

De-Westernizing African Journalism Curriculum Through Glocalization and Hybridization

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<http://journals.sagepub.com/home/jmc>**Bellarmino Ezumah¹****Abstract**

Over several decades, scholars have questioned the multilateralism of journalism education on the grounds that journalism education adopts a dominant paradigm that renders it predominantly Western. The argument, however, is polarized; on one hand, some scholars have proposed a de-Westernization of journalism education, on the other hand, a dissenting opinion argues that global journalism curriculum is multilateral. Despite several attempts by scholars and international organizations, specifically, the UNESCO, through the International Programme for Development of Communication (IPDC), to de-Westernize journalism curriculum, remnants of the dominant paradigm still persist. I concede that striking attempts have been made to de-Westernize and glocalize journalism curriculum; therefore, my central argument hinges on the thesis that instead of resisting and discarding the UNESCO model, and other Western influences, reformation and adaptation through *glocalization* and *hybridization* is encouraged. As such, this article conceptualizes and concretizes practical application of glocalization through a collaborative venture between a U.S.-based scholar and Ugandan scholars in developing a locally congruent curriculum for a brand new journalism program at a university in Uganda.

Keywords

curriculum, international, journalism, journalism and mass communication programs, journalism and mass communication education, program evaluation, UNESCO model curricula

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Introduction

This article is informed by the experiences gathered during a Carnegie African Diaspora Fellowship Program (CADFP) project which occurred between February and May of 2017 for 90 days between a U.S.-based scholar and scholars at a university in Uganda. The project is a co-development of an undergraduate Journalism and Mass Communication program with five tracks: Print, Broadcast, Public Relations, Advertising, and Pastoral Communication. It demonstrates how collaborative alliances among all stakeholders shaped the process and yielded the intended outcome despite several challenges in the area of cultural and pedagogical differences as well as other subversions including lack of mass media equipment or studio in the campus in question. Theoretically, participatory action model (PAM) informed the entire process and the UNESCO (2007) Model Curricula was a theoretical model that was adapted to local context. Empirical data were collected from the Ugandan National Council on Higher Education Accreditation Board, the Ugandan Constitutions, and journalism curricula from other African universities. We also conducted in-depth interviews, focus group discussions, and surveys.

Background: Western Influence in Global Journalism Education

Certainly, there is Western influence in the practice and study of journalism (Banda et al., 2007; Papoutsaki, 2007; Ullah, 2014). Arguably and historically, journalism is Western because the United States, the United Kingdom, Germany, and France played a great role in charting the terrains of journalism with regard to early newspapers, magazines, radio, and television. Also, Western nations control global news production and dissemination through their ownership of the three major news agencies—*Reuters* (United Kingdom), *Associated Press* (United States), and *Agence France Presse* (France). Similarly, these nations championed journalism education which began as a trade school at the University of Missouri, Columbia, in 1879, and the Columbia University furthered the course into a graduate program in 1912 with a grant from the renowned Joseph Pulitzer. Obviously, journalism is a Western phenomenon and often, it is difficult to teach journalism without employing the Western model. But since other regions of the world began adopting journalistic practices and journalism education, scholars have strongly suggested that the field be de-Westernized and locally applied in conformity with normative paradigm. As such, this article recognizes the Western-traits in journalism education worldwide; at the same time, it concedes that striking attempts have been made and can still be made to de-Westernize and glocalize journalism curriculum.

Interventions Toward De-Westernizing Journalism Curriculum

Over the years, both stringent and subtle measures have been taken to de-Westernize the curriculum and make it more global. For instance, journalism professors aim to “internationalize” journalism curriculum by incorporating materials from other regions

of the world to provide a broader view of journalism other than the Western perspective. An example is a study by Breit, Obijiofor, and Fitzgerald (2013) that focuses on internationalizing the curriculum to accommodate social imaginary which means putting into consideration the varied ways a diverse group could understand the concept which is embodied in “how people learn and the attitudes they bring to learning” (p. 2). In addition, colleges and universities engage in direct partnerships with institutions in developing countries in their quest for internationalizing the curriculum and broadening student experiences through experiential learning, study abroad programs, scholar exchange programs, virtual universities, cross-border degrees, and international satellite campuses.

