of being non-commercial (not for profit) as a critical aspect of community radio (Friedrich Ebert

Stiftung 1998 and The African Charter on Broadcasting 2001). Moreover, Arnaldo (2001) and Girald (1992) place the emphasis of meaning on the ownership and management of the station where the community members themselves are responsible for the management, content development and its delivery. AMARC Africa and Panos Southern Africa (1998) summarise the meaning of community radio saying: 'Community radio is not about [radio] doing something for the community, but the community doing something for itself'.

One pertinent quotation explaining the concept comes from José Ignacio Lòpez Vigil (1997) in the article 'Manual urgente para Radialistas Apasionados *(An Urgent Manual for Passionate Radicals)*' saying:

When it truly informs; when it helps resolve the thousand and one problems of daily life; when all ideas are debated in its programmes and all opinions are respected; when cultural diversity is stimulated over commercial homogeneity; when women are main players in communication and not simply a pretty voice or a publicity gimmick; when no type of dictatorship is tolerated, not even the musical dictatorship of the big recording studios; when everyone's words are carried without discrimination or censorship, that is community radio.

Implicitly, Vigil negates the concept that geographical location, the size of the targeted audience and radio content are the sole factors a particular society should celebrate for having a radio station registered as a community one; rather, the freedom, impact and consideration of critical social issues raised and communicated by the

community members themselves should be emphasised. Fraiser and Restrepo (2001) partly support this point by viewing community radio as more of a social process or as an event where community members come together to design programmes and air them for themselves. These definitions and perceptions clearly offer a common understanding that community radio is different from the national radio stations, where the content and the focus of radio stations are designed to touch upon and articulate nation-wide issues.

COMMUNITY RADIO BROADCASTING IN TANZANIA

Studies show that Community Radio was started in 1947 in Bolivia by people who wanted to use it to fight intolerable injustice within the society (Mrutu 2008, 6). Despite the fact that as a concept, community radio became prominent soon after independence in the 1990s, Julius Nyerere – the first Tanzania president – had it in his government policy to bring radio to the grassroots, as evidenced by this quote: 'While others are struggling to reach the moon; my government is struggling reach the village'. Nyerere did not want to only use the radio for gaining political legitimacy, but also to use it as a driving force for rural economic development (Mpehongwa 2010, 13). The government's 'journey' to villages, started with the *Rural Press* project, which was established in all of the country's regional zones, producing publications for rural communities (Lobulu 2011). However, despite all of these efforts, Nyerere's government, like many others

in Africa, failed to close the information flow gap between the rural and urban communities (Mwaffisi 1988; Kivikuru 1986). A study by Kivikuru (1987) discovered that about 90 percent of the programmes aired by Radio Tanzania Dar es Salaam (RTD) carried the voices of the government leaders and the ruling party activities. With the advent of neo-liberalism, which ushered in multiparty democracy and private ownership of the major means of production in 1992, the country started experiencing the proliferation of media outlets such as newspapers, radio and television.[8] Before liberalisation, there were only three print media organisations: the government owned newspapers, the *Daily News* and *Sunday News*, the ruling party Chama cha Mapinduzi (CCM) newspapers, *Uhuru* and *Mzalendo,* and the biweekly *Mfanyakazi* newspaper owned by the Tanzania Federation of Trade Unions (Manara 2005). At this time, there was also the Government News Agency (SHIHATA), with branches throughout the country. The first privately owned radio stations to be introduced were primarily nationally oriented. UNESCO (1997, 134) documents that community radio stations is a concept of the 1990s; they arrived following the intensity of need for bringing radio services closer to the people. Lobulu (2011) describes the forms of community radios in Tanzania as the ones owned by religious organisations/institutions, non-governmental organisations, district and municipal councils as well as student radios owned by journalism/mass communication training institutions. Lobulu mentions, radio Sengerema as the first radio station to be registered as a community radio in the year 2003. According to the Tanzania

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Communication Regulatory Authority (TCRA)'s website, there are now about 40 community radio stations all over the country. UNESCO, which has been on the frontline in supporting the wellbeing of these radio stations, is satisfied with the improvement in the performance of the stations, unlike how it was in the previous years, before their support (as quoted by Amin Yusuph, the Tanzanian UNESCO). Examples of community radio stations whose vision and mission statements are community-focused include the recent *Jamii FM*, funded by the Ministry for Foreign Affairs of Finland through cooperation between Mtukwao Media and the Finnish Foundation for Media, Communication and Development (VIKES). This radio station aims at empowering Lindi and Mtwara communities to make informed decisions about their lives through information accessed via radio.[9] Afya FM[10] radio is another interesting example of community radio in the Mwanza region, which has the overall objective of offering programmes related to heath issues to residents of Mwanza and nearby regions. The Loliondo community radio station is a unique community media established in 2013 to provide information to pastoralists and agro-pastoralists communities.[11] Prof Mohammed commends Radio Micheweni[12] (Zanzibar) and Radio Kyela[13] as examples of successes in playing a greater role in providing civic and voter education during the 2010 general elections. He further praises these stations for their programming, which incorporates entrepreneurship education and other economic aspects in their broadcasting. Other popular forms of community radio stations are stations owned by journalism/mass communication teaching institutions. These includes *Radio Hope FM*,[14] owned by the University of Iringa and *Radio Mlimani*,[15] operated by the Institute of Journalism and Mass Communication of the University of Dar es Salaam, *SAUT Radio*,[16] operated by the department of Mass Communication at the Saint August University of Mwanza as well as other radio stations established in journalism colleges across the country. By virtue of being in training institutions, these radio stations were expected to be modals of community service, but like other community radio stations, they share very similar challenges.

CHALLENGES FACING CR IN TANZANIA

Different scholars such as Prof. Mohammed Sheya[17] and Gervas Moshiro[18] view community radios as the best avenue for transforming the lives of rural dwellers. However, community radios' pervasiveness

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[9] http://jamiifmmtwara.blogspot.com. Consulted 22.12.2014

[10] http://www.healthaccesstz.org/afyaradio/about-us. Consulted 22.12.2014

[11] https://www.facebook.com/loliondofm. Consulted 22.12.2014

[12] http://en.unesco.org/radioict/radios/micheweni-radio. Consulted 22.12.2014

[13] http://en.unesco.org/radioict/radios/kyela-fm. Consulted 22.12.2014

[14] http://issamichuzi.blogspot.com/2014/09/introducing-iringa-newest-and-hottest.html. Consulted 22.12.2014

[15] http://www.sjmc.udsm.ac.tz/sjmc-radio.php. Consulted 22.12.2014

[16] http://www.saut.ac.tz/index2.php/radio-saut-fm. Consulted 22.12.2014

[17] Deputy Permanent Delegate to UNESCO

[18] Veteran Journalist and Media Trainer; has a record of coordinating the Community Media for development project in Arusha, Tanzania.

has not been as conspicuous as was expected due to several financial, technological and human resources challenges they have faced as Lobulu (2011, 10) observes. The mushrooming of these radio stations has attracted unskilled and cheap labour, which lack the required professional competences needed for using radio in a meaningful way. Joseph Sekiku, chairperson of the Community Media Network of Tanzania (COMNETA), criticises CR as being short in regards to programmes displaying a lack of vision towards addressing Tanzanian community concerns related to development, and having rather become only a new form of entertainment.[19] In community radio like *Loliondo FM* and *Orkorenei FM*, the language barrier has been observed as an obstacle as most of the listeners from pastoral communities are not conversant in Kiswahili (Mpehongwa 2010). Tanzanian broadcasting legislation only mentions Kiswahili and English as the only broadcasting languages, whereas the translation of news and other programmes is limited to not more than 10 percent. In a telephone interview with Kibako Mako, the UoI journalism finalist student, who at the time of writing this article was working with the radio as an intern, appeals for the repeal of the law, because in helping the listeners comprehend the messages they have to undertake the tedious job of translating some of the programmes, such as the phone-ins and the news bulletins. Similarly, community radio stations are known for low salaries, a factor that kills innovation and hard work in respective stations. As a result of the lack of sufficient financial resources and few workers, it's discouraging to learn that most of these radio stations end-up using much of their air time playing music and relaying national and global radio programmes.

CONCLUSION AND RECOMMENDATIONS

Radio is still a very powerful medium in Africa, which is predominantly rural. Radio can be used to improve social services and the overall living standards of the majority of rural people in Africa who are engulfed in poverty. The initiative to build capacities of community radio stations by stakeholders is required in order to help them serve the communication demands of less privileged communities. If assisted, community radio stations have the best opportunity to empower local people to hold their leaders accountable in safeguarding their resources. There is a dire need for support of the efforts by COMNETA to achieve its objectives of seeing community radio stations deliver relevant community oriented programs at the highest standards.

FURAHA HOUSE SLOGAN 2014
LEADING,
LEARNING,
WRITING,
THEN
SPEAK
TANGAZA INJILI KWA WATU WOTE
"MIMI, NA, WEWE KWA PAMOJA TUTANGAZE NA 96.7 FM "

[19] http://wikieducator.org/Community_Media/UNESCO_TANZANIA. Consulted 22.12.2014
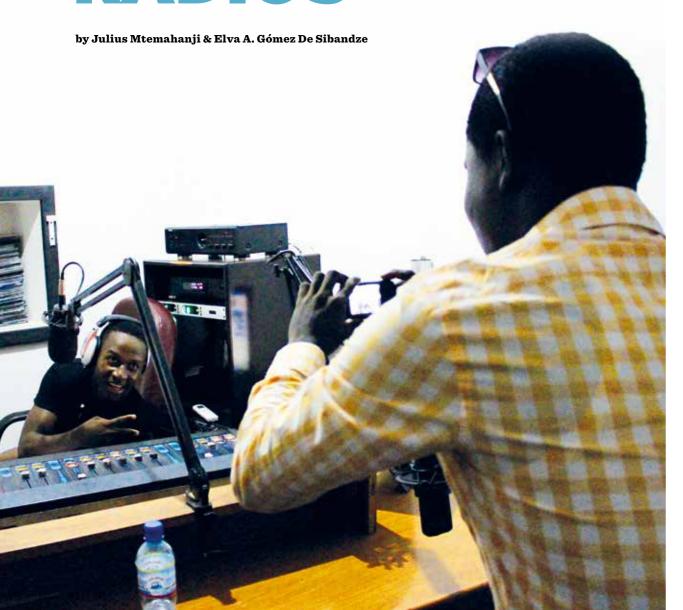
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A CASE STUDY OF
NAMIBIA'S COMMUNITY RADIOS

by Julius Mtemahanji & Elva A. Gómez De Sibandze

THIS ARTICLE delves into the aspects of empowerment of community radios in Namibia through access to information on human rights and the use of information and communication technologies (ICTs). This study analysed the findings from two interventions carried out between November 2012 and February 2014 by the United Nations Organization for Education, Science and Culture (UNESCO) and Deustche Welle (DW) respectively.

Firstly, it should be noted that Deustche Welle Akademie's baseline study was also part of a major project *Community Voices: fostering participation, of human rights and civic/voter education in Namibia's local communities*. This project aimed at strengthening *NamRights*, the Namibian human rights organisation as well as strengthening community media regarding civic/voter education and political/election reporting. In addition, the purpose of this project was to ensure that communities outside Windhoek had access to information on human rights, political and electoral developments, and could contribute to a more inclusive and pluralistic society in Namibia.

Furthermore, the baseline study (BLS) covered five regions: namely Khomas, Ohangwena, Hardap, Karas and Omaheke. These regions were selected because they were the only ones with community radios at the time of the BLS. Omaheke had a community centre at the time of this study but was in the process of setting up a community radio. All these community radio stations are part of the Namibia Community Broadcasters Network (NCBN) and serve local communities outside the capital Windhoek. That particular study was conducted from January to March 2014.

The second intervention, *Empowering local radios through ICTs*, is a multiple partnership project sponsored by the Swedish International Development Agency (SIDA) and implemented by UNESCO from the Windhoek Cluster Office. The intervention entailed a radio monitoring exercise that included three phases, namely: general quality of programming, gender focus and the use of ICTs. Three stations participated in the monitoring exercise during the first phase of the monitoring: *Ohangwena Community Radio*, *Base FM* and *West Coast FM*. However, *West Coast FM* had to withdraw from the project due to a lack of volunteers who could conduct the self-assessment and listener monitoring.

The purpose of this intervention was to assess the quality of radios' performance, outputs and impact and radios' operations, which were subsequently adjusted according to the received feedback. The weekly monitoring covered in the first phase indicators under: i) General quality of programming; ii) Gender focus in the operations of the local radios; iii) ICT/mobile phone usage in programme production, broadcasting, management and finance; and internet.

Findings from both interventions provided an indication as to what extent access to information on human rights and the use of ICTs empowered community radios in Namibia.

METHODOLOGY

The methodology for DW's BLS adopted a three-part sample design to assess human rights awareness and electoral issues, media consumption habits and the visibility of *NamRights*. In the first part, the study surveyed fifty participants in the selected regions. Random sampling was employed to select the fifty respondents from each region. The second part of the study included a focus group discussion, with an average of seven participants selected by the research assistants for the five regions. The selection criteria was based primarily on age (voting age: 18 and above) and took into consideration gender balance and differences in ethnic and professional backgrounds.

The third part of the baseline study consisted of radio monitoring so that the content regarding electoral issues and human rights could be assessed. This monitoring took place at the four community radio stations: *Ohangwena Community Radio (OCR)*, *Karas FM*, *Live FM* and *Base FM*. In addition, a set of quantitative and qualitative questionnaires

were developed in order to collect data. Structured questionnaires were developed to gather quantitative data on human rights awareness and electoral issues; and to monitor community radios' content on these topics. Instruments developed to capture qualitative data included an unstructured questionnaire for focus group discussions (FGDs) in all participant regions. Data entry, processing and analysis were then conducted manually.

All completed survey questionnaires were entered into Excel sheets to analyse the data collected through the quantitative questionnaire. Both descriptive and analytical studies were conducted in order to analyse findings of the study.

Data collection methods for the UNESCO study included survey, focus group, radio self-assessments and weekly monitoring of fixed and randomly selected programmes. The survey was used to collect data to provide data on demographics that was disaggregated by gender, age and listening habits of the respondents. Information collected with this tool focused on (i) education, (ii) health, (iii) community, (iv) required radio content by the community in these fields, (v) frequency of programming of intended issues, (vi) preferred mode of listening to the radio (alone, with family or listening clubs) and (vii) the medium of interaction between the radios and their listeners.

In addition, the focus-group interview described the listeners' needs, frequency of programming and preferred mode of listening as well as the medium of interaction with the radio stations. The radio self-assessment and weekly monitoring of programmes was done with monitoring sheets to capture listeners' habits with regards to assessing how broadcasts were being received, the contribution of radio correspondents and

the improvements in financial management of the radio stations by relating findings to the indicators provided for the weekly monitoring of the radio stations.

Data collected for this study was analysed through content analysis in order to determine the level of attention given to delivering a gender focus in the operations of the local radios; establishment of the extent to which ICTs are integrated into the daily operations of the radio stations; and how far issues of local concern are being incorporated into the stations' programming.

EMPOWERMENT AND COMMUNICATION

The concept of empowerment, as developed by current research on communication for development, has been contested by critics such as Robert White, who claims that 'the concept of empowerment, as it has been developed so far, is at best, incomplete and possibly dangerous if it is not oriented more clearly toward social responsibilities and service within society'.[1] He further argues that a strategy of empowerment needs, perhaps, to be located within a broader framework of universal human rights, such as the right to information and the right to communicate.[2]

Furthermore, the UNDP developed a practical guidance for the development of media strategies in support of vulnerable

groups in 2006. This guide focuses on communication for empowerment as 'an approach that puts the information and communication needs and interests of disempowered and marginalized groups at the centre of media support.'[3]

White's article, *Is "Empowerment" the answer? Current Theory and Research on Development Communication*, indicates that there is a need for thorough research in the field of communication for development by looking at the 'history of interventions, movements and people's organisations to see how reforms sought have been sustained over a long period of time.'[4] White's perspective on empowerment will frame the analysis of the findings from UNESCO's and DW's studies, which both focus on the empowerment of local radio and communities outside the capital of Namibia and in remote areas of the country. Both organisations worked with community radios in order to carry out their interventions as these radio stations play a large role in their communities regarding access to information and the promotion of human rights.

COMMUNITY RADIOS AND INFORMATION ACCESS ON HUMAN RIGHTS IN NAMIBIA

One of the main aspects of empowerment analysed was collected from findings regarding community radios and

[1] **White, R. 2004 in Dagron, G 2006, 830.** *Is "Empowerment" the answer? Current Theory and Research on Development Communication.* Communication for Social Change Consortium: NJ, USA

[2] Ibid. 831

[3] **UNDP 2006.** *Communication for Empowerment: developing media strategies in support of vulnerable groups.* Consulted 12.12.2014 http://www.undp.org/policy/docs/policynotes/a2i-english-final-4649027220103883.pdf.

[4] **White, R. 2004 in Dagron, G 2006, 831.** *Is "Empowerment" the answer? Current Theory and Research on Development Communication.* Communication for Social Change Consortium: NJ, USA.

information access on human rights in Namibia by looking at the correspondents and listeners awareness on human rights and the programing available on human right issues.

Community radio in Africa started in the early 1990s, at a time when many African states, such as Namibia, were transitioning to democracy and fighting the Apartheid regime. Since then, community radio has demonstrated resilience by enduring political turmoil, the lack of adequate resources and technological change. Despite all these challenges, however, community radio in Southern Africa shares a history of being instrumental in social change and the empowerment of people living under colonial oppression and racial segregation.

Since gaining independence, community radios in Namibia receive support from organisations such as the UN and DW Akademie, which provide resources and capacity building for station managers and correspondents so that they can continue to serve their communities. However, the impact of these interventions is questioned regarding their sustainability and the empowerment of the communities they serve.

Human rights awareness is crucial in the process of development and empowerment of any community as it has to do with fundamental rights such as, information and the right to communicate, which cannot be possible unless the communities have the following essentials as described by Dagron in his article *Take Five: A handful of essentials for ICTs in development:*[5]

1. **Electricity**
2. **Phone lines**
3. **Computer access**
4. **Enough money to pay for the service provider, and**
5. **The ability to read and write English**

Unfortunately, these essentials are scarce or non-existent in some rural areas in Namibia. For instance, electricity is scarce in most rural areas. People in most rural areas have a mobile phone, but they struggle to charge and sometimes to buy credit due to economic challenges, such as lack of income. Further, computer and internet access is also limited in most rural areas.

Knowledge of English is required in order to access news sources, but on some stations like *Ohangwena Community Radio*, Oshiwambo is the most widely spoken language and sourcing information in English is sometimes a challenge. Furthermore, it is not easy to discuss access to information on human rights in places like this, where community members struggle to receive basic human rights such as housing, education and health care. Despite these challenges, interventions like DW's are welcomed by community radios and community members.

Based on the findings of the study, the level of awareness of human rights among correspondents and community members is high (80 % of respondents) in three of the four regions particularly: Hardap, Karas and Ohangwena. In spite of the high awareness of human rights in those regions, the programming from community radios in those areas still does not cover enough

information on human rights. The study indicated that the reason for this is the lack of capacity of the radio correspondents to produce content on human rights issues. Therefore, there is a need for community radios to involve experts in human rights in the production of content.

COMMUNITY RADIOS AND THE USE OF ICTS

The second aspect of empowerment examines community radios and the use of ICTs and focuses on convergence, networking and content sharing among community radio stations in Namibia.

Radio reaches over 95 per cent of people worldwide and in Sub-Saharan Africa, 'radio is the most impressive communication tool for development, especially in the rural context.'[6] It is not only an important mechanism for the diffusion of development information in local languages and over widespread and remote geographical areas; it is also a great tool for reinforcing and strengthening cultural expressions and identities.[7]

Based on findings from UNESCO's study *Empowering Local Radio Stations with ICTs*, empowerment can be contested because the study showed that there is lack of convergence and networking among community stations and content sharing.

Regarding convergence, UNESCO provided ICTs, such as computers and internet access to local community radio stations so that they could incorporate them into their

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[5] **Dagron, G. ND.** *Take Five: A Handful of Essentials for ICTs in Development.* Consulted 12.12.2014 http://www.fao.org.

[6] **UNESCO 2013.** *Linking Generations through Radio.* UNESCO: France

[7] **Dagron, G. 2003.** *Take Five: A Handful of Essentials for ICTs in Development in Girard, B. et. al. 2003. The One to Watch: Radio, New ICTs and Interactivity.* Consulted 12.12.2014 http://www.fao.org/

programming and also into broadcasting. But, when looking at convergence in a broader sense, convergence should not be understood as a technological challenge alone. ICT projects must converge with local schools, local libraries, local development projects and local social organisations in order to be effective in helping to improve the lives of the rural poor.[8] The initiative of UNESCO did not take into consideration other stakeholders in the community, which are important in the process of convergence. In addition to convergence, networking is another area in which community radio stations have to improve. Networking is important, not only in terms of information exchange, but also with regards to contributing towards the capacity building of newer experiences. As for convergence, it is important to acknowledge the opportunities that exist to build upon

existing communication processes, such as community radio, which has grown enormously in the past decades, and seems to be more culturally pertinent and adapted to the need of communities.

According to the study, there are a number of initiatives which have been considered by the community radio stations for networking, such as the *Namibia Community Broadcasters' Network*. However, the networking among the community radio stations in Namibia is not functioning as well as it needs to be. This could be due, in part, to the following reasons: language, interest and cultural backgrounds.

One important benefit from networking could be content sharing. During the study, nearly all stations indicated that they struggle to produce content due to a number

[8] **Dagron, G ND.** *Fighting Rural Poverty: What can ICTs do for the rural poor*

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of reasons, including high staff turnover, lack of resources for paying correspondents, as well as technical challenges. Therefore, content sharing could actually help stations to solve some of these problems.

Despite the initiative of empowering the local community radio stations in Namibia with ICTs, more time is needed to assess the impact of these interventions. Findings from the study indicate that more training is required as to how to integrate ICTs into radio programming and broadcasting.

CONCLUSION

Empowerment, in a broader sense of the word, cannot take place at community radio stations and in the communities they serve with only one-off interventions. Empowerment involves a long process with many interventions, including evaluations to assess the impact and the extent to which they empower the beneficiaries.

Information access on human rights needs significant improvement in all radio stations due to the lack of involvement of experts in the production of content. This could be solved by training the correspondents on human rights issues, involving experts from the community, who have knowledge of human rights issues, as well as possible content sharing with other community stations.

Further interventions on ICT training should involve community members, such as those who are currently contributing towards content development. For instance, participants from schools, government ministries and human rights organisations could also benefit from these training opportunities.

In summary, community radio stations can only be empowered if the communities they serve are part of the empowerment process. The process should also involve radio, ICTs and people converging in order to make a meaningful impact. Finally, more dialogue among organisations such as UNESCO and DW is needed so that they can better plan their interventions and avoid duplications, while obtaining more value for their work with community radios.

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CIVIC ENGAGEMENT AND JOURNALISM
IN THE DIGITAL AGE

PROMISE AND CHALLENGES IN GHANA

by Kobina Bedu-Addo

THESE ARE THE TIMES OF NEW MEDIA and digital citizenship. Ordinary people, not only the mainstream media, generate and distribute stories on issues of concern to their communities and larger society via social media platforms such as Twitter, Instagram and Facebook. These platforms, and the opportunities they have created, have shifted the power of content creation from the professionals to ordinary citizens. This is because of their ability to create and distribute new media content such as blogs, podcasts or videos, without going through established editorial practices as those employed by the mainstream media.

Traditional media, clearly seeing the signs written on the digital walls, are also getting in on the act. Now, for example, *The New York Times* has its own channel on YouTube, a popular website for uploading videos. Some see these developments as a sign of the future, or even the impending death of, traditional or old media, particularly with regards to newspapers and magazines.

Indeed, in European countries and other western societies, such as the USA and Australia, anecdotal evidence makes such claims plausible. *Newsweek Magazine*, the American weekly political magazine, announced the end of its printed, hard-copy editions and has opted for an online only edition (BBC Online News 2012), whilst in Europe, newspapers are said to be struggling to survive the digital revolution (The Guardian 2014).

In the mist of all this promise of a digital participation with the polity occasioned by new media technologies; one can ask: How digital is the Ghanaian media? What potential do they create for civic engagement? What will be the future of journalism in the digital age?

CIVIC ENGAGEMENT

New media technologies have no doubt opened democratic spaces for greater citizen participation in the issues that concern them. The gatekeeping role, which has been the mainstay of old media, is now wide open, as anybody with access to the new technology can react to and comment on issues, or discuss and engage with others, without having to go through any established system of checks for accuracy or truth. However, journalism as an instrument for fostering greater engagement and participation from ordinary citizens is not new. Its origins can

be found in the early 1990s in public and civic journalism in the United States. This brand of journalism had the intention of involving citizens in their communities and promoting normative attitudes in these communities, which are supportive of civic participation (Grimes 1999).

In addition, this type of journalism was defining the readers and viewers of the news as not simply the final beneficiaries of the information that journalists provide to them; but also as crucial participants in the design and creation of news itself, visualising the readers and viewers not simply as consumers of a product, but as citizens of a polity.

Since 1992, following the media freedoms enshrined in the new constitution, the media environment of Ghana has been vibrant. There has been an explosion in private media ownership, with over two hundred radio stations, twenty television stations, and one hundred and fifty newspapers and magazines (NMC 2013). Politics, football and entertainment dominate programming and news in this competitive liberalised

media environment, where concerns about the tone and language used by some media organisations, particularly during election campaigning periods, is expressed.

Old media still command a lot of attention from the population, with radio being at the top of the list as far as accessible media is concerned. Costs and literacy also partly explain the reason for radio's dominance. Most people do not consider radio as a high cost item and along with the advent of durable cell phones with capabilities for accessing radio, broadcasts have become even easier to access. The key, however, is local language broadcasting, where an increasing number of programmes on television, and particularly radio, are delivered in a local language (Bedu-Addo 2010a).

The dominant means through which civic engagement and participation has been achieved has thus been through old media: newspapers, radio and television. Ordinary people get most of their information from radio and, to some extent, television. It is very common to see traders, carpenters, masons and the like listening to radio on their cell phones while at work. Reading newspapers is largely done by literate, office workers, such as civil servants and private professionals. As part of their regular programmes in the mornings, radio stations review the news in the newspapers and end up discussing most of the headlines and major stories in the process. This has led to calls for this programming format to be ceased by newspaper vendors (Graphic.com 2014). Thus radio still rules the airwaves and serves as the focal media for most attempts at engaging the Ghanaian polity.

