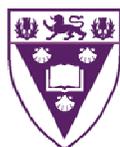


Media Management Training Needs Assessment within the SADC Region

**A qualitative study
December 2006**

Claire Milne, Peter du Toit, Asta Rau, Francis Mdlongwa

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RHODES UNIVERSITY
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SOL PLAATJE INSTITUTE FOR MEDIA LEADERSHIP

Tel: +27 46 603 8782 – Fax: +27 46 622-9591



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Executive Summary

By exploring the views of editorial and business leaders in the media industry, the Sol Plaatje Institute for Media Leadership (SPI) aims to reach a comprehensive understanding of management training issues that are regarded as priorities by leaders in the SADC region. The Institute also aims to create a space for media organisations to share their experiences of management capacity building and explore avenues for future collaboration. It is envisaged that this report will form part of an *ongoing* dialogue on the needs of media leaders in the region.

Representatives from the SPI, the Southern Africa Institute for Media Entrepreneurship Development (SAIMED), the Southern Africa Media Development Fund (SAMDEF) and the Southern African Media Training Trust (NSJ) met to advise the SPI on the industry's key information needs. The research was then designed to focus on the identified needs.

The research was conducted in three phases. In the first phase approximately 75 interviews were conducted with people holding diverse positions in a broad range of print and broadcast media institutions in Botswana, Malawi, Swaziland, Tanzania and Zambia. The second research phase comprised a workshop held for training providers and media professionals from the SADC region. Findings from the initial phase of the research were presented to workshop delegates for comment and debate. This allowed for the testing and triangulation of initial research findings. In response to comments by delegates, who thought that the research ought to have included countries where the lingua franca of business is not predominantly English, the study was extended to a second set of countries: Angola, Mozambique and the Democratic Republic of Congo. Interviews with 64 informants from this second set of countries constitutes the final phase of the research, Translators were used in this third phase, but other than that, there was a high degree of standardisation across all eight countries with the same methodological approach - including the selection of participants - being used in the first and third phases. As the research is predominantly qualitative, findings are context-specific and not generalisable.

- For the first set of research countries - Botswana, Malawi, Swaziland, Tanzania and Zambia – participants prioritise their training needs as follows:

- (1) Leadership = 59.25%,
- (2) Human Resource Management = 46.3%,
- (3) Editorial Leadership = 40%,
- (4) Financial Management = 35%,
- (5) Management of Materials = 32.3% and
- (6) General Management = 27%.

The five sub-categories of training needs ranked highest by research participants are *General Resource Functions* (83%), *Management Styles* (76%), *People Skills* (71%), *Marketing Strategies* (54%) and *Product Development* (53%).

- Set-two participants – from Angola, Mozambique and the Democratic Republic of Congo - rank their media leadership and management training needs as:

- (1) Editorial Leadership = 33.3%,
- (2) Leadership = 32.5%,

- (3) Financial Management = 32.2%,
- (4) Human Resource Management = 29.3%,
- (5) General Management = 27% and
- (6) Management of Materials = 21.2%.

The five sub-categories of training needs ranked highest are *General Human Resource Functions* (69%), *Management Styles* (50%), *Newsroom Management* (47%), *Budgeting and Financing Proposals* (42%), and *Basic Financial Management* (41%).

- In terms of training strategies, participants from both sets of countries ranked their first four preferences in the same order: (1) Exchange Programmes, (2) In-House Training, (3) Formal Workshops and Seminars, and (4) Formal University and Technikon Qualifications.
- The research identifies four major challenges being faced by media organisations across the eight countries: (1) Lack of Journalism and Technical Specialisation Training, (2) Lack of Management Training, (3) Introduction of New Technology, and (4) The Competitive Media Environment. A brief overview of each follows.

1. *Lack of Journalism and Technical Specialisation Training*

Few participants of the eight countries - Botswana, Malawi, Swaziland, Tanzania, Zambia, Angola, Mozambique and the Democratic Republic of Congo - have schools teaching formal journalism programmes. Where schools exist they are relatively new and none offer training in leadership and management or in teaching technical know-how specific to the media industry. This means that people in management and leadership roles have not had the opportunity to undergo formal training either as journalists or as media technicians and have had to learn in the workplace. In most cases managers are responsible for training their subordinates, who also enter the industry without formal training.

Although many research participants say there is a need for basic training in journalism and media-associated technical specialisations, it should be pointed out that workshop delegates and some research participants disagree. In their opinion, the SPI should concentrate on training leaders and managers, not “practitioners”.

2. *Lack of Management Training*

Most media managers interviewed began their careers as journalists and worked their way up to management positions within their organisations. Their only recourse to knowing how media organisations should be run has been to follow the examples set by their predecessors. Because of this media managers find themselves mimicking management styles that are often outdated and they are concerned that this limits their possibilities for effective action.

Accordingly, managers request a wide range of management training, including general human resource management, management styles, newsroom management, and staff support.

3. *Introduction of New Technology*

With the continuous entry of new technology into the media industry managers feel that their knowledge of technology needs updating. They struggle to make decisions regarding technology because they lack the requisite information about available technology and the implications of new technology to their organisations. They also regard the move from analogue to digital broadcasting as a challenge. These difficulties are compounded by a lack of available resources to invest in new technology and to train staff in how to use it.

Interviewees request training that will assist them to understand new technology and its impact on the media industry, how to incorporate it into their already existing systems, and how to use and maintain it.

4. *The Competitive Media Environment*

The media industry is highly competitive with print and broadcasting competing for audiences and advertising. Following the withdrawal of government funding from many public media organisations, advertising sales have become an increasingly important way of generating revenue.

In response media managers request training in various financial management skills such as formulating marketing strategies, preparing funding proposals, and basic financial management.

Of these four challenges, Lack of Management Training and issues associated with a Competitive Media Environment are within the SPI's core training business and expertise.

The overall impression portrayed by the study is a sense that media managers throughout the SADC region are struggling to overcome the constraints of having received little training other than that acquired in the workplace. There is also a sense that media leaders and managers thirst for the knowledge and skills that will enable them to continually improve and steer their organisations to success. The political and economic contexts of the research countries are, to differing extents, all problematic. Mozambique has the most liberal media climate out of all the countries researched and the Democratic Republic of Congo has the most repressed. But all of the countries suffer some degree of media repression, whether blatant or subtle. It is widely accepted that media plays a vital role in the development and mediation of democracy. With empowerment central to the democratic ethos, it is vital that media leaders and managers are themselves empowered to steer their organisations fairly, freely and effectively. This study contributes to the process by asking media professionals about *their* perceptions on what kinds of training their leaders and managers need and prefer so that training interventions can be appropriately targeted and designed. And so this research process serves to initiate what the Sol Plaatje Institute for Media Leadership foresees will be an ongoing collaboration with media industry leaders and managers in the SADC region: a cooperate effort to shape solutions to the considerable range of training and management capacity building needs revealed in this study.

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- Daily News (Tanzania)
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- L Potential (The Democratic Republic of Congo)
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- O'Pais (Mozambique)
- Radio Ecclesia (Angola)
- Radio Mozambique (Mozambique)
- Radio Muthiyana (Mozambique)
- Radio Nationale de Angola (Angola)
- Radio Ngola Yetu (Angola)
- Radio Paz (Mozambique)
- Radio Phoenix (Zambia)
- Reveil FM (The Democratic Republic of Congo)
- RTNC (The Democratic Republic of Congo)
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- STV (Mozambique)
- Swazi Broadcasting (Swaziland)
- Swazi TV (Swaziland)
- Swaziland National Association of Journalists (Swaziland)
- Tanzania Broadcasting Services (Tanzania)
- Televisao Publica de Angola (Angola)
- The Nation (Malawi)
- The Nation (Swaziland)
- The Post (The Democratic Republic of Congo)
- The Post (Zambia)
- The Voice (Botswana)
- Times of Swaziland (Swaziland)
- Times of Zambia (Zambia)
- Times Radio (Botswana)
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Preface

Based on the assumption that good media management will lead to enhanced media freedom, the Sol Plaatje Institute for Media Leadership - with the aid of the Netherlands Institute for Southern Africa (NIZA) - embarked on this investigation into media management training needs in eight countries in the SADC region. The countries are Botswana, Malawi, Swaziland, Tanzania, Zambia, Angola, Mozambique and the Democratic Republic of Congo. By exploring the views of editorial and business leaders in these countries the Institute aims to identify which management training issues the leaders regard as priorities. The Institute also aims to identify which training strategies media managers and leaders think will be most helpful in terms of building management capacity in their organisations. A further aim of the research is to encourage greater dialogue among institutions involved in media management capacity building in the region by creating a space for organisations to explore ways in which they can cooperate and collaborate in the future.

This report is structured as follows:

- **Chapter 1: The Research Context** situates the research in existing literature and provides a brief overview of the political climate, media freedom, state of training, and main print and broadcast channels in each of the eight research countries.
- **Chapter 2: The Research Process** describes how the research was conducted.
- **Chapters 3, 4 and 5** contain the **Research Findings**
 - **Chapter 3** discusses the findings from the first set of countries: Botswana, Malawi, Swaziland, Tanzania and Zambia.
 - **Chapter 4: Towards Validity Testing** discusses the workshop that was held to examine stakeholder responses to the findings of the first phase research.
 - **Chapter 5** presents the findings from the second set of countries: Angola, Mozambique, and the Democratic Republic of Congo.

Within these chapters findings are organised into two sections:

- **Training Areas** lists and explains the issues regarded by media leaders as training priorities.
- **Training Strategies** identifies media managers' preferred training methods.

Both *Training Areas* and *Training Strategies* have thematic sub-sections with accompanying charts illustrating the percentage of interviewees within each job category who identify a particular theme as a priority. It is important to note that the study employs qualitative methodology: statistics generated from the data are descriptive and findings cannot be generalised beyond the views of interviewees in this research.

- **Chapter 6: Synthesis of Findings** presents a brief comparative analysis of findings from all eight countries.
- The report concludes with a brief summary of findings.

Chapter 1: The Research Context

A comprehensive literature search found this to be the first study of its kind conducted across such a broad range of print and broadcast media organisations in the region. The research yields detailed information on a range of training needs identified by media leaders and managers across eight countries - Botswana, Malawi, Swaziland, Tanzania, Zambia, Angola, Mozambique, and the Democratic Republic of Congo. The few published media training needs analyses that exist for these countries concentrate on journalism education¹ and not on leadership and management training, although reference to its availability and some gaps in training are identified in a 2001 report entitled *Southern Africa Media Needs Training Assessment*.² Since the inception of the Sol Plaatje Institute for Media Leadership in late 2002, many of the identified gaps are now being addressed.

A recurring theme in this study and all the publications that were consulted is that there is a chronic lack of media training in the eight countries. As our research affirms, media leaders, managers and practitioners thirst for knowledge and skills to redress the “low professionalism”³ and “low level of formal media qualifications”⁴ that typify media in these countries. Issues of media freedom, HIV and AIDS, and gender equity in the workplace recur in the literature.

