UNDP COMMUNICATION FOR DEVELOPMENT PROJECT- C4D

FINAL REPORT

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LIST OF ABBREVIATIONS AND ACRONYMS:

AMWIK: ASSOCIATION OF MEDIA WOMEN IN KENYA

CCK   :   COMMUNICATIONS COMMISSION OF KENYA

C4D   :   COMMUNICATION FOR DEVELOPMENT

EAC   :   EAST AFRICAN COMMUNITY

EACA   :   EAST AFRICAN COMMUNICATION ASSOCIATION

FGM   :   FEMALE GENITAL MUTILATION

GoK   :   GOVERNMENT OF KENYA

ICT   :   INFORMATION AND COMMUNICATION TECHNOLOGY

IDIS   :   INSTITUTE OF DIPLOMACY AND INTERNATIONAL STUDIES

IEA   :   INSTITUTE OF ECONOMIC AFFAIRS

KBC   :   KENYA BROADCASTING CORPORATION

KNA   :   KENYA NEWS AGENCY

KUJ   :   KENYA UNION OF JOURNALISTS

META   :   MEDIA TRAINERS ASSOCIATION

MOA   :   MEDIA OWNERS ASSOCIATION

MOIC   :   MINISTRY OF INFORMATION AND COMMUNICATION

MCK   :   MEDIA COUNCIL OF KENYA

MDG   :   MILLENIUM DEVELOPMENT GOALS

NEMA   :   NATIONAL ENVIRONMENT MANAGEMENT ASSOCIATION

UN   :   UNITED NATIONS

UNDAF: UNITED NATIONS DEVELOPMENT ASSOCIATION FRAMEWORK

UNDP   :   UNITED NATIONS DEVELOPMENT PORGRAM

MOA: MEDIA OWNERS ASSOCIATION

NGOs: NON-GOVERNMENTAL ORGANISATIONS

SOJ: SCHOOL OF JOURNALISM

UNESCO: UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION

UNEP: UNITED NATIONS ENVIRONMENT PROGRAM

BACKGROUND AND LITERATURE REVIEW

1.1.   Development Communication in Kenyan Perspective:

Development Communication has increasingly become a popular discipline in Kenya albeit theoretically. It bears several definitions. Nevertheless, a standard description would be: the use of strategically designed and packaged information for purposes of achieving positive change. Such information can be conveyed via several channels such as interpersonal conveyance, traditional and alternative media, social media and most remarkably the mass media.

The new paradigm of development communication emerged in the 1970s and 1980s. It recognized; the great diversity of cultures, the differences between elite versus popular goals for social change and the considerable political and ideological constraints to change. In more recent times, this has been given impetus by the adoption of several initiatives at the World Congress on Communication for Development that was held in Rome, Italy in October 2006 in which Communication as a tool for sustainable development was emphasized.

Arguably, the mass media would stand out as the most powerful tool for dissemination of such information owing to the reach effectiveness and mass consumption of its products. The mass media's capability of transcending territorial divisions and reach audiences in almost every geographical zone in the globe makes it a crucial and fundamental instrument for promoting developmental ideas. This is not to say that other channels of communication are irrelevant to this course. As a matter of fact, a multi-media approach is most effective.

Development communication is intended to accomplish not only economic or infrastructural growth but also socio-cultural and political progress. The quest to propel Kenya from a developing to a developed state is still largely in its infancy and the Vision 2030 objectives are yet to be accomplished. Factors that can facilitate the success of the vision are in thorough need. As far back as the 1940s, communication scholars like Wilbur Schramm and Everett Rodgers, advocated the use the media in perpetuating innovative thinking, modernization attitudes and adoption of western technology and ideals. They regarded the role of the media to be that of providing critical orientation to modern ways of living and technology,

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popularizing and fostering acceptance of modern tools and ways of life among the masses and creating knowledge on modern norms amongst the public.

Development Communication has not been a darling of the Kenyan media at least in contemporary times. The mainstream Kenyan media has a penchant for political intrigues and social trivia as opposed to developmental journalism. Based against this background, it would be imperative to foster a new media and communication culture that prioritizes the dissemination of information that guarantees a particular aspect of socio-economic and political value to audiences, information that endeavours to promote and agitate positive change in various spheres of life and information that empowers the public and national institutions to play an active and constructive role towards the attainment of the Millennium Development Goals and achievement of vision 2030.

