Media Assistance: Challenges and Opportunities for the Professional Development of Journalists

Working Group Report

July 25, 2007

CIMA Center for International Media Assistance

NED **National Endowment for Democracy**
Supporting freedom around the world

The Center for International Media Assistance (CIMA), a project of the National Endowment for Democracy, aims to strengthen the support, raise the visibility, and improve the effectiveness of media assistance programs by providing information, building networks, conducting research, and highlighting the indispensable role independent media play in the creation and development of sustainable democracies around the world. An important aspect of CIMA's work is to research ways to attract additional U.S. private sector interest in and support for international media development.

CIMA convenes working groups, discussions, and panels on a variety of topics in the field of media development and assistance. The center also issues reports and recommendations based on working group discussions and other investigations. These reports aim to provide policymakers, as well as donors and practitioners, with ideas for bolstering the effectiveness of media assistance.

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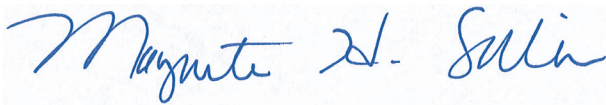Fax: (202) 378-9407
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Preface

On July 25, 2007, the Center for International Media Assistance (CIMA) at the National Endowment for Democracy held a working group to discuss professional development of journalists, including studies of existing training models and sustainable strategies for funding journalism training programs.

CIMA is grateful for the valuable contributions of the working group participants. We extend our particular thanks to Ellen Hume, director of the Center on Media and Society at the University of Massachusetts, Boston, for moderating, in addition to giving an informative review of the World Journalism Education Congress in Singapore; and to Ann Olson for serving as the rapporteur and organizing the discussion into a comprehensive report.

We would also like to acknowledge Sharon Moshavi, Gifti Nadi, Robert Orttung, Charles Self, Drew Sullivan and Nancy Ward for their insightful presentations that facilitated the group's discussion and structured much of the debate.

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Executive Summary

This report represents input from twenty-three practitioners who have observed, studied, planned, and implemented media education programs of the U.S. and other Western governments, as well as those of private funders. They are familiar with successful and unsuccessful models, and their experience represents more than twenty years of accumulated knowledge about how to allocate media development money more effectively. CIMA organized the working group to identify the key challenges in the professional development of journalists, useful models for training initiatives, and innovative approaches for international media assistance. The group discussed broad lessons learned and specific recommendations for policymakers, donors, and implementers on how to improve U.S. foreign assistance for professional development of journalists.

These veterans from implementing organizations, universities, U.S. government, and international agencies brought expertise from programs in Eastern Europe to East Asia, from South America to southern Africa and from conflict zones like Afghanistan, Iraq, Darfur and the West Bank. Many brought experience from countries reshaped by the end of the Cold War; others focused on the Southern Hemisphere and vastly different models of media and democracy development.

While their viewpoints were as different as their experience, the participants agreed on a handful of salient lessons that should guide program development and innovation. Fodder for their discussion came in a variety of reports on three aspects of professional journalism development: university education for journalists, journalism centers, and professional training programs. Their chief agreements and recommendations spanned these three sectors, focusing mainly on two questions: which training approaches work and which should be avoided; and how can donors be more effective?

Their recommendations are encompassed in three main ideas. First, improving media is a local project that requires local remedies, local partners, and deep understanding of local values and circumstances. One solution never fits all—just as ethical norms must be put into practice to fit local realities, so must programs fit local limitations. Second, success requires that the right people do the right job, preferably in concert on mutually determined goals, moderated by flexible rules and evaluated on long-term and qualitative goals. This means that donors should support creative programming by dedicated trainers and teachers who work with engaged journalists and persevering managers. Third, donors who want to be effective need to understand that short-term funding and training have not created long-term impact. Making media independent, ethical, and credible is a singularly intangible development effort for which there are no quick fixes and no universal answers about how to make success more immediate.

In particular, the working group participants observed that media developers should work to update and support universities around the world, which are flooding the marketplace with new graduates who need to learn new technologies and how to apply the theory they usually are taught. They discussed

different models for helping to make journalism centers more sustainable, the better to take advantage of their knowledge of mid-career training and support for the growth of media infrastructure in developing countries. They shared stories about their common training practices: locally based solutions that focus on long-term, one-on-one training, to bring local standards to international levels.