- The issue of media freedom is a pressing one and participants from many of the research countries report a high incidence of media repression, exacerbated by a lack of clarity and differing interpretations regarding the role of media in shaping democratic society.
- Our report investigates the degree to which media leaders and managers need training in ‘Managing Diversity’ (see pp. 19 & 58), but we did not specify which diversity topics participants should discuss, and chose instead to allow them the freedom to offer information as they saw fit. Despite being well-documented in the literature, during this research gender issues were only mentioned by two Angolan participants. Perhaps this points to the need to mainstream gender into workplaces, and into media training as a pilot project of the IAJ in collaboration with Gender Links aimed to do.² Because so few of our participants mentioned gender related difficulties and because gender was not a sampling criterion, responding to or repeating insights from the gender-focused literature would not be appropriate here. We do, however, wish to draw the reader’s attention to some of the valuable texts we encountered.⁵
- HIV and AIDS issues are raised in this report, but as these are not central to the study they are also not elaborated on here.⁶

Following are overviews of the contexts in which media functions in each of the eight research countries. Briefly outlined are: political climates, media freedom, the state of training, and the main print and broadcast channels in operation. Information contained in

¹ See the Institute for the Advancement of Journalism; NSJ; and SAIMED

² Morna & Khan, 2001

³ IAJ website: <http://www.journalism.co.za>

⁴ Morna & Khan, 2001: 3

⁵ See Reference list for: African Women’s Media Centre. (1999); Morna, C. (2005); Morna, C. & Rama, K. (2002); Peters, B. (2001); and International Women’s Media Foundation: <http://www.iwmf.org/>

⁶ HIV and AIDS related media research and training material for journalists feature on many websites, for example: Population Services International/AIDSMark; John Hopkins Bloomberg Centre for Communications; Henry J. Kaiser Family Foundation; UNAIDS; CADRE (Centre for AIDS Development Research & Evaluation); Soul City; LoveLife.

the country overviews was distilled from several existing regional reports and was not gathered from actual data collection processes in this study. All effort has been made to verify the information presented in the country overviews. It should be noted that country descriptions and interpretations of their political and media climates are not necessarily representative of views held by the Sol Plaatje Institute for Media Leadership.

Angola

Since 1975 the Angolan government has been dominated by the ruling party – the Popular Movement for the Liberation of Angola – the MPLA (*Movimento Popular de Libertação de Angola*).⁷ Its power and dominion have long been fiercely challenged by the opposition party UNITA – the National Union for the Total Independence of Angola (*União Nacional para a Independência Total de Angola*). Fighting between these contenders has kept Angola immersed in a state of protracted civil war. Since the April 4 2002 ceasefire agreement, and the recent elections in 2006, Angola remains in an uneasy and often volatile state of transition. Greater freedoms are reportedly being enjoyed by residents of the capital Luanda and other coastal regions, but rural areas and the interior of the country remain plagued by human rights violations and the routine victimisation of opposition activists by the police, the army, the Civil Defense Organization (ODC), and supporters of the government.⁸ Media policy reform is slow. “Judicial appointments [are] made politically, without taking into consideration the recommendations of civil society, [and there is] a lack of pluralism, with public media becoming government media, and disturbing signs of political intolerance.”⁹

“Even if press and association freedoms were fully respected, a great number of Angolans would still have difficulty accessing information and the political process. Popular participation in Angolan democracy is itself problematic: more than 30 percent of the Angolan population is unable to read a letter or a newspaper.”¹⁰ Available statistics for Angola estimate its population at 14,358,000 people, with 500,000 households owning radios and 250,000 households owning a TV.¹¹

Formal media training improved over the last three years, with the establishment of private universities offering formal courses in journalism and media studies. Leadership and management training must be sourced from outside the country.

There is only one daily Portuguese newspaper, the state-owned *Jornal de Angola*, which was first published in 1975. Research found that an active independent/private media presence had developed by 2004, with seven private newspapers in operation: “*Folha 8*, established in 1994; *Agora*, established in 1996; *O Angolense*, established in 1997; and *Semanário Angolense*, *Actual*, *A Capital*, and *A Palavra*, all established in 2003”¹² These weekly newspapers are widely considered to be the only public print media channels giving voice to a range of different viewpoints. Unfortunately, their operation is hampered by the relatively high cost of the newspapers (they cost approximately US \$1.50 each),

⁷ Marques & Pearce, Human Rights Watch, 2004:2

⁸ Marques & Pearce, 2004:2

⁹ MISA, 2005b: 28

¹⁰ Marques & Pearce, 2004: 5

¹¹ UNESCO, 2006. Available at <http://portal.unesco.org/>

¹² Marques & Pearce, 2004: 8

by distribution which is limited almost exclusively to the capital, and by “management difficulties and the inappropriate political and commercial environment.”¹³

“Angola’s public television station (Televisão Pública de Angola, TPA) and its National Radio of Angola (Rádio Nacional de Angola, RNA) rule the national airwaves. TPA operates two television channels and RNA operates five radio stations in Luanda. RNA is also the only broadcaster to offer programs in indigenous African languages. The Angolan capital also has four private radio stations operating under government license: LAC (Luanda Antena Comercial, since 1992); Rádio Ecclésia, a Catholic-owned radio station; Radio Escola, designed to train new professionals; and, since March 2003, Radio CEFOJOR, a commercial radio station also designed to train young radio journalists.”¹⁴

Despite improvements in the media climate in Angola, “corruption in the social sphere, as well as within the media, raises ethical problems and brings into question the credibility of the media...The established practice of intelligence service agents infiltrating the media continues to create a climate of suspicion among journalists and the public at large.”¹⁵

Botswana

Botswana is often lauded as a model of stability in the SADC region. Botswana media enjoys greater freedoms than any of the other countries in this study, but is not without problems. The private press “has a long tradition of speaking out on issues affecting the public interest. Perhaps because of this, the Botswana government has sought to curtail the private print media on more than one occasion, and thereby influence editorial policy in a more pro-government direction.”¹⁶ It appears that there is an “attitude among sectors of the ruling Botswana Democratic Party (BDP) that the private media is hostile towards their party.”¹⁷ This perception may have been at the root of the BDP’s decision to produce its own newspaper - the *Daily News*. This move “threatens to hobble the fledgling private media and printing industry. The *Daily News* advertising space is relatively cheap and the newspaper is circulated nationally, free of charge.” And research shows that compared to privately owned papers the *Daily News* captures the widest readership by far.¹⁸

Recent statistics estimate Botswana’s population at 1,760,000 people, with approximately 380,000 households owning radios and 63,000 households owning a TV.¹⁹ Research conducted in 2004 found that, besides the *Daily News*, the population of Botswana is serviced by the following media channels:

“The principal privately owned newspapers are *Mmegi*, a daily paper published in Setswana, the national language of Botswana; the *Botswana Guardian* and the *Midweek Sun*, both of which are weekly papers which are investigative in their orientation; the *Botswana Gazette*, which is a weekly paper that carries both investigative and informative stories; and *The Voice*, which is a tabloid.

...There are three television broadcasters...Botswana Television (“BTV”), GBC TV and MultiChoice. The dominant broadcaster is BTV...established as the country’s first national

¹³ MISA, 2005b: 30

¹⁴ Marques & Pearce, 2004: 9

¹⁵ MISA, 2005b: 30

¹⁶ Mochaba, Raffinetti & White, 2004: 15

¹⁷ MISA, 2005b: 38

¹⁸ Mochaba, Raffinetti & White, 2004: 13

¹⁹ UNESCO, 2006. Available at <http://portal.unesco.org/>

free-to-air television service in 2000...Two private television broadcasters...are GBC TV...a private, terrestrial, free-to-air television station, and DSTV, which is a satellite subscription television broadcasting service run by South African-based company MultiChoice. In addition, the two mining towns of Jwaneng and Orapa have their own television stations...established by DeBeers.

...Radio remains the most important medium of public communication. There are four free-to-air radio stations in Botswana. Two are run by the state: Radio Botswana 1, which is a news and information station and Radio Botswana 2, which is a music station geared towards the adult market. The two private radio stations are Yarona FM, which is a youth orientated music station and Gabz FM, which is an adult orientated music station...Only the state-owned Radio Botswana broadcasts to the entire country”²⁰

The findings in this research affirm those of a 2005 study, which found that “few journalists in Botswana have actually received formal training. Journalists in Botswana generally tend to learn their trade on the job, with the exception of those journalists who have been trained outside of the country...There is little training going on within media institutions to counteract this trend.”²¹

The Democratic Republic of Congo

Dictatorship, civil war, rampant corruption and gross human rights violations - these characterise the turbulent history of the Democratic Republic of Congo (DRC).²² Despite the aspiration its name conveys, the DRC has scant experience of democracy. Multiparty legislative elections were held only once in its history - in 1965 - and multiparty presidential elections were held for the first time in 2006. Power struggles and armed conflicts are commonplace between forces such as “the Kinshasa government, local insurgents, non-Congolese warlords (including perpetrators of the 1994 Rwandan genocide) and foreign powers (noticeably Rwanda, Uganda, Angola and Zimbabwe). Currently, less than half of the country is under government control.”²³ While the current media freedom situation in DRC is better than it has been for many decades, DRC still does not enjoy a free press environment and it is not uncommon to hear of journalists who are illegally arrested, threatened, banned or suspended, and even tortured or killed.²⁴

A population of approximately 52,771,000 people, with 1,000,000 households owning radios and 110,000 households owning a TV²⁵ are serviced by the several media channels:²⁶

Print media has approximately 175 privately-owned newspapers that are mainly Kinshasa based. At least eight are daily publications, including *L'analyst*, *Boyoma*, *Elima*, *Le Palmares*, *Le Potentiel*, *L'ouragan*, *L'avenir* and *Le soft*. Of these, *Le Palmares*, *L'avenir* and *L'Observateur* are subsidised by the government. And the editors of *L'Avenir* and *L'Ouragon* were previously employed in government departments, while *Le Forum* and *Le Palmares* show close ties to the security forces. There are also some privately-owned

²⁰ Mochaba, Raffinetti & White, 2004: 13 & 14

²¹ Mochaba, Raffinetti & White, 2004: 16 & 17

²² White & Bujitu, 2005: 105

²³ White & Bujitu, 2005: 106

²⁴ White & Bujitu, 2005: 111

²⁵ UNESCO, 2006. Available at <http://portal.unesco.org/>

²⁶ Information is derived mainly from White & Bujitu, 2005

newspapers produced in other provincial cities, for instance the *Mjumbe* in Lubumbashi. “While the number of newspapers appears impressive, few are self-sustaining. Most private newspapers rely on external financing, often from political parties and individual politicians. Newspapers tend to consist of editorial commentary and analysis rather than factual descriptions of events.”²⁷ Apparently, many are highly critical of the government.

The main broadcaster is the state financed and controlled player *Radio-Television National Congolaise* (RTNC). It reaches the whole national territory with a free-to-air television service - also called RTNC - and broadcasts in Kinshasa through a second service - *La Television Congolaise*. There are around 25 private broadcasters, almost half of which air Christian-oriented religious programmes. All private broadcasters are allowed to air news but their bulletins rarely discuss politics. Private free-to-air broadcasters licensed to operate only in Kinshasa include: “*RadioTelevision Kin Malebo (RTKM)*, *RT RAGA*, *Canal Kin 1*, *Canal Kin 2*, and *Tropicana TV*. In the Mbuji-mayi region, *Antenne A* and *KHRT* authorised broadcasters. In addition the DRC has *Patelsat* in Goma and *ZenithTV* in Lubumbashi.”²⁸ Alternative offerings come from foreign subscription-based broadcasters *Canal Horison* (ex France) and *DSTV* (ex South Africa).