Similarly, international organizations have made significant efforts in diversifying journalism education through sponsoring fellowships that foster collaboration of developing curriculum congruent to the local context. The Institute of International Education (IIE) supports international academic exchanges and this current project is an example. The IIE, a premier body in international education, manages more than 200 programs for and from more than 185 countries. In 2017 alone, 27,000 people participated in IIE managed programs, and many of those programs cater to program development as is the case with the current study.

Perhaps a more congruent effort by UNESCO with specific impact in Africa is the institution of Centres of Excellence in Journalism Education in various African countries. According to UNESCO, there are three main objectives of this initiative: (a) build Sustainable Centres of Excellence in Journalism Education, (b) create knowledge spill-over to other universities in Africa, and (c) become credible facilitators for media development. The Centers are located in top-ranking journalism schools in nine African countries including Cameroon (École supérieure des sciences et techniques de l’information et de la communication), Kenya (The School of Journalism and Mass Communications [SOJMC], University of Nairobi), Morocco (Institut supérieur de l’information et de la communication [ISIC]), Mozambique (Mozambican School of Journalism), Namibia (School of Communication, Legal and Secretarial Studies, Namibia Polytechnic), Nigeria (Department of Mass Communication, University of Lagos), Senegal (Centre d’études des sciences et techniques de l’information [CESTI]), South Africa (University of Stellenbosch; Rhodes University; Walter Sisulu University School of Communication Studies; University of Technology Department of Journalism), and Uganda (Mass Communication Department, Makerere University). To achieve these objectives, UNESCO provided support to these centers in the areas of curricula, staff training, learning materials, media resource centers, management, media monitoring, and networking. These centers were launched in 2008; therefore, as this initiative approaches a 10 year mark, there is a need for an assessment to ascertain to what extent they have lived up to the Media Development Indicators—a framework for assessing media development as designed by UNESCO. Also specific to Africa, is the UNESCO (2007) Model Curricula and Sustainable Centers of Excellence in Journalism Education in response to the need for quality journalism education in Africa. The model curricula was launched with the World Journalism Education Council (WJEC). Although this model has been criticized as overtly Eurocentric and very difficult to apply in developing

countries (Freedman, Rendahl, & Shafer, 2009; Freedman & Shafer, 2010), proponents of this model aver that it serves to provide a general information which is malleable enough as to be applied where, how, and when necessary; in essence, it is a template and not a rule (UNESCO Series on Journalism Education, 2013).

Glocalization and Hybridization as a Resolution

I propose glocalization as a solution to de-Westernizing journalism curriculum. Glocalization is a construct that, when loosely applied, literally translate to the cliché—“think globally, act locally.” In this case, it refers to the practice of developing a curriculum according to both local and global considerations. Hybridization, albeit, a biological or chemical term, generally speaks to the idea of combining varieties of objects (in this case, ideas and practices) to generate a new form of object that possesses some level of properties of all the original objects. Hybridization incorporates best practices from around the globe; this is necessary because, the major challenges that journalists face around the world are basically the same, only differing by specifics. Deuze (2006) concurs, the “changes and challenges facing journalism education around the world are largely similar, and thus would benefit from a ‘global’ approach” (p. 19). Therefore, coalescing these two concepts, I propose a resolution that subsumes best practices and congruent concepts from Western models and local considerations. To achieve a glocalized curriculum, focusing on the local needs and context are important, internationalization of the curriculum is equally needed. Breit et al. (2013) explain,

Internationalisation of the curriculum requires a critical understanding of the local in the context of the global and vice versa . . . To prepare students successfully for careers in journalism, they need to understand how journalism works at both local and global levels. Furthermore, they need to understand how local and global journalism cultures interact to shape and/or reinvent professional practices. (pp. 5-6)