Lessons Learned

Developing free and independent media, a key pillar of democracy, requires long-term donor commitment.

Even while media development planners point to successful programs and outcomes, they stress that actually changing the media landscape in developing countries requires multi-year and intensive projects that address media sustainability, ethical journalism and local conditions. Funders need to be educated that media are an essential component of democracy, said one representative of an international organization, suggesting that international financial institutions include indicators of media freedoms as key factors for continuing funding.

Lack of donor coordination hampers success.

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The U.S. government should lead an effort to coordinate worldwide donors, using technology to resolve redundancy, competition, and philosophical conflicts among donors funding programs in the same countries and regions.

nology to resolve redundancy, competition, and philosophical conflicts among donors funding programs in the same countries and regions. Funders should share the responsibility for creating more effective coordinating mechanisms among themselves and private donors, the better to work with media developers on the ground.

Monitoring and evaluation should focus on qualitative, not quantitative measures.

How to realistically monitor outcomes and accurately evaluate success remains problematic in a sector that does not lend itself to evaluation by numbers. Tracking attendance at seminars does not add up to new hearts and minds supporting more ethical or professional journalism practice. Measuring how values about journalism have changed requires a narrative assessment and qualitative judgments—the kinds of journalism produced, not raw numbers of seminar attendees. Teaching values about journalism does not produce automatic or instantaneous results and requires patience for outcomes that happen long after programs have ended.

Problems are local; solutions need to be local.

Media work, unlike other arms of international development, does not have a system of immutable standards. Creating infrastruc-

ture for the free flow of information in a developing democracy does not lend itself to the kind of strict standards, for example, that govern building a field hospital during an international disaster relief effort.

In media development, local has many ramifications: How reliable is the electricity supply? What varieties of information are offered and how much can people access? Is the local university the last Communist bastion, or an influential institution that may adapt to change? How literate is the population? Do people watch, read, or listen to their news? What is the relationship of government to independent media? What is the digital bandwidth and local access to it? But not everything needs to adapt to local circumstances. Keeping international trainers in place—sometimes for years— may be necessary until local people know how to meet universal standards, and sustainable local institutions are built.

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Ethics starts from the top down and should be built into every program.

In an often-corrupt world, journalism is often corrupt, too. Whether political pressure dictates the content of the news or poverty forces journalists to take money for attending a press conference, the ethical practice of universal journalism standards remains one of the largest challenges facing media assistance. Flawed ethics also threaten the credibility of media organizations, which consumers see as serving private instead of public interests. Their resulting distrust threatens sustainability and increases economic stress on already poor journalists and organizations. Putting ethical journalism into practice cannot be done without the buy-in and acceptance of media organizations' owners, supervisors and editors. Not engaging power brokers has doomed previous efforts and could do the same to future endeavors.

Whether teacher or trainee, the best should be recruited.

Gone are the days of parachute-in media trainers lecturing to reporters looking for an easy week of free lunches and dinners at another free seminar. Long-term expert mentoring of the most willing participants in an enabling environment creates media-development success. Choosing strong program elements stretches across every sector—from university professors who have been journalists to giving fellowships to the best candidates. When programs do not include the right people, media development does not work.

Challenges and Opportunities for Professional Development of Journalists

Media development is expanding around the world in various directions—bringing radio reporting to refugee camps in Chad, corruption investigations to Cambodia and blogging seminars to Turkey. What is working? The participants met to try to answer that question and focus on best practices and recommendations.

Tilling an Uneven Landscape in the World's Universities

The day started with two presentations on the state of worldwide journalism education. Moderator Ellen Hume, the director of the Center on Media and Society at the University of Massachusetts, Boston, presented the main findings of her report "University Journalism Education: A Global Challenge," prepared for CIMA based on her research and observations from the World Journalism Education Congress (WJEC) that took place in Singapore, June 25-28, 2007. "Model Curricula for Journalism Education for Developing Countries and Emerging Democracies" commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO) was also unveiled and discussed at the Congress.