“...radio remains an important medium of information in DRC. There are approximately 122 non-Government radio stations in DRC (most of them are commercial, community and religious stations). *La Voix du Congo* is ...operated by the State, under the auspices of the RTNC. It is broadcast countrywide in French, Swahili, Lingala, Tshiluba and Kikongo [and] consists of twelve separate services, operating in the different provinces. In some areas, community radio stations are the only broadcast medium [for] remote rural populations...[after] the Minister of Information and Press, on the 18 January 2005, banned all the community radio stations in DRC from broadcasting news...The BBC and Voice of America can be heard in Kinshasa via Raga FM, a private radio station. Kinshasa listeners can also listen to Radio France Internationale’s broadcasts from neighbouring Congo Brazzaville.”²⁹

There is only one specialised tertiary training college for journalists in Kinshasa - *Facultaire des Science de l’Information et de la Communication (IFASIC)* - and a few courses in communication available at some of the universities. Besides lacking formal training, most journalists are undervalued and underpaid. A 2005 research study found that underpayment is so chronic that many journalists “waver in the performance of their professional and ethical functions...[and] fall victim to being used in a variety of non-professional ways...Some interviewees [report]...a new phenomenon called ‘*coupage*’ [which] consists of journalists being bribed in exchange for writing untrue information about individuals for the purpose of undermining their reputations.”³⁰

Malawi

This former British colony gained its independence in 1964 and since 1966 was a one-party state ruled by Dr Hastings Kamuzu Banda’s Malawi Congress Party (MCP). In 1971 Banda declared himself ‘President for Life’ and silenced opponents of his regime by jailing or exiling them. Increasing criticism and political pressure forced him to give way to a system of multiparty democracy: a new constitution was formulated and parliamentary and

²⁷ White & Bujitu, 2005: 108

²⁸ White & Bujitu, 2005: pp. 106-110

²⁹ White & Bujitu, 2005: 110

³⁰ White & Bujitu, 2005: 105

presidential elections held for the first time in 1994. This heralded in a new ruling party - the United Democratic Front (UDF) - with President Bakili Muluzi at the helm for two terms of office. He nominated Bingu wa Mutharika as his successor and Bingu wa Matharika took office as President after winning the May 20, 2004 elections. Since then there has been an uneasy and somewhat volatile relationship between the two leaders.

By 2003 media researchers found that journalists and other media workers were reluctant to talk to them and of the few who did “most took the view that there is media freedom in Malawi.”³¹ In fact, by that time freedom of expression in Malawi was being endangered by government threats to shut down independent media houses - and some of the threats were actualised.³² More recent research found that in the relationship between the private media and the government “a downward turn was apparent during 2005”³³ There were instances of journalists being beaten and arrested, and radio stations refused permission to broadcast parliamentary proceedings live. “Capital Radio was sued using a 1967 insult law that is inconsistent with the current constitution. Thereafter the government accused three newspapers – the *Chronicle*, the *Nation* and the *Daily Times* – of harbouring mercenary journalists in the employ of former government minister and ex-MP Philip Bwanali. The First Lady sued the *Nation* [for defamation, over a story about her shopping spree in Scotland...[and] accused [the journalist]...of being a UDF spy. In brief, mistrust characterised the relationship between the private media and the Malawian government, while the opposition continued to doubt the integrity of public media.”³⁴

Although the advent of democracy saw an increase in media training, with some institutions having to “design crash courses to equip the many new media practitioners with skills”³⁵ there is still not enough basic media training available and as far as leadership and management training is concerned, Malawi relies on foreign specialists.

Malawi’s population is estimated at 10,488,000 people, with approximately 1,350,000 households owning radios and 56,000 households owning a TV.³⁶ They are serviced by the following media:

“In 2005 there were approximately eight major newspapers in circulation in Malawi.”³⁷ With a circulation of 50 000 in 2005, *Boma Lathu* is by far the largest and, like the *Weekly News*, is owned by government. The ruling party, the UDF, owns the *UDF News* which is a government inclined newspaper.³⁸ Approximately eight newspapers are privately owned: *Daily Times*, *Sunday Times*, *Malawi News*, *Nation*, *Weekend Nation*, *The Chronicle*, and *The Dispatch*. And there are two independent publications: the *Saturday Star* and *The Chronicle*,³⁷

As for the television sector, the public broadcaster operates a free-to-air television service (Television Malawi - TVM). Private satellite broadcaster DSTV (Digital Satellite Television, which is owned by South African company MultiChoice) provides satellite subscription television services.

³¹ Mochaba, Raffinetti, Vallabh & White, 2003: 10

³² Mochaba, Raffinetti, Vallabh & White, 2003: 4 & 9

³³ MISA, 2005b: 62

³⁴ MISA, 2005b: 62

³⁵ Morna & Khan, 2001: 3

³⁶ UNESCO, 2006. Available at <http://portal.unesco.org/>

³⁷ Mochaba, Raffinetti, Vallabh & White, 2003: 7 & 8

³⁸ MISA, 200b: 64

Malawi has a number of radio stations. The public broadcaster, the Malawi Broadcasting Corporation (MBC) has two radio stations, namely MBC Radio and Radio 2 FM. There are also approximately four community and three commercial radio stations.”³⁹

Media in Malawi is currently subject to the vagaries of political polarisation, and repression is on the increase. Regarding ethics, the 2005 MISA research comments: “Noting the behaviour of some journalists since 1994, government allegations that certain journalists are plants and mercenaries bankrolled by opposition politicians don’t seem too farfetched.”

Mozambique

Mozambique shed its colonial rule by Portugal in 1975 following a decade of liberation struggle waged by FRELIMO. Immediately after independence the country adopted a radical programme of transformation aiming to rebuild the country in keeping with socialist principles and practices. The media was recruited to this task, and to the promotion of the FRELIMO party. From 1976 onwards, FRELIMO dominance was challenged by opponents RENAMO, resulting in a long civil war. “With the war assuming catastrophic dimensions in the mid-80’s, government control of information became more blatant, and an ‘Editorial Council’ of the Ministry of Information was institutionalized, which weekly brought together - under the direction of the Minister - the managers and editors of all the media houses, to analyze the behaviour of the media during that week and to define the “editorial policy” for the following week.”⁴⁰ July 1990 saw RENAMO-FRELIMO peace talks in Rome and the formulation of a new Constitution for Mozambique: for the first time since independence, freedom of speech and of the press were enshrined. When the new President Armando Guebuzo took office in February 2005, the constitution truly came into force.⁴¹ Some concerns, however, are raised by government’s (2004) proposed increase in fines for press-related crimes by 1100% and by statements from the president in 2005, which are interpreted by many as attacks on the media. Isolated incidents of violence against journalists have also been reported.⁴²

Mozambique’s population is estimated to be 18,831,000 people, with approximately 1,949,000 households owning radios and 265,000 households owning a TV.⁴³ The country is serviced by the following media channels:

The most popular daily newspaper, NOTÍCIAS [which also has a weekly sports newspaper DESAFIO), and the only Sunday newspaper, DOMINGO, are State owned. The first independently owned newspaper, SAVANA, was launched in 1994; it is the most popular weekly newspaper in the country. Servicing the central and southern parts of the country is Diário de Moçambique, the only mainstream newspaper produced outside Maputo. Other independent weeklies include DEMOS, ZAMBEZE, O POPULAR/FIM DE SEMANA, OPAÍS, and the recently launched EMBONDEIRO. Mozambique also has numerous ‘fax’ newspapers, the main ones being MediaFax, Expresso, Imparcial, Vertical, Correio da Manhã, Pungue, Ponto Zero, and Diário de Notícias. Despite the availability of

³⁹ Mochaba, Raffinetti, Vallabh & White, 2003: 7 & 8

⁴⁰ Libombo, 2005: 2

⁴¹ MISA 2005b: 76

⁴² MISA, 2005b: 76 & 77

⁴³ UNESCO, 2006. Available at <http://portal.unesco.org/>

newspapers and a rise in literacy levels in the country, most Mozambicans never buy or read a newspaper.⁴⁴

The public radio broadcaster, Radio Moçambique, broadcasts on 14 national, provincial and local channels in 21 languages, including Portuguese and English (Maputo Corridor Radio). “Most privately-owned radio stations are religious ones, including Radio Miramar, which is affiliated to the fundamentalist group Universal Church of the Kingdom of God, Radio Transmundial, Radio Maria and Radio Feba. Religious stations such as Radio Encontro, Radio Pax, Radio Nova Paz and Radio Escola Moatize are more community-oriented.”⁴⁵ “Community radio stations are active in about 37 districts, meaning that 34% of the country has, in principle, access to this small scale, participatory medium.”⁴⁶ With the assistance of the UNESCO/UNDP MEDIA PROJECT and the Austrian Institute, eight radio community stations have been set up by civic organizations. Numerous other community radio stations operating in the provinces of Maputo, Gaza, Tete and Zambezia are owned by the ICS (Instituto de Comunicação Social), a public institution funded by the state and foreign donors. In addition, there are the private radio stations of Radio Terra Verde (formerly VOR), owned by the RENAMO Party, and Radio Televisão Klint (RTK) owned by the late Carlos Klint.⁴⁷ A FM radio station for women - belonging to the Association of Media Women - operating from Maputo was launched in October 2003.

The public station Mozambican Television – TVM - covers most of the provincial capitals of Mozambique and 50% of the total Mozambican territory. The provinces of Maputo, Gaza, Tete and Zambezia are also serviced by the community TV stations owned by ICS. “Both Miramar and RTK also operate privately owned TV channels, which together with the African channel of the Portuguese public broadcaster (RTP Africa), compete with the state owned Televisão de Moçambique (TVM) on open channels. Since 1999, Cable TV has been available in Maputo.”⁴⁸

Regarding training, a recent report notes that the FRELIMO agenda resulted in “a flagrant lack of trained personnel within the whole information sector in Mozambique. The starting point then was [that] for Mozambican journalists to be good professionals, they only needed proper politico-ideological training, and no technical, professional and/or academic training in Journalism or in Social Communication.”⁴⁹ Today Mozambique still faces “inadequate training facilities and...professional skills are also inadequate to cater for the development needs of the population.”⁵⁰ The School of Journalism offers three professional high school diplomas in Journalism, Public Relations and Advertising. ISPU, a private university, has a course in Communication Sciences, and the NSJ Southern African Media Training Trust offers short-term intensive journalism training. Broadcast media is assisted with in-house training by Rádio Moçambique. And the ICS provides basic community radio training. The public Mozambique Telecommunications Company (TDM) in Maputo designs training to meet its own needs.

A country audit commissioned by AMARC finds that “the media environment in Mozambique is one of the most liberal in Africa. The Press Law is truly open, without

⁴⁴ Libombo, 2005: 15

⁴⁵ Libombo, 2005: 19

⁴⁶ Libombo, 2005: 27

⁴⁷ Libombo, 2005: 19

⁴⁸ Libombo, 2005: 18

⁴⁹ Libombo, 2005: 93

⁵⁰ Libombo, 2005: 32

legislative constraints or restrictions. A journalist may not even be questioned about the source of the stories he has investigated [and] at official and legislative levels, there is also no censorship...No regulations on advertising exist...[nor] on the services public radio and television stations offer."⁵¹

Swaziland

Swaziland operates "a dual system of governance: a one-party adaptation of Western-style parliamentary structures on the one hand, and a powerful traditional system of governance on the other."⁵² A small hereditary monarchy, it was the only country in Southern Africa without a constitution until 2005, when a national constitution enshrining a Bill of Rights was passed by parliament and assented to by King Mswati III, who up until then had enjoyed the privilege of writing legislation and setting national policy. The constitution finally became operational on February 8 2006, ushering in freedom of expression and freedom of the press.

"However, it is envisaged that it will take up to a year for its impact to be felt...and journalists will have to tread carefully over the minefield of media-unfriendly laws and a government hostile to open democratic principles...While on the surface government projects itself as friendly to critical and crusading media, politicians continue with an undeclared and covert policy of assimilating journalists through threats; recruiting them as ministerial private secretaries; or offering them perks. These ploys seem to be working to the extent that they have sown distrust within the profession, polarised the media and divided journalists. But while government has been tolerant of critical media in 2005, there were tell-tale signs towards the end of the year that it was losing patience with what it termed sensationalist and false reporting...The increase in civil litigation threatened the media in 2005. The *Times of Swaziland* and *The Nation* magazine, both privately owned, bore the brunt of such cases."⁵³

Swaziland's population is estimated at 1,044,000 people, with approximately 95,000 households owning a radio and 30,000 households owning a TV.⁵⁴ Most of these are recipients of mass media products of media houses that are state owned and controlled, although privately owned commercial and/or community radio broadcasters are allowed to operate within the country's borders. The South African Broadcasting Corporation's (SABC) Radio and TV stations, for instance, complement Swaziland's broadcasting offerings.