Development Communication has been evolving with communication assigned different roles in different environmental, socio-economic or even political contexts. For example, in societies where the retrogressive cultural habits such as Female Genital Mutilation still exist, communication can be geared towards designing advocacy campaigns aimed at persuading such communities to discard hazardous norms and embrace more progressive cultural rights. While, in communities where ethnocentric attitudes are paramount and popular discriminatory tendencies exist towards other communities, communication can be used to demonstrate the pitfalls of ethnic disharmony and the merits of nationhood with an aim of promoting national cohesion which is a prerequisite for political and even economic stability. Put, differently, different societies require different communication interventions which can be aptly served by Communication for Development.

The emergence of the concept of Development Communication, a field distinct from both media and communication as an academic discipline provides, a better understanding of the role of communication in development. Communication is seen as more than the transmission of information (through the media or otherwise) from a sender to a receiver for communications sake. Development is seen as more than the achievement of identifiable and visible physical indicators such as economic growth, higher productivity and transformed lifestyles.

Development Communication views the concept of 'development and communication' as a process through which constructive information is strategically packaged and conveyed to the audiences who need it via the most appropriate media for purposes of achieving multiple positive change in society that transcends economic stability to include improved literacy levels, improved governance, improved participatory democracy, improved political and social awareness, better health care, improved inter-ethnic/racial/class relations and other

parameters that analyze development more from the perspective of individual transformation rather than community or societal change. Such change is perceived to be achievable through a variety of message dissemination techniques which include: advocacy campaigns, publicity campaigns, social marketing, and systematic knowledge gap research that is followed by adequate awareness creation, education, attitude formation, behaviour, practice change and critical persuasion.

The new perspectives of development places a challenge on journalists, government departments charged with managing information and institutions of higher learning who train communicators to gear their efforts towards a development oriented approach rather than a theoretical route. It requires a critical re-examination of their modus operandi, their priorities, their curricula and their policy preferences.

It places media enterprises in a professional dilemma; that of having to balance between commercial interests focusing on profiteering and societal interests geared towards promoting productive change. It also places institutions of learning in check- to re-evaluate the extent to which their graduates equipped to respond constructively to the needs of the society in which they are sent to serve. It also places government institutions and agencies charged with the responsibility of managing information in scrutiny – to establish proactive approaches through which they can formulate favourable policy, provide moral, financial, logistical and technical support to institutions of learning and the media towards this course.

1.2.   A Synopsis of the C4D: Communication for Development Project :

At the 10th UN Inter-Agency Round Table on Communication for Development in Addis Ababa in February 2007, a consensus emerged that communication for development means a broader canvas of tools and strategies to ensure stronger governance and participation. UN agencies were encouraged to promote this initiative as an important part of development effort.

Consequently, in Kenya, the United Nations Development Programme (UNDP) entered into an agreement with; the Ministry of Information and Communication, key stakeholders – notably the Media Council of Kenya (MCK) and the School of Journalism (SOJ) at University of Nairobi (UoN) to develop a four year project (2008 – 2012) whose long-term objective was to build national capacity to actualize communication for development.

The project has been undergoing implementation for the past four years. It has geared towards:

- Initiating dialogue with stakeholders on policy and regulatory frameworks for the development of free and independent media - the legislature being - the Freedom of Information Bill and the ICT Bill in to law and also amendments to the Media Act.

- Training and mentorship of editors, journalists, correspondents and contributors on their code of conduct as well as offer short courses on thematic priority areas in Kenya with a focus on the current affairs on the country.

- Develop a model curriculum on Development Communication at the School of Journalism, University of Nairobi using technical support from UNESCO.

1.3. Project Objectives :

This project was based on one overall program whose agenda is to promote national development – through communication interventions. To accomplish this objective, technical assistance has been provided at national as well as regional levels to the project's implementing partners. Within the framework of this project, a series of regional consultations have been undertaken to obtain views and proposals of local practitioners and institutions for mainstreaming communication in sustainable development.

The objectives of the regional consultations have been to:

I. To identify key experiences, trends, needs and opportunities for policy advocacy, methodologies and capacity building, in order to include communication into agricultural, rural development and livelihood initiatives at the national and regional levels.

II. To develop regional perspectives in consultation with UNDP Regional Service Centre for East and Southern Africa to recommend strategies for collaborative action to advance communication for development according to different cultural, economic, social and environmental contexts.