The concept of glocalization has been employed in various aspects of higher education. It serves as a preferred method for both inter-continental or inter-cultural curriculum development and foreign language pedagogy (Ahmadian & Rad, 2014; Patel, 2017). Patel and Lynch (2013) recommend it as a way to better prepare students for the demands of an ever-changing global society especially in cases where institutions of higher learning engage in internationalization. They defined a glocalized curricula as a “consideration and pedagogical framing of local and global community connectedness in relation to social responsibility, justice and sustainability” (p. 223). Similarly, Patel (2017) criticizes internationalization of higher education as in most cases, a parodist to Western hegemonic perspective which simply replicates the development communication model. He proposes embedding within the curriculum a Glocalization Engagement Framework (GEF) because GEF is “equitable, inclusive, and diversity-focused” (p. 64). In another instance, Robertson (1995) endorses glocalization because it fosters locality while borrowing from global best practices. In all these, collaboration is key; whereas

many scholars aver that mutual collaboration in international education venture is attainable, others are very skeptical about its achievement citing cultural diversity, differentiated values, doctrines, ideologies, and systems as impediment to its success (Reed, 2005). I have provided below some tips on successful collaboration.

Tips on Collaboration

Although not all joint efforts are considered collaboration, valid collaboration requires trust, mutual understanding, and respect. Montiel-Overall (2005) defines collaboration in the areas of instruction, teaching, and learning as a “trusting, working relationship between two or more equal participants involved in shared thinking, shared planning and shared creation of integrated instruction” (p. 5). Essentially, social constructivist approach and PAM are needed for collaboration and certain guidelines are necessary for a cohesive and successful collaboration. They include recognition of common goals (Gray, 1989), sustainability and coordinated steps in delegating responsibilities and decision making (Ravid & Handler, 2001), readiness to accept different approaches and change (Huse & Cummings, 1985). We also considered shared thinking, shared problem-solving, and shared creation of integrated instruction; trusting working relationship; and focusing on content areas—how it relates to the specific local need or context (Montiel-Overall, 2005). Although theoretically, international collaboration may seem simple, there have been occasions whereby global North–South collaboration is lopsided or failed to achieve the desired goal. Also, there have been situations where the goal was achieved but without the input or participation of *all* involved. The expectations from all parties involved in collaboration may be as distinct as their backgrounds in the realms of what should be included in the assessment of needs, pedagogical styles, content, and outcome. However, alliance with equal contribution and participation grounded in equity and mutual understanding, rather than dominance, would yield a more effective outcome. The caveat then becomes a challenge of each participant discarding their pre-conceived notions of how things are done in their home institutions and countries and embracing the environment where the designed program will be implemented. This, however, does not undermine self-reflexivity. Collaborators’ reflexivity cannot be entirely erased especially as it often interweaves with experiences. However, some challenges may arise from the perception that scholars in developing nations may feel inferior to their counterparts coming from institutions in developed countries either due to the feeling of dependency or lack of similar qualification or experience (Altbach, 2002). In such cases, conflict resolution skills are needed as intervention strategy and referencing the goals of the project might bring all parties back to focus.

The success of our collaboration in Uganda can be attributed to several factors including our agreement to operate in a space that was neither Western nor entirely local. We worked within the framework of *Third Culture*. Third culture is a brand new space independent of both the local culture and the borrowed culture but embodying the constructs of both. This new space provides a respectful, engaging, and inspiring space where “diverse cultural communities meet and make connections through

dialogue, negotiation, and meaningful engagement” (Patel & Lynch, 2013). Third Cultural space is neither purely Western nor purely Ugandan but a combination of best practices from both worlds. As such, the curriculum that emerged from this collaboration is not ethnocentric but adopts a global perspective for training journalists who will serve in both local and global environments.

The Case of Co-Development of Journalism Curriculum in Uganda

As previously indicated, this project was carried out in situ in Uganda for 90 days (February-May 2017) although planning and preparations began in May 2016. It was a joint effort that geared toward co-developing a journalism curriculum for a new bachelor’s degree program. The team consists of an associate professor of mass communication and media studies from a U.S.-based teaching intensive university and scholars from Uganda.