However, an interesting development has emerged over the last several years, with anecdotal evidence pointing to the growing use of online media to access news and other

information by Ghanaians in the diaspora and also by literate, urban youth. We now see many mainstream media organisations creating an online presence, with notable platforms such as *Myjoyonline* and *Peacefmonline*, Facebook pages, and official Twitter handles, which have established other interactive opportunities for their stations and programmes to accommodate this growing audience through online engagement. According to data from Alexa. com, websites visited by Ghanaians in order of popularity are the following:

POPULAR WEBSITES USED BY GHANAIANS

Facebook	1
Google.com.gh	2
Google.com	3
Yahoo.com	4
YouTube.com	5
Ghanaweb.com	6
Ask.com	7
Tonaton.com	8
Myjoyonline.com	9
Wikipedia.com	10
Twitter.com	11
Goal.com	12
Linkedin.com	13
Blogspot.com	14
Citifmonline.com	15
Jobberman.com	16
Amazon.com	17
Peacefmonline.com	18

Source: Alexa.com 4/10/2014

This notwithstanding, large sections of the population still hold strong attachments to the traditional media for news and information and indeed have not had any meaningful engagement with new media for the reasons mentioned above. In order for that to change, there needs to be a large increase in not only internet use, but also an increase in literacy and a drop in the costs of using new media facilities.

INTERNET PENETRATION

The growing use of online platforms and social media by literate and urban youth, particularly for accessing news and information, can generate a deceptive impression about the widespread availability of the internet. According to figures from the National Communications Authority (NCA), the regulatory body responsible for telecommunications in Ghana, the overall internet penetration rate increased from 40 % to 40.7 % by the end of August 2013, for a population of just over 25 million people. Those using the internet for data related activities stood at 10,564,180 during that same period (Kunateh, Masahudu Ankiilu, 2013; Kasule, Mumuni Y 2013).

The International Telecommunications Union (ITU), reports that only 16 % of the African population have access to internet services, compared to Europe's 75 % and the U.S.'s 61 %. (ITU 2014). In the case of Ghana, the 40.7 % current figure is an improvement on the internet penetration data recorded in earlier years.

GHANA INTERNET USAGE AND POPULATION GROWTH:

YEAR	Users	Population	% Pen.	Usage Source
2000	30,000	18,881,600	0.2 %	ITU
2006	401,300	21,801,662	1.8 %	ITU
2008	880,000	23,382,848	3.8 %	ITU
2009	997,000	23,887,812	4.2 %	ITU

Source: www.internetworldstats.com

GH - 25,758,108 population (2014) - Country Area: 238,538 sq km

Capital City: Accra - population 2,291,352 (2012)

4,378,878 Internet users on Dec 31, 2013, 17.0% of the population, per IWS.

1,630,420 Facebook subscribers for Dec 31/12, 6.4% penetration rate.

6.56 Mbps Broadband download speed on March, 2014, per Net Index

Ghana http://www.internetworldstats.com/africa.htm

Since 1994, when Opoku-Dapaah (2009) studied access to internet cafes and found only two in all of Ghana, the number of internet cafes has exploded and can now be counted in the thousands across the country, thus mirroring the current figures from the NCA. However, these are still largely confined to the cities and major towns. It is also relatively cheap for most people to access the internet at a cyber café. Average browsing times at cyber cafes are between 30 minutes and 1 hour at costs of between $0.40 to $0.70 cents, depending on the location.

Beyond internet cafes, other opportunities for browsing the internet exist in schools and offices. Tertiary students get internet access at their campus libraries, ICT centres or computer labs and are charged as part of their school fees. Browsing in offices is virtually free, provided management does not know about it, particularly in organisations where this can be a distraction from work. In contrast, residential users pay on average between $100 and $150 for a land line connection, in addition to monthly charges.

Most people now opt for Wi-Fi options by purchasing wireless modems, which average between $70 and $120, depending on the service provider. In addition, there are monthly rates of $30–$60, which are dependent on data volumes. These prices are obviously beyond the reach many Ghanaians, except for those in the higher income bracket (Bedu-Addo 2010b). The prices have, nonetheless, dropped further as a result of competition in the telecoms industry.

THE INTERNET AND SMART PHONES

The ITU also reports that Africa as a region, has the highest growth in cellular mobile use (ITU 2014). These data reflect the growing use of mobile devices for accessing the internet and engaging in many different platforms online in Ghana. The growth in internet usage can be partially explained, not only by the increased availability of internet cafes, but also by the increase in the use of mobile devices with internet connectivity and reduced costs for accessing the internet as a result of competition.

Recent figures from the NCA on mobile voice subscription trends provide a figure of nearly 30 million as of June 2014, and mobile internet subscriptions of 10,323,941 as of December 2013 (NCA 2014), for a country with a population of 25 million. The NCA has also released figures indicating 100 % mobile penetration rate in Ghana, with cell phone ownership numbering 26 million (Dowuona, Samuel Nii Narku, 2013; Citi FM Business News, 2013). Allowances will have to be made for double, and in some cases, even triple ownership of cell phones – multi-simming – as explanations for these high cell phone ownership levels. However, overall these numbers point to the widespread use of mobile devices for voice and, increasingly, data services.

In terms of brands, Samsung, aided by a large scale advertising campaign, seems to lead the field, whilst other manufacturers such as Nokia and Blackberry, as well as local brands Techno and RLG, are also popular among certain income brackets. The Chinese telecoms company Huawei has also recently entered the market with even lower cost phones.

What is not clear from the data is, however, how many of the cellular devices that are in use are so-called smart phones? This means the type of phones with operating systems that allow users to browse the internet, send and receive emails, download music and videos and take pictures to be shared

on the internet. Young consumers are now especially interested in phones integrated with social media applications and download capabilities. The WhatsApp platform, in particular, seems to enjoy wide popularity because of its ability to connect to friends and loved ones, as well as due to its price (Amega-Selorm 2014).

SOCIAL MEDIA AND CIVIC ENGAGEMENT

A Pew Research Center study of social media use in the United States determined that Facebook, LinkedIn, Pinterest and Instagram were the major social media platforms used there. The study did not indicate for what purposes people used these platforms. Further, there is no comparable study of this kind yet in Ghana. However, anecdotal evidence points to social media platforms such as Facebook, WhatsApp, Twitter and Instagram being among the most popular social media platforms used.

In their study of internet use in Ghana, Quarshie and Ami-Narh (2012) found entertainment, education, research, personal finance and communication were the major purposes of internet use. Mobile banking and mobile e-commerce were other services gradually being frequented by customers with smart cell phones, with many businesses having social media pages where customers ask questions and post complaints. As already mentioned, media organisations like radio and television stations use their social media pages for live comments and feedback from followers in order to make their programmes more interesting.

What social media has therefore brought to general media discourse, is the chance to

amplify unverified gossip, make sensational claims, and also serve as a platform for innuendo, insults and other potentially libellous comments by and on behalf of politicians and celebrities. Perhaps this is to be expected, but the true potential and promise of social media as the catalyst for civic engagement can still be seen in recent happenings in the political arena.

On the 1st of July, 2014, Ghana's Republic Day, a group numbering 300–500 Ghanaians marched peacefully to the Flag Staff House, the official residence and office of the President of Ghana, in order to deliver a petition detailing what they saw as the government's inability to deal with corruption, worsening economic conditions and high taxes among others issues. This was organised by a group calling itself *Concerned Ghanaians for Responsible Governance* (CGRG).

What is interesting about this protest was not the political demands levied, but how the protest was organised. The CGRG protest was organised as a social media protest that began with a Facebook page (www.facebook.com/occupy) soliciting participation and Twitter discussions about the conditions as they saw it, in the country with the hashtag #occupyflagstaffhouse used extensively to disseminate information and mobilise support for their protest.

This same organisation also used social media to organise another protest called the *Red Campaign*, encouraging people to wear red tops or red hand bands to campaign for better living conditions with the hashtag #redfriday (Bagooro Sylvester and Obeng Kwesi 2014; myjoyonline.com 2014; okayafrica.com 2014). In Ghana, the colour red signifies danger, and many protests use the colour to show that the protesters eyes are red i.e. angry.

At the event, the protest gained some mainstream media attention, with discussions on radio and coverage by some television stations. What these examples illustrate are twofold: the potential, as well as the challenges of using new media for civic participation in the context of limited access to internet and online facilities.

One the one hand, the composition of the 500 or so protesters was made up of literate, professionals, who would normally have access to new media facilities. Indeed the organisers themselves called their campaign a middle class protest, whilst government propaganda sought to dismiss their actions as out of touch.

That a protest, albeit a small one, could originate from engagement on social media, demonstrates the power of the new media technologies at our disposal for popular mobilisation, as has been seen in other Africa countries such as Tunisia and Egypt in the case of the Arab Spring. This further points to what is possible in the future for engaging citizens; not only for protests, but also mobilising them for other civic responsibilities such as voting.

On the other hand, it should be noted that the protesters were largely literate, professionals with a regular income and that their campaign could not reach those of a social class less resourced than them demonstrates the limitations Ghana has in relying on new media platforms for informing and engaging her citizens. To overcome this, there needs to be an even greater penetration of internet access for the population and a corresponding increase in literacy levels, particularly in the rural areas, in order to open up new media technologies to the majority of the country.

ICT POLICY

The effort to do just that began over a decade ago with a number of policy statements and legislation establishing the foundations for improved technological use. The government policy on ICT (ICT for Accelerated Development, 2003) is intended to, among other things, increase access to the new technologies in schools and universities. This has resulted in the construction of a nationwide fibre-optic backbone link to improve internet connectivity.

The country is also set to migrate from analogue to digital broadcasting by the end of 2015. Additionally, there is a specific ICT policy in education that aims to, among other things, engineer an ICT-led socio-economic development process with the potential to transform Ghana into a middle income, information-rich, knowledge-based and technology driven economy and society. There is also the objective of developing an improved educational system within which ICTs are widely deployed to facilitate the delivery of educational services at all levels of the educational system (ICT in Education Policy 2008, 8).

The other challenge is to improve literacy levels. Close to 40 % of the population above the age of six years have no level of formal education. The country also has a high primary school drop-out rate and very low secondary school enrolment rate, with close to 50 % of junior secondary-school dropouts failing to progress to senior secondary school, and a high proportion of senior secondary-school dropouts failing to continue their education. Thus, only about 3 % of the population gains access to tertiary level education (Awidi 2008, 3).

Despite the efforts by successive governments, many schools at primary

and secondary levels still lack the requisite numbers of computers and other ICT infrastructure for teaching and learning. Those schools that do, are normally located in cities and other urban areas. There is also the problem of hiring and retaining qualified teachers in computer science in order to teach courses at these schools as qualified graduates prefer to work in the private sector where the financial rewards are much better than those available for teaching (Bedu-Addo 2010b, 20).

The potential of communications technologies to aid civic engagement is not in doubt. However, what is in question is how soon the benefits will spread to the millions of citizens who have not had any meaningful engagement with new media technologies.

DIGITAL FUTURE

With digital migration on the horizon, growing internet penetration and cell phone use, Ghana cannot escape the momentum towards the digital future. While the journalism of the old or traditional media cannot be dismissed in this context, it is increasingly becoming clear that the role that the new media now plays in journalism will only increase. What can be envisaged, perhaps for the future, is an integration of old and new media. Indeed, as it has been already alluded to, many media organisations have created their online presence, either through a website, Facebook page, Twitter handles or WhatsApp, and these platforms are heavily used in order to encourage interaction with larger audiences.

Audiences themselves are also using these platforms for their own discussions, commentaries and expression of opinions, which the mainstream media cannot ignore as the numbers grow. In the midst of the

Ebola pandemic in some West African countries, official information flow in the mainstream media has sought to educate and assure the public so as not to cause panic in managing a very difficult public health emergency. In Sierra Leone, for example, some people do not trust the official information being disseminated and are resorting to WhatsApp to discuss, educate, and inform (BBC Trending 2014; BBC.co.uk 2014).

This is as promising as it is dangerous. It is dangerous in the sense that through giving opportunities to people to discuss very important issues, if not done by qualified experts as in this case, much of what will pass as advice will in fact turn out to be bad. At the same time, it can also be promising as well, because the potential for ordinary people to take the initiative and mobilise themselves without direction from authorities will be an important democratic development as African countries seek

to entrench democracy on the continent. The challenge for journalism in this digital future is to broaden the scope of its news and information dissemination, and embrace the contributions of the polity for mobilisation and development.

CONCLUSION

It is clear for all to see that new media technologies have changed and will continue to change the way we practice journalism. But unlike in western societies, where the digital revolution is already very advanced, in Africa, and Ghana for that matter, it is just in the beginning phase. Therefore, the reliance on what is regarded as old media is still very strong and will remain so until there is a vast improvement in new media infrastructure and education. In the meantime, old and new media will co-exist in the technologically and economically challenged context of Africa and Ghana for a long while yet.

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THE SIGNIFICANCE OF GENDER

IN MEDIA EDUCATION

by Emily M. Brown

N THE SOUTHERN AFRICAN DEVELOPMENT COMMUNITY (SADC), Namibia is a signatory to both the Millennium Development Goals (MDGs) as well as the SADC Protocol on Gender and Development (2008). Both of these Protocols have 2015 deadlines, which served to influence the selection of a topic for this article.

According to the SADC protocol on Gender and Development, gender parity ought to prevail in media houses by 2015. Yet, at the present time, statistics in terms of sources cited in the SADC media still stand at approximately 78 % male and 22 % female, with the majority of the sources being officials rather than ordinary people (SADC Gender Protocol 2013 Barometer).

This statistic holds serious implications for two very important aspects in journalistic work, namely, balance and fairness. In order to address the aforesaid statistic, the Department of Communication at the Polytechnic of Namibia – as was the case in 2004 and 2009, and again in November 2014 when Namibia held National and Presidential elections – journalism students were involved in training that focused on issue-based reporting. One month prior to the elections, the journalism students were trained to receive their story ideas through conducting focus group research amongst community members. The criteria provided for ensuring that the students would mainstream gender into their stories were:

- Those who spoke (sources) were women and men from the various communities, not only officials/political leaders (mainly men, in positions of power), as is often the case in mainstream media.
- Officials or leaders of government were sourced mainly to verify or deny the claims made by ordinary sources.
- The issues highlighted during the focus group research were those affecting the majority of the people.
- Newsworthiness shifted from events to issues (lived experiences) of the people.

NEED FOR GENDER MAINSTREAMING IN THE JOURNALISM EDUCATION

Supported by UNESCO and designed by Gender Links Southern Africa, with support from DFID, the Gender in Media Education (GIME) Audit (Audit of Gender in Media Education and Journalism training, November 2009) was conducted in the Department Media Technology at the Polytechnic of Namibia at the end of 2009. The audit focused on the departmental staff composition (the number of males and females) as well as the students admitted to the journalism programmes offered by the department. Furthermore, the Study served to identify:

- **How gender is integrated into media education and training**

- **Whether gender-related texts or materials were used in media education and training; and**

- **Gaps with regard to mainstreaming gender in journalism curricula.**

The 2009 GIME found that only a few institutions that offer programmes in journalism or media studies have structures in place to necessitate the incorporation of gender in journalism curricula. When such structures are not in place, it also means that students would not have gender included in their assessments either. Of importance in this study is that the respondents saw the need for gender to be mainstreamed into teaching and learning, and to ensure that misconceptions resulting in stereotypes and bias are eliminated.

GENDER MAINSTREAMING IN ACTION

When gender does not receive much attention in journalism curricula, can we expect our journalists to understand the significance of mainstreaming gender? Furthermore, do we as media trainers do justice to questions of balance and fairness when gender is not addressed? If one considers that mostly male voices are heard in reportage – even though in a country like Namibia women make up 51 % of the population – then we certainly have to address the issue of fairness.

In the *Glass Ceilings* study (Glass Ceilings: Women and Men in Southern Africa Media, 2009) – which focused on 126 media houses in SADC – it was found that we have approximately 46 % women and 54 % men in our media houses. What this statistic tells us is that women journalists also tend to access mostly male sources. So, it is not a given that because the journalist is female, she would be gender-aware. It is only with relevant training that such awareness is brought about.

Gender mainstreaming means integrating gender into various aspects of content, for e.g. project proposals; strategic plans; student newspapers; (gender-aware) policies, and training material. It allows for exploring the subject fully – for example, a gendered approach necessitates considering gender-disaggregated data. In issue-based reportage, for example, the trainee-journalist would ask: 'How does this issue affect women? How does it affect men?' In addition to mainstreaming gender, it benefits the academic department when the institution has a gender policy in place. The latter serves to ensure that gender is mainstreamed in course content. With such a policy in place the quality of reportage would be enhanced when students enter the world of work.

An academic institution such as the Polytechnic of Namibia requires academic departments to review curricula once every three years. It is during such activities that academics are given the opportunity to reflect on the extent to which gender is mainstreamed in course content. International bodies, such as UNESCO, have made gender a priority area of focus. If this is the case, shouldn't our training reflect such awareness?

DEVELOPING POLYTECHNIC OF NAMIBIA

INTO AN INTERNATIONAL HUB FOR DEVELOPMENT

by Andrew Niikondo, Neavera Olivier & Elva A. Gómez De Sibandze

THE INTERNATIONALISATION PLAN of the Polytechnic of Namibia (PoN) includes three main areas of development, namely Education, Research and Training, and Institutional Services. These areas are intertwined, however, and they will thus require equal consideration in order for this institution to be transformed into a Hub for Development. Since its creation, the PoN has enjoyed the benefits of partnerships that have allowed networking, staff and student exchanges, as well as curriculum development. However, an assessment of the internationalisation plan is necessary in order to plan for improved future collaborations, based on the needs of Namibia.

The United Nations Millennium Development Goal Eight (MDG8)[1] emphasises the importance of developing global partnerships in order to raise developing countries from extreme poverty and exclusion by promoting education. Furthermore, Namibia's Development Plan Three[2] highlights the crucial role that smart partnerships have played, and can continue to play, in the country's achievements since its independence in 1990. The PoN's partners are very important in the internationalisation process, as they share the vision of transforming universities into hubs for development. In order to improve this internationalisation process at the PoN, this research will explore reports and individual assessments from different partners, both locally and internationally.

INTRODUCTION

'Knowledge societies are about capabilities to identify, produce, process, transform, disseminate and use information to build and apply knowledge for human development' (UNESCO 2009, 27).[3]

In 2005, the United Nations General Assembly designated UNESCO (United Nations Educational, Scientific and Cultural Organization) as the lead agency for the promotion of Education for Sustainable Development (2005–2014).[4] During this time, both developing and industrialised countries, have been focusing on education

for sustainable development in many parts of the world; consequently, institutions of higher education play a crucial role in this endeavour. However, as there is no universal educational model in this field, each country has been encouraged to define its own priorities and intervention strategies, taking into account the environmental, social, cultural and economic conditions of each region.

Furthermore, in 2009, during the World Conference on Higher Education and Research for Societal Change and Development, it was emphasised that internationalisation should be encouraged, despite the economic downturn. The reason for this is that higher education institutions are responsible for bridging the development gap by increasing the production and transfer of knowledge, particularly in the developing world.

At the national level, Namibia's Development Plan Three (NDP3)[5] highlights the crucial role that Smart Partnerships have played and can continue to play in the country's achievements since its independence in 1990. These partnerships should include representatives from all sectors of society in order to achieve the development goals.

The PoN's Strategic Plan Three (PSP 3),[6] for the period of 2009–2013, emphasises the need for the institution to maintain the momentum it has so far gained, while enhancing the efficiency with which it responds to the

changing market needs, as it matures into a truly internationally recognised university of science and technology.

INTERNATIONAL EDUCATION AND KNOWLEDGE SOCIETY

The international quality and standard of education is crucial for developing countries such as Namibia, in order to ensure their participation in the knowledge society. A knowledge society is 'a society nurtured by its diversity, its capacities, [and] its own knowledge assets'.[7] International education can connect 'the forms of knowledge that societies [in different parts of the world] already possess'.[8] These forms of knowledge not only include scientific and technological knowledge, but also certain forms of local and indigenous expertise and knowledge.

Institutions of higher education play an important role in knowledge societies with regard to the production, dissemination and application of relevant knowledge; they can thus be hubs for development. Although better internet connectivity is admittedly needed in Sub-Saharan Africa to bridge the digital gap, institutions of higher learning are nonetheless responsible for developing the skills needed to produce and provide access to new and quality knowledge.

The main benefits of the internationalisation of education are knowledge and resource sharing, the creation of partnerships and networks as well as curriculum development. These benefits can only materialise with appropriate systems of international

cooperation. Although the PoN has over eighty active international partners, not all academic departments participate in these collaborations.

Data collected from an internal survey in the first semester of the 2012 academic year revealed that most academics are in favour of the internationalisation of the PoN, however, only a few academic departments take part in this process of internationalisation through academic exchanges, curriculum development and networking with partner institutions. In the survey, the respondents were asked the following question: Do you think PoN should continue to internationalise Education and Research? All the respondents replied in the affirmative, which suggests a widespread willingness to participate in this process (Polytechnic of Namibia, 2012, n/p). Consequently, it will be important to identify and investigate in future research the barriers that discourage or even prevent so many academic departments at PoN from collaborating with international partners.

VISIBLE AND INVISIBLE BARRIERS

Internationalising education in developing countries such as Namibia is a priority if the country wishes to be transformed into a knowledge society. However, the transformation process encounters and needs to overcome many barriers – both visible and invisible – such as bills and laws that infringe upon the access to information. Other barriers include inadequate funding due to subsidy cuts, lack of infrastructure,

[1] http://www.un.org/millenniumgoals//global.shtml Consulted 5.6.2012.

[2] http://planipolis.iiep.unesco.org/upload/Namibia/Namibia_NDP3_Vol.1_Revised_Draft_05.06.2008.pdf Consulted 5.6.2012.

[3] *Towards Knowledge Societies*, UNESCO World Report 2009, 27.

[4] Towards Knowledge Societies, UNESCO World Report 2009, 142.

[5] Namibia's Development Plan Three (NDP3), 9.

[6] Polytechnic's Strategic Plan Three (PSP3), 5.

[7] Towards Knowledge Societies, UNESCO World Report 2009, 17.
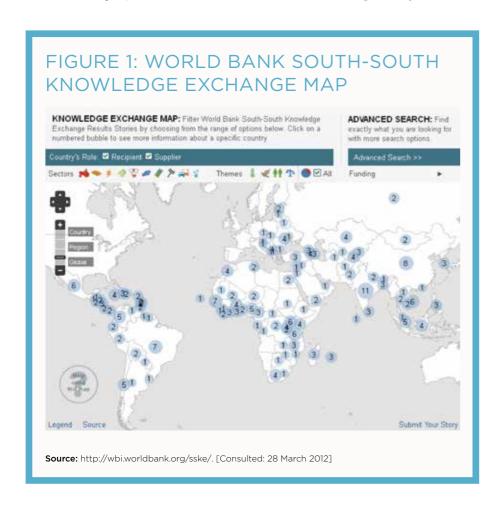
[8] Ibid. 17.

such as a lack of offices and accommodation for visiting staff, as well as a lack of senior academic staff with sufficiently high qualifications, which places an even heavier workload on existing academics, often making it difficult to release a staff member to teach at other institutions.

According to the World Bank, 'Developing and transition countries are at risk of being further marginalised in a highly competitive world economy because their tertiary education systems are not adequately prepared to capitalise on the creation and use of knowledge' (World Bank Institute,

2002, 77).[9] In addition to cost, another major challenge is the lack of knowledge and resource sharing.

In the World Bank Institute map shown in Figure 1, knowledge exchange between southern countries in the area of education is illustrated, and shows no recorded data from Namibia.

The reason for this lack of data could be interpreted in several ways. One possibility is that no knowledge exchange was recorded in the country at the time the data was collected; another possibility is that the

FIGURE 1: WORLD BANK SOUTH-SOUTH KNOWLEDGE EXCHANGE MAP

Source: http://wbi.worldbank.org/sske/. [Consulted: 28 March 2012]

country's records were not made available to the WBI researchers when compiling the map. Unfortunately, there is much room for improvement in record keeping and access to information and knowledge in Southern Africa, and in Africa in general. Although training in this regard is taking place in government offices and in the private sector, there is still much that must change and improve before acceptable international standards are attained.

Concerning access to information and knowledge in Namibia, the government has recently passed the Namibian Statistics Bill 2012, which could hinder knowledge sharing and research endeavours in the country even further because of its oath of secrecy clause. The Statistics Bill was introduced by the Minister of Presidential Affairs to 'provide for the development of the National Statistics System and provide for its components and objectives; to establish the Namibia Statistics Agency and the Board of the Namibia Statistics Agency and provide for their powers and functions; to establish the National Spatial Data Infrastructure and provide for its objectives, to establish the Committee for Spatial Data and provide for its functions; and to provide for incidental matters (Parliament of the Republic of Namibia, Statistics Bill of Namibia 2010, 2).[10]

In Part VIII, the bill states that the researcher should take an oath of secrecy before s/he is allowed to use information or collected data. This clearly contradicts the right to access and disseminate information gathered by means of public funds because this is, in the end, public information.
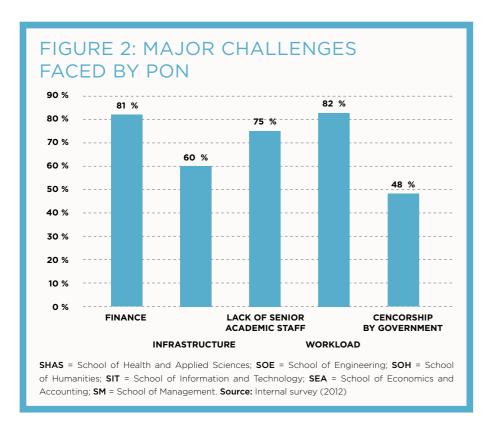
With the advent of globalisation, more institutions of higher learning were encouraged to privatise education and, in many cases, these institutions began to be managed in a similar way to corporations. Although the 'globalisation of education' is [...] promoted by governments, driven by commercial interests and accelerated by electronic communications and distance education' (Hawkridge 2003, 2),[11] which assisted the internationalisation of education in many cases, it has also facilitated the commercialisation of education and increased the knowledge divide between institutions of higher learning in the Northern and Southern Hemispheres. There is still little to no participation in knowledge creation from Southern African countries due to a lack of access to information and technology, the so-called 'brain drain', the prevalence of gender inequalities and a lack of resource sharing.