III. To identify partnerships and means for collaboration in the field of communication for development such as with the UNESCO and Commonwealth Secretariat. In working with UNESCO, UNDP will be promoting the goal of 'working one' which is part of the new structural reforms in the UN.

The objectives at national level have been:

i. To entrench the culture of 'Communication for Development' through the promotion of policy and regulatory frameworks as well as support for the development of a free and independent media.

ii. To develop capacities in Development Communication with emphasis on upgrading professional skills embedded

iii.   To revitalize the practice of 'Communication for Development' through the promotion of professionalism; internal checks and balances to ensure a responsible professional media that is a tool for national development.

iv.   To strengthen institutions for Communication for Development notably the Media Council of Kenya and School of Journalism, University of Nairobi.

It must be appreciated that the project is a direct response to the situation that is rampant in the Kenyan media. The *Media and Elections Report (2008)* published by the Media Council of Kenya, noted that majority of Kenyan Journalists lack professional training. Worse still, media institutions are heavily dependent on correspondents and stringers, are understaffed and overworked. There is also a phenomenal gap between journalists and development practitioners in Kenya – which requires training to address the knowledge gap.

1.4.   The Role of Stakeholders

1.4.1.   The Stakeholders:

The project involved four key stakeholders. These being: The United Nation Development Program (UNDP), the Ministry of Information and Communications, the Media Council of Kenya (MCK) and the School of Journalism, University of Nairobi. The project also collaborated with other agencies notably; the Commonwealth Secretariat and United Nations, Educational Scientific and Cultural Organization (UNESCO).

1.4.2.   The Stakeholders' Prerogatives:

- The Ministry of Information and Communications

Cognizant of the role played by Ministry of Information and Communications, the Communications for development initiative engaged the Ministry with the task of initiating dialogue on policy and regulatory frameworks as well as support for development of free and independent media. The Ministry has also been relied on to offer advice to Members of Parliament about existing media laws and policies.

- The United Nations Development Program

UNDP was the core funder of the project. It also established a special training and mentorship program for young Kenyan Journalists aged between 20 and 30 through the UN Development Assistance Framework UNDAF. These Media fellows (as they were referred to after their successful training and mentorship) have also been assisted to secure industrial attachment opportunities in UN agencies, the Commonwealth

Secretariat, Non Governmental Organizations, the private sector and the Government of Kenya (GoK). The program was intended to make the media fellows upgrade their knowledge and skills and to widen their grasp on issues related to the Millennium Development Goals (MDGs) thus leading to a new crop of well informed development Journalists.

UNDP has also supported this initiative through procurement of at least two renowned experts to help with the review of the current C4D status in Kenya and subsequently the development of the curriculum that incorporates development communication for programs at the School of Journalism, University of Nairobi. A regional workshop and two working retreats for purposes of finalizing the curriculum were to be organized. UNDP also funded the publication of outputs from this process and the hiring of at least one key Communication for Development project officer to steer and implement the agreed program for the duration of the project cycle.

- The Commonwealth Secretariat

The Commonwealth Secretariat was to conduct follow up activities intended to empower the Kenyan Media with skills for covering conflicts. This was to be made achievable through five activities, these being: a further course to review progress within three months of the commencement of the project; a specialist writing skills course; supporting a fellow at the School of Journalism, University of Nairobi to run seminars and newsroom mentorships on conflict; supporting a fund managed by Editors Guild to assist in promoting investigative Journalism. The Secretariat was also to fund program administration, regional synergies, conference travel and exposure visits.

- The Media Council of Kenya:

The Media Council of Kenya was to be involved in the organization of workshops intended to train journalists on development communication. The Media Council mobilized protagonists of the News Media and Development approach from different spheres of media including: the MOA, META, KCOMNET, The Editor's Guild and various institutes on Mass Communication in Kenya. The MCK also trained journalists on the code of conduct for journalists and in key thematic areas that promote communication for development. The key areas of focus were:

1) Democratic Governance: How communication can be used as an intervention to promote good governance. Intervention areas may include: state and civil society relations, exposing state transparency and accountability on socio-economic and political processes, promoting disbursement of public information, supporting free

and pluralistic media and the flow of information within and between state machinery.

2) Youth as a tool for Development: Engaging the youth from marginalized areas – especially northern Kenya to start a video training project that documents their daily life. The project was intended, in time, to team up with the Kenya Film makers association to produce short stories and educational features to be featured in mainstream media and a documentary film, shot and narrated by the young from informal settlements.