Needs Assessment: Rationale, Process, and Outcomes

Needs assessment was crucial to the success of this program development and was conducted at the onset of the development process. We relied on the assumption of PAM that grassroots participation can recapture the knowledge and narratives of the people directly involved in the project (Melkote & Steeves, 2001). PAM seeks to generate knowledge that is “specific, local, non-Western, and non-positivist” (Melkote & Steeves, 2001, p. 342). It is used to bring the opinions and knowledge of locals who otherwise may not be consulted. The feedback ensures user interest and establishes user input and ideas that will help avoid the costs involved in significant alterations (Flagg, 1990; Liu, John, Maddux, & Henderson, 2001). In selecting or initiating any new technology for education, Nicholls (1983) prefers an innovation designed by the schools where it will be implemented. The audience has the best knowledge of its problems and is able to suggest ways to solve those problems. Some of the questions that Nicholls listed as imperative for the needs assessment phase of any innovation which guided our process include

Why are we considering innovating? What is the problem, are we clear about our needs? What are its aims and objectives, stated or implied? Are they compatible with those of the school or department? Does it demand knowledge/skills that teachers who will be involved do not have? If so, can the knowledge/skills be acquired? How? Where? In what ways might this innovation be better than what we are doing now? Is there any evidence available? Is the evidence relevant to our situation? (p. 80)

With this premise, the assessment of needs for this program captured the knowledge and narratives of both internal and external stakeholders who addressed the needs and gap that this program, hopefully, will fill. Information gathered through this process served as blueprint and frame of reference for our design decisions.

Process/Method

Through letters, telephone calls, face-to-face meetings, focus group discussions, and surveys, several stakeholders were contacted to provide input on the necessity of the program and their expectations. The following were sources that informed the program design:

Documents. We reviewed documents ranging from the Constitution of Uganda to the stipulations from the accrediting agency—the Uganda National Council of Higher Education (UNCHE) as well as the UNESCO series in Journalism Education: Model Curricula for Journalism Education; the UNESCO Guidelines for Journalism Education specifically for Africa; the Uganda Martyrs University Academic Handbook; the Inter-University Council for East Africa: A Roadmap to Quality; and Guidelines from Uganda Martyrs University Quality Assurance Office.

Internal stakeholders. We also held in-depth discussions with the administrators of the university (the president, provost, dean, and chair of the department) to ascertain their vision and mission of the program in relation to the overarching mission and vision of the university. We also conducted focus group discussions with students to gain insight into their expectations of the program.

External stakeholders. For the external stakeholders, we meet with some government officials at the Uganda House of Parliament to discuss the current societal needs and what the Ugandan government expects from the journalism program and its graduates. It should be noted that as at the time of this project, the Ugandan government was assessing the qualifications of media practitioners and in some cases, denying licenses to several media outlets specifically, radio stations burgeoning all over the country. Their aim is to restore quality to broadcasting in Uganda. We consulted with the Conference of Catholic Bishops because the university in question is a Catholic university and Uganda is predominantly Catholic and majority of the radio stations are Christian-based. Other external stakeholders include media practitioners from radio, television, and newspaper outlets in Uganda. In addition, we met with the Commissioner for Information for Uganda and contacted the Uganda Communications Commission (similar to the United States’s Federal Communications Commission [FCC]) to gain insight into the formal and informal controls of media in Uganda.

Outcomes

The following consists of data gathered from the assessment of needs and how they informed our curriculum development:

Academically and professionally unqualified media personnel in Uganda. I would prefix this section by confirming that we met with erudite media practitioners and scholars in Uganda; however, the concern lies in the number of unqualified practitioners in the

field. Having said that, one of the key challenges expressed by stakeholders was that the Uganda media industry is saturated with unqualified persons who did not acquire formal training in the field, most are just learning on the job. Although many of them may have the charisma and media personality, they lack the fundamental knowledge of media law, ethical responsibilities, and investigative skills. Therefore, a well-developed program in journalism and mass communication will help to ameliorate such laxity. This need was reflected in the survey results from Catholic Media Directors all across the country. For instance, eight media directors responded to our survey and of the eight, only three (38%) possess a degree in related fields such as mass communication, social communication, and journalism; five of them (62%) studied varied courses ranging from Theology to Guidance and Counseling, Local Government Human Rights, Philosophy, and other social sciences, but not communications.