'The strategic importance of knowledge is fully illustrated today by the acute character of the economic imbalances between the countries of the North and of the South, of which the brain drain is both a consequence and a cause, or again, by the growing importance attached to secrecy, even in democratic societies (defence secrets, industrial or commercial secrets, secret protocols, confidential reports or classified information). In quite a number of fields, knowledge has already now become a most valuable resource which, in the twenty-first century, will increasingly determine who has access to power and to profit' (World Bank Institute 2002, 159).[12]

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[9] *Models For Open And Distance Learning: Globalisation* (13)

[10] *Statistics Bill*, Namibia, 2012

[11] *Models For Open And Distance Learning:* Globalisation (2)

[12] *Towards Knowledge Societies*. UNESCO 2005

FIGURE 2: MAJOR CHALLENGES FACED BY PON

SHAS = School of Health and Applied Sciences; SOE = School of Engineering; SOH = School of Humanities; SIT = School of Information and Technology; SEA = School of Economics and Accounting; SM = School of Management. **Source:** Internal survey (2012)

IMPORTANCE OF INNOVATIVE AND COLLABORATIVE RESEARCH

The PoN is committed to developing partnerships with global universities in the areas of teaching, research and student mobility. This will bring benefits in the form of new innovative courses and higher quality research capacity. Although the PoN staff has engaged in collaborative research for many years, there is potential for this collaborative research to be expanded significantly. A survey conducted among the academic staff at the PoN (2012) reveals that 65 % of respondents across the different schools of the PoN either agreed or strongly agreed that collaborative research could contribute to national development plans, lead to discoveries for economic development, and improve national policies and governance.

According to UNESCO (2009, 3), 'higher education faces many challenges – recurrent and more recent ones – whose in-depth understanding would help to shape action at the global, regional, national and institutional level'. Based on this statement, respondents were asked to identify challenges faced by the PoN when engaging in innovative and collaborative research with other universities (see Figure 2).

It is evident from Figure 2 above that firstly, 82 % of the academic staff members interviewed at the PoN agree or strongly agree that the workload is one of the primary challenges that makes innovative collaborative research between the Polytechnic and its partners difficult. The full-time academics at the PoN are engaged in teaching both full-time and part-time classes, and supervising research projects for honours students.

According to the Polytechnic workload policy (2003), the breakdown of the lecturer's workload is: 60 % teaching; 30 % research; and 10 % administration activities. The problem usually occurs in the area of teaching as 60 % of teaching translates in 16 hours a week, along with large classes (which also require many hours in the marking of tests and assignment papers) and research projects.

Secondly, 81 % of the respondents indicated that obtaining finance or funding was a serious challenge, particularly with regard to the Polytechnic's ability to collaborate effectively with its international partners. Lack of finance means that the PoN is unable to send students and lecturers to partner institutions through exchange programmes or to receive lecturers from partner institutions. In addition, the PoN cannot assist its researchers in joint research programmes with researchers from partner institutions because of insufficient finance.

This coincides with Morrison et al.'s (2003, in Young 2010, 2) argument that the need to obtain funding had a significant effect on many aspects of the research projects. For instance, a lack of finance could limit international collaboration, because partners and potential partners might be unable to attend overseas conferences and workshops that are necessary for collaborative work, thus preventing face-to-face meetings among members of research teams, as well as minimising access to support structures for the research, such as those provided by quality research assistants.
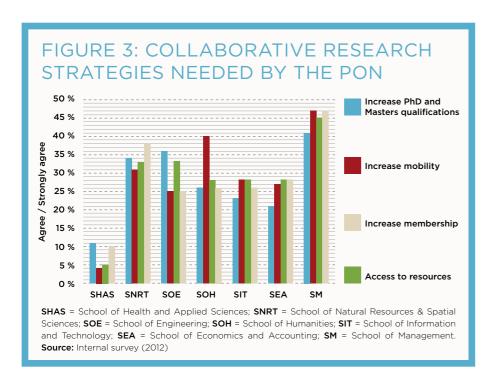
Thirdly, 75 % of the respondents across the PoN indicated that a lack of senior academic staff in schools was another factor that hindered effective collaboration between the PoN and other universities, especially in consortia. Partner universities usually require an exchange of equals; for example, if PoN needs to send a senior lecturer to a partner, the partner needs to send a senior academic to PoN. However, PoN has a shortage of senior academics, and many partners are reluctant to exchange their senior staff with junior staff. Furthermore, such a shortage of senior staff places an even heavier burden on existing academics and thus it is often difficult to release a staff member to teach at other institutions. Further, 60 % of respondents regard PoN's inadequate infrastructure a challenge to internationalisation because the institution usually has no office spaces and accommodation for academics from partner institutions.

STRATEGIES FOR PON

In the survey, respondents were asked the following question: What strategy does the Polytechnic need to strengthen support for innovative and collaborative research? Figure 3 shows the percentages of respondents per school in terms of how they wish the PoN to focus its strategies on improving collaborative research with international partners.
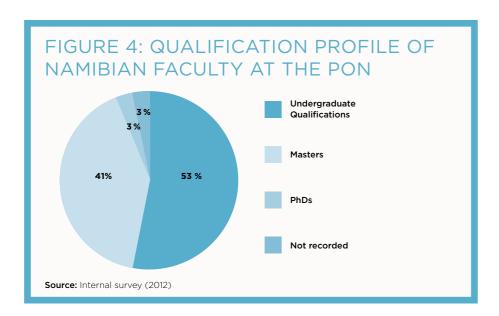
Although the schools clearly have diverse views on the preferred research focus of the PoN, it is likely that a staff development strategy to improve the staff qualification profile is the most crucial at this stage (see Figure 4).

Figure 4 shows that 53 % of Namibian academic staff only have undergraduate

FIGURE 3: COLLABORATIVE RESEARCH STRATEGIES NEEDED BY THE PON

SHAS = School of Health and Applied Sciences; **SNRT** = School of Natural Resources & Spatial Sciences; **SOE** = School of Engineering; **SOH** = School of Humanities; **SIT** = School of Information and Technology; **SEA** = School of Economics and Accounting; **SM** = School of Management.
Source: Internal survey (2012)

qualifications; presumably this is different internationally, where a higher percentage of academic staff have postgraduate qualifications. Therefore, an institutional strategy focusing on the improvement of the PoN's academic profile, such as through collaborative research and partnerships, is ideal because through these they would need to attend courses, seminars and workshops to even complete a postgraduate degree, perhaps at an overseas or regional university. In response to open-ended questions in the survey, respondents also argued that the Polytechnic needs to have good strategies

FIGURE 4: QUALIFICATION PROFILE OF NAMIBIAN FACULTY AT THE PON

- Undergraduate Qualifications
- Masters
- PhDs
- Not recorded
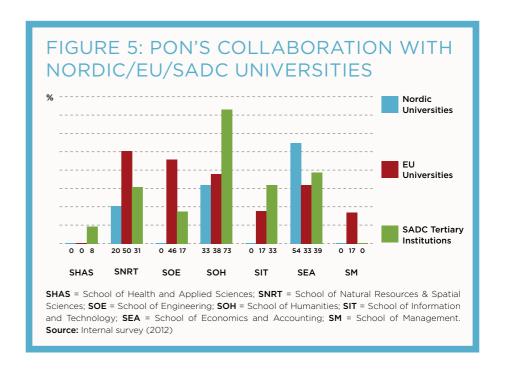
3 %
3 %
41%
53 %

Source: Internal survey (2012)

in place to engage government in order to provide funding and encourage collaboration in various national projects so that academic institutions could become involved with industry partners. Respondents also stated that the PoN also needs to improve the qualifications of staff, both academic and administrative in general, and not only amongst PhD and Master's degree holders. Furthermore, they perceive that the current institutional strategies to increase partnerships are not sufficiently effective. Finally, they also required the PoN to forward information regarding partnership opportunities and funding for staff development purposes to both staff and students.

COLLABORATION AND MOBILITY

During the survey, academic respondents were given a list of possible external collaboration partners in research and asked to select those with whom their schools and departments were currently collaborating for innovative research projects. The results are presented in Figure 5 below.

According to Figure 5 below, 73 % of respondents from the SOH are primarily collaborating with institutions of higher learning in the SADC region, while 54 % of respondents from the SEA are mainly collaborating with universities from Nordic countries. In addition, 50 % of respondents from the SNRT and 46 % of respondents from the SOE have close ties with universities in the European Union. Respondents from the SM and the SHAS are performing below the average in terms of external parterships with Nordic, EU and SADC regions.

The role of staff and student exchange is crucial to any institution of higher learning. Hence, UNESCO (2009, 5) states that 'partnerships for research and staff and student exchanges promote international cooperation'. Since its creation, the PoN

FIGURE 5: PON'S COLLABORATION WITH NORDIC/EU/SADC UNIVERSITIES

- Nordic Universities
- EU Universities
- SADC Tertiary Institutions

	SHAS	SNRT	SOE	SOH	SIT	SEA	SM
	0 0 8	20 50 31	0 46 17	33 38 73	0 17 33	54 33 39	0 17 0

SHAS = School of Health and Applied Sciences; **SNRT** = School of Natural Resources & Spatial Sciences; **SOE** = School of Engineering; **SOH** = School of Humanities; **SIT** = School of Information and Technology; **SEA** = School of Economics and Accounting; **SM** = School of Management.
Source: Internal survey (2012)

has enjoyed the benefits of partnerships that have allowed networking, staff and student exchanges as well as curriculum development; in particular, curriculum development includes lessons that faculty have learnt from partner institutions regarding the improvement of existing curriculums and development of new curriculums.
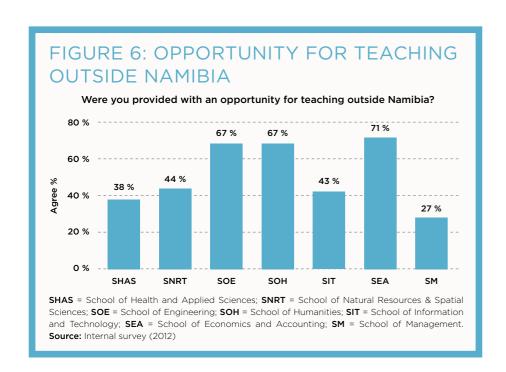
In a section dealing with strategic direction, the PSP 3 (2009–2013) (2009, 12) further stipulates that 'success in achieving our vision as a leading university means that, by 2013, the institution will: Have at least one international partnership in each academic department'. As part of assessing the extent of progress made in the implementation of this strategic plan, respondents were asked to indicate whether they had had any opportunities to teach outside Namibia (see Figure 6).
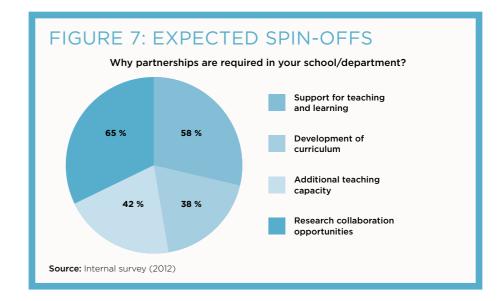
Figure 6 reveals that 71 % of respondents in the School of Economics and Accounting

(SEA) have had an opportunity to teach outside Namibia, followed by the School of Engineering (SOE) and the School of Humanities (SOH) with 67 % from each. Although this indicates that progress has been made with regard to implementing PSP 3, more encouragement of broadly based and balanced academic mobility is essential, and this needs to be integrated in PoN mechanisms in order to foster genuine multilateral collaboration with international partners.

SPIN-OFFS OF ACADEMIC EXCHANGE AND COLLABORATION

According to UNESCO (2009, 5), cross-border collaboration in higher education can have a significant positive impact, if it offers quality education, promotes academic values, maintains relevance and respects the basic principles of dialogue and cooperation, mutual recognition and respect for human

FIGURE 6: OPPORTUNITY FOR TEACHING OUTSIDE NAMIBIA

Were you provided with an opportunity for teaching outside Namibia?

SHAS = School of Health and Applied Sciences; SNRT = School of Natural Resources & Spatial Sciences; SOE = School of Engineering; SOH = School of Humanities; SIT = School of Information and Technology; SEA = School of Economics and Accounting; SM = School of Management.
Source: Internal survey (2012)

FIGURE 7: EXPECTED SPIN-OFFS

Why partnerships are required in your school/department?

- Support for teaching and learning
- Development of curriculum
- Additional teaching capacity
- Research collaboration opportunities

Source: Internal survey (2012)

rights, diversity and national sovereignty. The respondents were asked to list the positive spin-offs that they wanted to achieve from academic exchanges and collaborative activities (see Figure 7).

Based on Figure 7 above, 65 % of respondents across all the schools at the PoN indicated that they expected positive spin-offs in research collaboration opportunities, while 58 % placed the greatest emphasis on support for teaching and learning.

Another hypothesis made in this study is that the university authorities and the staff/ students believe that visiting scholars make a significant impact on faculty in many ways. Interacting with new professional contacts offers a new perspective on the global academic standing of a faculty, its scholars and lecturers. PoN students will share in the benefit of faculty exchange, as lecturers integrate new views and material into their curriculums. Respondents were thus asked to share their experiences on whether or not visits by international scholars and students to their departments had an impact on the faculty (see Figure 8).

According to Figure 8, most of the schools at the PoN agree that visiting researchers and teachers make an important contribution to the education and research at the institution. Over 70 % of respondents in four schools (SOE, SNRT, SIT and SOH) and over 50 % in two schools (SOM and SEA agreed that visiting professors and students at the PoN make a positive contribution to helping the institution achieve increased internationalisation).

Typical contributions include giving presentations on their research topics, helping students and staff at PoN to become more active in the international academic environment by improving PoN staff access to international researchers and higher learning institutions (e.g. inviting them for conferences or sabbaticals), encouraging students to attend courses at other institutions, and facilitating colloquia that explore global pedagogical methods. Although a large number of respondents from almost all the schools appreciate the contribution of visiting scholars at the PoN, only 29 % of respondents in the School of Health and Applied Sciences (SHAS)

FIGURE 8: POSITIVE IMPACT OF VISITING PROFESSORS/STUDENTS ON SCHOOLS/ DEPARTMENT (YES/NO)

SHAS = School of Health and Applied Sciences; SNRT = School of Natural Resources & Spatial Sciences; SOE = School of Engineering; SOH = School of Humanities; SIT = School of Information and Technology; SEA = School of Economics and Accounting; SM = School of Management.
Source: Internal survey (2012)

agreed with this. This unusual finding could be attributed to the fact that the SHAS is relatively new, having been established in 2009, and that to date few scholars have visited the school.

SUMMARY OF FINDINGS

The main objective of this article was to assess the status of the process of internationalisation at the PoN, particularly with regard to education, research and mobility levels of academic staff and students. The results obtained suggest a willingness to participate in this internationalisation of education, despite certain barriers that hamper efforts in most academic departments at the PoN to collaborate with international partners.

The initial hypothesis is that subsidy cuts by the government have resulted in a lack of finance, and that this has been the main challenge in the internationalisation process at the PoN. However, other challenges have also been identified by respondents; these include a lack of infrastructure, such as a lack of offices and accommodation for visiting staff, a lack of senior academic staff with sufficiently high qualifications (i.e. the majority only have an undergraduate degree, rather than a postgraduate one), an excessive workload, which includes teaching large classes and supervising many research projects, the use of censorship by the government, such as the promulgation of the Statistics Bill in 2012, which requires researchers to sign a secrecy oath in order to access information.

Not only do these challenges infringe on education, they also encroach on research activities in higher education institutions in Namibia. Further challenges faced by staff and students at the PoN are a lack of participation in academic exchange

and a lack of opportunities for teaching outside Namibia. On a practical level, the institution's internet connection has often been slow or unavailable, and this too has jeopardised networking with international partners, particularly via Skype.

Most of the challenges identified are related to external barriers and problems in the internationalisation process at the PoN. However, staff members themselves are supportive of the process. Therefore, it is crucial to ensure that all schools and departments take an active role in this process, from the planning stages of the action plan to its implementation.

For this reason, the main recommendation is that a proposed internationalisation plan should be included in the Polytechnic Strategic Plan Four (PSP4). This strategy would facilitate the planning, implementation, monitoring and evaluation of the internationalisation programme in the three main areas, namely education, research and mobility. It is also recommended that budgeting for international networking should improve to ensure that there are sufficient funds to pay for staff and student exchanges' with international higher education institutions.

The article is an edited and shortened version from the original article published in http://www.e-pages.dk/ aarhusuniversitet/736/ by the same authors.
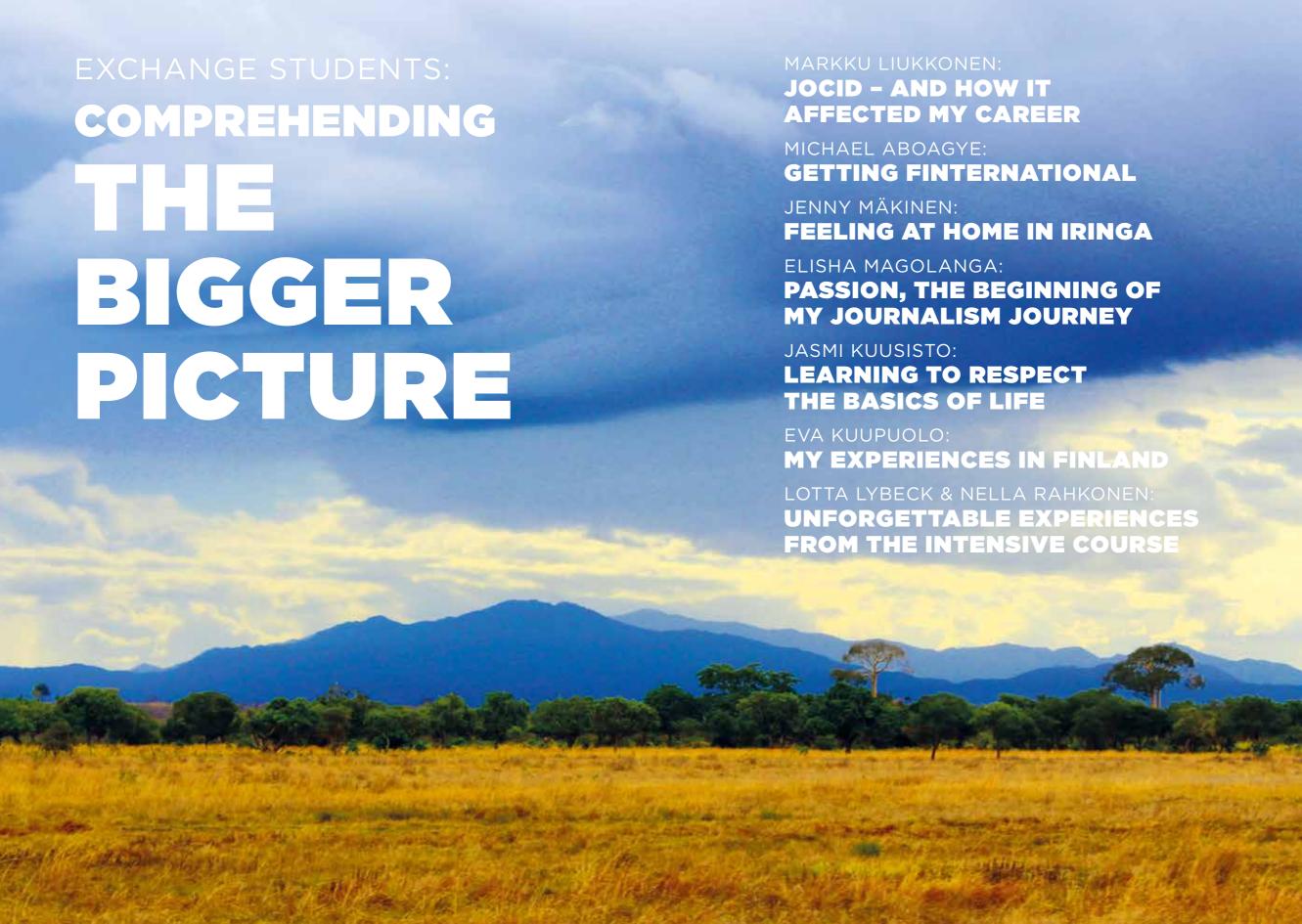
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EXCHANGE STUDENTS:

COMPREHENDING THE BIGGER PICTURE

JOCID – AND HOW IT AFFECTED MY CAREER

by Markku "Mzuzu" Liukkonen, the first JOCID exchange student from Diaconia University of Applied Sciences to Tumaini Univeristy – Iringa University College from September to December 2007

WHEN I STARTED MY JOURNALISM STUDIES in 2005 at Diak (Diaconia Univeristy of Applied Sciences), I could never have pictured that in a couple of years I would become an internet radio trainer for Tanzanian community radio journalists.

Now, almost ten years later, as I sit writing this report on the terrace of a small bungalow on Kendwa beach in Zanzibar, watching the sun setting on the Indian Ocean, I can say that my time as a JOCID exchange student truly affected my professional career and my life as a whole.

I was the first JOCID exchange student to participate in the program. I spent four months in the town of Iringa, Tanzania in 2007 and I was supposed to enrol in courses at Iringa University College of Tumaini University. But quite soon I found myself teaching, lecturing and just hanging around the radio studio with other journalism students. As far as I can recollect, I completed only one course: 'History and People of Africa'. So, I was quite lucky that at that time JOCID was still polishing up the final shape of program implementation and I had the opportunity to concentrate on 'anthropological' studies of my own…

On the first night in Iringa I met Mr. Peik Johansson. He was having dinner with Mr. Maggid Mjengwa, one of the first and best-known bloggers in Tanzania. At that time I had no idea that these gentlemen, especially Mr. Johansson, were going to play a major role in my life over the coming years.

During my JOCID time in Iringa I got to know many people who have affected my career and my life – professors, journalists and other people who became lifelong friends. For example, I met the future godfather of my daughter during that time. I had the opportunity to visit the Embassy of Finland in Dar es Salaam and I travelled alone to the shores of Lake Nyassa in Malawi via the TAZARA-train and bush taxis. These are just some of the experiences that led me towards my current career.

In 2009, when I came back to Finland, I had the biggest 'Africa hangover'. As a 'twentysomething', I had already lost the last remnants of my belief in authority and I just couldn't relate to the prudent Finnish pace of achieving things. In Finland we have all this money and these possibilities, so why are people just sitting in meetings and talking? Let' DO things!

Right after my arrival I started my internship at one of the best radio stations in Finland. It didn't work out that well… I had some differences with my boss, afterwards my studies were lagging behind and I felt quite depressed about the whole state of journalism in Finland. I was just thinking: 'How could I get back to Tanzania?'

Then in 2009, Mr. Johansson sent me an email: Might I be interested in participating in this VIKES (The Finnish Foundation for Media, Communication and Development) project for Community Radios in Tanzania? Well, why not?! Peik had a project about internet training for Tanzanian journalists and there was still some money left in the budget. He thought that I could organise an internet training course for radio journalists. At that time I was still studying but also working as a presenter and producer at a local radio station in my hometown. Of course I was interested in Peik's idea and in early 2010 I went back to Tanzania.

VIKES was working in cooperation with MISA-TAN (Media Institute of Southern Africa – Tanzania). Within this cooperation we held two internet radio training sessions in Dar es Salaam in 2009 and 2011. We invited radio journalists and producers to this workshop to learn about podcasting and how to use the internet as a part of everyday work at the stations. In 2010, the internet connections in Tanzania were still quite poor and the training had to be held in the ICT-classroom of the School of Economics in Dar es Salaam. Feedback from the journalists was really good, but after the training session I visited some of the stations and realised that the ICT-infrastructure was quite different at the stations compared to the top notch resources at the ICT-classroom.

After the second round of training in 2011 in Dar es Salaam, I went on an East-African tour. We applied for a travel grant for journalists from the Finnish Foreign Ministry and we received it. So I wound up travelling for almost five months with the Finnish photographer Terhi Hytönen around Tanzania, Zambia and Malawi. I got to know Ms. Hytönen when she was a roommate of one of my classmates from Diak. After this tour I published my first and last Africa story as a freelance journalist for Finnish magazines. People just weren't that interested in Africa or perhaps my stories just weren't that good....

When we started to plan the third training course with Mr. Johansson, we realised that the ICT-classroom wasn't the best place to organise the training, so we decided to change it to an in-house-training course. During the planning of these courses I had already started to work as a Communications Coordinator at the Plan Suomi Foundation in Helsinki, Finland. So now the VIKES project had to be done in addition to my day job. Fortunately, all my employers have been understanding of my 'development hobby'.

In November 2012, I went on my first in-house-training tour. Beginning with training at the University of Dar es Salaam and Tumaini University in Dar es Salaam, then heading west. I visited small community radios in Kihesa-Morogoro, Iringa and Kyela-Mbeya. This time the feedback was excellent. During my travels in East-Africa I had learned to adapt. At the stations we used the ICT that was already there (sometimes I even had to fix some computers) and internet connections if any were available.

The second round of in-house-training began in 2013. This time we also selected the stations to visit with MISA-TAN. I visited stations in Northern Tanzania, extremely remote areas in Maasai-land and one station on the coast. I travelled via *bongo* busses, motorbikes and *dalla-dallas*. The scenery in Tanzania is inspiring. There are green mountains climbing from the savannas, clay shacks with people going about their everyday tasks, old women selling cashews and men sitting under the trees talking politics. I was truly affected by all that I saw and all the people I met during these tours.

And now, in 2014, I have just returned from the third in-house training tour. This time I went to the area around Lake Victoria, visiting three stations in Karagwe and Sengerema and one University in Mwanza.

Over these last few years I have visited almost a couple dozen community radio stations in Tanzania, meeting many enthusiastic community media activists and people intent on improving the situation for media-democracy and freedom of speech in Tanzania.

I'm privileged to be part of these projects. I'm not sure which I have done more of: learned or been taught.

During the recent years I have stepped away from Finnish media and journalism. I have a nice white-collar office job in organisation communications. While there are dozens of community radio stations in Tanzania, in Finland we have only a few. Radio stations in Finland are mostly driven by profit and their main purpose is to advertise and entertain. For these reasons, I am not that eager to switch my job any time soon and return back to radio here in Finland.