3) Environment and Climate Change: The workshops were intended to respond to the fact that whereas climate change is a phenomenal global challenge, interest in it as a threat to contemporary living and planning remains limited in newsrooms. It was hoped that the workshops would inculcate and reinforce knowledge in this subject so as to improve reporting and interpretation of climate change issues to citizens. Similarly, MCK also planned to secure attachment for media fellows in environmental agencies notably; NEMA and UNEP.

4) Research Institutions and Virtual Networks: In conformity with the reality of the information age, MCK also coordinated the linkage between development practitioners and the media by incorporating key development institutions into a virtual network through which information sharing could be actualized. The targeted institutions included: Research International, IEA, SID, the Media Institute, MDC and IDIS. To achieve this, the project was to adopt the KHIMN.

- The School of Journalism, University of Nairobi:

The project invested in the development of a Communication for Development curriculum at the School of Journalism, University of Nairobi. The curriculum was to be debated and agreed upon by stakeholders upon the completion of its rudimentary development. The curriculum's design is intended to be sensitive and accommodating to the peculiarities of the entire East and Southern Africa region and not just Kenya.

1.5.   Project Benefits:

This project envisaged to reap several benefits. As a matter of fact, the project proposal listed the benefits that would emanate from a comprehensive and well integrated programme on Communication for Development as too numerous to list. But, the key benefits expected from the project included:

i. To support and supplement the advocacy of key national policy initiatives such as the Millennium Development Goals, the medium term plan for Kenya's Vision 2030 and other critical policy imperatives supported by both UNDP and GoK.

ii. To buck-stop the many communication efforts undertaken by different implementing units such as the Ministry of Information and Communications by promoting common standards, quality, group learning and other best practices from all the national initiatives put together.

iii. To deepen and entrench a better understanding and appreciation of both the challenges and the prospects' inherent in actual policy development and practice in the country and the region at large through the virtual networks formed.

iv. To change the perception of journalism in Kenya and transform journalists from just reporters to investigative practitioners who regard their work as a professional career and not just public watchdogs.

v. To empower younger media practitioners in terms of their professional practices and career growth.

vi. To elevate the practices of responsible journalism founded on fact and substance rather than opinion and hearsay because the media institutions will have put internal checks in place; also because the journalists will be trained on the code of conduct.

vii. To bridge the gap between development policy on one hand and the general reportage of news on the other hand – through quarterly lectures by development practitioners at media fora. This was intended to improve policy and regulatory environment for media practice.

viii. To develop a generic curriculum on Communication for Development at the University of Nairobi.

1.6 Project Review Methodology:

In reviewing the extent to which the objectives of the project have been fulfilled, the following framework was formulated by the consultant:

1. A critical analysis of the project work plan – vis a vis the annual project reports – to establish the extent to which each proposed activity in the work plan has been accomplished or not.

2. To review reports from each stakeholder – to establish whether or not the responsibilities allocated to them – as per – the project proposal was adhered to.

3. To identify and interview the media fellows – compare their productions before and after their training and mentorships – so as to establish the value addition – with regard to communication for development.

4. To evaluate the curricula formulated on development and communication at the University of Nairobi – to establish its responsiveness to developmental needs especially with regard to training graduates who are useful towards the achievements envisaged under Kenya's Vision 2030 and the Millennium Development Goals.

5. To examine the short courses for media practitioners and on policy and development and scrutinize the extent to which vernacular radio stations from which such trainees emanated have incorporated developmental journalism into their work.

6. To review how many awards and recognitions have been given to journalists who promote peace building and developmental reporting.

7. To examine the extent to which the establishment of networks through support of KHIMN has reinforced partnerships for producing and accessing quality data for programming and monitoring of poverty and vulnerability reduction programs.

8. To critically analyze the successes and failures of the Project Executive Group, the Project Assurance and the Project Manager.

9. To establish the accomplishment of project deliverables – through actual identification of all of them and measuring their quality.

1.7   The Findings:

1.8 Findings on Training and Development of Media Fellows:

Four reports were availed to the consultant regarding the training of media fellows - one from the Media Council of Kenya and two from the Ministry of Information and Communication. All the reports convey the proceedings of training activities that have been conducted under the C4D project.

1.8.1   Trainings Under the Ministry of Information and Communication

One workshop was held between the 28th of September and the 1st of October, 2011. It emphasized on the role of information officers in the new constitutional dispensation. It focused on giving information officers actual orientation of their expected service under Kenya's devolved system. The Key areas highlighted during this training included: enhancing access to information for citizens, the role of information officers in elections, information gathering, covering development projects, overseeing ICT development and active participation in district fora where government policies are articulated and propagated.