Lack of relevant and comprehensive curriculum. It was indicated that although several schools both privately owned and public higher institutions provide academic training in journalism and mass communication, it was observed that some curricula lack relevant cognate courses. We had a situation that calls for a compromise on the part of the university team. The university officials indicate that most programs in the School of Arts and Social Sciences do not require mathematics. And, some students chose those programs to avoid taking mathematics. But, after our meeting with the Ugandan Commissioner for Information, who emphasized the need to include basic mathematical and statistical knowledge—he cited an example of how some reporters were unable to report accurately on election polls or results and other financial matters of the country. During the team's discussion, several faculty members were against including mathematics as a required course. We reviewed the goals of the program which is to train versatile and competent journalists, and agreed that basic knowledge of mathematics and statistics is essential. This calls for a meeting with delegates from mathematics department; after reviewing three different courses, we selected the essential concepts and developed *Basic Mathematics and Statistics for Journalism and Mass Communications (BJMC 2204)*. The course covered basic statistics of population and sampling, data collection, organization, processing, analysis, and interpretation, also measuring for mean, mode, and median; basic probability theory in experiments, events, and sample spaces and their correlations; as well as sets and relation such as types of sets, set operations, representation and composition of relations, percentages as in price change, rate change, and ratios.

Lack of experienced graduates and television studio and radio station. Even in situations where a comprehensive curriculum is in place, the results indicate that most graduates are unprepared for the workforce because they lack hands-on experience due to inadequate media equipment on campus. This was also addressed in our curriculum in several ways. First, we recommended that all core courses will incorporate both practical and theoretical assignments. Second, students were required to have three internships before graduation—each at the end of every academic year—preferably in different media fields—radio, television, and newspaper. The benefit of this

practice is two-pronged—Students will have the opportunity to explore all areas of mass communication field and will have the opportunity to implement what was learned in class at the end of every year. Third, we encouraged the university to develop a mentor–mentee relationship between students and media practitioners and also to invite reputable media practitioners as guest speakers or lecturers to classes. Fourth, the University secured a Memorandum of Understanding (MoU) with television, radio, and newspaper media outlets. The MoU is an agreement with media houses to provide students and faculty access to the media facilities for classes, networking, and mentorship.

Amendment to the Original Plan After Needs Assessment

The initial plan for this project was to develop a journalism program with the regular concentrations of print, broadcast, advertising, and public relations. However, we found that religious media outlets constitute majority of Ugandan media industry. This compelled the team to add a fifth track—pastoral communication. We did not reference Western models for this sequence because pastoral communication education is rarely offered in many Western universities. For this sequence, we relied on the curriculum from two universities in Nigeria and Ghana and the needs expressed by the representatives of the Catholic Conference of Bishops in Uganda. Also, the Catholic Church documents on media—*Inter Mirifica*—provided some guidelines for course development.

Examples of Glocalization and Hybridization of Curriculum

The complete structure of the curriculum is presented in Table A1 in the appendix. Although some course titles are unequivocally similar to what is offered at many institutions of higher learning in Western countries such as Media Law, Media Theories, History of Media, they were developed to match the local context. Specifically, we ensured that core courses incorporated the history of media in Africa and Uganda in particular; tracing the history of Africa as it relates to the world communication arena including colonialism in Africa, media's role in producing coherent and modern nations, theories of nationalism, role of media in mediating national identity in Africa, imperialism, theory of representation, and Africa. Also included in the topics are the short-wave radio and African colonialism and community media in postcolonial world. The course also covers new media's role in linking up relatives within Africa and the Africans in diaspora and new media's impact on social relations and the African culture. Equally is the focus on the African media and journalism practices, as well as their colonial character and the relationship with current government especially as more African countries aim to leapfrog from the developmental press system to social responsibility focus. Another example is the *Introduction to Journalism and Mass Communication (BJMC 1105)* course—while this course covers the history of mass communication and journalism incorporating the Western contributions, it also

provides Ugandan-based contributions such as the Uganda newspapers, radio, music industries, and the ethical principles as they relate to Uganda.