I still believe that radio is the most effective media. Now, when the VIKES project is heading to the phase two, I have the opportunity to implement my ideas that came to me on the bus from Arusha to Tanga a few years ago. Mr. Johansson and the stakeholders in Tanzania believed in me and I have made possible what I could not have made happen in Finland.

We should learn from people working at the grass root level of community media in developing countries. If there is an opportunity to make a change, one should embrace it. This is what people have *only* been talking about in Finland over the past few years. In Tanzania they act!

I hope that exchange programs like JOCID continue. For me and my career it has been one of the biggest game changers. I have met people from my generation who are going to play major roles in the future and are driven by the idea of solidarity among all people. I have received information that could not be learned from any book.

I would like to thank Mr. Peik Johansson for being my mentor. I'm truly excited that in couple of years – Insha'Allah – we will have succeeded in building an innovative community media tool to help people who have had no voice to be heard. All this could not happen now without what started almost ten years ago when I was a JOCID exchange student.

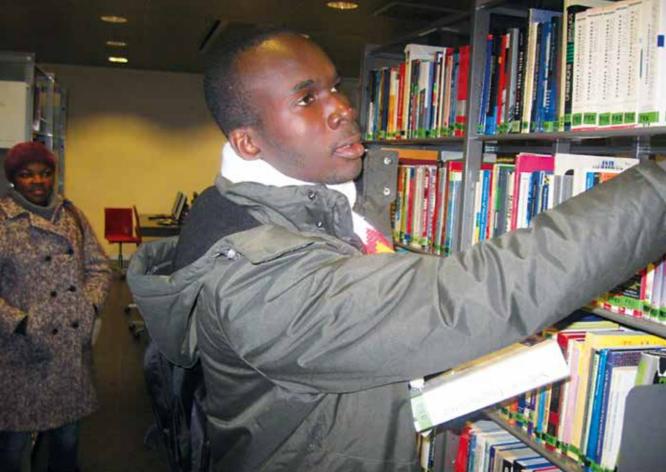*This article was written on Kendwa Beach, Zanzibar – Tanzania in December 2014*

GETTING
FINTERNATIONAL

by Michael Aboagye, JOCID exchange student from the Ghana
Institute of Journalism to Turku University of Applied Sciences
from January to March 2012

THE PERIOD from the 9th of January to the 30th of March, 2012, marks a watershed in my academic life. I spent that period as a JOCID scholar at the Turku University of Applied Sciences, studying journalism courses. Every moment of the exchange programme, right from the minute I was welcomed at the Vantaa Airport by the inclement Finnish winter, to the very moment I walked through the same airport again to catch a flight back to Ghana, is etched in my memory. The exchange programme was full of a multiplicity of fun-filled events and very edifying, practical journalistic trainings.

One of the most beautiful things of the exchange programme was the opportunity I had to take various journalism courses with students from different countries. My classes had students from Tanzania, Namibia, Spain and a host of other European countries. The global character of such a programme exposed me to different and interesting perspectives on many pertinent issues discussed in the classroom. Beyond the classroom engagements, I learnt a lot from these foreign nationals. I was extremely fascinated and edified by the knowledge of how the different cultural backgrounds of these classmates of mine impacted on their respective communication skills. This experience deeply shaped my perspective on life in general.

Additionally, 'Get Finternational', one of the courses of the exchange programme, enriched my knowledge of cultures from around the world. Many of the exercises done in this course brought students from different countries to share some of their own cultural peculiarities. In fact, while I had

Beside the memorable experiences I had in the classroom, I got involved in other activities which were, as it was, the icing on the cake. Visiting the sauna was one activity I fell in love with. During my first visit to the sauna, I could not find any reason why some people would lock themselves up in an enclosed chamber and subject themselves to such intense heat. But as the Finnish winter became more merciless, I quickly sought refuge in the sauna. Later, I started frequenting the sauna even when I wasn't feeling very cold. Apart from visiting the sauna, I frequented several Finnish night clubs. The Finnish people I found in the clubs were markedly different from the very introverted Finns I knew. Some could dance very well, but no one really came close to offering me any fierce dancing competition.

I made a lot of Finnish friends, and I was invited to numerous house warming parties. A Finn may be quite introverted when they don't know you, but if you had one who called you a friend, then surely that fellow was a true friend.

I travelled to interesting places in Turku, and was fascinated by some of the things I saw. For instance, I visited a cathedral which had tombs of some great Finnish people. I also used the magnificent Viking cruise liner from Helsinki to Tallinn, and it was such an unforgettable experience. I was, also, fascinated by the medieval character of Tallinn. Sincerely, I would do the exchange programme again if I had the opportunity. It was a great experience!

already been convinced during my very early days in Finland that potatoes were peculiarly Finnish, 'Get Finternational' taught me that potatoes were equally Irish. It was such a wonderful experience!

I remember fondly when I participated in a programme in the 'Get Finternational' course, which required that I intellectually engaged first-year students in a cross-cultural communication class. I still haven't forgotten the rapt attention with which the students listened to me, and the penetrating questions they asked about African culture. I learnt a lot from these students, and I believe they also learnt a great deal from my presentation.

Additionally, I had my first acquaintanceship with the audio editing programme called *Audacity* during the exchange programme. Not only did I learn how to use *Audacity*, but I also learnt, for the very first time, how to use a high-grade voice recorder called the *Zoom Recorder*. The programme allowed me to produce some beautiful pieces for radio using the knowledge gained in one of the courses called 'Audio Expression'. The 'Audio Expression' course also taught me how I could operate, with very minimal assistance, as a foreign journalist in Finland, a country whose people can sometimes be unusually taciturn. But I survived, and this skill will come in handy the next time I find myself practising journalism in a foreign land.

FEELING AT HOME IN IRINGA

by Jenny Mäkinen, JOCID exchange student from Turku University of
Applied Sciences to the University of Iringa from March to July 2014

WHEN I FIRST ARRIVED TO THE DAR ES SALAM airport at the beginning of March 2014, I didn't have the slightest clue about what was going to happen during my exchange period in Tanzania. I didn't know much about the country and I only had the little of information that I found from searching on the internet.

I will always remember the hot and moist air that hit me right in the face when I stepped off the airplane. It felt amazing and soon after that, the sweating began. I kept on wondering if it was going to be like this all the time for the next four months.

However, after the confusion at the beginning, I had to admit, that no, we will not spend the next four months in this hot and steamy air. We were going to stay in Iringa, which is a town in the mountain area so the weather was going to be more bearable. We might even get cold during the night. I had just thought that no, you can't get cold in Tanzania. How wrong I was!

We stayed in Dar es Salaam for a couple of days, until we headed off towards Iringa in a taxi. It was about a 500 km trip and it took over eight hours. I will always remember that trip, because the nature around us during the drive was just amazing. The feelings we had were hard to handle. It was so beautiful everywhere.

Finally we got to Iringa, where the first month mostly consisted of getting familiar with the town and its customs. Luckily we made new friends on the campus, although the school hadn't yet started. The school was supposed to begin at the beginning of March, but it actually began in April. Last minute changes were something that we got to know very well in Tanzania.

Our local friends were the biggest help during our time in Tanzania. They made us feel at home and they showed us the night life in Iringa. Night life was really vibrant in Iringa, which was quite a surprise, but I think it is because of the students. There are so many students in Iringa.

When school finally began, it was always interesting. Maybe or mostly because of the cultural differences. It was also interesting that although the classes were marked in the schedule, sometimes there were no classes at all or the classes began late or very late. It was difficult for a Finn to get used to this, but it taught me to be more relaxed.

I don't feel that the studying was the most important thing during our time in Tanzania. I learnt so much more from our local friends. Also, travelling during our time in Tanzania taught me a lot. We went to the Ruaha National Park for a safari, to Lake Malawi and we made a trip to Zanzibar, which was unforgettable.

We wouldn't have coped without Dr Pirita Juppi, who was in Iringa at the time, working as a teacher at the University of Iringa. She helped us to get started with everything.

Something that really stuck in my mind was the kindness and goodness of Tanzanians. In the streets you would say hello to everyone and our friends from school invited us to dinner in their homes. They really took us under their wings. I miss them so much.

I think Tanzania is really worth a visit. It taught me so much about myself and everyone else. It taught me to enjoy the moment and not to be so stressed all the time. I will always be grateful of my time there.

Ashante sana.

PASSION,
THE BEGINNING OF MY JOURNALISM JOURNEY

by Elisha Magolanga, JOCID exchange student from the University of Iringa to Turku University of Applied Sciences from January to March 2012

O NE OF MY NEWS EDITORS ASKED a senior journalist Ludger Kasumuni (62), at The Citizen news room, what advice would he give people who aspired to be journalists. The older man replied that aspiring journalists don't really need advice, they know they want to be writers and they are going to do it:

Anyone who knows that they really want to be journalists, and are cut out for it, doesn't need to be told.

I was thinking how far young Tanzanian journalists could go, if only they had the passion!

When in secondary school, I had the misconception that it is only literature students who can carve out their niche in the murky waters of news writing. But my father, Reverend Merick Magolanga, encouraged me by explaining that it does not always follow that the best journalist are the ones who were taught writing in school. From that point onwards I realised my passion.

There is no denying that journalism is power. I myself confess that the same way I believe in Jesus Christ as my saviour, is the same way in which I believe in journalism, as a saviour of social changes. The power available in media communication was the reason that inspired me to study journalism.

Under the strict eye of the *Journalism for Civic Involvement, Democracy and Development (JOCID)* program, the professional journalists in Tanzania will become influential achievers in the global trend of media convergence.

As one who is among the beneficiaries who passed through the magical hands of JOCID, I often apply the knowledge and skills obtained during the three months exchange program in Finland and other JOCID Network courses to enhance my career.

I advise my fellow youth that the right people in journalism are those with a passion for journalism, not those simply experimenting with writing, because such types of journalists need an alarm clock to wake them up. The right type of journalist is the one whose ideas wake him up.

LEARNING TO RESPECT

THE BASICS OF LIFE

by Jasmi Kuusisto, JOCID exchange student from Turku University of Applied Sciences to the Ghana Institute of Journalism from September to December 2012.

I **WAS AN EXCHANGE STUDENT IN GHANA** during the fall semester 2012. I studied at the Ghana Institute of Journalism and stayed at the home of one of our student's grandmas. The house was nice and comfortable and the host institution surprised me. It was more than I expected. The buildings there were in good condition and everyone was very nice to us. Although studying was sometimes harder than I had expected as the lessons were different to those that we have in Finland. Further, they didn't have many electronics and all the information and education came by word of mouth. For example, radio broadcasting news was very hard to learn with only theory lessons.

At first, we called our lecturer by his first name, Jonas. Soon our schoolmates corrected us by telling us: 'He's not Jonas, he is Mr. Boateng to us'. That was difficult as in our school we are used to calling our lecturers by their first names. The respect level for the teachers was very high and you cannot doubt or question what they say. Sometimes it felt bad, especially when you noticed that, for example, there are many alternative ways of solving something. While our schoolmates were used to this, it was a new experience for us.

Not a day went by when I could forget that I looked different. There were people, mostly in the countryside, who had never seen a white person before. It felt weird. Almost everybody assumed that I was rich, because I'm white. Some people were angry with us, just because of our skin colour, but for the most part everybody was nice and kind to us and wanted to befriend us. In Finland you can be very lonely without anybody noticing it. In Ghana, however, if you only want to, you can have many friends. Getting to know local people was easy because most of them spoke good English. Additionally, Ghanaians are more social and open-minded than Finnish people.

On one particular weekend we stayed in a little village. One morning, we found that we didn't have any food or water left. We were in the middle of nowhere and the nearest shop or human settlement was a couple of days away. However, we were lucky to have local people with us, because they found and broke open the coconuts to provide us with something to eat. Those kinds of experiences made me think about life in general and gave me respect for one's basic needs. In Finland a similar situation is not possible because you can buy all that you can imagine. We even flush our toilets with clean water!

Sometimes, I felt so thirsty. I promised myself that when I got back to Finland that I would appreciate clean, running water.

Although, we had running water in our home in Ghana, the government regulated its usage. When it was running, we saved it in buckets. Sometimes it took days before we had water for washing our clothes or ourselves. These kinds of experiences can build your character.

In Finland we are also used to having electricity. If we experience an outage, everything is messed up, while in Ghana, living without electricity was normal. Some rich families had a generator, but we didn't. We only had electricity a couple of hours, a couple of days in a week. In the capital it wasn't that unusual that half of the city was dark, but because the presidential elections were coming, the electricity was often

regulated. Some people said that it was an indication that the current government does not work. We heard that after the elections all of Accra did get more electricity.

I visited the slums quite often and talked with people. It was surprising how happy they were, although they did not have a decent home, clothes or food. Ghanaians live in the moment. Although they don't have that much in the way of material possessions or money, they still smile. They work very hard in order to get by, nonetheless, they are happy people. In Finland we complain about everything and get easily depressed, even though we have an advanced welfare society and have all our basic needs satisfied.

When I came back to Finland I promised myself that I would not be the same person I was before and I wouldn't be like everybody else in Finland. That went well for a couple of months, but now I'm starting to lose sight of all those good thoughts and have wound up back in the same frame of mind. When I first noticed this, I felt bad, but I also realised that we are living in a world where our society places demands on us. You have to have the latest laptops and fast internet connections, if you want to, for example, do your work properly. We are now that deep in our own problems that it is difficult to create room for a breather.

I would like to have a society which lies somewhere between the Ghanaian and Finnish versions. Could it be possible? I don't know. But the only things that I can truly control are inside of me. I have learned that I don't need that much in the way of material possessions or money to be happy and that I don't have to hurry and stress about everything so often. Things are developing under their own steam. The only thing that I have to remember is to enjoy the moment I'm in. Enjoying life, like the Ghanaians do.

MY EXPERIENCES IN FINLAND

by Eva Kuupuolo, JOCID exchange student from the Ghana Institute of Journalism to Turku University of Applied Sciences from January to March 2014

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ARRIVING IN FINLAND **on the 4th of January 2014, so many things were running through my mind. The first thing that actually ran through my mind was food. I asked myself, how was I going to eat and what kind of food was I going to subsist on. I was really famished and hadn't eaten for close to 18 hours. Anyway, I felt at home because I had a really good student-tutor, Eerika Koski. She made Harriet and I feel at home. Harriet is my colleague from Ghana and we were chosen to take part to the JOCID exchange together.**

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Now, talking about experiences, I have experienced a lot of things in Finland. From the good to the bad. I acquired a lot of knowledge and skills, especially with my academic work, where I did more practical work. From shooting my own videos and editing the videos myself, to recording the soundtrack and doing my own editing as well. I got to conduct interviews with Finnish people and with people from other countries living in Finland as well. Though some of these activities were a bit difficult for me to handle because I personally have a theoretical background in journalism, rather than a practical background, I still loved doing them all the same.

Oooh, let me not forget the Optima platform that was used mostly for our course in Journalism for Social Change. Oooh, my God. I love Optima! I actually never really had to go to the university. I just needed to stay in my apartment, sleep, eat, learn on Optima and work on my assignments. Optima really made me smarter because we worked mostly with deadlines and I always made sure that I was on time in submitting my assignments.

The lecturers in TUAS were so good. They made sure they taught us well, so that we understood everything. They also knew how to relate to us, especially those of us from Africa. Thumbs up to Pia Alanko, my favourite lecturer, also to Johanna, Jussi, Samuel and all the lecturers who taught me.

I got the chance to eat some Finnish foods like 'milk soup', bread, biscuits and kebab, just to mention but a few. Of the few bad things that I didn't like, the main thing was the weather. God! The winter was so difficult to cope with. I later got used to it though. I also didn't like some of the foods or the nature of some of the Finnish people I met. Some of them were too cold and were serious introverts. There were times when I really wanted to chat with someone but I couldn't get the chance to.

However, I really loved the snow and began to miss it when I got back to Ghana. Finland is a place where I would love to go any day and at any time. I would really love to be back there. I can't end this without saying a big KIITOS to Susanna Pyörre, Pia Alanko and Eerika Koski, not forgetting all the good people of Finland.

KIITOS!

UNFORGETTABLE EXPERIENCES FROM THE

INTENSIVE COURSE

by Lotta Lybeck and Nella Rahkonen, students from Turku University of Applied Sciences who participated in the JOCID intensive course in November 2014 organised at the University of Iringa, Tanzania

'**HI EVERYONE,** we are two journalism students from Turku University of Applied Sciences. Next week we have the great honour to take part a school project trip in Africa and Tanzania being part of an international JOCID project'. This quote is straight from our blog, from our first ever post about the JOCID project. The both of us, Nella and Lotta, wrote a blog about our two week adventure in Tanzania. In this article we will walk you through our two weeks in Tanzania in which we participated in the JOCID project, got to go on a safari and made good friends and memories that will last forever. We used our blog as the basis for this article. Welcome to our journey.

SATURDAY, NOVEMBER 1

Our trip towards Tanzania began early Saturday morning. The morning got started after a little last minute panicking at home i.e. do I have my passport? Do I have my yellow fever certificate? Do I have all of the other medication, like antimalarial medicine and so on? Then off to Helsinki-Vantaa airport. Our flight to Amsterdam set off at 7 am. Then from Amsterdam began the really long flight, nine hours to Dar es Salaam. We had a nice flight route above Africa and the Nile River at the sunset. We couldn't sleep because we were so excited for our first trip to real Africa.

Sometime before midnight we arrived in Dar es Salaam and got to our hotel. We didn't really get to see much, because it was so late and dark. But one thing we did notice was that the moon was upside-down from what we were used to. Even though everything around us was so far away from what we were used to, we fell asleep pretty quickly after a long day of travelling.

SUNDAY, NOVEMBER 2

On Sunday we woke up to the African heat. Our Namibian and Ghanaian friends had also arrived by the morning and we were set to leave towards Iringa at 8 am. But that didn't happen. We set off from our hotel a little late. First we needed to go to change money at the local shopping centre. That

took a little longer than we had anticipated. There was all kinds of things everyone needed to buy and so quite a bit of time went by before, finally after many hours, we began our journey to Iringa.

The drive from Dar es Salaam to Iringa is more than 500 kilometres and takes about nine hours. The Iringa-end is driving through mountains because Iringa is located at an altitude of 1,550 meters. Because of the long drive, we got to see a lot of Tanzania, a lot of small villages, local people and how they do business, and we really got familiar with the local traffic, also when it is dark, which I think we all thought we could have skipped.

We drove past a national park on our way to Iringa and saw some giraffes, elephants and even a buffalo. It was amazing. It was one of those moments where you think 'this is Africa'. In the villages we drove by, we saw people selling things in the middle of traffic, selling food on the side of the road, something you could never see in Finland.

When it got dark the drive got also a lot scarier. In Tanzania there are no streetlights and when it gets dark, it really is dark. There are no lights to be seen expect the headlights of the vehicles coming at you. Imagine seeing only that for three hours on a complex mountain road.

Around 10 pm we finally arrived in Iringa and got to our accommodation, *Neema Crafts*. Then we went straight to bed under the mosquito net.

MONDAY, NOVEMBER 3

Monday we got started with the JOCID intensive course at the University of Iringa.

Our Monday consisted of introductions, opening words and presentations from all the participating countries. We had an introduction to the course and also introductions from all the participants: the Finnish, the Namibian, the Ghanaian and the Tanzanian participants.

Every day at the campus we also had a tea break in the morning and then lunch in the afternoon. On our first tea break on Monday all of us Finns were a little confused. The different foods that we had put on our plate were far from what we are used to and there was so much food. We had just had our breakfast and then we ate again. We were so full, but it was good. We also learned not to take that much food the next day.

After the school day we went to eat at a nice little place called *Sai Villa*. It is located in a beautiful spot in Iringa with a great view.

There is also a working Wi-Fi connection, which made us all really happy! The Wi-Fi at our accommodation was quite questionable, but more on that later.

TUESDAY, NOVEMBER 4

On Tuesday we had lectures at the University. First, Dr Pirita Juppi from the University of Iringa told us about Digital Storytelling and how to create a digital story. We also looked at some good examples from the internet. Then the Tanzanian blogger, Mr. Maggid Mjengwa, told us about blogging and the media field in Tanzania. The media field in Tanzania is so different from Finland, so it was really interesting to hear Mr. Mjengwa's stories about it. For example, Mr. Mjengwa's blog is considered to be news media, which is something that could never happen in Finland. In the afternoon we had Mr. Kobina

Badu-Addo, a lecturer from the Ghana Institute of Journalism, telling us about online video production.

The University of Iringa is not very far from the Neema Crafts. Usually in the morning we travelled there with taxis and, in the afternoon, we left from there with *dalla-dalla* minibuses.

On Wednesday it was time for Pia Alanko's lectures about making audio productions. We learned about audio expression and how to record audio using a *Zoom Recorder*. We also did some exercises in recording and continued with them throughout the whole course.

We had been divided into the groups in which we would later do our digital stories. Every group was multicultural. The digital

story is meant to be made through one person's story about some current issue. Stories were to be audio, accompanied with photos. This was our course's main task.

The level of skills and knowledge about digital storytelling and, for example, recording and editing audio and videos, varied quite a bit in our course. Although some students were quite familiar with zoom and creating digital stories, most of them weren't that familiar with these. Therefore, everyone began their learning from different starting points. However, Finnish students were quite familiar with these things. So depending on our groups, some of the Finnish students played a little bit of a tutorial role.

On Thursday we had still some more lectures and also began to work on our digital stories in our groups. First thing in the morning we had Ms. Wanja Njuguna from the Polytechnic of Namibia telling us about tools for storytelling and scriptwriting. Then after the tea break, Mr. Aloyce Geoffrey from the University of Iringa, told us about photo narration and how to use photos in our digital stories.

After the lunch break we began to work in our groups. We started working on our subjects, thinking about who could be our main character, what could be our other sources about the subject and what is going to be our point of view.

The weekend was getting closer and after Friday we had a couple days free time. We had gotten our projects ready to go forward. The story my group selected was about of the girl who had some physical challenges. Despite her difficulties, she is studying and

living a normal life. Other topics were, for example, traditional childbirth in Tanzania and local natural medicines.

At least by this time we had noticed that there was a 'time difference' called *African time*. African time seems to be generally understood to mean 'some time', which is unlike the strict timetable, which, for example, we prefer to use in Finland. Do not confuse this time with South European time. We thought for a moment about this conception of time and the alternative theory that we Westerns have. We think a lot about what will happen in future while people in Tanzania are strongly in the 'here and now'. The schedules are accurate, but very flexible. Delays are not considered as a behavioural bad habit, which sometimes tested our patience. Nonetheless, it was a good thing.

Our Friday at the University began with Dr. Pirita Juppi's introduction to WeVideo editing software. Our digital stories were meant to be edited with WeVideo so we went over the software and learned how to use it. It is pretty simple software to use and it was great for our purposes.

After the tea break we had an editorial meeting. Every group introduced their work plans to the whole group and the teachers. Then together we encouraged the groups find more depth to their angles and figure out if there was something that might not work and so forth. After this session every group was pretty well organised and every group already had interviews scheduled for the next week as was planned.

In the afternoon we visited a local radio station, *Ebony FM*. The visit was interesting and we learned that that *Ebony FM* is the 6th most listened-to radio station in Tanzania. Their goal was to be the 3rd most popular station within three years.

In the evening we had dinner at an Italian restaurant called *Mama Iringa*, which makes, quite possibly, the best pizzas in Tanzania. There were also other Finns from the university who we had met earlier. It was nice to meet our fellow Finns so far away from home and hear new stories. After dinner we shared a night out with local students. It was a different experience but absolutely worth it.

A free weekend means safari time! On Saturday morning we left Iringa behind for a

little while and drove to the Ruaha National Park. The road we took to get there was bumpy and the drive got a little bit sandy with all the dust whirling around us.

We arrived to the 'gate' of the park before eleven. First we drove to our accommodations at the *Mwagusi Safari Camp*. *Mwagusi* is located inside the park, so we were in the middle, amongst all the wild life. We ate an amazing lunch there before heading off on the safari.

It was amazing! All the animals in their national habitat were around us, the closest only a couple of meters away. We would have never imagined, even in our wildest dreams, that the safari could be that amazing. Of course we all expected it to be amazing, but it really exceeded all of our expectations.

Just when the sun was setting we drove back to the Mwagusi and in the evening had

another great meal there. We went to sleep pretty early because we had an early morning ahead of us.

On Sunday we woke up before six o'clock and soon after waking up, we headed to the safari for an early morning drive. There is not much more that we can say about the safari and seeing all the animals but, AMAZING! It is something you can't really describe that well, you just have to experience it yourself.

At eleven o'clock we drove through the safari's main gate to leave the place. The drive back to Iringa was quiet because everyone was so tired, so most of us slept almost the whole drive.

In the afternoon we were back at *Neema Craft*s and just 'chilled' for the rest of our

free day. We knew there was a busy week ahead of us.

Field work day! On Monday we started working on our digital stories. The whole day was reserved for the groups to conduct our interviews and take the photos we needed.

It seemed that every group faced different challenges. One group's interviewee had had to travel, so he was out of town. Another group's interviewee just wandered off in the middle of the interview, and one group had to go to the ministry to get seven permission letters before they could do their work.

Every group had very different subjects and angles, so every group's work process was a bit different. There were local medicine,

traditional midwifery, life with disability and local water resources as subjects.

The next day we began our day at the University with a lecture from Pia Alanko. The lecture was about audio editing with the Audacity software programme, which is the software we were supposed to use to edit our audio work. After the morning's lecture, the rest of the day was once again reserved for the group's field work.

Some of the groups did some more interviews and took more photos and some already started to work on their material and the script of the story.

WEDNESDAY, NOVEMBER 12

The whole Wednesday was used for editing and constructing our digital stories. Most of the groups did their audio editing with Audacity, while some also used Audation or Premier editing software.

The main challenge in dividing the work between groups was that most of the interviews were conducted in Swahili. Swahili was chosen as the interview language by most groups because if they would have used English they would not have received as good of answers and stories from the Swahili speaking interviewees. This thus created the problem that only a few people in the groups actually understood what the interviewee was saying and therefore only they could edit the audio.

After a very long editing day on Wednesday, none of the groups had yet begun editing their audio and photos together with WeVideo, as everyone was still working on their audio recordings.

Wednesday and Thursday were exclusively reserved for group work. Even after Wednesday, pretty much every group was still working on their audio and had not started working on their slideshow with WeVideo.

So still much work ahead... We knew that the next day we had to work hard to get the stories done by Friday!