The other two workshop reports did not reveal the actual dates when they were conducted. As a matter of fact, the first workshop was wrongfully dated - the report dating reads '28th – 1st September'. The two workshops brought together 35 and 40 participants respectively. They both emphasized development communication writing, enhancing journalistic skills (technical and professional) and the role of the Information officers in the new dispensation. Noticeably, the trainees were all derived from the Ministry – those who are currently serving as information officers in various counties and in government offices.

It is the contention of the consultant that these two workshops are yet to fulfil the fundamental objective of the C4D project. Whereas they have equipped information officers with a deeper understanding of government structures, their role under the new constitution and provided professional orientation on technical skills, they have not yet addressed developmental content. As a matter of fact, the only developmental focus that has been addressed in these workshops is that of enhancing good governance through systematic information gathering, reporting on local development projects and promoting access to information.

More workshops that focus on key developmental priorities are needed as a follow up – to enable the information officers have a holistic appreciation of development not just as a subject of concern but a priority towards the fulfilment of millennium development goals and the aspirations of Vision 2030.

1.8.2 Trainings Under the Media Council of Kenya

One report was availed to the consultant on an Editors Workshop held in Naivasha to address the role of the Media in Constitutional Implementation. It was however revealed to the consultant during his meeting with the Director of the School of Journalism, University of Nairobi that the MCK has also partnered with the School in conducting training for journalists on ethics.

These workshops have emphasized the concept of good governance and Journalistic conduct respectively but have also not fulfilled the desired threshold of the C4D project of creating and sustaining a holistic understanding and appreciation of Communication for Development.

1.8.3 Mentorships and Training

Whereas documented evidence to support a consistent and constructive mentorship program for the media fellows could not be obtained by the consultant, a review of particular publications attributed to the media fellows demonstrates fair improvement of thematic focus on development issues. It is worth noting that the media fellows have done well to prioritize issues that are directly consequential to the country. But, one weakness that is manifest in almost all the publications is the failure to make recommendations to the issues that the stories address. The publications are strong in identifying developmental gaps and discussing the causes and consequences. They even attempt making comparative analyses between Kenyan situations and other countries and highlight the benefits of addressing such issues. But, they are regrettably weak in making constructive recommendations on how to address such developmental gaps and giving favourable justifications that may motivate positive perception within the public regarding key development initiatives. This situation betrays either a culture of poor or incompetent mentorship of the media fellows. The media fellows were also never exposed to any internship program.

1.9 Findings on the Establishment of Communication for Development Curriculum at UoN

The School of Journalism at the University of Nairobi has made a number of constructive efforts geared towards entrenching Communication for Development in their Curriculum. Already, the current Bachelors curriculum provides a Development Communications option. Students have a choice to specialize in Development Communication. This has set a favourable foundation and framework for the development of a post graduate curriculum to further the quest for training professionals in Development Communication.

The development of a new Master of Arts degree in Communication – with a Development Communication option and the enrichment of the PhD program to enhance capacity in Development focus is underway. In accordance with the objectives of the C4D project, two intensive curriculum development workshops have been undertaken and foreign consultants have already been engaged to assist with developing and reviewing the course content.

The curriculum has incorporated comparative studies from the developed world with a view to enrich it with first world perspectives. A stakeholders meeting to ratify the curriculum is planned for January 2013. It aims at bringing together participants from the entire EAC region save for Burundi. It is hoped that this curriculum would be suited to address developmental issues not just in Kenya but the entire East Africa – owing to the transformational reality the East Africa is integrating and headed towards a socio-economic and political partnership that could transform into a federation by 2030.

The curriculum has a number of significant areas or emphasis. Key among these is to enhance writing skills and transform journalistic interest from political obsession to reporting on issues that address societal problems such as agriculture and food security, HIV/Aids, environmental safety, good governance and education. The school intends to partner with groups such as AMWIK and TWAWEZA to improve journalistic analytical skills and to drive the developmental agenda not just to newsrooms but also to the mind and hearts of professional journalists.