The print media market is characterised by "a strong presence of newspapers that are either government-owned or effectively government controlled."⁵⁵ There are two daily newspapers: *The Times of Swaziland* (private) and the *Swazi Observer* (owned by the King through a royal conglomerate). These also produce weekend editions. The *Times* prints a vernacular daily - *Tikhatsi TeMaswati* - but people prefer reading English, which is the medium of instruction in schools.⁵⁶ "At E2 per copy, newspapers are still affordable even for rural communities (a loaf of bread costs E3.50)."⁵⁷

⁵¹ Libombo, 2005: 37

⁵² MISA 2005a: 200

⁵³ MISA 2995b: 108 -110

⁵⁴ UNESCO 2006. Available at <http://portal.unesco.org/>

⁵⁵ Mochaba, Raffinetti & White, 2004: 3

⁵⁶ MISA 2005a: 205

⁵⁷ MISA 2005a: 205

“Radio is by far the most widespread medium in Swaziland. The SBIS (state broadcaster) signal reaches all parts of Swaziland and covers about 99 per cent of the country. SBIS broadcasts on two channels: English and SiSwati...Community radio is not yet available.”⁵⁸ The country’s private radio sector “is dominated by church-owned radio stations, which generally tend to be quite conservative in their approach.”⁵⁹ A privately owned terrestrial broadcast service - *Channel Swazi* – was granted a licence, but with its close ties to the monarchy, the service is not considered as being independent of government control.⁶⁰

There are two TV stations - Swazi TV (state owned) and Channel Swazi (private) - reaching about 70% of viewers, mainly in urban areas.

The lack of professional media training in Swaziland and the low pay and poor working conditions in the industry are considered to be leading factors in the rapidly increasing rate of civil litigation cases. There are suggestions that the “juniorisation”⁶¹ of media organisations is to blame - this is a phenomenon where well educated and experienced personnel leave the industry, resulting in inexperienced and inadequately trained junior journalists being fast-tracked to senior editorial positions. As one research report declares, “the situation is further exacerbated by the dearth of talented and professional journalists in Swaziland.”⁶²

Tanzania

The United Republic of Tanzania came into being in 1964 and incorporates the former colonial territories of Tanganyika and Zanzibar. It first adopted multiparty rule in 1992. Benjamin William Mkapa, was elected President in November 1995 and then re-elected for a second term in 2000. Tanzania enjoys a relatively stable political environment, in part because President Mkapa continued to roll out the political and economic reforms begun by his predecessor President Mwinyi. In December 2005 Jakaya Kikwete succeeded Mkapa as President. Kikwete is Tanzania’s current President and is continuing Mkapa’s reformist economic policies. The transition was not without problems as the violence attending the 2005 elections demonstrated. And political tensions continue to exist. A recent report found that “Tanzania is still suffering from the hangover of state control of the media, practiced from 1965 until 1992 when the country adopted multiparty rule...[and] there is consensus that the liberalisation of the media has not gone hand-in-hand with establishing institutional, legal and extra-legal regulatory mechanisms to guarantee press freedom.”⁶³ Nonetheless, a different 2005 study found that “interviewees were upbeat about the prospects for media freedom and media growth in Tanzania”⁶⁴ But despite the dramatic increase in the number of print and broadcast media channels in the run-up to the 2005 elections, the most recent reports from Tanzania indicate that there is an increase in media repression in the country.⁶⁵ Alliances between the state, private media

⁵⁸ MISA 2005a: 205

⁵⁹ Mochaba, Raffinetti & White, 2004: 3

⁶⁰ Mochaba, Raffinetti & White, 2004: 3

⁶¹ MISA 2005b: 110; White & Bujitu 2005: 57

⁶² MISA 2005b: 110

⁶³ MISA 2005b: 118

⁶⁴ White & Bujitu, 2005: 56

⁶⁵ Statement of the 4th African Media Leadership Conference, held 4-7 April 2006 in Nairobi, Kenya, attended by leading media executives and editors from 12 African countries,

owners and business tycoons are often made at the expense of press freedom, and in order to survive in Tanzania's highly competitive media market, advertising needs and political interests are claiming precedence.⁶⁶

Tanzania has a population estimated to be 35,313,000 people, with approximately 3,631,000 households owning radios and 996,000 households owning a TV.⁶⁷ Its media sector is largely urban-based, and "over 80% of the population, based in rural areas... [lacks] access to the free and immediate flow of information."⁶⁸

The print media sector comprises privately-owned, political and state-owned publications and approximately four hundred publications including newspapers and magazines are currently available in Tanzania. Tabloids tend to be the most widely read newspapers but cover prices are high and, because estimates find that one newspaper is shared by between eight to ten people,⁶⁹ circulation figures are low. "There are a number of government-owned print media such as *Uhuru* (Swahili) and *Daily News* (published in English). Privately-owned papers include: *Alisiri*, *Nipashi* (both published in Swahili), *The Sunday Observer*, *Arusha Times*, *Business Times*, *The Express* and *The Guardian*, all of which are English papers published weekly. Foreign newspapers are also available...[and] there are a number of opposition-owned print media including *Tanzania Daima* and *Halisi*."⁷⁰

Most of Tanzania's population relies on the state-owned radio station, Radio Tanzania Dar-es-Salaam (RTD).⁷¹ Other state-run stations are *Propaganda Radio Tanzania* and *Voice of Tanzania-Zanzibar*. "There are approximately 20 private radio stations, although legislation restricts their coverage to 25% of the country. Most private stations are concentrated in the urban areas and only the state-owned stations are licensed to broadcast nationally *Radio Uhuru* belongs to an opposition party. The privately-owned radio stations include: *Radio Magic*; *Clouds FM*; *Radio Free Africa*; *Radio 1*; *East Africa Radio*; *Triple A* and *Kiss FM*. Community sound broadcasters include *Radio Tumaini*, owned by the Roman Catholic Church and *Arusha Orkonerei Radio Service* a community-owned radio station....Bulletins from international radio services including *BBC*, *Voice of America* and Germany's *Deutsche Welle*, are carried by many stations [although] legislation restricts their coverage to 25% of the country. "

Compared to other African nations, television was a relatively late development in Tanzania. This medium is dominated by foreign TV and Internet monopolies, with foreign programming making up almost 80 per cent of the daily television broadcasts.⁷² *TV Zanzibar* and *Televisheni ya Taifa* are state-run television services [and] *Star TV* is government-aligned...There are also a number of privately-owned television services including: *Independent Television*; *Dar es Salaam Television*; *East African TV*; *Coastal Television Network* and *Abood TV*."⁷³

⁶⁶ MISA 2005b: 119

⁶⁷ UNESCO 2006. Available at <http://portal.unesco.org/>

⁶⁸ MISA 2005b: 119

⁶⁹ White & Bujitu, 2005: 54

⁷⁰ White & Bujitu, 2005: 54-55

⁷¹ MISA 2005b: 118

⁷² MISA 2005b: 118

⁷³ White & Bujitu, 2005: 54-55

Regarding training and professionalism, these appeared to diminish in the upsurge of print and broadcast media attending the run up to the 2005 general elections. “Critics are of the view that this media explosion has not corresponded with the development of professional journalism, as hundreds of formerly unemployed youths have entered the profession without formal training.”⁷⁴

Zambia

Former British protectorates, Zambia (then called Northern Rhodesia), Zimbabwe (then known as Southern Rhodesia) and Malawi (known as Nyasaland) were all members of the Federation of Rhodesia, which was established in 1953 in response to pressures from white settlers in the area. The Federation was dissolved in 1963 and Zambia gained independence a year later, with President Kaunda and his ruling party – the UNIP – at the helm. In 1973 the president declared a one-party political system, and during the 27 years of his rule his regime virtually bankrupted Zambia through rampant corruption and mismanagement. In 1991 Zambia became a multiparty democracy again with the current ruling party - the Movement for Multiparty Democracy (MMD) – being elected into power under the leadership of President Chiluba. The 2001 elections saw him replaced by the current president - Levy Mwanawasa - who Chiluba had chosen as his successor.⁷⁵ Research conducted in 2004 found that “on the whole journalists and media workers in Zambia believe that the degree of freedom of expression is fairly good relative to other countries in the SADC region. Media freedom in Zambia was severely constrained during the 27 years of Kaunda’s one-party rule, but has generally been steadily improving. However, the people that we interviewed were unanimous that a number of worrying signs of government repression still persist, which indicates that media freedom in Zambia is still not what it should be...Some interviewees suggested that the Zambian government is particularly intolerant of criticism of individual members of government. They claim that the government is more relaxed where the criticism relates to general policy and economic issues.”⁷⁶ One year later, in 2005, another research project revealed several media freedom violations – notably disruption of newspaper sales and obstructing access to information - perpetrated by Zambian government officials.⁷⁷

With a population estimated at 11,195,000 people, Zambia has approximately 1,291,000 households owning radios and 550,000 households owning a TV.⁷⁸ Their choice of media is dominated by a powerful government presence.

The two most widely circulated newspapers are government owned, the *Times of Zambia* and the *Daily Mail*. “The most widely circulated private newspaper is *The Post* which since it was founded after the multiparty elections in 1991, has remained “a vocal critic of government”⁷⁹ It has suffered “multiple criminal accusations and lawsuits” brought by government in an attempt to silence this critique. “Other smaller privately owned newspapers in Zambia such as *The Today* and *The Monitor* recently closed down due to a

⁷⁴ MISA 2005b: 118

⁷⁵ Mochaba, Raffinetti & White, 2004: 73-74

⁷⁶ Mochaba, Raffinetti & White, 2004: 76

⁷⁷ MISA 2005b: 127

⁷⁸ UNESCO 2006. Available at <http://portal.unesco.org/>

⁷⁹ Mochaba, Raffinetti & White, 2004: 126

lack of funding, which suggests that the viability of the non-government media in Zambia may be under threat.”⁸⁰

Again, government owned, Zambia’s largest broadcaster is the National Broadcasting Corporation (ZNBC). MultiChoice, the South African-based satellite broadcaster, provides satellite and analogue wireless subscribers with television services including Cable News Network (CNN), BBC, Sky News, and the SABC’s Channel Africa. “Another privately owned television station, *Omega TV*...operated briefly under a test transmission licence. However, *Omega TV* was subsequently shut down in 2003 by the government on the basis that the closure was in the ‘public interest’.”

Radio is by far the most widespread medium in the country. Although radio remains monopolised by the ZNBC, Zambia “has seen the mushrooming of radio stations in recent years. The state broadcaster’s radio signal reaches all parts of Zambia. All but one of the country’s nine provinces each have one or two commercial or community radio stations...mostly...in the rural districts. The donor-sponsored Media Trust Fund commits up to 60% of its funds to rural community radio stations and plans to open at least two new such stations every year. Presently, 15 radio stations are licensed and a further 39 are “testing”. Community radio broadcasts in both English and local languages, affording rural audiences access to information in their mother tongues.”⁸¹

Formal journalism training is offered by the University of Zambia, a number of private institutions such as the Evelyn Hone College (EHC), which runs one-year and three-year diploma courses, and the Zambia Institute of Mass Communication (ZAMCOM), which offers in-service training and has added a diploma course to its offerings.⁸² Media leadership and management are taught as part of the courses but none have this field as a specific focus.