THURSDAY, NOVEMBER 13

According to our original course schedule, on Thursday we were supposed to complete our digital stories in the morning and then in the afternoon go through them with the whole class. However, because we found out that we were going to have a special guest coming in on Friday, our course schedule was reorganised a little and we now had the whole Thursday to finish our stories. Somehow every group finished their stories on Thursday, even though it looked a little improbable that afternoon.

Most of the groups used WeVideo to complete the final story and combine the audio with the photos. One group used subtitles to translate the Swahili into English and every other group used voiceover on their stories.

FRIDAY, NOVEMBER 14

Our last day in Iringa. Our special guest arrived to the University in the morning to see what we had done during the course. Our special guest was from the Finnish Embassy of Dar Es Salaam. It was a great honour to have a guest from the Finnish Embassy seeing what we had accomplished during our course.

It was noticeable that it was our last day in the University and Iringa. There was a little sadness in the air and everyone was just taking photos together and exchanging their contact information.

In the evening we held a closing ceremony and dinner at the *Mama Iringa*. The evening was very special. There were speeches and we got small, 'something-to-remember-us-by' presents from the University of Iringa and we also shared some souvenirs we brought from Finland. It was a night filled with photographing, just chatting and relaxing with each other.

After the dinner, the students and the teachers headed in different directions. We students went off to a local nightclub. We had a very good last night with our colleagues from Ghana, Namibia and, of course, Tanzania. There were many speeches and tears as well as promises that we will meet somewhere again.

Saturday morning, eight o'clock, after only a couple hours of sleep, off we went. So began our journey back to Dar es Salaam.

The first part of our bus ride was through the mountains near Iringa. It is hard to decide which of our trips was more frightening, the ride through the mountains in darkness or the same ride in daylight. In the darkness you could only see the headlights of vehicles, but now in daylight you could also see the drop that waited for you on the side of the road if you were to go over the edge. Only a little frightening ride through the mountains, just a little scary. No sweaty palms or anything.

The rest of the journey to Dar es Salaam went smoothly until we came to the Dar el Salaam traffic jam. It was not a surprise that there was traffic jam, but nonetheless! Of course it started pouring down and we had to close all the windows in our bus. So windows closed (our only air conditioning), rain pouring down outside and more than 30 degrees Celsius. Understandably, things got 'a little' sweaty in the bus.

After being stuck in a traffic jam we arrived at our hotel at about six o'clock. In the evening we were so tired that we decided just to eat in our hotel's restaurant and then go to sleep.

Our last day in Tanzania. The day went by pretty fast. We walked around a little in the area close to our hotel and then went to eat at a Mediterranean restaurant by the seaside. It was also interesting to see a little bit of the tourism side of Tanzania as the restaurant was really a tourist spot. But no complaints, it was great to see a new side of Tanzania and have some great food.

In the evening we went off to the airport and began our final journey towards home. Once again, the trip to Dar Es Salaam–Amsterdam–Helsinki was about to begin. This time we weren't that excited to get back to dark and cold Finland.

On Monday we arrived back home safely, but with mixed feelings. Two weeks is too short a time to explore Africa, or even Tanzania. It left many questions unanswered. We believe that curiosity will take us back one day. At this point it's time to say thank you to all our travel mates and the people in Tanzania who welcomed us so warmly into their lives and university. This was an amazing experience that we won't forget.

EXPERTS in ACTION

IF IT WAS EASY,
THERE WOULD BE NO REWARD IN SUCCEEDING

by Susanna Pyörre

INITIAL COOPERATION STARTS WITH PEOPLE **and that is also how it continues. The names of the organisations, and even the organisation responsible for the execution of the activities, have changed during the eight years of the JOCID Network projects, but the people responsible for its coordination have remained the same. This does not mean that cooperation is only an arena for one or two people from each participating organisation. On the contrary, during the years of JOCID cooperation, a total of 27 lecturers and staff members have participated in JOCID activities in another partner country; not forgetting those who have participated in the activities of JOCID in their home organisation through lecturing, holding seminars or hosting the visiting staff from other JOCID organisations.**

However, in terms of cooperation, it is crucial for a project's success and ability to adapt that there is an experienced coordinator in each partner country who knows what JOCID is all about and has the ability to deliver important information to others participating in the activities of the network.

Cooperation is something that needs to be learned. It wasn't all smooth and easy sailing when the project commenced in 2007 and there are, of course, still hiccups typical of long-distance cooperation, which are caused by technical problems and different kinds of communication cultures. Sometimes these misunderstandings and challenges can even be quite amusing, at least after the problems that have taken place have been solved.

Further, after many years of collaboration, the partners know each other quite well.

As many lecturers and staff members have participated in JOCID exchanges, the project is well known to the departments involved, which makes the cooperation much easier than during the first years of the network. This enables innovative, concrete and effective developments in the project actions.

DEVELOPING JOURNALISM EDUCATION AS A COMMON GOAL

Starting from the preparations made in 2004, the main goals for future cooperation were laid out during reciprocal visits between different countries and institutions supported by a preparatory visit grant from the North–South Programme and a separate grant from the Ministry for Foreign Affairs of Finland.

The agreed upon goals for the JOCID Network have already been quite clear since the very beginning of the cooperation. The list below has been copied from a planning meeting memo for the first JOCID application in 2004. Over the last several years the activities have become more concrete and the importance of the radio and cross-media journalistic skills has been emphasised; nonetheless, the core of the project activities is still concentrated around these same significant themes:

- **Emphasising the importance of civic journalism in professional mainstream journalism**
- **Developing journalism training in all partner institutions in ways that support civic participation, development and democracy**
- **Enhancing media diversity**
- **Capacity building of the African partner institutions in practical radio journalism training**
- **Enhancing media education and research methodologies across all partner institutions.**

The first North–South application was not successful during the first North–South application round in 2004; and, when the second funding opportunity was opened for 2005–2006, only two new networks were accepted. While it did not seem like a blessing at the time, these rejections can now be seen as a lucky break for the consortium, because they lead us to finding an efficient new partner. Based on the received feedback, the three current partners, Diak, Metropolia and the Polytechnic of Namibia, launched a search for a partner that would be interested in the same kind of educational practice-oriented cooperation as the already existing consortium practiced. Tumaini University

– Iringa University College, a suitable and motivated partner, was found in 2006 from the highlands of Tanzania with support from the Finnish non-profit trust VIKES (The Finnish Foundation for Media, Communication and Development).

THE KICK-OFF FOR SUCCESSFUL COOPERATION

The application for the North–South–South funding was finally successful in 2007. During the years 2007–2013, the JOCID Network has focused on civic journalism and the development of student radio stations in the African partner organisations. The selection of the main focus for the cooperation was quite natural, because both Finnish partners, Metropolia and Turku University of Applied Sciences (Diak before the year 2011), have their own specialised learning environments (Radio Reaktori in Metropolia and the cross-media publication and internet radio Tutka at TUAS).

When the third JOCID Network application was under preparation there was a strong implication from the grant program that some changes were expected from the so called 'old networks' who wish to be successful in the next funding period as there was quite significant competition between different academic networks and there was not enough funding available for all applicants.

This was actually good news for the JOCID Network as Diak had begun pondering options on how to continue the good cooperation with the Ghana Institute of Journalism that started in 2010 in the form of a joint online course. The *Journalism for Social Change* online course was initiated and funded by the *Kulmakivi* project of VIKES. The positive experiences gained

during the organisation of the online course also convinced the other JOCID partners to welcome the institute as a new member of the network. VIKES had once more thus supported the network in finding a new, capable and suitable partner for the planned JOCID activities.

Four years of prior cooperation had well acquainted the JOCID network partners with the current situation, problems, strengths and needs of other partners, which made planning the focus for the JOCID III easier than before. As a result of the intensive course organised in the Polytechnic of Namibia in November, just before the deadline of the grant application, the partners were enabled to collaborate in completing final revisions to the project proposal in a face-to-face meeting.

Based on the positive experiences and feedback gained from the intensive courses and from the student exchange to the northern partner institutions, all partners agreed that there is a need for practical hands-on training in radio journalism, which is vital to educating competent future journalists. In the field of radio journalism, a student radio can provide an excellent learning environment for students.

Therefore, all partners agreed that the main objectives for the next project period would be establishing student radio stations and implementing practical radio journalism skills in several courses as an integral part of journalism education in all partner institutions.

When the achieved goals are examined, it is clear that the third funding period of JOCID Network was by far the most successful and convincing so far. It is difficult to think about more evident and measurable successful results than the three radio stations that

all three southern partner institutions now have up and running.

DEVELOPING NEW LEARNING ENVIRONMENTS

When the planning of the fourth JOCID grant application began, all partners mutually agreed in the network meeting held in Ghana that the radio studios, although still needing some fine-tuning, were headed in the right direction, but that there were several other pedagogical and academic issues that could be developed together with the well-functioning international consortium of JOCID. In the end, the wish of all partners was to concentrate on the possibilities for journalism provided by the new media and the use of cross-media in the education of future journalists.

The journalists of today have to be able to use and combine text, still pictures, audio and video as a means of expression. They are expected to be able to produce journalistic content for different media platforms and channels. The new media is becoming a pervasive medium for communication, particularly due to its ability to converge various communication media. In addition, knowledge in the use of new media tools for gathering and disseminating information is becoming crucial for future journalists, while at the same time, new media have potential to increase the diversity of media contents and outlets.

Journalism training institutions have an important role in training future journalists who are aware of their important social functions and responsibility and who have the professional knowledge and skills needed to inform and engage the individual citizen, various social groups and communities,

and to hold politicians and authorities to account.

Therefore, the main focus of the JOCID Network has, since 2013, been the development of new practical teaching methods, which are adjustable to the resources and infrastructure of the African partners. The aim is to identify meaningful pedagogical practices and ease access to technical solutions in order to enable the integration of cross-media education in the curricula.

The objectives of the ongoing JOCID Network IV, as described in the application, are:

1. **To identify meaningful pedagogical practices and ease access to technical solutions in order to enable the integration of cross-media education in the curricula and education of the southern partners.**
2. **To provide new tools for civic involvement and participation. The goal is to give a voice to various local, marginalised groups in journalistic productions and to provide a grassroots point of view to topical current issues and problems**
3. **To develop new practical teaching methods, adjustable to the resources and infrastructure of the southern partner institutions**
4. **To disseminate the results and promising practices within the partner institutions as well as to other higher education institutions and NGOs interested or involved in development cooperation.**

These objectives quite concretely formulate the aims of the JOCID Network in developing the curricula, pedagogic practices and learning materials of partner institutions for the purpose of providing high quality, up-to-date journalism training in all partner countries. The network has placed special emphasis on easily accessible new media technology, which is both affordable and easy to use, and on participatory approaches in journalism (digital storytelling, civic journalism). Through accessible technology and participatory practices, the project can create inclusive and diverse media spaces, which facilitate equal access to communication by both genders and by various groups

The aim is to map the existing open source programs and platforms and to find suitable tools for professional use, such as *Audacity* (open source software for audio editing), *WeVideo* (a platform for video editing) and *Wordpress* (for web publishing). During the training provided by the northern lecturers while in the South, and also during the intensive courses, the goal has been to give a voice to various local, marginalised groups and to provide grass root point-of-views to topical current issues in journalism.

The internet, particularly as a platform for social media, can be seen as a tool for democratisation. The virtual social forums provide easy pathways for expressing opinions and are also inexpensive compared to, for example, traditional radio or television broadcasts.

IS IT WORTH THE EFFORT?

The JOCID Network has already achieved remarkable results in supporting its African partners in the construction of functional radio studio facilities and development of student radio activities. The student radio *Echoes* at the Polytechnic of Namibia, *Radio Hope* at the University of Iringa (Tanzania) and *Radio GIJ* at the Ghana Institute of Journalism were all up and running in 2014.

In addition to the easily perceivable successes in the field of radio education, one of the well-functioning innovations in JOCID have been JOCID Weeks, which bring together representatives from all partner organisations for two weeks in Finland. In practice, this means that all teacher exchanges from South to North take place at the same time. This enables JOCID to arrange extra network meetings, provide training for the trainers and also to organise focused thematic training and seminars for northern students, as well as for other target groups (such as journalists).

The themes of these two weeks periods have been, for example, freedom of expression and development journalism. The Finnish host organisations have also organised audio-visual training for the participating experts. JOCID Weeks are held every spring.

The emphasis on the development of practical pedagogical skills has been evident in all project activities; student and expert exchanges and intensive study courses of 1-2 weeks that assemble participants from all partner organisations. During the intensive courses, the training of radio journalism has been really hands on journalistic work. International student teams have produced short radio stories about the current issues in the target country and culture.

The resulting courses have benefited all parties. While the Finnish students have gained experience about working as a journalist

in a totally different culture, the African students have had an excellent opportunity to learn the practical journalistic process: recording, editing and using local people as sources of information. Four intensive courses have been organised in cooperation with the JOCID partners: Civic Journalism and Community Media (2009 in Tanzania), Student Radio Workshop (2010 in Namibia) Civic Journalism and Politics (2012 in Ghana) and Digital Storytelling (2014 in Tanzania).

GETTING USED TO THE COLD AND WARM

One of the JOCID exchange students later participated in the project's intensive course as a lecturer after her graduation. She reflected on her first encounter with the Finnish winter climate with utter shock.

I was looking at the people going out of the plane and standing on the first step of the ladder leading out of the warmth. The cold winter air was cutting my lungs like a knife and I remember wondering why all these people could continue walking normally and not drop dead on the ground. I just wanted to turn back inside and return home; because I was sure I would not survive a day in Finland. But I did.

It is difficult to explain cold to someone who has never experienced it in the Nordic kind of way. Saying, 'put your head in the freezer' is really not that helpful. The project actors have learned much since the first years of student exchange, both in the North and in the South. When there is experience with the climate, both amongst the students and the staff of the department, it is much easier

to prepare the next arriving students for the exotic experience of living three to five months on the opposite side of the equator. The instructions sent from another country and culture can never be as illustrative as the descriptions and preparation tips you get from your peer who has experienced the same adventure as you are supposed to undertake.

One of the exchange students even implored the Finnish JOCID partners to never change the timing of the JOCID exchange period of the southern exchange students.

The next ones need to experience the same harsh Finnish weather as we have, because although this has been an academic learning experience, THAT is the story that I will never get tired of telling: That I survived!

The drastic climate change experienced when arriving to Finland is always a shock, which cannot be changed, but now, however, the project staff is better prepared for the task of preventing culture shock from developing into home sickness. During the first weeks of the exchanges to Finland, the role of the tutor students is of utmost importance. They take the exchange students to flee markets to purchase warm clothing that is often not available in their home country, familiarise them with Finnish student life and introduce them to grocery stores that sell typical African ingredients. Getting used to the Finnish food is still recommendable as staple ingredients that are cheap everyday basic food in the African countries can be very costly in Finland, especially during the winter months.

Getting dressed is not a completely simple prospect in the southern partner countries either. One would think that you can protect yourself from the heat by wearing as little

clothes as possible. In Finland there is no restrictions or rules on how one should dress for lectures as long as one doesn't appear totally naked or in some other way insult others with their clothing. However, in some of the southern partner institutions, for example, spaghetti straps and short skirts are not the clothes a woman should wear when participating in classes, shorts and sandals are also on the black list for men. Of course the Finns are treated with understanding, but when studying or lecturing in a foreign country it also means adapting to the culture and acceptable dress standards of the host university.

'THIS IS AFRICA FOR YOU'

In the reporting formula there is always the standard question about the challenges met on the way to the goals of the network. Due to the years of fruitful network cooperation, it almost feels a shame to always list the same challenges encountered on the way. One would think that after so many years of cooperation there would be no more surprises in organising exchanges and intensive courses, but somehow, something always manages to make things a bit more difficult than one might expect. Many miscalculations can already be avoided and anticipated, but the human factor is always there and so are the unwelcome surprises that can't be avoided no matter how prepared you are.

Sometimes it feels that the same report could have been copied from a single reporting formula. Often all of the North–South–South networks list the same challenges in all of their summaries: visa permit related problems and the fact that the available funding does not cover salaries. Nothing much can be done about the latter, however, one might hope that it would be possible

to well prepare for the former. And, when it seems that the paperwork is in order, something goes awry.

How can one anticipate that a visa is not going to be issued because a person does not have enough blank pages for the visa permit and that the home office of the country in question will not allow the use of empty pages meant (but not used) for other purposes?

Further, what happens in the event that an exchange to Finland has to be cancelled simply because the passport and the enclosed visa are lost in the post en route from the consulate to the passport's owner? Or when the envelope full of an intensive course participant's passports and visas is still waiting at the mailing department of the consulate, but is not sent further because information is missing regarding whether or not the payment for posting the materials back to the sender is paid. What is the next step when, unfortunately, the contact information for the department which could confirm payment was already sealed in the envelope and thus unavailable.

These things simply happen when everyone is busy. Nobody makes mistakes on purpose and trying to figure out what has happened

and what can be done to remedy the problem can be exhausting. Sometimes there is still enough time available to fix things, but not always.

We are all busy, juggling the different responsibilities we have in everyday working life and/or trying to make our way through the jungle of bureaucracy at a higher education institution. All network coordinators of JOCID also have a long list of responsibilities at their home institution.

Many intensive course lecturers or expert exchange individuals still participate, via virtual connections, in the everyday work at their home institution when the day's work at the project is done: tutoring students, marking papers and writing evaluations. Nonetheless, despite these challenges, we are making it work, because we know that it is worthwhile and because we have this amazing chance to cooperate with people who share same enthusiasm for their work.

The JOCID Network cooperation works, it really does. It is usually the very ordinary practical matters that make one want to climb the walls. I would like to quote a comment from one of my JOCID colleagues, who said to me in a situation where things with the local service provider didn't quite go as planned: 'Well, this is Africa for you. Things don't necessary go as planned, but we'll make it work somehow anyway!' There are some sound words of wisdom in those sentences. We simply can't get frustrated and angry when everything doesn't go as it was originally planned. With the proper motivation, enthusiasm and determination we can find another, and maybe even better, solution than the original one.

The article refers to the grant applications, memorandums and reports of the JOCID Network.

JOCID IN FACTS AND FIGURES 2007–2015

North-South student exchanges: 26

South-North student exchanges: 31

North-South expert exchanges: 16

South-North expert exchanges: 19

Intensive courses: 4
(Tanzania 2009, Namibia 2010, Ghana 2012 and Tanzania 2014)

JOCID – PARTNERS

The history of the JOCID Network is full of names, particularly name changes. To avoid confusion (or maybe in order to create some more), the following list was created to explain the names and partners involved during the lifespan of the JOCID Network starting from the first preparatory visits in 2004.

Coordinating institutions:

Diaconia Polytechnic was the coordinating institution of the JOCID during the project preparations and in the beginning of the project activities. The institution changed its name to Diaconia University of Applied Sciences in 2006. As of 2011, the coordinating institution for JOCID has been Turku University of Applied Sciences (TUAS) due to the transfer of journalistic training from Diak to TUAS. The organising institution may have changed, but the people responsible for the coordination have remained the same.

Partner institutions:

In 2008, the Helsinki Polytechnic Stadia merged with another university of applied sciences and became Metropolia University of Applied Sciences. The institution has been part of the JOCID Network since the beginning of the cooperation in 2004.

The Polytechnic of Namibia is currently in the process to be redesignated as a university. The institution has been part of JOCID Network since the beginning of cooperation in 2004.

Tumaini University – Iringa University College started as an autonomous fully fledged University of Iringa in 2013. The institution has been part of the JOCID cooperation since 2006.

The University of Liberia was part of the JOCID Network from 2009–2011.

The Ghana Institute of Journalism joined the JOCID Network in 2011.

CONSTRUCTION OF
A WHOLE NEW RADIO STATION

by Jukka Laaksonen

THIS ARTICLE DESCRIBES the various planning and building stages of the *Radio Hope* (in Swahili, *Radio Tumaini*) radio station's production premises in Iringa, Tanzania, from the year 2007 to 2010. The radio project was realised in cooperation between the universities involved with the JOCID academic development framework. The actual construction work was mostly completed during four expert exchange trips that I made to Iringa, lasting from between two and five weeks. The funding for this was variably divided between the JOCID Network, Tumaini University – Iringa University College and Metropolia University of Applied Sciences in Finland.

The Tanzanian cooperative party was the Iringa University College of Tumaini University, later simply called the University of Iringa (the current name of the institution). The Finnish party consisted of key personnel from the Turku and Metropolia Universities of Applied Sciences.
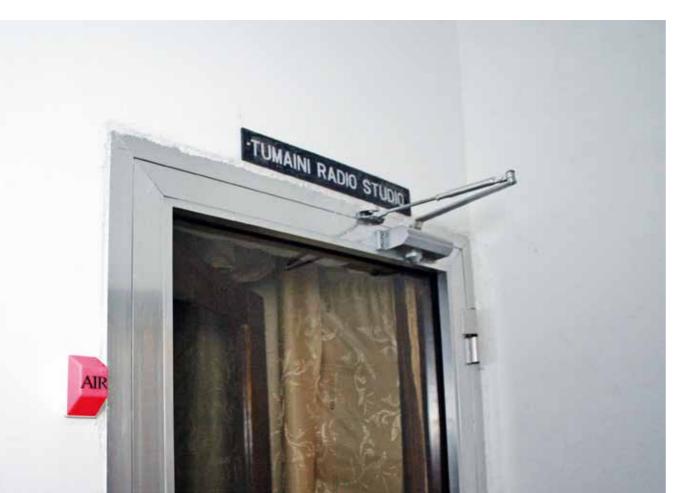
The idea of building a complete, working radio station at the University of Iringa first came about when short radio and speech recording courses were being arranged within the JOCID programme, both in Finland and in Tanzania, with Finnish teachers as course leaders. Particularly in Tanzania, the multitude of conflicting sound recording and editing methods and audio formats soon gave rise to the question of whether a more permanent and consistent

sound distribution infrastructure and workflow should be created for student radio use.

The building of a new radio station had also been on Tanzanian minds, even before the JOCID cooperation began. Three persons from Iringa, in particular, were very active in the initial planning stage:

1. Mr. Richard Lubawa, Deputy Provost of Academic Affairs, whose long-time dream had been to establish local radio production in the campus area;
2. Mr. Julius Mtemahanji, Senior Lecturer and Head of the Department of Journalism; and
3. Ms. Nkirote Mwongera, Assistant Lecturer, who later succeeded Mr. Mtemahanji as Head of Department.

Up to that point, all practical radio instruction at the University of Iringa had

been given in a large classroom called the Radio Class. There were various production devices, some of them quite new (donated from Finland), but most of them were rather old and in poor shape. At the centre of audio operations was an outdated, 8-channel Harris broadcast mixer that was estimated to be between 8 and 10 years of age. The room itself was just an empty space, with concrete walls, for which very little effort had been made for any acoustic treatment or specialised production requirements.

However, Mr. Mtemahanji, having previously worked as a professional radio journalist at the Tanzanian Broadcasting Corporation (TCB) in Dar es Salaam, already had a vision of how the existing big room could be re-structured and divided into smaller, more defined areas, in order to better serve the teaching of the radio production workflow. Working closely with the department, I built the studios little by little and bit by bit during four separate visits to Iringa.

Constructing a new radio station, using the few (and often obsolete) pieces of gear available, would require two things: a well thought-out building plan and a realistic overall budget. In the case of the University of Iringa, these basic requirements caused the work to proceed in two separate stages.

The technical term radio station itself has two, slightly different meanings:

1. In radio *distribution* terminology, a radio station is defined as the single point source in space, from which the broadcasting electro-magnetic radio waves emanate to the public, usually in the form of an FM transmission (Frequency Modulation). In practice,

this is the physical, narrow bar-shaped transmission aerial (antenna), permanently fastened into a purpose-built high metal tower, with a certain maximum allowed ERP (Effective Radiated Power) and with a mechanical shape and size optimised for a certain transmission frequency on the MHz (MegaHertz) FM scale.

2. In radio *production* terminology, a radio station is defined as the room or rooms where the artistic and journalistic content (the programme) is created. Typically, a radio station in this sense comprises a recording studio, an editing room and a separate transmission control facility (often called the on-air room). From the production radio station, the complete stereophonic programme feed is then transferred to the actual transmission tower (i.e. to the technical radio station), via either a buried landline installation or a separate radio wave link system called the STL (Studio-Transmitter-Link). The STL system and the following main FM power transmitter both have their own, individually allocated channel frequencies and thus they both also need a separate official operating licence, called a written sending permit, from the national telecommunications authority; in Finland this is called the *Viestintävirasto* and in Tanzania, the Tanzanian Communications Regulatory Authority (TCRA).

In the case of the University of Iringa, the only practical place where the main transmitter aerial could be placed, was on the Mafifi Hill, which can be easily seen from the university's central yard. Although the direct distance between the two spots is no more than three kilometres, the terrain in-between is hard rock and dry sand, making

it difficult and costly to dig a continuous covered ditch for an underground landline. This left an airborne STL programme link solution as the only viable transfer option.

From a budgeting point of view, any of the devices in the final transmission chain, including and following the STL, are much more expensive to buy than all the preceding audio production equipment as a whole. Additionally, the fact that the transmission would need two separate operational licences (both of which would require a TCRA inspector to personally come and evaluate the site) made establishing a licenced broadcasting system a long and tedious effort. In Tanzania, the written broadcasting application alone, even for academic use, can take well over a year to be handled by the Ministry.

For these reasons, it was decided to simplify the order of things and build all the audio production rooms first, while waiting for the formal broadcast application to slowly

proceed at TCRA. This was also a very practical solution as many of the items needed in basic sound production were either already owned by the university or at least easily available from within Tanzania; whereas foreign high-powered professional FM transmitters are always special import items, requiring TCRA model acceptance, Tanzanian custom's technical inspection and added tax calculations.

THE PREMISES

Together with the Head of Department, Julius Mtemahanji, we developed a plan for dividing the original big radio classroom into three smaller areas, with airtight doors and large double-pane windows between all three rooms. These new rooms would then simply be called Studio, Edit and On-Air. From the very beginning it was obvious that the University of Iringa could not afford to build a full-scale, professional standard radio facility like the ones at Tanzanian Broadcasting Corporation in Dar es Salaam. Instead, it was determined that the studio rooms should work on the same principles as professional rooms and offer a similar workflow experience, but with a slightly reduced audio quality for student programme use.