As a precursor to this curriculum, the School has been advancing the ideals of Communication for Development by working closely with other key stakeholders – most notably: the Kenya Institute of Mass Communication (KIMC) and the Media Council of Kenya to offer short courses and training programs in research and publication. The MCK has devised innovative methods of training journalists – starting with programs on ethics and journalistic code of conduct and then development. The School is in the process of setting up a Centre of Excellence. This follows the trend that UNDP has initiated by setting up 12 Centres of Excellence (one of which is at the School) and seven centres of reference.

The SOJ Director has revealed that a post-mortem of the short courses have shown a gradual but steady shift in journalistic interest to developmental issues. There however needs to be continued promotion of the developmental agenda in newsrooms and institutions of higher learning.

2.0. Dialogue with Key Stakeholders on Policy Regulation and Framework:

Similarly, authentic documentation on the extent to which the development of a free and independent media through initiating dialogue with policy regulators is missing. The consultant had to rely on personal contacts and linkages established in his previous work to obtain information regarding this aspect of the project. Since the enactment of the Media Bill of 2007, there have been no constructive amendments to ensure a more independent media. The CCK, for example, still wields the power to switch off a radio station for example – authority that can be abused for reasons of political expediency. The only monumental regulation to have been enacted during this period is the Electoral Opinion Polls Bill – whose connection to Media and development is the fact that opinion polls are conveyed to the public via the media. And, a situation that ensures opinion polls do not precipitate sectarian conflicts is actually development. Nevertheless, the extent to which project stakeholders actually engaged in lobbying policy makers to enact this law or any other that fosters media independence cannot be verified. This aspect of the project therefore appears to have been an actual flop.

1.1 Entrenching the Culture of Communication for Development:

It is appreciated that graduates from the School of Journalism and media fellows who have benefited from the trainings and workshops of the C4D are found in a number of media outlets. The consultant therefore took time to evaluate how many SOJ graduates have been engaged as full time employees in Media enterprises and the actual impact that they have created with regard to Communication for Development. It is fairly impressive that Communication for Development is nowadays – fairly- a norm if comparison with the period before the commencement of the project is anything to go by. There is still a preference for political conflicts and human interest trivia in the Kenyan media but, there is a fair emphasis on issues that improve living standards or address such issues as the Economy, Science and Technology and Regional Integration. The only mishap is that they are often (still) perceived to be subsidiary to politics and human interest issues hence their allocation of lesser space and their confinement to less prominent pages and sections. There is however remarkable improvement in-terms of raw coverage – a factor that should be used as a basis for further entrenchment of Communication for Development.

1.2 Strengthening Institutions for Communication for Development:

This has also been a commendable success. The University of Nairobi's School of Journalism has in the past five years strengthened its capacity to promote Communication for Development is several areas:

1) The graduation of five PhDs – four of which specialized in Development Communication areas and who now serve the institution either as full-time or part time faculty.

2) The hosting of a number of key seminars and workshops that assemble stakeholders from both the public and private sector and even the media – with the aim of fostering crucial partnerships and promoting the significance of communication for development as a key pillar for vision 2030.

3) The successful completion of a Masters Degree curriculum review which emphasizes specialization in development communication at post-graduate level.

The Media Council of Kenya on the other hand has fostered several partnerships in their quest to improve training in terms of quality and quantity. It has been working with partners such as; Internews in Kenya, the International Commission of Jurist, Kenya-Section ICJ, and the University of Nairobi in promoting Communication for Development.

2.3 In their own Words

The consultant captured the benefits of the C4D project from some of the journalists and editors who benefited from the training conducted by MCK.

Editors Workshop: *Theme: Role of the Media in Constitutional Implementation Naivasha,* 16th-18th May 2011

Remarks by journalists

A select group of 49 media stakeholders attended the workshop. After being empowered with skills on covering developmental issues the journalists who attended the workshop now feel more confident in not only reporting on constitutional issues but also development reporting.

'……Thanks to the training I was able to improve on my journalistic skills and now do more analytical stories. I now focus on issues of development with a different angle and ensure balanced reporting.' **Mac Otani Hot 96**

*'…….The fact that the workshop brought together constitutional experts was a great idea. They were able to simplify the chapters on the constitution which I could not understand. The training helped me understand how to focus on issues. I now do better articles especially parliamentary stories. I appreciate the training especially since I work for a community radio station, where we don't have access to resources or Parliament.'……………….***.Nancy Mweu Pamoja Radio**