This concludes the discussion of the research contexts within which media in the eight research countries function. The following chapters focus on the findings of this research and do not revisit the information presented in this chapter,

⁸⁰ Mochaba, Raffinetti & White, 2004: 126

⁸¹ MISA 2005b: 239

⁸² MISA, 2005b: 298

Chapter 2: Research Process

The Media Management Training Needs Assessment began with a meeting of media stakeholders who share an interest in management capacity development. The meeting was facilitated by the deputy director of the Sol Plaatje Institute for Media Leadership (SPI) and its in-house researcher. Attending were representatives from the SPI, the Southern Africa Institute for Media Entrepreneurship Development (SAIMED), the Southern Africa Media Development Fund (SAMDEF) and the Southern African Media Training Trust (NSJ).

To begin the process the SPI outlined the overall objectives of the research, its processes and methodology. Representatives were then asked to share their concerns about the challenges facing media managers in the region. Delegates were also asked to guide the SPI regarding which information they thought would most benefit the industry. Following these discussions the researcher designed a draft questionnaire to generate data relevant to the issues raised by the institutional representatives. The draft was presented to the representatives for comment and amendments made where necessary.

The actual research was conducted in three phases. The first phase took place over a period of five weeks during which the researcher conducted a series of interviews in five SADC countries: Botswana, Malawi, Swaziland, Tanzania and Zambia. These countries were selected because English is the lingua franca for conducting business within them. This meant that the SPI's in-house researcher would be able to conduct the interviews. Zimbabwe and South Africa were excluded as the situation in both countries is commonly recognised as being far from representative of what is happening in the rest of the region. The researcher spent five days interviewing in each selected country, primarily in the centres where the media concentration is highest. The sample of people interviewed included print and broadcast media leaders at public (state), commercial and community media organisations. Senior and middle managers were interviewed and where possible the researcher also spoke to general staff members. Approximately 15 semi-structured interviews were conducted in each country; on average there were 75 interviews lasting one hour each. Both the sample of countries and the sample of people interviewed ensured that the research generated a rich bank of data, reflecting multiple perspectives from a broad variety of institutions and contexts.

The second phase of the research comprised a three-day workshop for regional media leaders and people involved in training media managers. A list of workshop delegates appears in Appendix 1 (see p. 97). The purpose of the workshop was to generate further discussion about the research and to test the validity of the SPI's findings on training needs and training strategies. The workshop also provided a space for media leaders to prioritise their training needs and strategies and generate solutions to challenges.

During the final phase of the study the researcher visited the second set of countries: Angola, Mozambique and the Democratic Republic of Congo. As noted earlier, these countries were selected in response to feedback from workshop delegates who thought it vital for the research to include countries where English is *not* the lingua franca of business. Translators were used to arrange and conduct the interviews as the SPI's in-house researcher does not speak either Portuguese or French. Approximately 15 semi-

structured interviews were conducted with people holding diverse positions within a broad range of media institutions in each of the three countries. Approximately 64 informants were reached in 45 interviews.

For both sets of countries interviews were audio-recorded, transcribed and data were analysed for content and categorised into themes. Thereafter data were captured into a statistical analysis package and descriptive statistics with illustrative charts were generated. Because of the qualitative nature of the study and its sampling techniques the statistics and accompanying charts reflect context-specific findings which are not generalisable.

As with any research, ours has limitations:

- Participants were purposively sampled and selection criteria were designed to capture data from as broad a possible range of media organisations and to access identified experts. Selection criteria did not include ethnicity, age, nor gender. In retrospect it may have been fruitful to have set gender criteria, as existing literature shows this to be an important issue in the media industry across the region.
- Data analysis does not capture country-specific statistics. To remain within time and budget boundaries, we collected data from a range of selected media organisations within each country, but a far larger sample of organisations would have to be reached to generate data that would accurately reflect each country's media climate. For this reason, data for each set of countries were combined and then analysed according to job categories. This approach gathered enough data to generate solid descriptive statistics.
- Regarding Tanzania, the research focused on the mainland and did not extend to Zanzibar

For the purpose of this report, interviewees are categorised as working either in print or in broadcast. Print media interviewees were further categorised into marketing staff, newsroom staff and administrative staff. Broadcast media interviewees were categorised into technical staff, newsroom staff and administrative staff. A list of categories and interviewees' job titles appear in Appendix 2 (see p. 98).

Chapter 3: Findings - Botswana, Malawi, Swaziland, Tanzania & Zambia

This chapter discusses data collected in the first set of countries and during the first stage of the research. The findings are organised into two sections: 'Training Areas' and 'Training Strategies'. 'Training areas' details the issues highlighted by media leaders as training priorities. 'Training Strategies' discusses media leaders' preferred training methods.

As pointed out in chapter 2 (see p. 16) data analysis does not capture country-specific statistics. Instead, data from each set of countries were combined and then analysed according to job categories. This approach yielded enough data to generate solid descriptive statistics. As noted earlier, research in Tanzania was conducted on the mainland only, and did not include Zanzibar.,

Training Areas

Media professionals interviewed during this first phase of the study identified numerous management training areas that they thought should be prioritised. The areas have been grouped together into six main categories: General Management, Human Resource Management, Leadership, Editorial Leadership, Financial Management, and Management of Materials. Each of these is discussed separately.

General Management

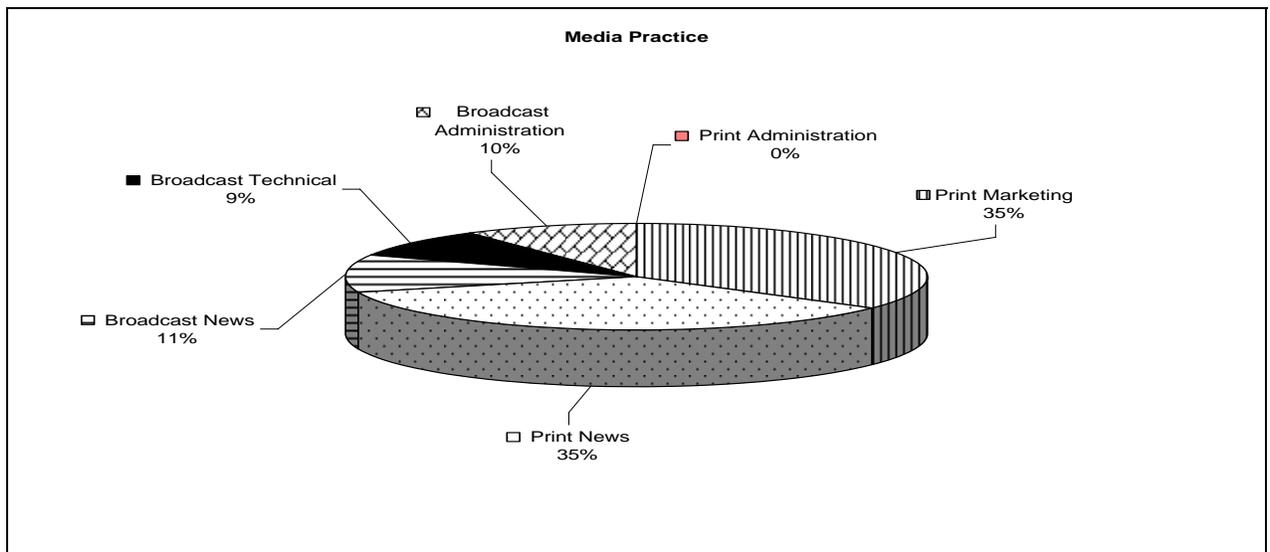
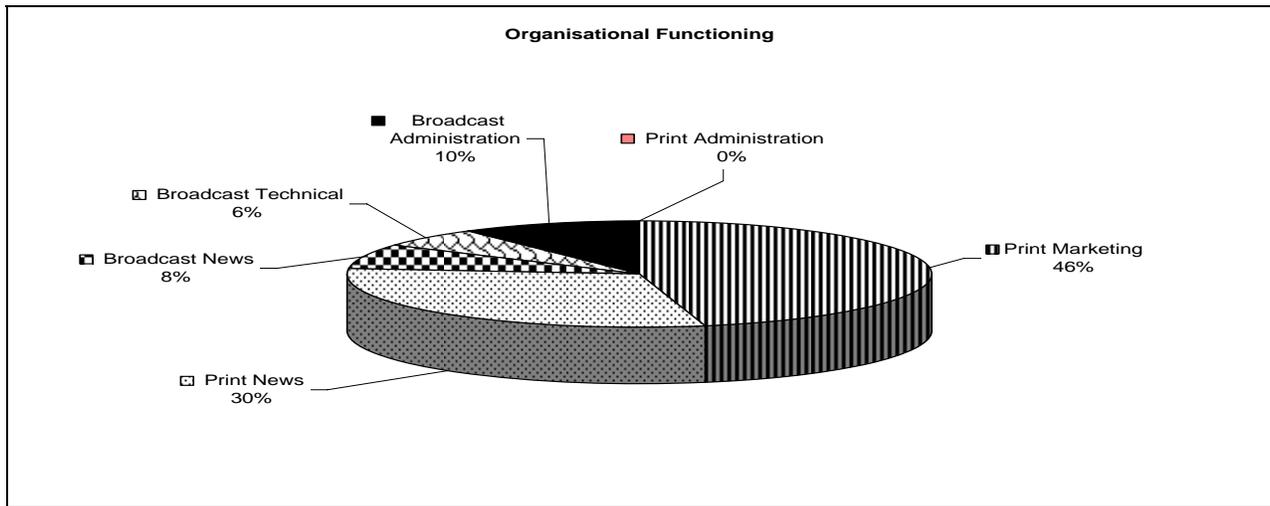
In this report general management refers to the overarching, higher level management of an organisation. In terms of training it comprises Media Practice and Organisational Functioning, General Policy Development, Managing Diversity and Strategic Planning.

- Media Practice and Organisational Functioning

Media professionals pointed out that they would like to receive guidance on the most effective ways to structure media organisations, particularly regarding reporting hierarchies, communication paths and management structures. They felt that the way an organisation is arranged is crucial because all roles within a media organisation are so closely linked and individuals rely heavily on the performance of others to enable them to complete their own tasks.

Managers also expressed a need for training to equip them to understand the media organisation as an integrated business and enable them to convey such knowledge and understanding to their subordinates. In their experience media professionals find that there is a lack of understanding and cooperation between various departments at all levels. This leads to departmental arrogance and conflict, notably between marketing and editorial departments. They suggest that managers should receive training in 'media practice'. This would include an understanding of the roles and responsibilities of various departments, and an insight into each department's expectations and challenges. Training should include information about how the actions and decisions of one department impact on other departments.

Thirty-one percent of interviewees from the first set of countries identify Media Practice and Organisational Functioning as a training need. The following chart⁸³ depicts their responses according to job category:



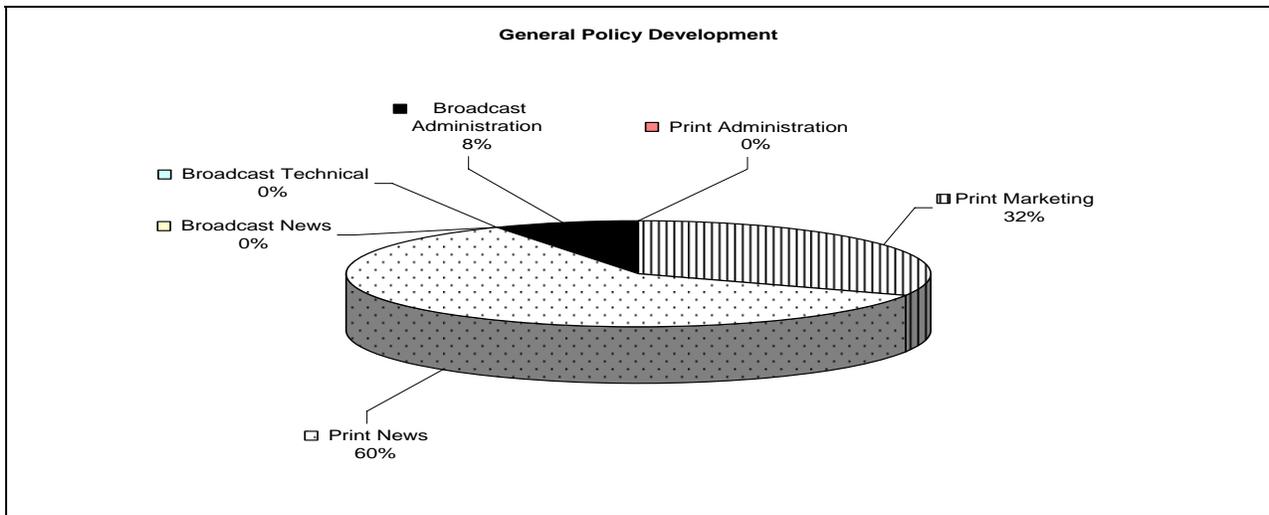
- General Policy Development

General policy development was discussed by interviewees in two distinct ways. Interviewees working in *privately owned media organisations* feel that they need to know how to go about developing policies in general. They require information about why policies are important to an organisation and how policies can be used to benefit the organisation. They also request information about how to develop, implement and monitor policies. More intricately, they request training that will teach them how to render unwritten rules within their organisations explicit.