She told the group that universities fill a vital role because they are the primary source of entry-level journalists and that they are experiencing an unprecedented

In the same way that old media is a lecture and new media is a conversation, too many journalism faculties are still lecturing when a conversation is in order.

surge in journalism enrollments. Some of those graduates go into public relations instead of journalism because journalism does not offer adequate employment or it is the only available preparation for a public relations career. She described the main issues and challenges for institutional journalism education as faculties and curricula that do not meet the growing, changing needs of journalism practice. These include predominantly theoretical teaching methods and curricula and journalism educators who resist change and lack journalistic experience. She suggested that universities expand their approaches by teaching business management and establishing student-produced media as a tool for hands-on learning development. In the same way that old media is a lecture and new media is a conversation, too many journalism faculties are still lecturing when a conversation is in order, Hume summarized.

Charles C. Self of the University of Oklahoma presented early results from the World Journalism Education Census being conducted for the Knight Foundation. The director of the Institute for Research and Training at the Gaylord College of Journalism and Mass Communication, Self and colleague Joe Foote are conducting the census to identify journalism programs around the world and build international cooperation. Though their work is still in

the early stages, they have already identified more than 1,800 programs and are working on a prototype for an interactive website that will present and link journalism education worldwide.

The group observed that while some journalism schools may be poor partners for media developers, others may be appropriate because they offer long-term local legitimacy and have an important role in the profession. Developers need first to assess whether the university's faculty will be capable of offering the tradecraft or practical side of the curriculum. Participants advised that funders look for unconventional opportunities and that they launch new internship programs or establish student-run media projects that will familiarize beginning journalists with practical skills. Other participants urged the expansion of Western fellowships to train teachers. A recently completed UNESCO mapping project highlights such opportunities by linking more than one hundred journalism schools across Africa—tapped as Centers of Excellence—and identifying specific needs and challenges that donors and development implementers might help meet.

Participants noted that student fees in journalism departments are helping universities survive, especially in poor countries. "Particularly in Latin America, with the relatively recent privatization of universities, journalism has been a very low-cost department to launch," said an international donor representative. "That's been a factor

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in why so many universities have decided to go into journalism." Others said the drift of students toward public relations is often salary-driven, especially in countries where journalists might hold two jobs—one in journalism and one in a related public relations endeavor, to make a living wage. "Another factor to consider in analyzing the growth spurt in journalism enrollment is the continuing glamorization of the field, which tends to attract more women than men—most of whom are answering the call of media, not journalism," a program developer added.

A number of trainers with university experience agreed that the length and focus of journalism curricula may need to be altered. Many journalism schools operate on a four-year system that sets up young students to report and write before they master critical thinking skills or specialized knowledge in fields such as business, government, economics, or international development.

Established exchange and international fellowship programs that bring journalism students to Western-style journalism schools are not appropriately valued or exploited because of lackadaisical recruiting, participants agreed. Such university programs deserve more funding and expansion because of the well-trained journalists they send home. Worst of all, students who have been trained in international standards are not tracked and mentored in their careers after the programs conclude, a participant said. An example of how important such

tracking can be came from a U.S. academic who said a Bhutanese journalism graduate from his university is now home, teaching other journalists about election coverage because the king of Bhutan decided to move his country toward democracy and hold parliamentary elections in 2008.

Early results from the World Journalism Education Census show that universities are struggling to keep up with changes in journalism. Respondents named new technology and funding, especially for equipment, as their top two concerns. Participants, however, warned about providing equipment and other in-kind assistance without understanding each setting, and recounted examples of state-of-the-art equipment sitting in journalism departments without electricity, or computers abandoned for the lack of basic maintenance or replacement parts. "We need to think about how to properly balance curricula and training between the demands of the new technologies and new concepts that are emerging from the technology with the traditional skills and values that are unchanging in journalism," said a university educator.