*'…………Before the workshops I didn't have a passion for developmental stories, in fact I had never done any before. But right now, thanks to the training I have more interest and have been able to do several stories on development. I now manage the newsroom better. I teach my reporters to have an eye for developmental issues and to question politicians on matters critical to nation building. Development is slowly and gradually becoming an important part of the Kenyan media newsroom'………….***Martin Masai Managing Editor, Mbaitu FM**

*'……………….I liked the fact that the Kenya Human Rights Commission was able to demystify issues affecting the nation and especially those that target individuals facing crimes against humanity i.e. ICC suspects. It came out clear that we have to report beyond what we see, we as journalists need to be analytical and balanced in our reporting. Joe Kadhi stressed on the idea of being objective and give balanced information for the benefit and development of the nation. This has been my motto ever since, and I believe I have done well so far'…………***Charles Opati KBC**

*'………….The training enhanced my skills in covering constitutional matters, it also enabled me interpret some of the contentious clauses'……….***Diana Okwema KBC**

'…………Unlike before, I now know my rights as a journalist to address issues in a manner that ensures progress for the country. From the training I have learnt to tell stories that highlight issues of development'……………Joseph Wahungu Radio Amani

'……………..The training simplified the Constitution. Before the training it was difficult to understand interpretation of the new constitution, but after the training I was in better position to understand the chapters especially on the 2/3rd representation and on the elective positions………….now I edit stories in the newsroom, I do so from an enlightened perspective'………….Youth Muthomi Royal Media services

'………journalists tend to do so many things at a time, but from the workshop I learnt to do a breakdown of developmental issues to cover. Before the training, I covered everything and anything without being analytical. However, the training gave me an opportunity to learn new things and exposed me to what other journalists do through sharing experiences. For me it was an eye opener and now I am able to do better and more in-depth quality stories'…………………James Kinyua Classic Fm

MOIC-UNDP C4D COUNTY OFFICERS WORKSHOP
THEME: Re-Tooling of information officers For Enhanced Service Delivery
Nakuru, 22nd-24th August 2012

Remarks by journalists

'……….I had never done features before but after the training I have done several in-depth features. This month (November 2012) alone I have done four features.'…..Charles Muoki; Embu

'…………I have moved my focus to developmental stories; I no longer pay much attention to "cheap politics" like before. Right now I am doing a story on mining and tomorrow I will focus on agriculture in Siaya County. I want to inform the people of the potential the county has in terms of agriculture and how it can spur development when the devolved government is in place'………….Brian Ondeng; Bondo

'……….Unlike before, now I am able to do more centred stories. I now look at with a different angle and my interviewing skills have improved tremendously thanks to the training'………..Charles Amenya; Mombasa

*'…………I now do more development oriented and issue based stories unlike before when I just did stories for the sake of it. I am also more confident in still camera operations and photography'……..***Bethsheba Abinya; Transmara**

*'………..The training was a good idea, I now do stories with impact and my features are now more in-depth'…………..***James Michine; Tharaka Nthi**

*'………………Thanks to the training my camera techniques have improved greatly. Since the training I have developed the urge to focus more on development features'…………..***Samuel Waititu; Nyeri**

*'…………My stories now focus on specific areas of development. Unlike before, I now focus on useful issues' ……….***Zipporah Koroti; Uasin Gishu**

*'……………..Before the training I used to focus on single sourced stories. I am now able to identify different sources. I understand better the intricacies of feature writing'………***Richard Muhambe; Meru**

*'………….The training was an eye opener. I never used to focus on developmental stories. I am now able to write stories that highlight positive things in society'………..***Beatrice Oranga; Narok**

*'………..I now do stories that change the lives of Kenyan citizens, stories that bring progress to the nation unlike before when I only focused on hard news'……….***Lucy Bitutu; Machakos**

*'…………I now know what to look for when I'm doing a story. The training helped a lot because I no longer rely on newsroom diaries but look at things affecting the society and do follow up stories………….***Salome Ajwang; Kisumu**

*'………..I believe my writing improved after the training especially when it comes to the approach of the story. I now understand better what angle to take'…………..***Isaiah Nayika; Nyamira**

*'……………Before the training I would look at everything and try to cover them all but after the training I now narrow down to stories that have more impact'……..***Joseph Gitau; Tana River**

*'…………..I now specialize in developmental stories in Busia County and my photography has also improved greatly thanks to the training'………..***Donald Ngala; Busia**

2.4 Shortcomings, Challenges and Limitations:

The consultant experienced a number of challenges that need urgent and immediate redress if the successful accomplishment of this review is to be actualized. The key challenges include:

1) Incomplete Documentation: The consultant has had to make do with limited literature regarding this project. Not all workshop reports were available. Also the annual reports for each year – as prescribed in the proposal were not available. This gap not only limited the information that needed to be evaluated but will eventually compromise the quality of the eventual review report.