⁸³All pie charts in this report show the percentage of interviewees in each job category who think that there is a need for training in a specified area

In *public media organisations* all policy decisions are made at a governmental level and then passed down for implementation. For this reason media professionals working in public media organisations report that they do not need to know how to go about developing policies. Rather, their challenge is not knowing what to do with policy documents once they receive them. According to these media managers, they could benefit from training that assists them to convert policy into practical steps and which teaches them about implementation and monitoring processes.

Sixteen percent of interviewees from the first set of countries identify General Policy Development as a training need. The following chart depicts their responses according to job category:



- Managing Diversity

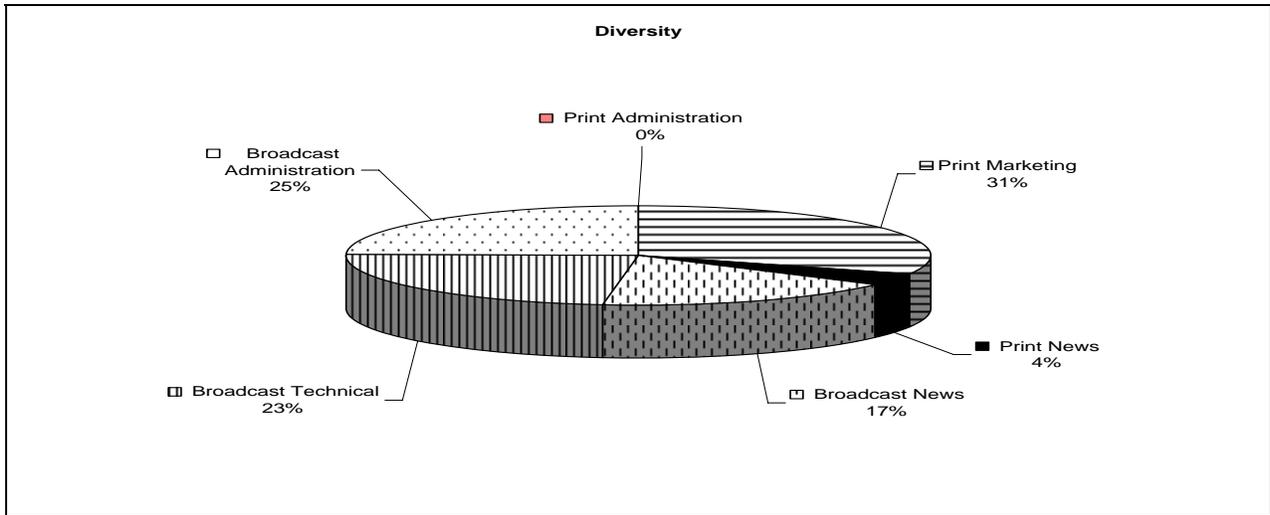
Managing differences between individuals is highlighted by interviewees as challenging. While acknowledging that diversity between individuals in general is difficult to deal with, media managers specifically identify two particularly challenging issues: an individual's HIV and AIDS status, and an individual's celebrity status. Perhaps because of sampling techniques (see p. 16) gender issues were not raised.

The HIV and AIDS status of a staff member is viewed as sensitive issue and media managers do not feel comfortable addressing it. As a result the subject is completely avoided at most media organisations. The SPI has since learned of organisations that are adopting more proactive approaches to this sensitive issue, but these are in the minority.

A difficulty that often arises in broadcast media is how to manage staff members who have attained celebrity status. These employees are viewed as causing conflict within the organisation as they expect special treatment and due to their fame appear to regard themselves as having a greater say in how the organisation should be operated.

Media professionals would like ideas and training in various strategies that will help them to respond appropriately to sensitive situations and different employees.

Twenty percent of interviewees from the first set of research countries identify Diversity as a training need. The following chart displays their responses according to job category:

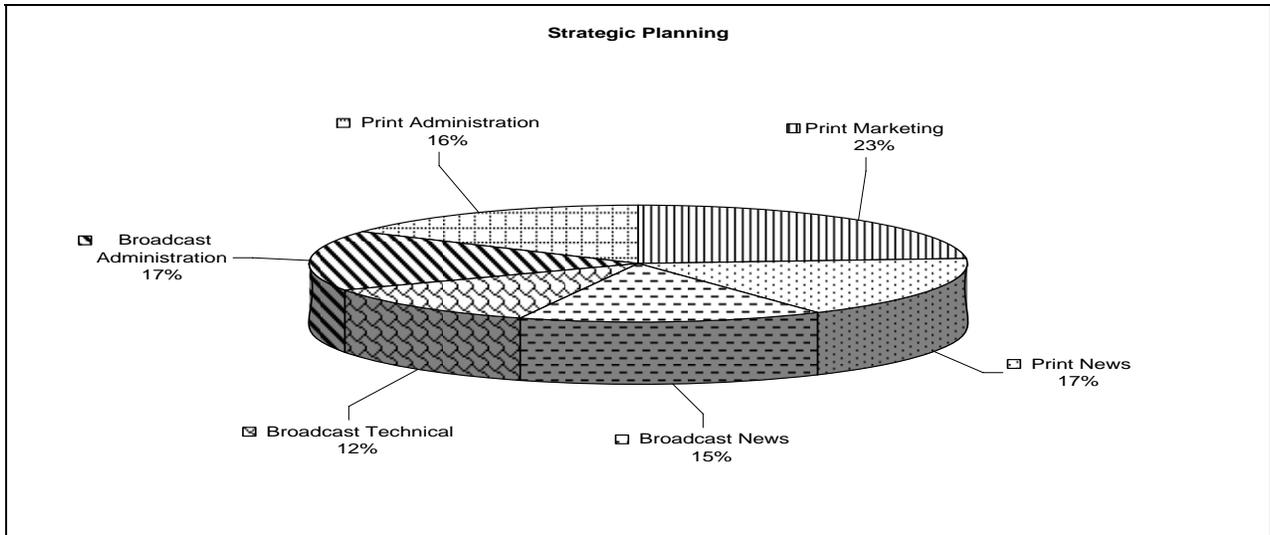


- **Strategic Planning**

Media professionals remarked that all the planning within their organisations is done on a day-to-day basis. They also emphasised that their organisations do not have vision and mission statements or other means of clarifying their overall purpose and direction.

Interviewees said that they could benefit from training in how to develop strategic plans. They envisage a course in strategic planning that would include information about how to develop a business plan and an organisational vision and mission. They also think that training should include strategies for monitoring and evaluating the organisation's performance against its strategic plan.

Forty-one percent of interviewees from the first set of countries identify Strategic Planning as a training need. The following chart shows their responses according to job category:



Human Resource Management

This training area focuses on the skills and knowledge required to effectively manage human resources and is divided into 3 categories: General Human Resource Functions, Staff Development and Training of Trainers.

- General Human Resource Functions

Interviewees identified a variety of difficulties they face regarding general human resource functions.

Firstly, they note that job functions are neither clearly defined nor distinguishable from one another. As a result there are a number of overlapping functions between various posts. Media managers say they could benefit from training in how to develop job descriptions and clarify individual roles.

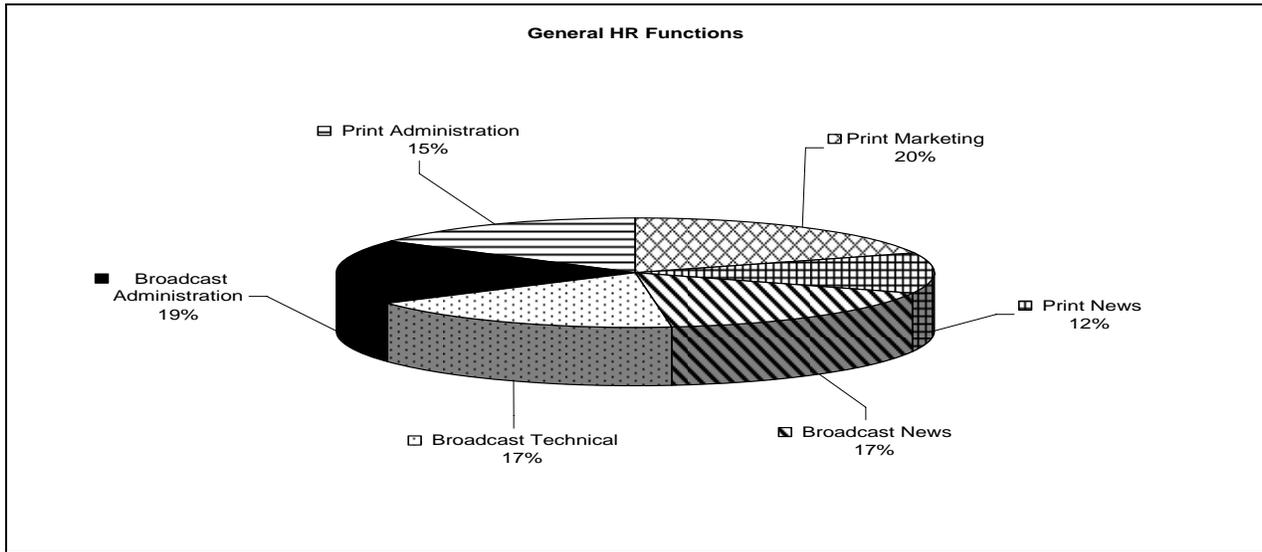
Secondly, managers report finding it increasingly more difficult to identify and recruit appropriate staff members. In many instances recruitment procedures rely excessively on reviewing candidates' academic qualifications, rather than conducting a detailed assessment of their competencies. Interviewees feel that academic qualifications are not a true indicator of an individual's abilities as they regard media as a "talent based business". Compounding this is the fact that managers tend to avoid employing staff who have worked at other media organisations or who have received formal training. It is widely believed that such people will have picked up "bad habits" that will first need to be unlearned. Nonetheless due to a lack of alternatives media managers find themselves utilising academic qualifications as a selection criteria even though they acknowledge that this is not producing the desired results. So media professionals involved in recruitment anticipate that they will benefit from training in recruitment procedures. This could include various ways to assess an individual's skills, and examples of the types of questions that should be asked during a selection interview. In addition to training in recruitment and selection, managers request training in how to induct or orientate new staff members into their organisational culture.

Furthermore, interviewees report that performance management is an area they experience as challenging. They explain that without job descriptions it is very difficult to evaluate staff performance. Media managers raise the concern that without such protocols in place, in certain circumstances promotions are based on favouritism or on length of service.