Participants cautioned that donors' focusing on the development of journalism programs in universities is appropriate only if the circumstances are right. "Where I work, universities are the last bastion of communism—where the elite go to retire… There are grave conflicts between universities and independent journalism," said a program implementer. "I would hope that

Early results from the World Journalism Education Census show that universities are struggling to keep up with changes in journalism. Respondents named new technology and funding, especially for equipment, as their top two concerns.

we as a group don't say you should work primarily with universities … We should continue funding, but they shouldn't be the only conduit," a U.S. educator said. "When it comes to university-based training, you have to make sure professors can train … We have to make sure that they can play in this revolutionary process. Many are incapable or reluctant," a trainer and program designer added. An academic, however, expressed concern "that universities are perceived so negatively in this working group." He said he planned to take the issues to the worldwide Association for Education in Journalism and Mass Communication, to "see if we can't have a discussion about a way to help sort out the universities that would be excellent partners from those that would be less responsive."

Long-Standing Challenges and Successes for Media Centers

While the biggest challenge with universities is finding faculties receptive to updated and relevant journalism training, the problem with training centers has been that they are not self-sustaining. The broadly diverging presentations on the work and financial fate of journalism centers in Eastern Europe stirred a contentious discussion among the participants.

Robert Orttung, a senior fellow from the Jefferson Institute, presented the findings of the Jefferson Institute's report "An Imperative to Innovate: Sustainable Journalism

Training in Central and Eastern Europe," prepared for the John S. and James L. Knight Foundation about the viability and potential endowment of centers in the Czech Republic, Hungary, Romania, and Slovakia. The report concluded that changing needs dictate newer, more flexible training models than old-style centers. The report suggested that charging fees for training could make endowments, which breed complacency instead of creativity, unnecessary. Instead, he argued, centers should take a diverse approach, focusing on fee-based activities and donor-supported niche training. The report also suggested that entrepreneurial investment funds, such as the Balkan Trust for Democracy and Media Development Loan Fund, could expand the amount of money available for the non-profit sector, creating pools of funds that could be distributed by staff with deep local knowledge.

"You can't eliminate the centers," Orttung said, calling for more innovative and entrepreneurial approaches for their continued existence. "They are quicker to respond to changes and to new technologies. They do things universities can't do; they're more nimble and more responsive. Centers can create competition for universities and force them to meet the needs of students and changing media situations."

Nancy Ward, vice president and managing director of the Independent Journalism Foundation (IJF), which founded and previously helped operate four of the journalism training centers, disputed several of the report's findings and its funding recommendations. IJF's remaining two centers have become financially independent of their parent organization, mainly by attracting donor funding for a wide variety of locally developed content. According to Ward, IJF successfully administers projects that support and develop the local journalism community and its infrastructure. Funding for basic administrative costs is a problem. "These countries are not yet in a position where programs can be paid for entirely by participants. If centers don't have funding, then they aren't going to exist in the future."

The resulting discussion explored many different solutions. Those with experience in different regions had divergent opinions about the future trajectory of journalism centers. Some said that too many centers used to teach mainly in English, while others recounted experience with centers that are staffed mainly by regional trainers who have worked extensively with international trainers and work in their own languages. Many participants agreed that locally administered journalism centers are usually successful ventures and advocated their continued support. "It works better to give reporters access to a center where you have everything all in one place…access to research, equipment, phones," said one implementer working in Africa. A long-time trainer said that having international experts involved was important: "Local centers perpetuate local standards. It's important to keep internationals in place until local people know how to meet the standards."

The participants observed that training centers are an important part of the journal-

> *Training centers are an important part of the journalism training picture, in particular because they support and develop mid-career professional journalists.*

ism training picture, in particular because they support and develop mid-career professional journalists. They are especially important if local universities fail to provide a receptive environment for effective journalism training. Under such circumstances, investing in training centers, many argued, may be the most feasible approach for supporting the professional development of journalists. "Centers and universities serve different constituencies," said one independent consultant. "Schools reach students; centers reach working journalists. We're talking about two different sets of needs."

While many agreed that few centers are self-sustaining and must rely on donors, they discussed a variety of options for their future sustainability without agreeing on a solution. One was to enhance the financial viability of existing centers by appending them to local universities, bringing new ideas and creativity to staid journalism departments and adding economic resources to underfunded centers. "In the right environment, universities can act as a bridge between [a] new generation of professionals and [the] existing community," said one participant.