2) Inappropriate Documentation: A number of the availed reports offer little information with regard to the actual issues of focus for the C4D project. The Ministry of Information and Communication reports for instance, do not even reveal the dates when workshops were conducted. They also tend to focus more on summarizing each session of the workshop than revealing the needs and accomplishments of the training with regard to the overall project objectives. They are further compromised by a number of embarrassing errors of structure content and even grammar.

3) Missing Contacts: A comprehensive list of all the media fellows is missing. There are bits and pieces from the four reports. But, a reliable and consistent data base where all the media fellows are listed – complete with their respective contact info does not exist. This makes it difficult if not impossible to contact each and every media fellow and conduct a thorough evaluation of how the training has benefited them.

4) Missing Portfolios: A portfolio of the works of media fellows before and after the trainings in also missing. The portfolios are important since it is only through a comparative analysis of what they have done before and after the training can one be able to empirically measure the actual effect of the trainings towards the fulfilment of the C4D project.

5) Lethargic Bureaucracies: It took the consultant up to three weeks to get the three reports from the Ministry of Information and Communication. An officer would refer the consultant to another who would in turn refer him to another and then another one. It appeared that nobody wanted to take responsibility for the project's activities thereby limiting access to vital project information and wasting valuable time that would have otherwise been spent on field surveys.

2.5 Recommendations and Way Forward:

1) **Stakeholder Cooperation:** For this review to be thorough and comprehensive, the consultant required complete cooperation by all stakeholders from whom vital

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information was needed. This should specifically have involved prompt responses to emails, consistent honouring of appointments to discuss grey areas, to seek clarifications and misconceptions. This can still be done.

2) **Proper Documentation:** A whole bunch of documentation was still needed to make the review more in-depth. Specifically, the annual reports for every year will go a long way in providing answers to a number of critical questions including whether or not each stakeholder has fulfilled their prerogative as per the expectations of the project proposal.

3) **Contact Listing:** A data base of all the media fellows needs to be developed – complete with their stations of work, areas of specialization, editors to whom they report, email and telephone contacts – to enable a comprehensive and accurate field assessment of their work.

4) **Portfolio Compiling:** A portfolio of the journalistic inputs of the media fellows before and after the workshops must be compiled. This will enable an objective comparison of their work before and after the trainings. In this way, the value that their training has had on their journalistic interest, journalistic focus and writing skills can be measured, evaluated and ascertained.

5) **More Professional Mentorships:** The weaknesses highlighted under section 3.1.3. calls on a more systematic, more professional and more constructive mentorship for media fellows. A period of at least six months to a year would be ideal. This would involve script support, focus guidance, linkages with resource persons and professional motivation to ensure that stories selected and addressed by media fellows are of appreciable standards and responsive to the needs of the public.

6) **Workshop Diversification:** It must be emphasized that more workshops may be needed if the objectives of this project are to be accomplished. Training that is centrally focused on developmental content must be organized. Key areas for such workshops may include:

- **The role of the media in promoting global thinking**

- **Media and regional integration**

- **Media and Agricultural Development**

- **Media and Food Security**

- **Media and Health Development/Management**

- **Media, literacy and Education**

- **Media and Technology**

- **Media and Democracy**

7) **Storytelling**: It is clear from the articles that the consultant analysed that the fellows require urgent training to improve their writing skills. The articles the consultant attempted to review were extremely shallow both in content and grammar. They were also weak in style and structure. A series of storytelling workshops with practical assignments and a mentorship component are critical.

2.6 Conclusions

Over the four year period the C4D project registered some successes especially in the areas of; training conducted by the Media Council of Kenya and; curriculum development carried out by the School of Journalism, University of Nairobi. There are clear shortcomings within the Ministry of information and Communication despite the great potential it holds as a key partner. To ensure that the seeds planted during the period mature into fruition, there needs to be a roll out program of mentorship combined with storytelling. The philosophy of Benjamin Bloom, his educational objectives and theory of mastery learning should be inculcated into the program. All the media fellows need training and mentorship that will polish their skills, improve their professional attitude and expand their knowledge on matters development. Only then will the project withstand the test of time.