This definition also meant that some corners had to be cut. To purchase what was still needed, an invitation for tenders was arranged, which resulted in two competing offers, both within roughly the same price range. Due to the generic nature of the preferred bid (no equipment brands were identified by name, for instance) it was decided that it would be best to personally visit the company in Dar es Salaam. This honour fell to Mr. Mtemahanji and me. So, we undertook an exhausting nine-hour bus trip down to the capital and stayed overnight

in a hotel at the expense of the Journalism Department.

The following morning was reserved for visiting the company, which to our surprise turned out to be, not a Tanzanian firm at all, but a subsidiary of a parent company in the United Arab Emirates. At first, at welcome tea, everything went smoothly, according to the typical, polite African trade behaviour, including colourful overspeak: 'Ask anything, we can get you any device you need'. Later, as we actually started dropping audio product names to the salesman, it soon became apparent that the man knew absolutely nothing about radio production; nor was he familiar with any of the different proposed devices or their properties. All our inquiries ended with the same hasty remark from the salesman: 'Now, I shall have to negotiate this with the Main Office, I will return to you later'.

After leaving the office empty-handed, we came to the conclusion that it was not wise to include an eager, but ignorant amateur in the project chain. Rather, it was decided to trust the whole sale to the other invited professional business, also operating from Dar es Salaam. However, as my plane was already due to leave for Europe the same night, we had to postpone the negotiations with the other company until my next and third trip to Iringa.

THE PROBLEMS

Having to work full-time at the Degree Programme for Radio and Television Studies in Helsinki, my contacts with Iringa were short and intermittent. However, together with Mr. Mtemahanji, we managed to put together a final equipment list that fit within the original budget frame.
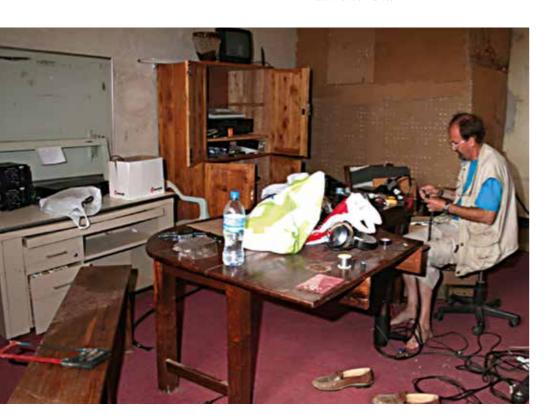
However, an unexpected new challenge suddenly arose, when Mr. Mtemahanji gave notice that he had accepted a new job at the Polytechnic of Namibia, which required him to move to Windhoek. Ms. Mwongera, his closest assistant, was selected as the new Head of Department. This change also brought some new people into the studio design team:

1. Mr. Baptister Mgaya, the Chief Financial Officer of the Iringa campus Administration, who called for a completely new assessment of the planned radio project and its future, including the possibility that the whole plan might be cancelled.

2. Mr. Kigunga Mwangwa, the energetic Procurement Officer, who was put in charge of all practical purchasing of required new equipment, furniture and services.

To convince the management about the merits and possibilities of an operational radio station, Ms. Mwongera arranged for a teacher group visit to a nearby local radio station, *Radio Furaha* (in English *Radio Joy*). It was maintained by the Evangelic-Lutheran Church of Tanzania, Diocese of Iringa. This was also the first time that I met *Radio Furaha's* Chief Engineer, Mr. Protas Kanemela, of whom I had heard much good beforehand. In all honesty, his deep professionalism and commitment proved to be all that I could have hoped for and more.

This approach initially proved so successful that it was decided to order the *Radio Hope* acoustic wall work from the same group of carpenters who had also built the original *Radio Furaha* walls. I was put in charge of the construction planning and all looked again like plain sailing. However, days and weeks went by without anything happening at the studio worksite.

In due time, as it turned out, that although the work team had been called and hired, the final building budget had still not been accepted by the administration. Out of the five weeks that I spent in Iringa on my third trip (which, unlike my previous visits, did not include any classroom teaching), three weeks were spent just waiting for the decision, one week by the wall construction workmen and only the last week was left for the electronics installation (a hopelessly inadequate amount of time).

In addition, it was found that the professional audio company responsible for the import of the needed radio equipment turned out to be very unreliable. First, when the ordered product package arrived to Iringa by bus, about half of the specified equipment was missing, including an all-important master

cable for audio communication between the three rooms. Worse still, the monitoring loudspeakers that we unpacked were different than the ones listed and priced in the accepted pro forma invoice. They were of the same brand, but much smaller, cheaper and of lower quality. We had bought and specified large, professional-grade studio speakers, but were delivered small home-grade hobby speakers. Both of these rather non-professional mishaps caused an extensive prolongation to our planned project time.

However, as my flight to Europe could not wait, I left Iringa with mixed feelings. I was, however, able to negotiate a new and unbudgeted trip to Kenya and Tanzania, including Iringa, with my benevolent and understanding boss at Metropolia. So, in

2010, I set out for my fourth and final trip to *Radio Hope*.

THE PAYOFF

This time I was determined to work as hard and long as needed, to finally complete the studio project with honour. In this effort, I was once again solemnly supported by the new Head of Department, Ms. Nkirote Mwongera. Because radio electronics installation is a very specialised undertaking, requiring delicate manual skills, I chose to work alone; although I was assisted by the campus electrician, Mr Utwa, as well as the Procurement Officer, Mr. Mwangwa. Additionally, I had made sure that this time I had all the electronics spare parts and installation components with me that were needed to finish the work.

As the budget for the construction was no larger than in previous years (quite the opposite actually), we could not afford to purchase the planned and much-needed new, big air mixer console. Instead, I thoroughly serviced the age-old Harris ProCast 8-channel board, by replacing the moving parts with all new ones from the factory supplier.

Being uncertain about the exact soldering scheme, I emailed the original designer of the mixer at Henry Engineering, California (the company who originally made the ProCast for Harris Corporation) for instructions. In his reply, the design engineer was extremely impressed by the fact that his creation had remained functional in the hot, high-humidity African mountain climate for the best part of ten years, even without any spare components! The wiring diagrams they sent

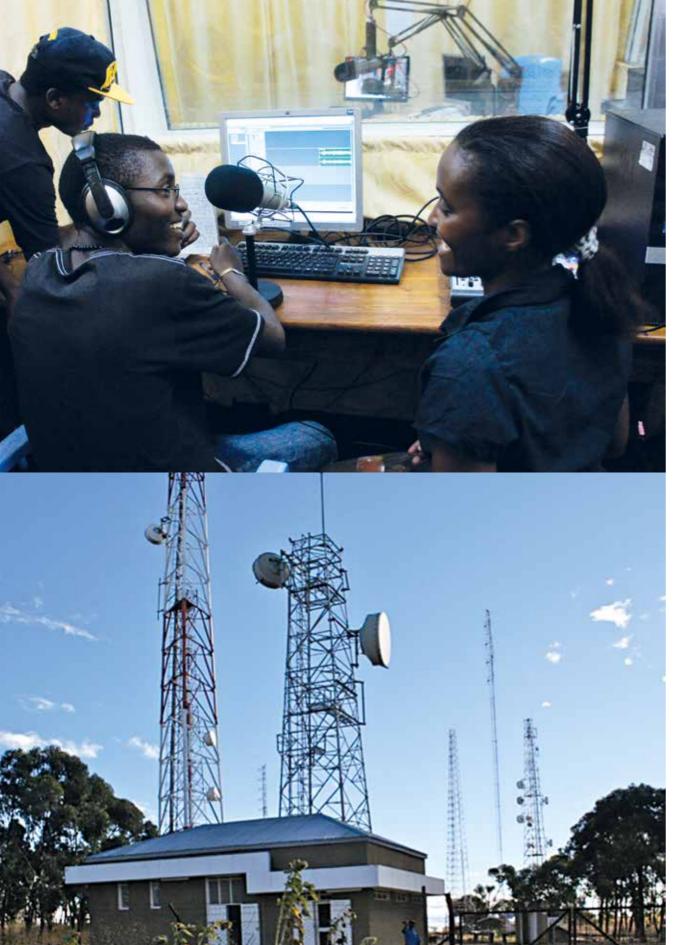by email worked well and soon the mixer worked like new.

One of the smaller consequences of the tight economic situation was that the University of Iringa had ordered only the audio technical equipment for the new radio rooms, but no tables or chairs. I was able to get new chairs ordered through Mr. Mwangwa, but a suitable large table for the air-out control room was still missing. My practical solution was to use the sturdy wooden desk in the adjacent classroom, called the TV Room. That desk had been originally planned for the news reader in their training television studio, which, however, was never completed or put into production. So, I stole the desk, had it moved, and asked the carpenter to drill suitable holes in it (so that nobody would claim it back). As all furniture was the property of the university anyway, and I had just put a non-productive piece into production use, I feel that my sin is not too dark to confess.

One thing that helped my installation efforts very much was the fact that my hotel was situated at the close vicinity

of the campus area, just downhill. This allowed me to work effectively from sunset to sundown. Close to the Equator, these two daily events tend to happen quite precisely and regularly at 6 am and 6 pm, respectively. The regular movement of the sun in that area even has had an effect on how the local population in Southeast Africa (*waswahili*) traditionally count the hours of the day. The hour count begins at dawn, by the first rays of the sun, then our 7 am is their one o'clock and so forth. This so-called Swahili time is useful knowledge to anyone trying to call a taxi in Iringa. Special Swahili clocks are even made, where the numbers on the clock face are upside down (number 12 at the bottom).

My fourth trip thus ended happily with the completion of the installation work, but with only hours to spare. Meeting this goal demanded very long working days and even my refusal for a farewell dinner, kindly offered by the Deputy Provost Dr. Lubawa, a decision which I still regret.

However, I was able to train my successor, Mr. Kanemela, in the finished premises for a full

day, and also to test with him that all systems worked as planned. The end result was that the University of Iringa now had a complete set of production suites for a multitude of radio production tasks: a spacious talk studio room for at least three speakers, an editing room for recording and editing the raw audio material, and a large On-Air room for output control. All the rooms were interconnected, so that it was possible to record the studio microphones either from the edit or from the air mixer desk, with the talkback commands and studio speaker playback changing according to the room selection.

Of course, in the final studio-to-listener programme chain, this solution was only the first step. What was still needed was the following broadcasting link connection, first up to the Mafifi Hill towers and from there onwards, into the radio sets of Iringa's listening public. This FM connection had not been established during my visits, for two main reasons:

1. The supposedly experienced and capable pro-audio company from Dar es Salaam that had been chosen to install the equipment, was eventually unable to deliver what was ordered. In fact, their salesman gradually stopped answering the phone and started ignoring my emails and text messages. The whole transmitter chain was still missing when I left Iringa. The university has since then acquired at least the first stage of the transmission equipment, the FM modulator/exciter unit.

2. The original one-year test transmission licence granted to the University of Iringa by the TCRA had expired, meaning that all the negotiations and formal frequency application routines had to be started anew.

After the studio installation, the interim Head of Department, Ms. Mwongera, also left the office, in order to move to Kenya and get married (which she did). I then briefly met the new Head of Department, Mr. Simon Berege, during his academic exchange trip to Helsinki. Judging by what I heard from him, the production studio was still in good working condition and regular recording courses were being arranged.

Additionally, a second twist of fate has occurred since I left Iringa, an occasion which has been very beneficial to the future of the project: the former Chief Engineer of Radio Furaha, Mr. Protas Kanemela, was selected as the new Studio Manager of the Iringa campus radio facility, chosen and supported by Head of Department Mwongera and the rest of the department staff. I was especially happy about this new move, since I had once used Protas as my own personal assistant engineer for a long choir music festival recording, which I made for *Radio Furaha* during my third trip. I had already noticed, with great satisfaction, that Mr. Kanemela was definitely 'made of the right stuff'. He was polite, very fast, very knowledgeable, eager to learn even more and, above all, humble.

So, during my fourth and final trip to Iringa, I insisted on spending a complete training day with Mr. Protas in the newly finished studio. During the course of the day, we discussed, in great depth, the whole audio studio technical installation, its pros and cons, the in-wall wiring system and its different uses, not only in its present shape, but also from a future maintenance and development point of view. Having heard about Mr. Kanemela's new nomination for taking care of the radio studio, I was deeply relieved in the knowledge that the *Radio Hope* heritage had fallen into good hands.

TEACHING IN A
DIFFERENT
CULTURE

by Pia Alanko

AS WE TEACHERS WELL KNOW, what else is teaching but communication? I have been working as a teacher for over ten years, but I still get butterflies in my stomach every time I start a course with a new group. The first lesson with them, the opening of the course… the connection has to be made in order to motivate the students. But how do you succeed in creating a connection in a totally different environment, where you might even feel a bit lost yourself?

I thought I had always been good at adapting to new situations, but I must say that the first few days of my teacher exchange in Liberia were quite a wakeup. This was my first experience of working in Africa. I was teaching at the University of Liberia in 2011, along with my colleague Jukka Laaksonen, a radio work expert from the Metropolia University of Applied Sciences. Our job was to teach radio work to the volunteers of the university's own radio station, *Radio Lux*.

Before that I had had some experience in teaching African JOCID exchange students in Turku, so I had some practical knowledge about the way journalism is taught at our partner universities. That provided a solid basis – I did not have to start from scratch when I started preparing the course for the Liberian students.

COPING WITH LIMITED RESOURCES

Due to some misunderstandings, the beginning of the trip to Liberia demanded some instant problem-solving skills. We entered the city of Monrovia in the late evening with a random taxi-driver, only to realise that we did not have a reservation at the hotel where we were supposed to stay. Luckily we were able to find another place, but were not able to contact our host as his phone was not working.

Things got sorted out in a few days, both in terms of accommodation and teaching. But I will never forget the view of the dark city without any city lights and the small worry in my mind – where are we going to stay the night…?

Upon our arrival, it was obvious that the country was still recovering from the civil war. We had everything we needed in our hotel: electricity, running water, even an internet connection. However, the world outside looked different. You could tell the war was still close in the past.

In downtown Monrovia you could see new, shiny buildings rising up. However, right next to the brand new building there were areas where people were living in extremely poor conditions; with hardly a roof over their heads. UN jeeps were part of the cityscape. The roads outside of Monrovia were rough. There was still no farming industry yet due to the war, so we were told that our breakfast eggs came from India.

Looking at it from a professional point of view, it was an experience in teaching a course with limited technical capacity and resources. We were asked to teach digital radio work, but the university could not provide us with all the resources we needed to do so. We were able to borrow two sound recorders from *Radio Lux* and Jukka had also brought a few with him, so we were still able to teach how to record good quality sound in practice. With a group of 25 students, we managed to accomplish this task when we divided the students into small groups.

RESPECT TO MY GHANAIAN COLLEAGUE!

The elections were coming up in Ghana, when I travelled there for my second teacher exchange in 2012. The first week was reserved solely for my lectures. On the

However, the problem was still the editing part. The university's computer class was out of order because someone had stolen the devices. Therefore, we solved the problem in this short time-frame by demonstrating editing skills with Jukka's laptop. For actual editing we used the open source software Audacity, which the students were also able to download to their own computer, if they had one. With the help of *Radio Lux*, we were able to finish all the stories and broadcast them in time.

second week the JOCID partners arrived together with their students and teachers to take part in an intensive course.

I had the chance to experience my colleague Mr. Kodwo Boateng's typical work day – although I only had to lecture without the other load of duties he had. I made three

two-hour lectures in a row. The groups were much bigger than what I had been used to, there were around 80 students in each class. In Finland my average class consists of 30 students.

My subject was cross-cultural communication, which I literally felt in action, when the sweat was running from my head to my toes. The power cuts gave some unexpected rhythm to the lectures, while I tried to compete with the noise that was coming from the next building where the students were having some sort of a political event.

It was hot. I felt so much respect for my colleague as this was his typical day of work. I concretely understood the importance of the eye-brow-factor; eyebrows prevent sweat from running from one's forehead into one's eyes.

The students of GIJ were curious and active during the lectures. They participated a great deal; commenting and asking questions. The concept of the free education in Finland was of great interest, because it was also a hot button issue in the coming Ghanaian national elections. I was also able to witness some extremely passionate political debates between the GIJ journalism students. I could not stop admiring the culture of debate and argumentation – something I have never seen in a Finnish classroom!

COMMITTED STUDENTS IN TANZANIA

With already some experience of Africa in my portfolio, my third JOCID teacher exchange destination was the University of Iringa in Tanzania in March 2014. Along with my colleagues from UoI, we tailored a practice oriented Radio Workshop for the volunteers of *Radio Hope FM*, the university's radio station. During the same year in November, we also held an intensive course on digital storytelling, which gathered together students and teachers from all of the JOCID partner institutions.

In March 2014, the *Radio Hope FM* had just got its broadcasts up and running, and there was an enthusiastic group of students waiting for some practical guidance in working on the radio. I did not have to give a motivational speech.

The preparations for the course went very smoothly. The university had good facilities for sound editing and we were also able to collect enough sound recorders for the workshop.

Within the two-week time frame, we were able to accomplish a lot. For the teaching of the technical portion, I received assistance from our three Finnish JOCID exchange students Anni Pajari, Jenny Mäkinen and Nina-Maria Heinonen.

Over the first two days I lectured and instructed the students in some practical assignments. The students displayed a high level of commitment, thus it was possible to give them a more demanding task. As a course project, the students made short audio documentaries in small groups.

All the groups finished their assignments by the deadline and we were able to listen to them on the final day of the course. Some of the students' works are published on the JOCID YouTube account.

The challenge in teaching was, once again, the group size. In the beginning we agreed on a limit of 35 students, but the size of the class kept increasing and increasing as word got around. I did not have the heart to turn anybody away at the door. Therefore, even

though the students were able to conduct the stories as a group, I was not able to observe the process very closely. It is hard to say how any group worked – did all the members develop the same skills or was the production handled more by only a few people.

The other challenge in a short period of teacher exchange also relates to the first challenge: quality control. Over two weeks one can teach the basics and share ideas, but it would also be important to be able to follow the students' development and guide them in working toward professionalisation.

LESSON LEARNT: THE POWER OF PREPARATION

There are some lessons that I learnt along the way during my trips to the African JOCID partner universities. My visits were always only two weeks long, so I don't have a very broad perspective on teaching in a different culture. Nonetheless, there are some practical things I would like to share.

Right after my first teacher exchange in Liberia I realised that I should ask some more precise questions beforehand in order to get a picture of what to expect. We did have a contact person, but we only corresponded regarding the content of the workshop on a general level.

Therefore, in my following teacher exchanges I started to ask these simple basic questions from the contact person before travelling:

- How are the facilities? Can I use a data projector? Can I make copies?
- How is the internet connection at the campus?
- Does the university have the needed equipment or should I bring the equipment with me?

- How many students are there going to be?
- What is the students' level of English? For example, the Liberian pronunciation of English was so different that I really had trouble understanding anyone during the first few weeks. My ear eventually got used to it, but the beginning was challenging.
- What is the background of the students – are they 1st, 2nd, 3rd year students? What do they know about the subject from prior studies?

Nevertheless, there can be unexpected surprise factors, so it is good to keep one's mind open and flexible. At least in my experience, tiny details will often sort themselves out best when you are on location.

WORKING WITH CULTURAL SENSITIVITY

Another important thing to consider is how to prompt students in a foreign culture to get things done. How should I speak to them, how can I motivate them?

Back to the preparations. It helped me to think these questions through:

- What is the typical learning environment at the university like?
- Are the students used to listening to lectures, what kind of practical assignments have they had before?
- How big are the groups normally in an average course?
- How would the students react to another method of teaching?
- What kind of risks does this entail?
- How could I motivate the students to do something different than they are used to doing?

It also helps if you study the culture and the conditions of the target country beforehand. It will be far easier to cope with any circumstances when you have an idea of what to expect.

When you are working in a very different cultural environment, you need information

Typically, the most serious misunderstandings and cultural conflicts happen when you are dealing with issues like politics, sexuality, religion or food (Askola 2002, 178). In all of the three African countries I have visited, religion has played a major role in people's lives. As we Finns come from a secular culture, I have had

it helps if you are able to define what your own cultural perspective on these kinds of matters is.

It helps if you are aware of your own assumptions, attitudes and values and define how you are 'built'. It is part of cultural sensitivity that one learns to listen and

might sometimes feel very lost. Every now and then one might send signals that lead to misunderstandings. In order to cope with the new situation, it might be a good idea to think the following questions through:

- How is 'the international me' like?
- What kind of values do I have?

and skills to cope with the upcoming challenges. You will face different kinds of values and they might clash with your own values. The more you are aware of the issues that are culture-based, the easier it is to cope with new situations (Vartia 2005, 89, 93–94).

discussions with Finnish students who have been wondering how to respond to people who say that they will pray for you or wish you God's blessing. Of course everyone needs to think things through by themselves and not to take up a role that feels false, but

observe people more holistically (Askola 2002, 178).

In a foreign culture the familiar codes and symbols in communication might not work. One who tries to read the foreign culture

- What kind of views do I have about other nations, continents, nationalities...? How realistic are these views? What are they based on? Are they facts or stereotypes?
- How well aware am I of the fact

that I am a product of my own culture?
- How do I behave in unexpected situations? How well do I tolerate uncertainty? How do I survive mentally, if things don't go as they were planned?

(Askola 2002, 177–179)

PRACTICAL HINTS

In addition to cultural adaptation, there are some very practical, concrete things that might be handy to realise even before the plane takes off. Here is a small list of the most typical things that I have encountered during the teacher exchanges.

THE TIME CONCEPT

It is not uncommon that the person you are supposed to meet will come an hour or a two late and does not tell you that he/she is going to be late. Some people call it 'African time'. I have experienced this and sometimes it is hard to understand, particularly when you come from a culture where time is so highly valued.

What I have noticed, especially in Tanzania, is that people have more time for each other. Personal relationships are very important. So even though you are on your way to a meeting and should hurry up, it is important to properly greet people and exchange a few words with any person you meet on the way.

CLOTHING

It is probably going to be hot. But when you are working, you should dress for work, not for a beach holiday. In some of the partner universities of the JOCID, the dress code is formal. No short skirts, no shorts, no sleeveless shirts. Men should not wear sandals. At the University of Iringa, the women should wear skirts, not trousers. So in order to avoid awkward situations, it is good to check beforehand what kind of a dress code there is for work.

TRAVEL DOCUMENTS

It is advisable to start preparing all the travel documents well in advance. You might need to apply for visa and that can take time, especially if there is no embassy from the destination country in your own country and you have to apply for a visa from abroad.

MEDICATION AND VACCINATIONS

It is good to check well ahead of time that your vaccinations are in order. For example, the yellow fever vaccination is required before entering most of the JOCID partner countries. In addition, malaria preventing medication might be needed.

TRANSPORTATION

It helps enormously if you can gain access to a network of reliable taxi drivers. Avoid taking a random taxi, which can turn out to be an unpleasant, sometimes even dangerous, experience.

'MS. ALANKO FROM THE TURKEY UNIVERSITY...'

What has been left in hand after my experiences of working in the African countries? I don't know if I am a better teacher, my students can evaluate that, but I feel that I have definitely learnt something.

First of all, I have had to evaluate my know-how in pedagogics and content and test them in a very different environment than what I have been used to. I have had to make cross-cultural coding of the content in order to be able to teach reliably. I have gone through some surprising and unexpected situations and survived: teaching with limited resources, not understanding the

local English accent, being without a hotel room in Monrovia at night, answering African journalism students' questions like: 'should I take the brown envelope at the press conference' or 'should I publish the story even if someone has threatened to kill me'.

As an anecdote, let me tell you about this small incident that took place in Ghana:
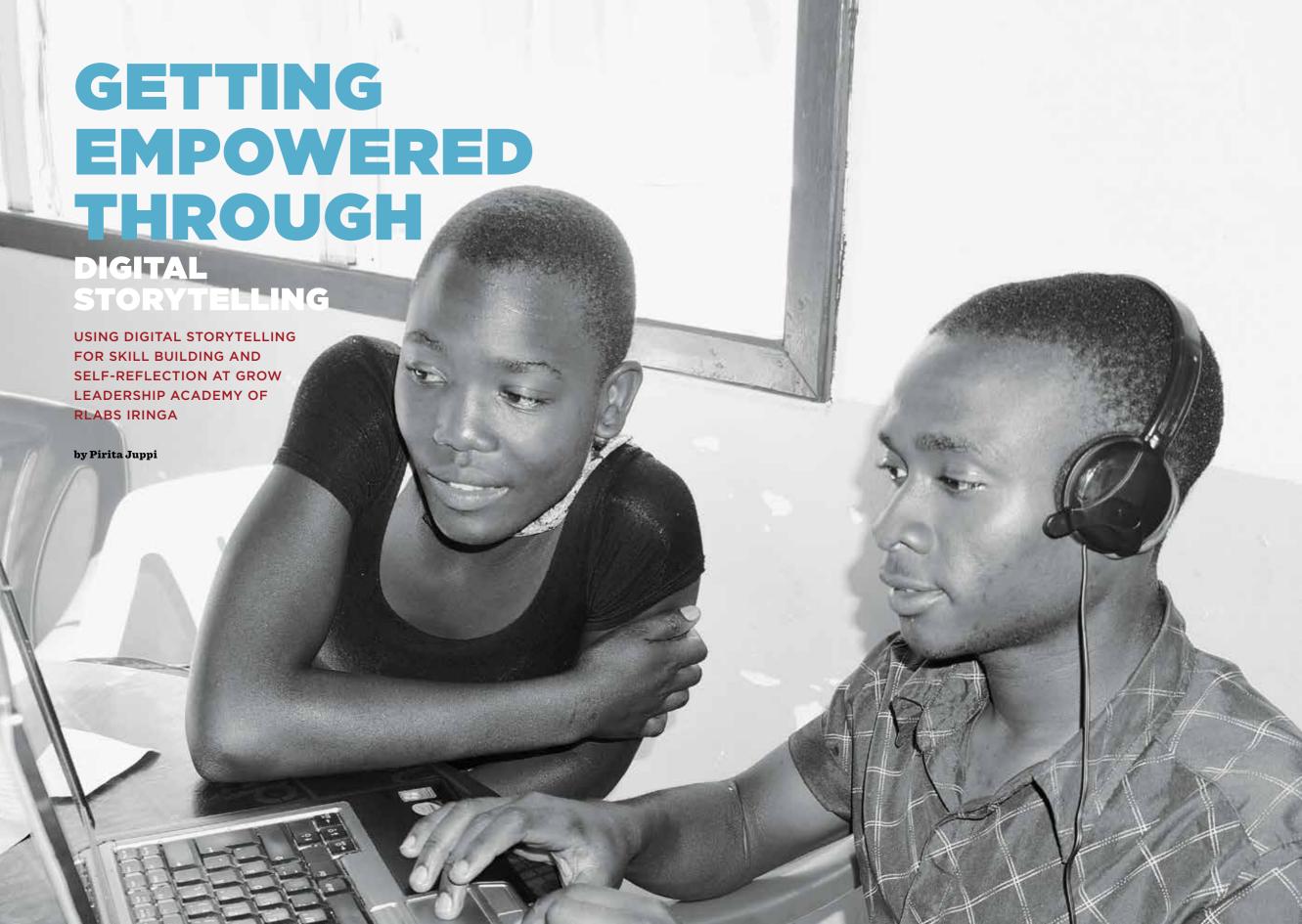
One early morning we drove to a local TV-station in Accra, where they wanted to interview us about the JOCID project in the live morning show. I went there with my colleagues Kodwo Boateng (GIJ) and Diana Msofu (UoI). The presenter started by asking the basic facts about JOCID and about what we are doing there. While Mr. Boateng was answering, I was sitting on the sofa very comfortably, until the host turned to me and asked: 'Ms. Alanko, while you have been following the campaigns of the elections here in Ghana, what should we Ghanaians learn about the Finnish democracy?'