Others rejected that model, saying that some old-style universities would stifle the creativity of centers that have embraced new technologies and Western-style journalism. They argued that the fate of each center is a local question that would be influenced by politics, traditions, competition, and available funding.

In some places, media organizations themselves have started training centers. In Latin America, media outlets frustrated with stodgy universities opened their own training institutes. One international implementing organization investigated funding a Latin American model that would link a training institute, a cooperating media organization and a forward-thinking university, but funding became unavailable before the project began. A successful example of a center in Russia was established and staffed by one of Siberia's best independent television stations, Afontovo TV in Krasnoyarsk.

A number of participants pointed out that a culture of philanthropy and tax breaks for charitable donations are practically nonexistent in Eastern Europe. One long-time trainer now working at a government agency called journalism centers the touchstones for developing media in countries without institutions like professional associations and groups that defend, monitor, and promote free speech. These centers, she emphasized, often serve as omnibus media advocacy organizations and, as such, are likely to depend on donor support to carry out their advocacy mission.

An implementer urged funders to set aside counterproductive and stringent regulations, recounting how his organization tried to get the approval of the United States Agency for International Development (USAID) to save part of its rent allowance for an eventual building purchase but was refused. He pointed to examples of other regional centers whose diversification efforts to bring in new funding made pursuing profits more important than supporting and creating good journalism.

Several U.S. government representatives acknowledged the restrictions on U.S. funding of endowments or building purchases. Changes would require Congress to relax some of its regulations on accountability. "Perhaps this is not something for us on the U.S. government side, but for private funders," suggested one.

Best Training and Best Tactics

The day's final session, which led to the most agreement among participants, began with three practitioners explaining approaches to training in different arenas, with different goals.

Gifti Nadi, senior program officer for the International Women's Media Foundation (IWMF), presented a case study on the specialized Maisha Yetu program to enhance HIV/AIDS, TB, and malaria reporting in three African nations especially affected by the AIDS epidemic: Kenya, Botswana, and Senegal. The program conducted research to choose the best locations and partner news media organizations (Centers of Excellence), to determine local information needs and reporting skills, and to train local trainers. Through continuous on-site training by local African journalists with expertise on HIV/AIDS, TB, and malaria, and commitment of institutional support from the management of partner organizations, the program, according to Nadi, increased coverage of HIV/AIDS, TB, and malaria, as well as women's issues in the targeted news media organizations; enhanced content, accountability, leadership, and gender equity; institutionalized health reporting; and worked with rural journalists and ordinary citizens. The Centers of Excellence faced different challenges including shortages of dedicated staff, equipment, and capacity to cover the issues adequately, she said, while local trainers developed training agendas and worked around bureaucracy and hierarchies. Although the project is facing a major break in funding, the IWMF will

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continue to engage and grow the online Maisha Yetu network. IWMF is embarking on a new project to enhance the coverage of agriculture, rural development, and women in the African media. The project will use the Maisha Yetu model, identify better ways to quantify impact, and work closely with local journalism organizations, experts, and advisers.

Drew Sullivan, founder of the Journalism Development Group, introduced the concepts behind his group's flagship program in Bosnia and Herzegovina. Describing the Center for Investigative Reporting in Sarajevo, he said, "We don't do training. We focus on doing journalism." He emphasized that the program tried to stay as practical as possible. "We teach that ethics is a business decision. Good ethics improves credibility. Credibility means more readers and more money." Sullivan added that his group reads the stories, analyzes what is wrong, and works to get reporters and editors able to do that themselves. "Journalists learn better in the newsroom than in the classroom, working under the people they're going to be working for," he said. Every newspaper involved in the project has seen a 20-30 percent circulation increase, proving the appeal of good journalism to the readers, who have become more responsive to news. The lessons his group has learned include conducting programs that meet people's information needs, training local journalists to meet international standards so they can produce reporting that creates local results and attracts readers, and making a significant difference with highly focused training and

relatively fast results—four years in this case.