Another example of course adaptation to local need is demonstrated in the Media Law (BJMC 1204) course. The topics covered include an overview of Uganda constitution with particular reference to the section that deals with laws and statutes that govern the media, other legal documents on media and communication, definitions and terminologies in ethics and law, truth-telling, right to privacy, confidentiality of source, conflict of interest, social justice, defamation, freedom of expression, copyright laws, contempt of court, treason, sedition, transparency, and ethics for communication practitioners. In addition, students are required to review specific cases, incidents, historical accounts, court rulings, special documents, and Acts as pertains to media law in Uganda. We also highlighted cultural issues inherent to Uganda by including the *Human Rights and Development (BJMC 2102)* course as one of the mandatory core courses. Ordinarily, a Western-based journalism curriculum may not require it as a full course because, human rights issues, at least in general, is not a fundamental issue. But considering the dynamic of the Ugandan environment and the issues of war, unrest, and political turmoil, we envisaged that journalists trained in, and for Uganda ought to be aware of the human rights issues as a development concern that could infringe on other vital rights. The course contents include the universal declaration of human rights and incorporates human rights issues in Africa including governance and refugees with case studies of the Darfur crisis, Somalia, South Sudan, and so on. The course also covered specific Ugandan human rights issues in pre-colonial, colonial, and postcolonial periods.

Similarly, the *International Communication (BJMC 2202)* course incorporates the global international topics but we highlighted the New World Information and Communication Order (NWICO)—which no longer dominates the international discourse in Western curriculum. We equally incorporated notable African scholars and their perspectives and contributions to international communication; for example, Akinfeleye, Amobi, Okoye, Sunday, Mojaye, Oyewo, M'Bayo, Sobowale, Onwumechili, Nwosu, and others. Another course that renders the curricula Ugandan or African is the *Development Communication (BJMC 2203)*, which provides an overview of the theory and practice inherent in development communication which has come to define most developing nations of the world, tracing the history of communication as it relates to the independence and nation-building of many countries with Uganda in particular. Specific topics covered in this course include the nature and component of development process, background and role of international development programs and agencies, the role of mass media in nation-building, agriculture, health, education, population planning, sanitation, environment protection, and socio-economic development.

In developing the investigative journalism course, we considered the cultural aspect of Uganda as it relates to assertiveness as counter-cultural especially between women and men or between elders, political figures, and ordinary citizens who may serve as journalists. We emphasized techniques that will maintain the expected level of respect without deviating from the required decorum and investigative skills. We

equally covered skills needed for rural news reportage, accidents, crime, war, and ethnic conflicts.

In the areas of advertising and public relations, we acknowledged the social, economic, infrastructural, political, and cultural challenges which would impede transferring verbatim, Western advertising and public relations curriculum to Uganda. Public relations and advertising, and to some extent, journalism, as currently taught in Western countries, centers on new media technologies and online platforms. This was localized to incorporate traditional media outlets which are still ubiquitous in Uganda especially radio and television. We recommended incorporating social media platforms like WhatsApp instead of the mainstream Facebook, Instagram, Twitter, or Snapchat as in Western curriculum. Considering the cultural influences of local chiefs and elders, they were included as public relations influencers for grassroots mobilization.