I don't remember how I answered, I was totally unprepared to this kind of question, but at that moment I sure wished that I had spent more time in front of the TV in my hotel room, watching the campaign talks. At that moment I did not mind in the least that they had introduced me as the lecturer from the 'Turkey University'.

As the Academic Coordinator of JOCID IV, it has been very rewarding to be able to facilitate the project activities for our Finnish and African students. As one can learn from this book and the articles the students have written, the project has had an impact on each individual's life and future choices.

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GETTING EMPOWERED THROUGH

DIGITAL STORYTELLING

USING DIGITAL STORYTELLING FOR SKILL BUILDING AND SELF-REFLECTION AT GROW LEADERSHIP ACADEMY OF RLABS IRINGA

by Pirita Juppi

DIGITAL STORYTELLING **(DST) is a specific method and genre of participatory media that can be used for various purposes and in various contexts. Digital Storytelling can serve as a tool for education, awareness-raising and community development. It provides a means of documenting personal, family or organisational histories in an easy-to-share digital format. Digital Storytelling can serve the needs of creative self-expression and self-reflection, and the method further has empowering and even therapeutic potential. At the same time, the Digital Storytelling process teaches the storytellers media literacy and 21st century media skills.**

Digital stories are typically short autobiographical, first-person narratives. They are told by the means of digital media, combining photos or other images, narration (voiceover), music or other sounds, and text into a short video. Digital Storytelling is a low-threshold method that does not require professional media skills nor expensive professional equipment. Rather, digital stories are produced using whatever technology is available. Pictures can be taken with mobile phones, tablets or digital cameras, and the story can be edited using free photo, audio and video editing applications on mobiles, tablets, laptops or desktop computers.

Digital Storytelling can also serve professional journalists as an easy and cheap method of producing multimedia contents for online platforms. In the context of journalism, the combination of still photographs and audio is usually known as an *audio slideshow*. In November 2014, the JOCID project organised an intensive

course in Iringa, Tanzania, with the theme *Digital Storytelling as a Journalistic Tool*. During the two-week course, journalism students explored how they can use Digital Storytelling for journalistic purposes, and international student groups produced short digital stories on locally relevant issues.

In this article, however, I explore Digital Storytelling as a participatory and group-based method, using another example from Iringa. In April and May 2014, a group of young adults from Tanzania participating in the GROW Leadership Academy (GLA) of RLabs Iringa, received training in photography and Digital Storytelling and produced their own personal digital stories. In these stories, participants reflected on the change GLA had brought about in them and their lives. The writer of this article was the principal trainer/facilitator in the said Digital Storytelling workshop. Three Finnish journalism students, who were doing their JOCID exchange period at the University of Iringa at the time, also participated

as assistant trainers and facilitators. Additionally, RLabs Iringa's facilitators were actively involved in the workshop.

This article mainly focuses on the practical aspects of organising a Digital Storytelling workshop in a developing country context, and on the impacts the workshop had on the participants. However, before moving on to the practical workshop case, I will briefly introduce the historical background, philosophy and some examples of the use of the Digital Storytelling method.

EMPOWERING WORKSHOP-BASED METHOD

The method of Digital Storytelling originates from Berkley, California, where the late performance artist and video producer Dana Atchley, and community theatre professional Joe Lambert, began to develop a model for storytelling workshops in the early 1990s. In 1994, they established the *Center for Digital Storytelling (CDS)* together with their partners. Since then, CDS has been teaching the method to other storytelling trainers and facilitators. They have held countless workshops for storytellers in collaboration with diverse organisations and projects in the US and internationally (Lambert 2009a, 1–10; Lambert 2009c; Hartley and McWilliam 2009, 3). In the new millennium, the Digital Storytelling method has spread widely around the world. By the early 2010s, tens of thousands of personal digital stories had been created and published through diverse projects held in different countries (Lundby 2008, 2–3).

Digital storytelling is not only a specific participatory method and a genre of media; it is also a global social movement that aims at democratising the production of media

contents, making use of the new easy-to-use and easy-to-access digital media tools. The philosophy of the Center for Digital Storytelling emphasises the importance of the stories of ordinary people, the need of people to be heard, and the positive impacts that sharing stories and understanding different experiences and perspectives can have in the real world (CDS 2014).

Digital Storytelling is essentially a *facilitated group process* (Lambert 2009b, 25). Personal stories are typically developed and worked on in workshops, which last for several days, with assistance from one or more trainers and facilitators. In Digital Storytelling, the end product – the digital story – is not the most important thing, but it is rather the process of making the story that matters the most. As Amy Hill (2004, 1) puts it, 'the process of making media, with its potential to support reflection and skill building for participants, is just as important as the final media products'. The experience of sharing their storyline ideas and completed stories within a group, in a supportive and safe environment, are often the most important aspects of the experience for the participants of a workshop (see e.g. Meadows and Kidd 2009, 106–107).

DST workshops are typically organised into some sort of institutional environment. Storytelling has been carried out, for instance, as part of the activities of schools, libraries, museums, community centres, civil society organisations, development projects and youth projects (Hartley and McWilliam 2009, 5; MacWilliam 2009; Lambert 2009a, 91–104). DST has been used for diverse purposes, such as reflecting on one's cultural identity, recording and sharing a community's cultural heritage, increasing interaction between generations, civic activism, social marketing, solving social problems, urban planning, developing

future scenarios, professional reflection and development, and the production of alternative journalistic contents (Lambert 2009a, 91–104). Digital Storytelling method has also been used in the contexts of health care and health education in order to produce experental knowledge as an alternative to institutional, professional and expert knowledge (see e.g. Hill 2004; Patient Voices 2004).

Digital Storytelling workshops have been conducted both in the Northern and Southern Hemispheres. So far most workshops have taken place in economically and technologically developed countries, where it is easier to access digital media technology. The method is less known in developing countries. Many of the workshops in developing countries have so far been facilitated by Western civil society organisations and instructors (Hartley & McWilliam 2009, 7; McWilliam 2009, 37). One example of such activities is the non-profit international Digital Storytelling initiative, *Silence Speaks* (see Hill 2004; Silence Speaks 2014). However, there has been growing interest in Digital Storytelling, for example, in Africa, and local actors, such as some higher education institutions, have also been active in adopting the method.

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RLABS IRINGA AS THE CONTEXT OF THE DIGITAL STORYTELLING WORKSHOP

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RLabs Iringa is part of the global network of Reconstructed Living Labs (RLabs). The RLabs initiative was originally founded in Cape Town, South Africa in 2008, and it now operates in 22 countries, in Europe, Asia, South America and Africa. RLabs strives to empower and develop local communities through free training, economic and social support, and community-driven innovations. They create 'an environment where people are empowered to make a difference in the lives of others' (RLabs 2014a).

The Living Labs concept was introduced in Tanzania in 2012 by TANZICT[1], in partnership with RLabs. The Iringa Living Lab started operating in June 2012, and in 2014, it joined the RLabs network and changed its name to RLabs Iringa. Tanzania thus became the 22nd country in the RLabs movement. Tanzania now hosts six regional Living Labs, but RLabs Iringa is the only one that belongs to the RLabs network (TANZICT 2014b; RLabs 2014c; Sanna Nevala, discussion 18.3.2014).

In November 2013, RLabs Iringa started running their first GROW Leadership Academy (GLA), adapting the model developed in RLabs main hub, Athlone, Cape Town. The focus of the GLA training programme is on leadership, community development, social innovation, entrepreneurship and digital media skills. During their six-months-long training, participating students do volunteer work in the local community and develop their own ideas for a social enterprise. The aim is to give participants the knowledge, skills and confidence needed to employ themselves, while at the same time helping the local community by responding to the needs of said community (RLabs 2014b; Sanna Nevala, discussion 18.3.2014).

In Iringa, a total of 14 young adults participated in the GLA training, half of whom were women. They were 18–25 years of age, and no longer in school or at work. In addition, two of the local RLabs Iringa facilitators participated in the workshop, working on their own stories, so that they would receive the experience and skills needed to facilitate similar activities in future.

In Tanzania, Swahili is the lingua franca, the official national language spoken by Tanzanians regardless of their ethnic origin (tribe) and/or vernacular language. In spite of the fact that English is the other official language of the country and the language of education from secondary school onward, the English skills of Tanzanians vary significantly. Less educated Tanzanians are usually not very fluent in English, and some do not speak English at all. Among GLA participants, there was a great deal of diversity in English skills. Some participants spoke English rather fluently, whereas others could understand some English, but were too shy to express themselves in English at all. Therefore interpreters were needed in all of the workshop sessions. Local RLabs facilitators acted as interpreters, and in some situations – when they were not available – GLA students with good English skills stepped in.

The Digital Storytelling workshop[2] consisted of seven meetings totalling 30 hours. Individual sessions lasted from 3 hours to a full-day session with a short lunch break in between). The workshop commenced on the 13th of April, 2014, and finished on the 6th of May, 2014, when the whole course watched the digital stories created by participants.

In the final meeting, after watching the digital stories, the participants were divided into two smaller groups for a facilitated group discussion. At the same time, group discussions served as a debriefing session for the participants and as focus group discussions, which provided qualitative research data for the author of this article. The focus of discussions was primarily on the *feelings* of participants about the process: how they felt about making their own digital story, sharing it with others and seeing the stories of other participants. An interpreter was present in discussions, and they were recorded with digital audio recorders and then partly transcribed. The interpretations of the impacts of the Digital Storytelling process on the participants expressed in this article are based on the aforementioned focus group discussions, on observations made during the workshop process and on the digital stories produced by participants.

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PLANNING THE DIGITAL STORYTELLING WORKSHOP CURRICULUM

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Whenever one plans to organise a Digital Storytelling workshop, there are some key issues that need to be considered:

1. Purpose: What is the purpose of the workshop? Why is it being organised? What does one expect to accomplish with the DST method?

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[1] TANZICT stands for The Information Society and ICT Sector Development Project. It is a project supported by the Ministry for Foreign Affairs of Finland. The local partner in the bilateral collaboration project is the Ministry of Communications, Science and Technology of Tanzania (MCST) (TANZICT 2014a).

[2] Our Digital Storytelling curriculum was rather different from the 'classic' DST workshop model, in which the work usually continues for 2–5 consecutive days. As our sessions took place in the course of five weeks, it might be justifiable to talk about DST training or a DST course, rather than a workshop. However, I prefer using the term 'workshop', as, in spite of the longer duration and shorter sessions, our DST implementation was very much based on hands-on learning, collaboration, sharing, and an intensive, facilitated group process – all essential characteristic of a DST workshop.

2. Participants: What target group is expected to participate in the workshop? What are their needs and expectations? How can they benefit from the workshop? What kind of skills needed for Digital Storytelling do they already possess and what skills need to be taught?

3. Technology: What equipment and software is already available or can be easily acquired? What kind of equipment and applications are viable in the given working environment?

4. Resources and facilities: How much time is available for the workshop? How many facilitators are available? What kind of workspace is available for the workshop?

In this case, the answers to the aforementioned questions were rather clear from the beginning. The Digital Storytelling workshop was one part of the RLabs Iringa's GLA training programme and took place during the last two months of the training. Participants of the DST workshop were the students of GROW Leadership Academy.

Digital Storytelling workshop organised in RLabs Iringa simultaneously served three purposes:

1. Providing GLA students with new skills in photography, storytelling and video editing.

2. Providing an opportunity for self-reflection, as students were asked to focus on the change in themselves and their lives during the GLA process,

3. Providing documentation of the first GLA in RLabs Iringa and relevant material for impact evaluation.

The first two *purposes* clearly aim at empowerment of the participating GLA students, which was the main objective of the Digital Storytelling activities.

From the beginning, it was clear that a large amount of time would be needed for the whole process of learning about Digital Storytelling and making digital stories. The course began with the most elementary skills in media production. Most GLA students had no previous experience in photography. Further, most of them had only begun learning how to use computers, the internet and social media during the GLA training. Participants didn't have very much experience in audio-visual media as receivers of media contents, either. All students had had a chance to occasionally watch television somewhere, but many of them didn't have TV at home. For most students, watching the digital stories produced by the group at the end of the workshop, was the first experience of 'going to the movies'.

It was decided that the workshop would start with training in photography. Even though students were taught some basic technical principles for taking good photos, the main focus was in using photos to express emotions and tell stories. After practising photography, the next step was introducing Digital Storytelling as a method and a specific genre of audio-visual media. The last sessions were dedicated to hands-on work on participants' own digital stories (See Table 1 for curriculum details).

Students were given specific instructions for composing their own digital story: The story should focus on the change in their lives and in themselves during the GLA process, the written story should be a maximum 250 words long, and they would need to take ca. 20 photos for the story, with a sufficient variety in the photos

taken. Finally, the final digital story should be 2–3 minutes long. Participants wrote and recorded their stories in Swahili, and local GLA facilitators translated them into English, so that English subtitles could be added to the stories.

TABLE 1. DIGITAL STORYTELLING WORKSHOP CURRICULUM FOR GROW LEADERSHIP ACADEMY IN RLABS IRINGA

I session (3 hours): Photography and self-expression
- **Warmup activity:** Choosing a photo card which best expresses what you feel right now
- **Tutorial:** How to use digital cameras (time for practicing in pairs)
- **Topic 1:** Basics of photography (tips for composition etc.)
- **Topic 2:** How to create meanings and express emotions with photos
- **Home assignment:** taking 5 photos that represent 5 different emotions

II session (3 hours): Photography and storytelling
- Looking at photos taken by students and discussing them together
- **Topic:** How to tell stories with photos
- **Home assignment:** Bringing one personal memento for the next meeting.

III session (3 hours): Digital Storytelling
- **Warmup activity:** Sharing the story related to the personal memento
- **Topic 1:** Introduction to Digital Storytelling
- Instructions for the digital story to be made by participants
- **Topic 2:** How to write a good story
- **Home assignment:** Writing one's own story at home (max. 250 words)

IV session (3 hours): Digital Storytelling
- **Tutorial & practical work:** Using a storyboard to plan what kind photos need to be taken for the story (and what other media elements may be needed)
- **Practical work:** Recording the voiceover for one's story (together with facilitators)
- **Tutorial:** Finding and downloading Creative Commons licensed music for the story
- **Home assignment:** Working in pairs and taking the needed photos for the story (+ finding music)

V session (full day): Editing the story
- **Tutorial:** How to edit a digital story with OpenShot video editor
- **Practical work:** Uploading photos and voiceovers on laptops; combining the photos, voiceover and music (optional) to create a story

VI session (full day): Editing the story
- **Practical work:** Adding English subtitles and polishing the digital stories
- Exporting finished stories and collecting them on a memory stick for the screening

VII session (3 hours): Sharing the stories
- Watching the stories together
- Debriefing discussion

TECHNICAL FACILITIES AND HUMAN RESOURCES

Digital Storytelling generally makes use of easily available and affordable technology. Workshops need to be adapted to whatever resources are available and accessible. In case of GROW Leadership Academy, the technical facilities for a Digital Storytelling workshop were very good. RLabs Iringa had received second-hand laptops and digital cameras as donations from Finland, and with support from TANZICT, it was able to buy some headsets needed for video editing. In addition, there was a suitable workspace available in a local pre-school, and the facilities included a data projector and loudspeakers. The location was already familiar to the participants, as GLA training sessions were regularly held in the same place.

Headsets with microphones would have enabled recording the narrations for the digital stories directly onto a laptop, but, because there were also three digital audio recorders with built-in microphones available during the workshop[3], they were used for recording to ensure good quality of sound.

There were enough laptops for each participant to work simultaneously on their own stories. Laptops used the free, open-source operating system *Ubuntu*. Because the internet connection available in the workshop facilities – as in many other places

in Iringa – was not fast and reliable enough, we did not risk using a web-based video editor. Instead, a free video editing software called *OpenShot*, developed for *Ubuntu*, was installed on all laptops. *OpenShot* had all the features we needed for editing digital stories, including the possibility to use several audio tracks and to add subtitles to the stories. The only problem was that the programme crashed from time to time, so it was important to make sure that students continually saved their project at short intervals.

RLabs Iringa had seven digital cameras available – all of them different makes and models, as they were donations from individual people. To allow each student to first, practice taking photos and then take the actual photos for her or his digital story, students were teamed up in pairs and each pair was given one camera for a given number of days to complete the given tasks.

Since the GLA students did not have much experience in photography and in using computers, let alone in video editing, it was clear that workshop participants would need a lot of help in making their own stories. Altogether, six facilitators helped with video editing in the workshop: the writer of this article, three Finnish JOCID exchange students, and two facilitators from RLabs Iringa[4].

Other RLabs Iringa's regular facilitators contributed as interpreters, and occasionally

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[3] One digital audio recorder belonged to the writer of this article, two to the exchange students who were assisting in the workshop.

[4] In addition, the two RLabs facilitators were Finnish, but both had been working in Tanzania for a couple of years and were familiar with the local context and culture, and understood and spoke some Swahili. One of them had a key role in coordinating GROW Leadership Academy in RLabs Iringa. At the time of the workshop, the writer of this article had been working as a journalism lecturer in Iringa, Tanzania, for a bit more than one year. This experience definitely helped with planning and facilitating the Digital Storytelling workshop.

also assisted students with video editing. The involvement of RLabs Iringa's facilitators, already in the planning phase, was of crucial importance, as this ensured that the Digital Storytelling workshop was an integral part of the whole GLA programme.

STORIES OF HOPE, ENCOURAGEMENT OF OTHERS

Participants of the Digital Storytelling workshop were instructed to reflect, in their stories, on the change that had occurred in themselves (*internal changes*) and in their lives (*external changes*) during GROW Leadership Academy. Based on the digital stories made by participants, there is no doubt that the changes experienced by the students were positive in nature. Digital stories of GLA students were stories of newly acquired skills, newly discovered self-confidence and sense of direction, and above all, stories of *hope*.

> It [GROW Leadership Academy] has given me hope and new light which will last for a lifetime.

> I have been able to dream again, and have learned many things. GROW Leadership Academy has changed my way of thinking. I now see myself as a hero and I'm ready to pursue my dreams.

The digital stories typically followed a structure where the storyteller first told where she or he was in her or his life before attending the GLA programme, and then explained where she or he was now (at the moment of writing the story), typically highlighting the drastic difference between the *before* and the *after*. In many cases, the *before* was portrayed as a very gloomy place of no hope, no self-confidence and no dreams.

> My biggest problem in life had been losing hope. I lost direction in my life and felt all my dreams were shattered.

> Before joining GROW, I had no confidence and didn't believe I was capable of anything.

The current situation portayed in the digital stories was very different from the starting point, and the description of this 'after' state made the overall tone of the stories very positive and optimistic.

> My self-esteem improved and I believe I can do great things in life.

> I can now lead myself and others to reach their dreams.

> Now I feel I have a contribution to make in the society.

> I am the change that can help others change too.

Formulations of some of the titles show that stories were not only intended to express personal experiences, but also to serve as encouraging examples to others who might see the story: *Never Lose Hope, Don't Give up!, If you Change, You can Become Successful*. This was also evident in the comments of participants during the focus group discussions: participants understood how the stories created during the workshop could serve as encouraging examples for other people.

> I feel very happy after seeing stories of my friends. They are encouraging – you don't need to give up in life.

> We have been together, you know, we are learning together, but people from the outside can see it in another way. [– –]

for the people who have lost their hope, they can see a lot of things [in these digital stories]. So maybe these videos can emphasise... can remove the darkness in the eyes of others.

EMPOWERMENT THROUGH SELF-REFLECTION

Clearly the digital stories created by workshop participants tell about empowerment during the months long GROW Leadership Academy training. But did the Digital Storytelling workshop itself contribute to empowerment of the participants? Based on our observations during the process and the focus group discussions at its conclusion, it seems clear that the experience of creating their own digital stories was, indeed, empowering for the participants.

Digital stories served as an opportunity for the participants to stop and reflect on the personal growth and on the concrete changes that had occurred in their lives since they had started the GLA programme. Students were faced with this challenge of self-reflection when they were first asked to write their stories on paper. Writing about their experiences helped them to see just how far they had come in this short time.

I know where I was and I know where I'm now, so it was like starting with negative things and ending with positive stories. It was exciting to write: now I can do this, now I can do this – things I could not do before.

When I was writing, I felt good. I started to remember, where I was [in the beginning] and where I am now. The main point was, I remembered where I'm coming from.

When I write my story, I see the new things, I feel in my heart that now I'm a new man.

Participants took the writing assignment very seriously, and some of them wrote their story several times before they were happy with it.

I heard we have to use only 2 or 3 minutes, and I was thinking I have a lot of things to write, so how am I going to make people understand me. So when I was at home, I tried to write the first paper. I saw it, I thought it's very wrong, so I tore it up. I tore up my papers three times. Finally, I said, let me try to write something very short. So I'm happy, because I tried to write something, and today we watched something which is 2 to 3 minutes long.

I started writing four times, I would write, and after reading, I would think this is not presentable, let me write again.

What made the experience even more powerful for the participants, was the fact that they compiled a digital story with photos and audio, instead of just a written story. Even if they had very little previous experience in audiovisual media contents, the participants had a very stong sense of the digital video format being more enduring, easier to share, and more appealing to other people than a story written on a paper and shared orally.

If I would come with my story on a paper and just read it, maybe after going outside, I would just tear it up and put it in a dust bin somewhere, then my story was lost. This one is attractive and can last longer and it's easy to share with others.

To me, this one has bigger impact than writing a story, because it took time to

put together my voice, to write, to take photos... So it has become like a part of me and it's not easy to lose it – it is there. So it can last long.

You know stories... I can write a story, and many people will not see it. But this one, I sat down and wrote it down, and recorded it, and it can be seen by many people at the same time. Even now, if you ask for the paper where I wrote the text, I don't know where it is. But the story is there.

LEARNING NEW SKILLS THROUGH DIGITAL STORYTELLING

Another empowering aspect of Digital Storytelling has to do with learning new skills. Several participants expressed that it had not occurred to them before that they too could do something like this. They had thought producing videos was something only other people, such as professionals, did.

Before this, we were behind in this kind of technology. We had been seeing movies, videos, but we did not know exactly how they make it.

I used to think there were some people who were specialised in doing these things. But now I have discovered that even I can be part of doing these things.

I never thought there would come a day when I can try to make my own story using a computer, a digital story. Really, I never thought about that.

Participants expressed a strong sense of accomplishment after having seen their own digital story shown on the 'screen' (projected on the wall of the classroom) at the end of the workshop.

I had just seen some people doing videos, but I did not know how. But now I can watch something I have done myself. So I'm confident and I feel this is very useful to my life, my future. The big change happening just the first day when you taught us how to take photos. I can see myself changing, even the way I take photos. It was wonderful learning to combine those photos with words and music. Seeing the story there, it was wonderful.

I felt confident, and when the video was shown to others, I felt 'yes, yes, I can do it'. Even if other people would say it is not good, I would still think it is very good, because I have done it and it was my first time doing something like that.

In addition to learning new skills themselves, being able to pass the new skills on was an important experience for many participants. Several participants told us that they had asked someone from outside the GLA group to take photos of them for the story, and that they first had to teach those persons how to take good pictures.

I discovered that many people don't know how to use these digital cameras. The first time I asked them to take pictures of me, they were struggling: 'I'm not able to do this, I'm not used to using this kind of a camera'. Then I decided to teach them how to use the camera. So after seeing the photos, I was happy, because I could see good pictures.

I was very happy after seeing these photos, because the one who took photos was part of this class and knew how to use camera, but was not part of this training, so I had to take time to teach her how to take pictures and then she managed. So I was happy seeing the photos they took for me.

Even though participants were not asked whether they were planning to make another digital story; during the focus group discussion, almost all of them spontaniously stated that they wanted to continue with Digital Storytelling. They felt confident with their new set of skills and wanted to do something *bigger* and *better*.

> *So after this, I'm going to do something bigger.*

> *I have confidence now to do another documentary, which is better than the first one.*

> *So what I'm planning now is that I will make a good story and make it in a right way, in a better way, so that the future generations can see my story, even 20–30 years from now.*

CONCLUSIONS

In many ways, the Digital Storytelling workshop organised in RLabs Iringa for GROW Leadership Academy students in April–May 2014, was a success. The workshop clearly achieved its main objective: empowering the participants through the experience of self-reflection and skill building. Digital stories created during the workshop are also convincing documentation of the great impact that the whole GROW Leadership Academy programme had on the participating students.

Even though our team of facilitators was Finnish, and in that sense working in an unfamiliar place, the team had a lot of things working in their favour. First of all, despite working in a developing country context, the technical resources and facilities were exceptionally good, which enabled us to take the the participatory approach of Digital

Storytelling to the maximum: participating students did everything by themselves, from taking photos to adding the English subtitles – of course with the support and assistance from facilitators.

Secondly, the team's prior knowledge and experience of the local culture and – to some extent – language, made it easier for the team to prepare for and adapt to the local circumstances. Additionally, the support and cooperation of local RLabs Iringa facilitators made it even easier to work together with this group of Tanzanian young adults.