A related issue is the difficulty managers have in motivating their staff. Interviewees describe their staff members as being very demotivated. And managers see this as impacting on staff turnover and the quality of media products. They request training in performance management that focuses on the evaluation of employee performance and the generation of innovative and inexpensive ways to motivate staff.

Finally, interviewees reported that in their experience media managers would benefit from training in how to conduct workforce planning. This is raised with specific reference to the HIV and AIDS pandemic and its impact on the workforce.

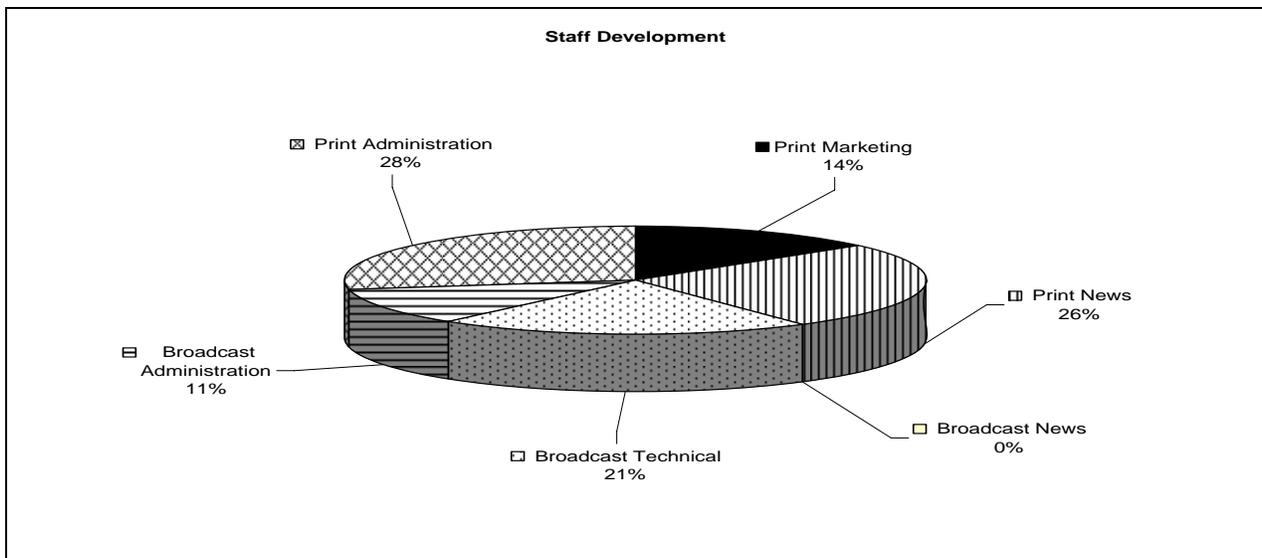
Eighty-three percent of interviewees from the first set of research countries identify General Human Resources as a training need. The following chart represents informants' responses according to their job category:



- Staff Development

Interviewees said that they need to know how to develop staff training policies and how to implement them. Currently many media organisations do not have policies relating to staff development and in many instances staff members are selected for training based on favouritism or other forms of bias.

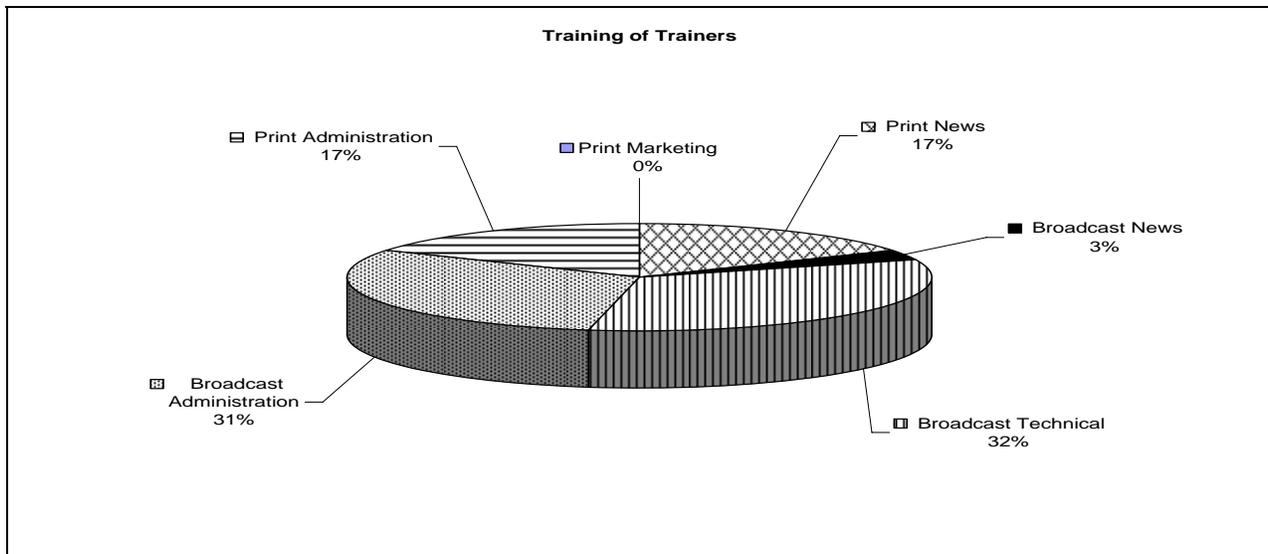
Twenty-six percent of interviewees identify Staff Development as a training need. The following chart depicts their responses according to job category:



- Training of Trainers

Most staff members working in media organisations do not have formal training and must learn on the job. In most media organisations managers are responsible for training their subordinates. This is difficult for managers because many have not received training themselves and have no real idea of how to go about training others. Thus media managers would benefit from training in coaching and mentoring.

Thirty percent of interviewees from the first set of countries - Botswana, Malawi, Swaziland, Tanzania and Zambia - identify Training of Trainers as a need. The following **chart** shows their responses according to job category:



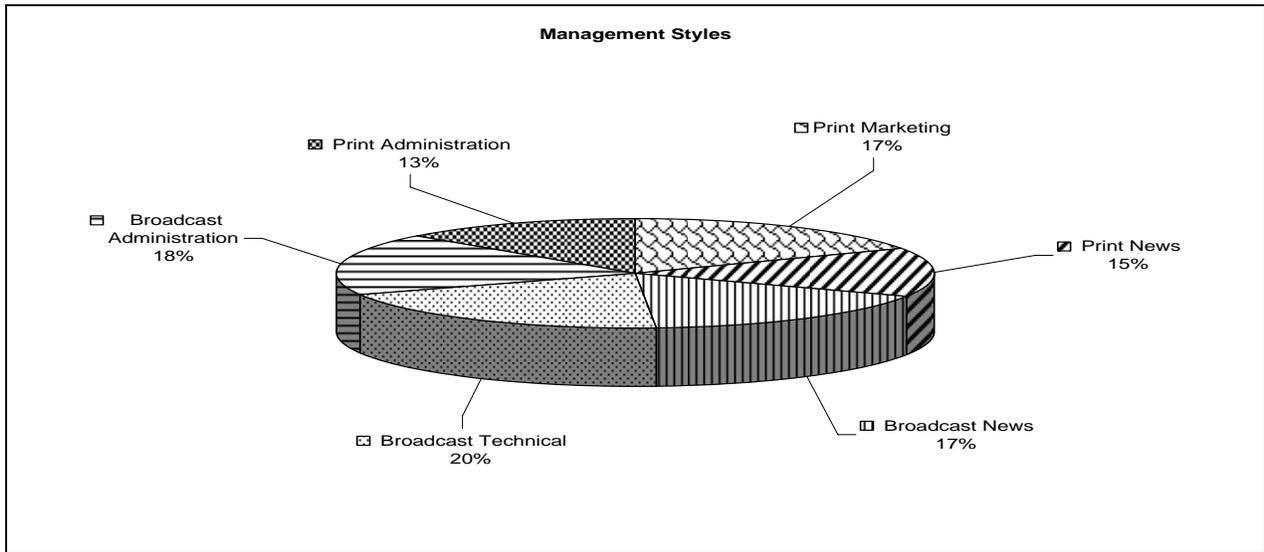
Leadership

As a training area, Leadership refers to the skills and knowledge required to enable a group to engage together in the process of production. This training area comprises Management Styles, People Skills, Support to Staff, and Managing Change.

- Management Styles

Because most media managers worked their way up within their organisations and have no previous experience or training in management they are not always clear about what is expected of them. Interviewees feel that managers would benefit from training in various management styles and preparation for their role as managers. It is believed that managers mimic the management styles of their predecessors which in most cases amounts to a top-down management approach, a tendency that limits development within media organisations and prevents them from moving with the times.

Seventy-six percent of interviewees from the first set of countries identify Management Styles as a training need. The following chart represents their responses according to job category:

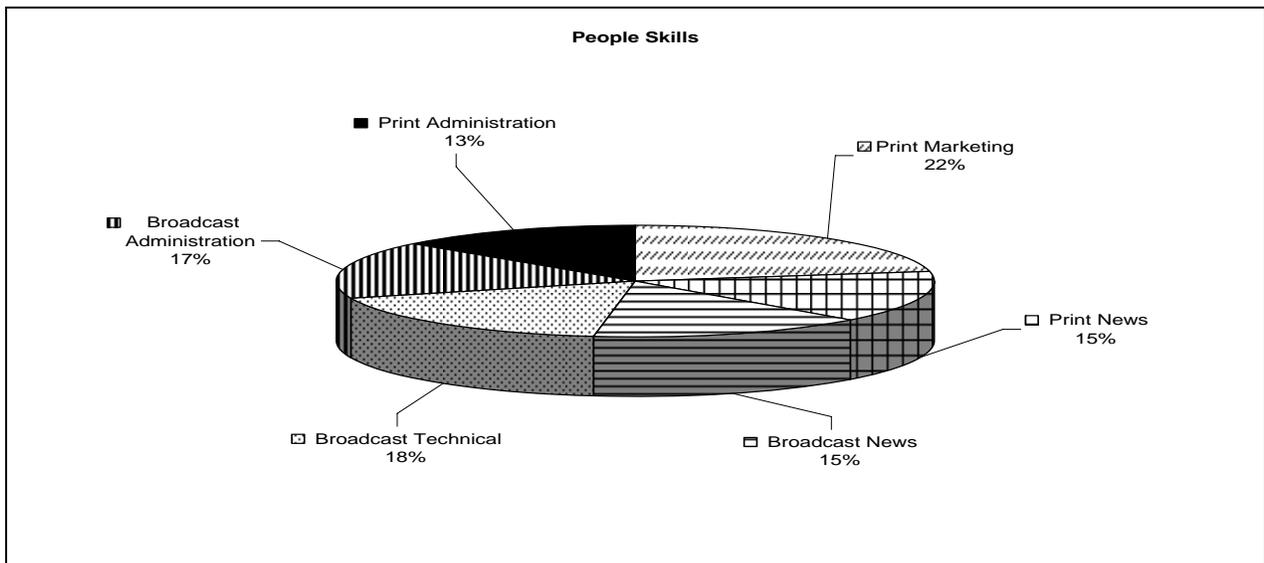


- People Skills

Media managers find it challenging to manage groups of people. They specifically mention difficulties associated with getting staff to work as coherent teams, managing conflict among staff members, and providing staff members with feedback on their performance. Interviewees are concerned about these difficulties as they believe that working relationships impact on the performance of individuals.

Media professionals want to be taught how to build teams, improve their working relationships, and set boundaries in an informal working environment. They request information on how to negotiate with their subordinates in a way that balances a manager's ultimate responsibility for staff performance with the need to give staff the necessary freedom to engage with their tasks.