Finally, we recommended reviewing the contributions of some erudite scholars and media entrepreneurs such as Zie Gariyo (author of *The Press and Democratic Struggles in Uganda, 1900-1962*; *The Media, Constitutionalism, and Democracy in Uganda* and many other insightful books about Ugandan government and media), Freddie Ssekitto (a reputable Ugandan journalist and author), late Dele Giwa (the Nigerian journalist and one of the founders of *Newswatch* magazine, founded almost 35 years ago and still boasts of selling more than 100,000 copies per week), Dele Olojede (Africa's first winner of the prestigious Pulitzer Prize in journalism), Francis Nyamnjoh (who has written extensively about media, democratization, and sustainable development in Cameroon), Ralph Akinfeleye (the world-renowned media consultant with multinational organizations, scholar, and director of one of the UNESCO's Centres of Excellence at the University of Lagos, Nigeria), and many others. Equally, we highlighted the contributions of African Motion Picture industries including the Nollywood (Nigeria) and Ghallywood (Ghana)—the third and fourth largest movie-producing industries in the world after Hollywood (United States) and Bollywood (India). In the same vein, students will explore other contributions by Africans in global media entertainment; for instance, African actors and actresses including the Academy Award-winner Lupita Nyong'o, Chiwetel Ejiofor, and a host of others.

Discussion and Conclusion

Glocalization as conceptualized in this article highlights two functions. First, it serves as a solution to the long debate of de-Westernization of journalism education. Second, it is validated as a successful approach to international collaboration and development of a journalism education curriculum. I also present glocalization in this article as a practice that promotes both inclusiveness and diversity. Inclusiveness as relating to PAM that subsumes the contributions of multiple stakeholders both in the planning and actual development of the curriculum. Similarly, diversity is evidenced in the amalgamation of the normative theoretical practices and other global models and perspectives which informed the project. This newly developed program, although partially informed by a Western model, is expected to provide an opportunity for training media practitioners in Uganda, thus providing social change. Ultimately, the Western

model of journalism and mass communication is arguably dominant; so are several other disciplines which in fact threatens to eliminate the local ones. Some examples are the allopathic medicine as opposed to homeopathic medicine, civil law as opposed to ethnic law, and so on. However, the solution calls for a compromise. Such compromise must be informed by an extensive assessment of need to ascertain what is locally needed and applicable. Therefore, with regard to the UNESCO Model curricula, any model can be useful as long as it is considered a template and not a rule of law.

Anecdotally, one of the hardest aspects of this collaboration was creating that Third Culture which requires stepping away from the familiar and focusing on the new space where things are done somewhat differently. I recommend that collaborators establish a goal at the onset of the project and consult this goal intermittently as their frame of reference. In addition, irrespective of prior experiences and expertise, all collaborators should adopt an open mind and welcome relevant suggestions from local stakeholders especially during the Needs Assessment phase to gather vital information that will inform the entire process.

Finally, while I commend the efforts of UNESCO in localizing journalism education in Africa, I also raise the need for continuous assessment and improvement of those efforts particularly, the *Centres for Excellence Initiative* that was instituted in 2009. As the 10th anniversary approaches, in addition to UNESCO's internal assessment, independent scholars and journalism academic associations should evaluate the contributions of those Centers in relation to journalism education and practice in Africa.

Appendix

Table A1. Bachelor of Journalism and Mass Communications (BJMC).

Five Concentrations

Print journalism

Broadcast journalism

Advertising

Public relations

Pastoral communications

Year/ semester	Course code	Course name/module	LH	TH/PH	CH	CU
Year I	BJMC 1101	English Language and Grammar	30	30	45	3
Semester I	BJMC 1102	Principles of ICT and Mass Communication	30	30	45	3
	BJMC 1103	Introduction to Ethics	30	30	45	3
	BJMC 1104	History of Media in Africa	45		45	3
	BJMC 1105	Introduction to Journalism and Mass Communication	30	30	45	4
	BJMC 1106	Public Speaking	30	30	45	3
	BJMC 1107	Social Media Usage and Media Literacy	45		45	3
		Total				22

(continued)

Table A1. (continued)