Thirdly, the participants were highly motivated. By the time workshop began they had already learned many new skills, gained new confidence and became a tight group with a good and supportive team spirit. The group clearly trusted their facilitators, they had previous experience of visiting trainers, and they were excited about new trainers they would meet and new learning experiences they would face. The group was ready to take the leap of faith and to accept this challenge of doing something they had never though was possible for them.

At first when you told us to go and take pictures, I thought our responsibility is just to go and take the pictures and then we'll bring them here and you guys will finalise the work. Instead, when I reached here, I heard you say 'now this work you are going to do by yourselves'. So I was thinking, how am I going to make it? Suddenly I remembered something we learned during the GROW Leadership Academy: you need to trust your leaders. So I have trusted you facilitators.

The digital stories made by Grow Leadership Academy students can be viewed on YouTube, on RLabs Iringa's channel.

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EXPERTS
EXPERIENCING
JOCID

by Kodwo Jonas Anson Boateng

A PROJECT BASED LEARNING APPROACH **has, over the years, been incorporated into student learning and teaching curricula, and has become the norm in pedagogical training in most tertiary educational institutions. Additionally, the** process of internationalisation and globalisation of educational curricula has become imperative and prevalent such that tertiary institutions with globally similar educational aims tend to collaborate and share teaching and learning experiences.

The Journalism for Civic Involvement, Democracy and Development (JOCID) project, with counterpart funding from the North–South–South Higher Education Institution Network Programme, aims primarily at establishing a strong collaborative link between journalism training universities in the Northern Hemisphere, particularly in Finland, and partners in the south of the globe. A unique feature of the JOCID project is the

effort to increase contacts and interaction between teachers and lecturers from participating universities and higher education institutions through instructional instruments such as the JOCID teacher exchanges, which give lecturers from partner institutions opportunities to teach, meet and exchange ideas.

This article uses an evaluative approach to understanding the general impressions of the

152

lecturers who participated in the different phases of the project since its inception. It is essentially an attempt to juxtapose the direct experiences and challenges of partner lecturers from the South with those of their counterparts from the North and examine how these experiences differ or converge. Ultimately, the objective is to provide an evaluative insight that can assist future projects with similar aims to avoid the pitfalls that the JOCID project may have encountered.

RE-EXAMINING THE IDEA OF DEMOCRACY

Most of the African JOCID partner countries have experienced major transformations in their political and economic systems as they have transitioned into liberalised democracies. These dynamic shifts therefore require a pool of educated and highly trained media professionals, equipped with technical know-how and high ethical standards, including a strong awareness of the critical role of the news media in democratic processes on local and national levels.

The global phenomenon of media liberalisation, which in its wake generated multiple, media outlets and an increased diversity of opinions, created a challenge for media and journalism practitioners who were traditionally trained to champion the voice of the privileged, well placed majority in society.

For JOCID, the onset of media liberalisation means a re-examination of the idea of democracy. Here, democracy means far more than voting and holding elections, rather the current perception of the democracy, which JOCID also affirms, sees the media serving as a viable platform for the increasing participation of civil societies,

minorities and majorities; and the inception of the idea of inclusiveness in a given democratic process. Additionally, it also focuses on decentralising media ownership into community held and operated media in order to by-pass restrictions placed on journalists and content by commercial media owners. In this case, for JOCID, this means that democracy and development hinge on increased accessibility to information and media.

Future journalists must therefore understand these changing trends and conceptions that can condition his or her future work. In addition, the project provides partnering institutions the opportunity for capacity development for lecturers who participate in the project. The fundamental aim is to help lecturers share news skills and competencies in new pedagogic methods and curricula development, through teacher exchange, intensive courses and network meetings.

THE NORTH-SOUTH DIVIDE

It is evident that there are currently some disparities between the northern and southern partners. Various scholars have pointed to the lack of technical capacity and capabilities of most journalism education institutions in Africa for explanations as to why these discrepancies exist. In Ghana for instance, the Ghana Institute of Journalism

and the School of Communication lacks the requisite broadcasting equipment for training and teaching broadcast journalism. The photojournalism department of the Ghana Institute of Journalism has about 5 digital cameras available for teaching over 1500 students. The Polytechnic of Namibia, for example, is said to have similar problems in terms of lack of funding for updating computer laboratories. These problems are typical across most partner institutions in the Southern Hemisphere (Berger 2007).

UNESCO identifies seven key areas that it intends to support in order to help more African journalism education institutions achieve excellence. These five areas are critical to the JOCID project and underline the divide between the northern and southern journalism educational institutions involved in the project:

1. According to the UNESCO, curricula in journalism education institutions need some improvement, particularly with regard to introducing improved assessment criteria.

2. UNESCO emphasises the need for staff training in building the qualitative capacity of teachers, either through exchange or partnering.

3. The provision of learning materials and access to the learning materials is essential.

4. The provision of adequate and qualitative technical facilities and equipment.

5. Finally, the building of networks between journalism institutions globally (UNESCO 2007).

EVALUATION OF THE FEEDBACK

Twenty four representatives of the staff and lecturers from the JOCID Network institutions have so far responded to the North–South–South programme's feedback questionnaires administered after the JOCID teacher exchanges. They all expressed satisfaction with the suitability of the project activities. A majority of the respondents found the teacher exchange dimension of the project very useful, particularly the meetings and discussions that characterised the JOCID Network meetings.

STUDENT EXCHANGE
Both Finnish and African partners were of the opinion that the students benefited

tremendously from their three-month JOCID exchange. All partners were in agreement that the three-month exchange period, which coincided with the teacher exchange, had a great impact on developing the radio journalism training and gave the participating students and lecturers practical skills in carrying out radio interviews and journalistic productions.

DURATION OF THE EXCHANGE
Concerning the duration of the JOCID exchange periods and curricula development experience, virtually all of the Finnish participants expressed satisfaction with the duration of the exchange. However, a significant percentage of southern lecturers still believed that the two week period was rather too short for meeting all the objectives

of the project. One respondent stated categorically:

Increase the length of stay, increase the frequency of teaching so as to attain more experiences and share the knowledge and information.

While another expressed the view:

Not enough time to work on several activities, such as lectures or curriculum development and quality assurance issues.

NEED FOR CURRICULUM DEVELOPMENT

Further, regarding the development of curriculum, another relevant point was raised by one participant from the South with the observation that there is a need for further efforts by the Finnish higher education institutions to support the South-South networks in the teaching of journalism. Interestingly, one Finnish participant also

agreed and supported this view, and observed that this could eventually support the true development of journalism education in the southern partner countries.

To some extent, the two observations above point out how much the southern partners emphasise the importance of curriculum development and the need to gain more experience from the teacher exchange through longer exchange periods than the JOCID Network has been able to provide.

SUPPORTING THE INFRASTRUCTURE

On the practical and technical aspects of the project, most of the Finnish participants of the exchange activities expressed satisfaction with the fact that they were able to contribute positively to the technical know-how of the partner institutions. For the southern partners, they expressed the need for assistance in the provision of equipment for the establishment of media centres at their respective universities.

COMPATIBILITY WITH GENERAL DEVELOPMENT GOALS

On the realisation of the overall goals of North–South–South programme in accordance with the Finnish foreign aid and UN Millennium Development Goals in terms of encouraging cooperation, raising the quality of education by sharing skills and information; all participants agreed that the project reached its aims, especially by providing opportunities to learn about new developments in the areas of media and journalism.

SKILLS, INNOVATION AND INFRASTRUCTURE

The JOCID Network, which was founded in 2007, has developed a fruitful cooperation framework between three journalism education institutions in the South and

two universities of applied sciences in the North. Based on the feedback from the questionnaires, the JOCID Network has achieved remarkable results, particularly in the three following, important areas.

LEARNING ENVIRONMENT FOR RADIO PRODUCTION

On the technical aspects of the project, the JOCID Network has assisted most of the journalism institutions and universities in the South in setting up functional radio studio facilities, including the teaching of radio production skills to students. In addition, the project managed to have some impact on the teaching of radio broadcast journalism in most of the southern partner countries.

PEDAGOGICAL TRAINING

For the African partner countries, such projects come as a good supplement to complement efforts at building capacity of teachers as identified in the UNESCO report and outlined as part of the major aims of the JOCID Network. Most universities in Africa suffer from a lack of funding and investment in building the critical capacity of their faculties. While most journalism schools have teachers with graduate and doctoral degrees, these teachers still do not have formal training in pedagogy or teacher education to complement their academic degree and make them more effective as teachers.

In Finland, a post-graduate diploma in pedagogy is a pre-requisite for almost all teachers teaching at the tertiary level. Such requirements enable teachers to acquire skills in curriculum development and effective assessment techniques. It is hoped that the southern higher education institutions will be encouraged to envisage pedagogical training for their faculty staff responsible for training future journalists.

EXCHANGE OF IDEAS

Finally, it is necessary for the implementation of such laudable projects that bring institutions in the North and South together to share and exchange ideas as equal partners. One area that is often lacking in such exchanges, is joint research and cross-disciplinary cooperation between higher education institutions that are training journalism in Finland and Africa.

The article is based on the official North–South–South feedback forms filled out by the lecturers from all partner institutions after their participation in the JOCID expert exchange program.

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OBSERVATIONS OF PEDAGOGICAL METHODS AND BEST PRACTISES IN
JOCID INTENSIVE COURSES

by Sami Huohvanainen & Aura Neuvonen

THIS ARTICLE COVERS PEDAGOGY IN JOCID intensive courses. The following observation and analysis are based on three intensive courses organised within the framework of JOCID projects during the years 2009–2012. From the organisers' point of view there are a few main observations: there needs to be strong emphasis on pre-planning, preliminary tasks will benefit participating students and there needs to be a good balance between both academic and hands-on study. From feedback surveys there are a couple of findings that should be noted. Firstly, in multicultural learning environments the participants' expectations vary, which also causes variations in learning outcomes. Secondly, most of the learning happens in interaction with other students and mostly outside the classroom. Further, the feedbacks states that the most beneficial thing for the participating students is simply meeting new students from different cultures.

PARTICIPATORY COOPERATION OF DIFFERENT TEACHING CULTURES

Finnish universities of applied sciences (UAS) were established in the mid-1990s. These new higher education institutions concentrated on meeting the changing requirements and the developmental needs of the working world. Close contacts with business, industry and the service sector were emphasised in the education provided (CIMO, 2014a). Higher education pedagogy has changed in recent years, partly due to the regulation that requires that lecturers obtain a pedagogical qualification. At the universities of applied sciences, this has thus affected the teaching culture. As UASs are expected to educate work-life specialists

and developers, the most commonly used teaching methods are project based learning and peer learning. This particularly applies in the fields of media and culture (Vesterinen 2001, 12).

From the Finnish lecturers' point of view there are some differences between the Finnish and African higher education institutions' teaching environments and cultures. The African partner institutions of the JOCID Network have very different histories with regards to their educational systems; some of them having long traditions, while others were only fairly recently founded. Thus, it would not be fair to generalise the findings. Therefore, it is necessary to point out that the following observations are based on subjective empirical observations and the limited

knowledge gained during the JOCID cooperation activities.

The biggest difference, and the easiest one to notice, is the size of the general teaching groups. In the participating Finnish UAS departments there are approximately 15–50 students in a classroom. In African partner institutions, the number can even rise up to 200 students per course. This inevitably affects the teaching methods available and the pedagogy used.

In pedagogical terms, this means that the most used teaching method in the classrooms of the African JOCID partners is lecturing. The pedagogy is based on behaviourist learning theories, whereas in Finland, the lecturers use a more socio-constructivist approach. From the intensive course lecturers' point of view, it is important to

bear in mind that the methods used during the intensive course are not necessarily familiar to all the participating students.

Many of the Finnish media students have prior work experience, and their technical skills are sometimes even greater than those of their lecturers. The African students have a great interest, especially in professional hands-on education, but do not have as much access to this education because of the size of the teaching groups, and also partly because of the lack of existing infrastructure. Whereas the Finnish JOCID partners, Metropolia UAS and Turku UAS, have both actively developed their professional media education and specialised in hands-on training and higher education pedagogy.

Enhancement of higher education institutions in the southern partner

countries is, among other things, one of the purposes of North–South–South programme and the JOCID Network (CIMO, 2014b). The Finnish Ministry for Foreign Affairs states in its development policy that they will implement bilateral cooperation with developing countries where the partner countries are responsible for their own development. They further stipulate that all the methods used therein should be participatory (Ministry for Foreign Affairs of Finland, 2014). During the intensive weeks, pedagogical capacity is built in practise and spread directly to all the participants to apply and share.

All participants of the JOCID intensive courses have been eager to learn from each other and the spirit during the workshops has been open and friendly. Nonetheless, teaching cultures need to be opened up from both sides and a common method of learning and teaching agreed upon. This requires more than just content-centred workshop preparation from the responsible lecturers of the course. In real, participatory cooperation, know-how and comprehension grow mutually.

STRONG EMPHASIS ON PRE-PLANNING

Analysis of the methods and feedbacks of the intensive courses are based on three intensive courses: the *Civic Journalism and Community Media* workshop organised at the Iringa University College of Tumaini University in August 2009; the *Student Radio* workshop organised in October 2010 at the Polytechnic of Namibia; and the *Civic Journalism and Politics* workshop organised in November 2012 at the Ghana Institute of Journalism.

Differences in teaching cultures already concretise in the preliminary planning phase. Before setting up an intensive week of training, all the participants need to understand what the facilities and boundary conditions are in the hosting country. Things such as internet connection, accessibility to online information, electrical equipment, and sometimes even electricity, are not self-evident in southern partner institutions. This combined with the fact that lecturers and students are used to working with different methods, even on a daily basis, means that bridge builders are needed.

For all of the organised workshops there have been one responsible lecturer, one visiting lecturer or expert and one coordinator from Finland. Each participating institution has sent one visiting lecturer and each hosting institution had the possibility to invite more than one lecturer to the workshops. Each institution has also been able to send 2–3 students to the workshops. The number of students from the hosting institution has usually been higher, up to 15 students. The total number of lecturers and students participating in one workshop has been 25–35.

Workshops are usually organised beforehand so that the participating lecturers and project staff have one meeting and rest of the arrangements are done via e-mail. Preparations need to be started well in advance. The themes and topics of JOCID intensive workshops have already been agreed upon during the writing of the project proposals for the next funding period. The first drafts of the schedule, lecturers and project ideas have usually been delivered 9–12 months before the workshops begin.

When communicating remotely there has to be enough time allocated for answers to be received. People use their e-mails with varying frequency, academic staff may be very busy at times (in fact most of the time), semesters and even holidays don't always coincide in the Northern and Southern Hemispheres. In cases of remote communication, it has been noticed that SMS's have been a very quick and effective way of getting answers. Nonetheless, the best results in preparation planning have been carried out in the face-to-face network meetings. Fortunately the JOCID Network has had the opportunity to organise these meetings at least once a year.

It is necessary that the responsible lecturer actively coordinates the project with all partners. Even though the themes and topics have been carefully discussed and agreed upon in advance, plans still tend to change. There should be a very clear briefing, with a clear focus, given to the members of academic staff involved in the workshop. The hosting organisation takes care of the local preparations, but the other lecturers have to be prepared to readjust their lectures and methods once they have arrived and taken the local conditions into account.

BEST PRACTICES FROM JOCID INTENSIVE COURSES

When looking at the schedules of the intensive courses, the structure has been built around three main topics:

1. Get-together, networking and feedback
2. Technical and theoretical basics
3. Project work in small groups

The structure is based on two primary methods: peer learning and project based learning. To receive the best possible benefit from these methods, it is necessary to apply some of the basics of group psychology in the form of get-togethers and small group exercises. As the African partner institutions are usually not able to offer much hands-on training because of the large group sizes, the intensive courses are designed to include some technical training. With the preferred teaching methods, it is possible to achieve an open and secure learning environment, where all the participants have the opportunity to learn, despite their different backgrounds.

Intensive courses are literally intensive, and they are supposed to be just that. Essentially, this means that one has to optimise the efficiency of all desired objectives that usually include learning outcomes, concrete productions, quantity and quality of academic content. Additionally, opportunities for interaction between students and academic staff, as well as experiencing the new culture, should be utilised. The academic schedule is limited to 5–10 days within working hours.

During an intensive study project, the amount of work might be counted as more than 10 hours a day, which might not normally provide for good results, but in an enthusiastic atmosphere the results often work out well. In any event, it might be a good idea to try not to exhaust students and staff with too massive of a workload in the first place. Further, the local conditions must also be considered: what are the usual working hours, what kind of supporting personnel and services are available, in order to determine what kind of activities are possible.

As shown in the feedback surveys collected from the intensive courses, it is recommendable to have preliminary tasks for the orientation of workshops. It will save time for the introductory lectures and allow more time for the practical assignments.

Preliminary work assignments are also a good way to deepen the academic content produced as all of the participants are familiar with the needed source information through their pre-tasks.

When starting the intensive workshop there are two things that have to be quickly arranged and seen to; the initial orientation and the participants getting to know each other. Among these first tasks, there should be an open, non-formal discussion where everyone can introduce themselves. The atmosphere for this event needs to be open and encouraging. There might be many different expectations and cultural challenges, which can affect the situation. It is also necessary to introduce the content of the programme thoroughly and also to have an open discussion about the objectives, each party's expectations and the common rules of participation. It is very likely that the participants originally have different ideas and expectations concerning the upcoming intensive course.

To date, the workshops that have been organised in the framework of the JOCID Network, have included both an academic and practical part. The academic part has provided orientation and useful knowledge for the execution of the practical part. For example, if the overall theme has been civic journalism, there were academic lectures about the civic journalism and during the practical group work the students applied civic journalism in practise. However, if the emphasis is too much on the academic side, it might lead to information overload. The advice, based on practical experience from the intensive courses, would be to cut the academic part to absolute minimum during the workshop.

The methods used during the practical parts of the organised intensive courses have

been cooperative learning in multicultural groups. It has already been a presumption since the first intensive course was held, and the results have shown that this was the right choice. Forming a learning group can sometimes be a bit tricky. There are methods for finding an optimal combination, some are based on previous experiences, some emphasise a value-based approach etc. It can also be a random pick. In JOCID intensive courses we have usually just randomly divided students into even groups, ensuring that each group has a balance between students from each institution. This method is rather quick, and participants have been satisfied with these random groups.

It is not necessary to apply a large amount of different teaching methods in one or two weeks, or any method that is too complex. Adopting new methods or techniques may be too much when combined with other new issues that come along with multicultural intensive experience. As an anecdote: in the first workshop in Tanzania in autumn 2009, a visiting Finnish lecturer introduced the idea of the mind-map as a tool for collecting ideas. This mind-map method is very familiar to Finnish students from their elementary school education. However, for one African participant this method was new and he was very grateful that this method was taught.

During the phase when students concentrate on practical work, we have noticed that being present is important. Leaving students unsupervised may result in situations in which students face a challenge that they cannot solve independently or as a group. On the other hand, too much guidance may present a barrier for inspirational and intuitive learning. More often than not, it is enough that the instructor is present or easily reachable. This enables the students to ask questions immediately if they are not able to find the answers themselves.

Intensive courses were added to JOCID activities in 2009. The structure and practical choices of the first intensive course were made by its responsible lecturer, Pirita Juppi. As well as in other JOCID activities, we have learned very much from the mistakes and misunderstandings, which occurred during intensive course planning and implementation. Some of the observations are based on the constant dialogue that took place during the intensive courses and other meetings. Here are some excerpts from the collected feedback and the development targets based on that feedback.

Participants of all three intensive courses filled out a feedback survey at the end of the workshop. Further, there was an open feedback discussion that was also documented. The number of answers is relatively small (n=14–15), so there is no actual relevance in results, but some suggestive interpretation can still be conducted. All of closed questions in the survey were on the scale from 1 (strongly disagree) to 5 (strongly agree). Feedback discussions were held in a classroom with all the students and lecturers present. Some of following feedback is also collected from the students' travel reports.

The student reports from the first intensive course in Iringa (2009) stated that it was obvious that Finnish participants most valued the overall opportunity to participate in this type of multicultural workshop. Metropolia UAS's TV and radio students did not previously have this kind of option. From the content of the workshop, the Finnish students pointed to the hands-on part, where the students in Tanzania applied participatory journalism methods, which

took them onto the streets of Iringa (Kiiski 2009; Järvinen 2013), as being rewarding. African students also appreciated the time in which students were doing hands-on work in small multicultural groups.

The surveys from the intensive course in Namibia (2010) included nine closed, and two open, questions. Most of the results, including the overall evaluation, equals or tops an average of 4. Questions were divided in themes of academic and professional gain, the content of the workshop and the interaction between the students. The most interesting portion of the results is the difference between the evaluation of lectures and practical work. The evaluation of lectures provided the lowest average (3,6) in the survey, whereas the practical work resulted with the best average (4,47).

Students were asked how they would develop the intensive course. Firstly, all students hoped that there would be more time allocated for the intensive course than just one week. Optionally, it was pointed out that any preliminary tasks would have been helped with some orientation. Some mentioned that they would have liked to have some more technical instruction and learning during the course (the presumption here is that this wish came from the southern participants).

There was an additional open, final feedback discussion, which was also documented. For the most part, the discussion repeated the results of the feedback survey, while a few other issues were discussed. The participating students thanked the lecturers for the good cooperation throughout the week. The good combination of academic and hands-on content was mentioned several times. Participants seemed to have benefitted from the workshops' themes dealing with community media and participatory approaches to student radio.

When asked what the most useful experiences during the course were, the feedback strongly emphasised the multicultural interaction, both in terms of learning from different cultures and about intercultural communication. There were several mentions of interaction outside the official program and group work in general that was considered as a useful and beneficial experience. All intensive work was done in multicultural groups. The content of the lectures was mentioned in some answers.

Drawing from the conducted feedback surveys and the final discussions, it can be concluded that the participating students were quite satisfied with the organised intensive courses. Results seem to emphasise interaction as the key factor in learning and in the general outcome of the workshops. Learning in interaction can also be referred to as peer learning (Boud et al., 2001), a concept that is familiar to Finnish students, but not necessarily for southern students. Regarding future plans, it was, according to the feedback, clear that there should be more preliminary tasks for orientation, more time for working in the groups and a little less emphasis on lectures.

Some of these points were adopted into practise in the following workshop in Ghana (2012). Students prepared a presentation about their own countries, which took place at the beginning of the intensive week. As the goal of the week was to do real, hands-on radio work, the lectures contained recording and editing basics with hand-held recorders and open source editing software. The African students found this part of the intensive course the most interesting. It was

mentioned both in the feedback survey and during the discussion.

The organising lecturers already knew beforehand that the Finnish students were more technically experienced. Therefore, the Finnish students were instructed to work as technical mentors for the African students during the teamwork sessions. The Finnish students brought this up in their feedback. They felt that teaching others was a good personal test about how thorough their own knowledge actually is. They also learned to understand where the differences between cultures and societies lie. Further, all the participants felt that they had improved interaction skills and knowledge of multicultural interaction (Alanko 2013, 158).

The overall remarks from all the feedback is that Finnish and African students have slightly different perspectives and expectations from the intensive courses. The African students were looking for knowledge, while the Finnish students expected to find experiences. The general opinion was that there should have been more time available for the workshop and that the theoretical content was too narrow. What the students pointed out was something that the lecturers probably expected: most of the learning happened in free and direct interaction with fellow students and mostly outside of the classroom. The best feature of these intensive courses has been the camp-like atmosphere, where all the students and lecturers work together nearly night and day in order to achieve something through a group effort.

CONCLUSIONS

There was a difference in students' expectations concerning the content of these intensive courses. The overall difference between the partner countries developmental state and income level can be seen in the divergence of access to technical equipment and modern technical learning environments. Therefore, the African students, in general, were looking for professional hands-on training, while the Finnish participants were more after multicultural experience. The notion here is that these opinions tended to change during the intensive course and that the valuable lesson took place somewhat unexpectedly.

The most beneficial thing for the participating students simply seems to be meeting new students, while the courses also provided mentally challenging rewards. Fitting a large amount of new theoretical content or professional skills into the workshop is therefore not required, as the students' learning capacity is already stressed. Therefore it is important to set the objectives broad enough and give the participants enough space and time to spend with each other and work together in a way in which they don't need to be stressed about achieving too specific of goals.

During these three JOCID intensive courses under consideration, the pedagogy and selection of teaching methods has been quite various and often dependent on each lecturer's choices. If, in future, pedagogical methods would be discussed in the preliminary planning stage, the outcome of the workshop might be more fruitful for both lecturers and students.

The concept of peer learning is a good example of pedagogical export. This approach may seem like an obvious and natural choice, but it is good to keep in mind that there might be partners who are not that familiar with the concept or its benefits. As stated earlier, it is a good idea to stop somewhere in planning phase and carefully consider each pedagogical or practical choice, and make sure that the basic structure and pedagogy is logical and not too complex.

This leads to the conclusion that though students and lecturers from Finnish and African partners may easily find common points of interests and professional achievements, the basic understanding of learning, teaching and studying varies. As presented earlier, mass-lecturing is an obsolescent method in Finnish UASs, while it still is largely applied in African higher education institutions. It could be claimed that enhancing the pedagogical capacity and understanding of different learning methods in many cases are more relevant than technologies or theories.

Traveling and teaching in an once-in-a-lifetime programme is an experience one tends not to forget very easily. As a lecturer you are in a constant intensive learning process yourself. Learning in a multicultural environment changes the mind-set of every participant and the impacts of the overall experience are far reaching.

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PHOTOS

Cover: Pirita Juppi

page 4: Lotta Lybeck

page 7: Susanna Pyörre

page 9: Susanna Pyörre

page 11: Pia Alanko

pages 12–13: Pia Alanko

pages 14–15: Pia Alanko

page 18: Pia Alanko

page 23: Pia Alanko

page 24: Pia Alanko

page 26: Lotta Lybeck

page 30: Pirita Juppi

page 32: Pirita Juppi

pages 34–35: Pia Alanko

page 36: Michael Aboagye

pages 42–43: Pia Alanko

page 46: Emily M. Brown

pages 48–49: Emily M. Brown

pages 50–51: Jaco Bekker

pages 64–65: Lotta Lybeck

pages 66–69: Markku Liukkonen's photo album

pages 70–73: Michael Aboagye's photo album

pages 74–75: Pia Alanko

page 77: Pia Alanko

page 79: Elisha Magolanga's photo album

pages 80–85: Jasmi Kuusisto's photo album

pages 86–87: Eva Kuupuolo's photo album

pages 88–99: Lotta Lybeck

pages 100–101: Pia Alanko

PHOTOS