"When it comes to digital media we are just in the process of learning," Sharon Moshavi, director of digital media at the International Center for Journalists, told participants. "Digital media [are] reshaping the landscape of training in form and substance." From instant messaging and cell phones to blogging, new voices are emerging in a marriage of old and new media, and they should be a target of training outreach, she said. The technology explosion has another important ramification for media development, Moshavi said. "It's not just about training journalists to use it; it's using it to train journalists. Distance learning is the great next frontier of training. When we incorporate Web work into the training, participants can continue to train … It's a great way to reach broader audiences, and places we have a harder time reaching: Zimbabwe, Iraq." Ultimately, she stressed, "there must be a distinction between teaching digital media and teaching digital journalism—we're talking about marrying the technology with journalism standards. It's not about teaching people technical skills."

From instant messaging to cell phones to blogging, new voices are emerging in a marriage of old and new media, and they should be a target of training outreach.

There was general consensus among participants that teaching should be balanced with new technologies and needed skills. The media landscape is swiftly moving, they argued, and programs must reflect new definitions of who is a journalist. This includes applications of universal tools, such as cell phones, which leapfrog over antiquated infrastructure, digital production equipment that requires only a laptop instead of a building or a studio, and careful understanding of when, how and to whom to give equipment, with new technology making a mobile production studio possible in a truck or even a laptop.

One participant working where neither electricity nor organized training exists repeated more than once: "I don't want us to lose sight of a huge audience that doesn't have access to universities or centers; countries where we can't work; or the government doesn't want us there; [and places] where technology isn't available. What we're talking about here today has been somewhat elitist when you think about the millions of yet-untouched journalists we're not serving. We need to address the underserved journalism population globally."

On the topic of distance learning, the group was widely divided. "We need to combine new media and distance learning… we believe that distance learning can work … you can't always be sitting side by side … Distance learning works for basic instruction. Anything beyond the basic mainstream instruction … needs reinforcement one-on-one," an educator said.

"Distance learning has no merit," commented one participant. "There is no substitute for personal contact, made over time, to build a level of trust. Trainers on the ground become vested in outcomes."

Yet another participant noted that "distance learning can work for print but not for

broadcast … sound and picture quality cannot be analyzed online."

Participants agreed on best practices that lead to successful training. Showing journalists what to do and how to do it, especially in societies without a tradition of editing or story supervision, is one hallmark of success, participants agreed. "Most important is what happens afterward, not the training," said an implementer with experience in Africa. Trainees need, the participant said, "a mentor, a senior journalist who helps them."

International trainer-mentors who guide trainees step by step, story by story, and year to year report the highest levels of success. Participants discussed the long-term challenges of winning the buy-in of owners and supervisors, of embedding in an organization to change its culture and its journalism, of working with editors to win commitments to practicing ethical journalism. To build the level of sustainable media and influence the quality of journalism that is practiced, one participant noted that first of all what is needed is "more money … smaller amounts of money over longer periods of time is much more valuable than larger amounts of money over [a] short period of time." Funding has always been an issue. "I think that there needs to be a more rational plan in the U.S. government for how they're dealing with media because it changes from embassy to embassy, and to each individual department within government," said a media development implementer.

"There must be a distinction between teaching digital media and teaching digital journalism—we're talking about marrying the technology with the jounalism standards. It's not about teaching people technical skills."

One implementer said that training programs were more effective when they were long-term and had an on-the-ground presence. "We all have to go into this knowing that it's not going to be a one-off training and then out you go. All of us recognize that 99.9 percent of the time that doesn't work. You have to remain really dedicated to local capacity-building." A participant lamented the short-term attention span of U.S. and European governments, while commending private donors on their often longer commitment to journalism training programs.

The real test for successful training, participants said, is whether local journalism standards rise. One described the goal as "helping local organizations find ways to meet international standards." Many agreed that it took international trainers working side by side with local journalists to bring up skills to acceptable levels: "We need to keep internationals until the locals breathe international standards," said one. "The internationals should not necessarily be Americans, but a hybrid that reflects the realities of the places where you're working."