Year/ semester	Course code	Course name/module	LH	TH/PH	CH	CU
Year 1 Semester 2	BJMC 1201	Literature and Composition	30	30	45	3
	BJMC 1202	Web Technologies/Publication Design	30	30	45	3
	BJMC 1203	History of Media in Uganda	45		45	3
	BJMC 1204	Media Law	30	30	45	3
	BJMC 1205	Research Methods	30	30	45	3
	BJMC 1206	Principles of Advertising	30	30	45	3
	BJMC 1207	News Writing and Reporting	45	30	45	4
	BJMC 1208	Internship I	15	90	45	4
		Total				26
Year 2 Semester 1	BJMC 2101	Original and Critical Language Skills	30	30	45	3
	BJMC 2102	Human Rights and Development	30	30	45	3
	BJMC 2103	Communication Theory	30	30	45	3
	BJMC 2104	Principles of Public Relations	30	30	45	3
	BJMC 2105	Scriptwriting for Electronic Media	30	60	45	4
	BJMC 2106	Photojournalism	30	60	45	4
	BJMC 2107	Basic Editing Skills (Audio/Video)	30	60	45	4
		Total				24
Year 2 Semester 2	BJMC 2201	Mass Media, Culture & Society	30	30	45	3
	BJMC 2202	International Communication	30	30	45	3
	BJMC 2203	Development Communication	30	30	45	3
	BJMC 2204	Basic Mathematics and Statistics for Journalism & Mass Communication	30	30	45	3
	BJMC 2205	Principles of Management	30	30	45	3
	BJMC 2206	Mass Media Effects	30	30	45	3
	BJMC 2207	Internship II		120	45	4
		Total				22
Choose TWO courses below based on your specialization						
Year 3 Semester 1	BJMC 3101	Principles of Marketing	30	30	45	3
	BJMC 3102	Health Communication	30	30	45	3
	BJMC 3103	Catholic Social Teaching	30	30	45	3
	BJMC 3104	Advanced News writing	45	60	45	5
	BJMC 3105	Newspaper editing, Layout, and Design	45	60	45	5
	BJMC 3106	Radio Production and Management	45	60	45	5
	BJMC 3107	Television Production and Management	45	60	45	5
	BJMC 3108	Advertising Copywriting and Layout	45	60	45	5
	BJMC 3109	Advertising Media Planning and Campaign	45	60	45	5
	BJMC 3110	Public Relations Campaign and Strategies	45	60	45	5
	BJMC 3111	Writing for Public Relations	45	60	45	5
	BJMC 3112	Church History and the Church in Uganda	45	60	45	5
	BJMC 3113	Fundamentals of Pastoral Communication	45	60	45	5
	Total				19	
Year 3 Semester 2	Choose any TWO below based on your Specialization + Internship III and Research Project					
	BJMC 3201	Political Economy	30	30	45	3
	BJMC 3202	Electronic News Reporting and Production	45	60	45	5
	BJMC 3203	Investigative Journalism	46	60	45	5

(continued)

Table A1. (continued)

Year/ semester	Course code	Course name/module	LH	TH/PH	CH	CU
	BJMC 3204	Advanced Television Production	45	60	45	5
	BJMC 3205	Advanced Radio Production	45	60	45	5
	BJMC 3206	Advertising Account Planning	45	60	45	5
	BJMC 3207	Consumer Behavior	45	60	45	5
	BJMC 3208	Advanced Public Relations	45	60	45	5
	BJMC 3209	Corporate Social Responsibility	45	60	45	5
	BJMC 3210	Models of Church Communication	45	60	45	4
	BJMC 3211	Church Documents on Communication	45	60	45	5
	BJMC 3212	Internship III		120	45	4
	BJMC 3213	Research Project		180		6
	Total					23
Grand total						131

NOTE. LH = lecture hours (scheduled instructive contact between student and lecturer led by instructor); TH = tutorial hours (case study applications/analysis, simulations, problem-solving exercises/debates led by students and evaluated by instructor); PH = practical hours (fieldwork, work at radio/TV stations, out-of-class projects and community engagements led by students and supervised or evaluated by instructor); CH = credit hours; CU = credit units.

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