Some participants criticized efforts to replace international trainers with networks of local trainers, especially programs that rely on local trainers whose main exposure to international standards comes from classroom discussion. "The biggest challenge we face is that you don't create a local trainer with international journalism standards by doing a training-of-trainers

session," one funder said. "We have had intensive mentoring of journalists for four years, and it has taken us four years to get one local radio journalist who is at a standard to train other journalists."

A participant from a training organization added: "You need to be able to train journalists by journalists who have done it…. But at some point there needs to be a transfer to local capacity. Otherwise we've wasted all our millions of dollars… It's long term; it's expensive, but we've got to be going in ready to stay not for three months, maybe three years, maybe ten years. It's a cultural change in addition to a skill-set change."

Recommendations

Participants developed several recommendations:

1. Ethics should be included as a component in all training programs.

To ensure their effectiveness, developers must work in media organizations from the top down to ensure the owners and managers buy into ethical journalism and business practices.

2. The U.S. government should lead a new and remodeled effort to bring media development donors together. Policymakers should understand that media development requires a long-term commitment.

Donor coordination should end competing, redundant, and duplicative programs, and help the donor community understand the vast needs that short-term programs do not meet. Participants suggested developing special coordination projects to share regional and country needs, insights, and results to help overcome differences in journalism philosophies and point toward successful outcomes.

3. Donors need to recognize that long-term programs create the best chance for real change.

Media assistance requires long-term donor patience because training is not synonymous with changing the landscape. Introducing change in intransigent systems takes long-term investment and patience.

4. Media developers need to create new methods for evaluating programs for funders.

Among resolutions discussed were:

- Conducting significant baseline research before the start of a program, to better measure indicators afterward.

- Measuring access to information along with people's attitudes before starting programming on niche issues.

- Using evaluation criteria that university evaluators have developed for accrediting journalism programs. These should have expected outcomes clearly defined before program outset and a qualitative and quantitative set of indicators that show whether outcomes are being reached.

- Adapting criteria similar to those used in the United States to evaluate good media. These include audience reaction, high circulation or audience, high standards of journalism, accurate reporting, and access to credible sources.

5. Media developers should adopt a flexible policy allowing any number of possible models to support the professional development of journalists.

Donors and implementers should explore the local circumstances and realities to assess whether investing in universities, endowing or funding training centers, or running training centers affiliated with universities, or any combination of these approaches would yield the best results.

6. Donors and media developers should pay attention to universities, since they fill a vital role as a primary source of entry-level journalists.

With surging enrollments, focusing on

these important providers of education and training is crucial. Universities already have the infrastructure to teach and to meet donor standards on monitoring, budgeting, and evaluation. Investing in them can ultimately yield success. Suggestions included:

- Partnering journalism departments with other faculties to build capacity in specific niches to develop journalistic specialties.

- Building student-run media on campus and introducing business and media management segments to curricula.

- Creating simple core media labs with basic technology.

- Adapting the newly released UNESCO model curricula for local conditions whenever possible.

7. Donors and implementers should target and track international students and future teachers.

Such tracking would be a multi-faceted investment that helps monitor future professors who could help create a properly trained corps of ethical journalists in developing democracies and ensure that media development programs will have a distinct group of journalists and potential trainers for partnership and development efforts.

8. Donors should fund journalism training centers as they play a vital role in mid-career training.

Philanthropy is not a developed concept in many parts of the world where centers operate and need support. Government regulations currently make it difficult to build the kind of endowments that many centers need. Local centers are more likely to be closely associated and familiar with the needs of the mid-career journalists they serve and nimble in meeting changing needs than the bureaucracies at universities.

9. Donors and implementers need to focus on international journalism standards in program development and implementation.

Journalists often need one-on-one assistance, whether working in a classroom, media center, newsroom or a program that crosses media organizations. The most important goal is to elevate local standards to international levels, based on solutions that meet local needs and demands. It takes international trainers working side by side with local journalists to bring up skills to acceptable levels.

10. Donors and implementers need more information.

A measure to meet this need could include a comprehensive directory of media donors, both private and governmental. Another is a mapping of the world's digital landscape, including users and equipment, to assess local capabilities and needs and to develop policy about the future of media development.

Appendix

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CIMA Center for International
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NED National Endowment
for Democracy
Supporting freedom around the world