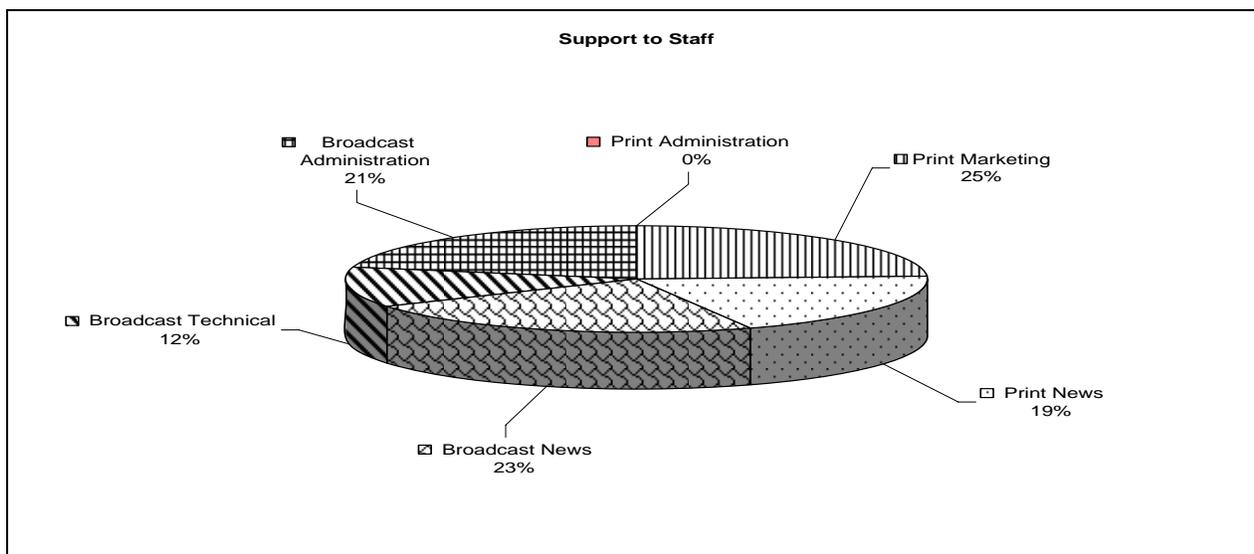
Seventy-one percent of interviewees identify People Skills as a training need. The following chart depicts their responses according to job category:



- Support to Staff

The media industry is a highly demanding and stressful environment characterised by rigid deadlines. The adverse legal implications of certain articles and reporting on traumatic events contribute to this stress. Interviewees feel that media managers need training that will enable them to be more supportive of staff. They also require pointers on how to prevent staff from taking unnecessary sick leave.

Forty-four percent of interviewees from the first set of countries identify Support to Staff as a training need. The following chart reflects their responses according to job category:

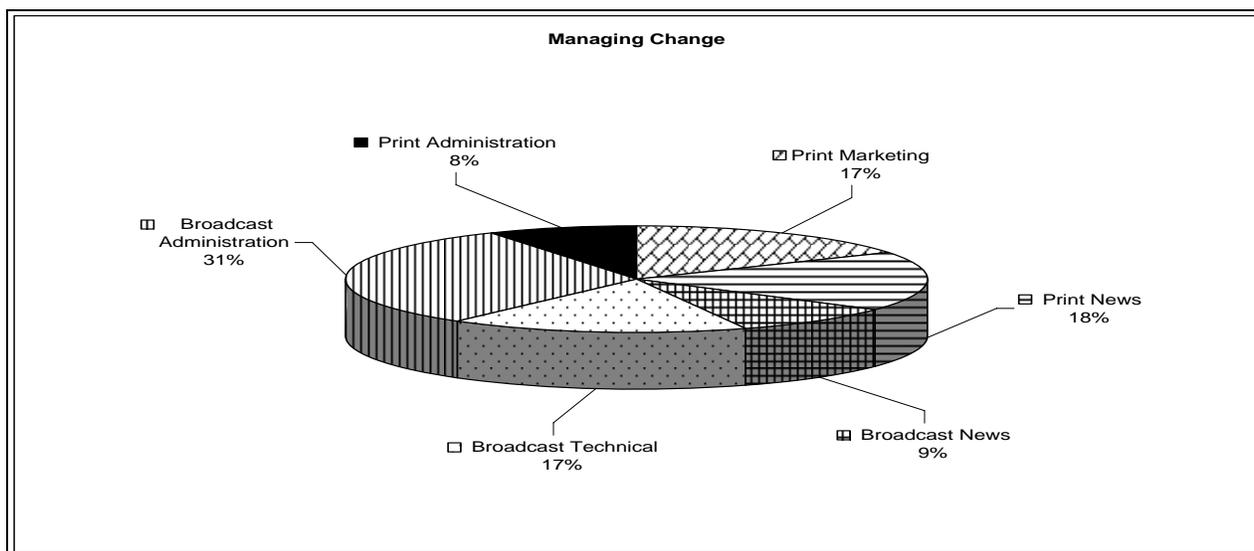


- Managing Change

Media organisations participating in the study are currently undergoing a number of changes the most common of which are the move from analogue to digital modes, the withdrawal of government funding, and processes of restructuring that arise from growth or from organisational mergers.

These changes have various implications for media organisations and managers need to understand these implications. They need to know how to adapt their organisations' various systems so that these align with changes in the industry. Managers also request guidance on how to reassure and lead their staff through changes while ensuring that they themselves do not cling to old beliefs but remain flexible and willing to adapt

Forty-six percent of interviewees from the first set of countries – Botswana, Malawi, Swaziland, Tanzania and Zambia - identify Managing Change as a training need. The following chart depicts their responses according to job category:



Editorial Leadership

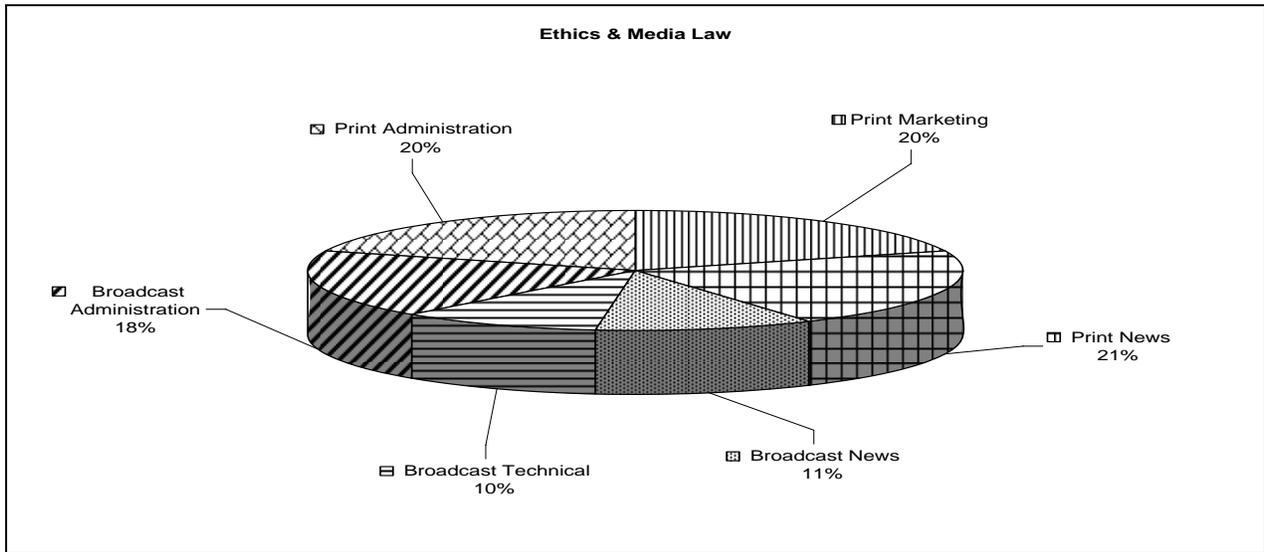
In this report Editorial Leadership refers to the skills and knowledge associated with gathering news and managing a newsroom. This training area comprises Ethics and Media Law, Editorial Independence, Newsroom Management, Product Development, Basic Journalism Skills and Specialised Reporting.

- Ethics and Media Law

Media professionals noted that they do not have the in-depth knowledge of media law required to perform their jobs effectively. They say that training in this area would be beneficial: it will not only equip them to abide by the law, but will empower them to identify anomalies in media law and possibly advocate for changes. In addition to information about the legal boundaries within which the media has to perform, managers request information on how to protect their organisations against litigation.

Broadcast managers also identified a need for training on how to develop legal agreements pertaining to the buying and selling of programmes and the redistribution of signals.

Thirty-four percent of interviewees from the first set of countries identify Ethics and Media Law as a training need. The following chart represents their responses according to job category:

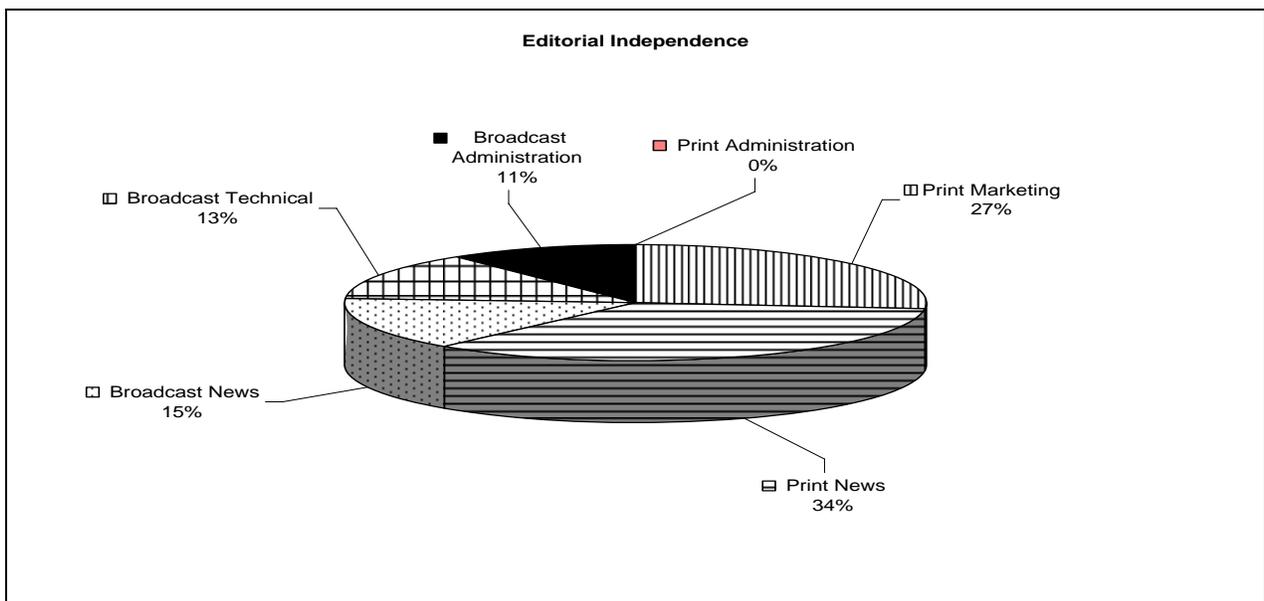


- Editorial Independence

Media professionals identify a lack of editorial independence as a very real issue they are facing. They feel that both editorial and marketing staff should receive training in the role of the media in influencing public opinion. They believe this will enable staff members to understand their purpose and the reasons why it is unacceptable to receive bribes for writing articles in a dubious way.

While acknowledging the importance of training in editorial independence, interviewees acknowledge that this would not completely address their concern. Understanding why the media should be independent does not mean that various entrenched forms of censorship will automatically fall away.

Twenty-nine percent of interviewees from the first set of countries identify Editorial Independence as a training need. The following chart depicts their responses according to job category:

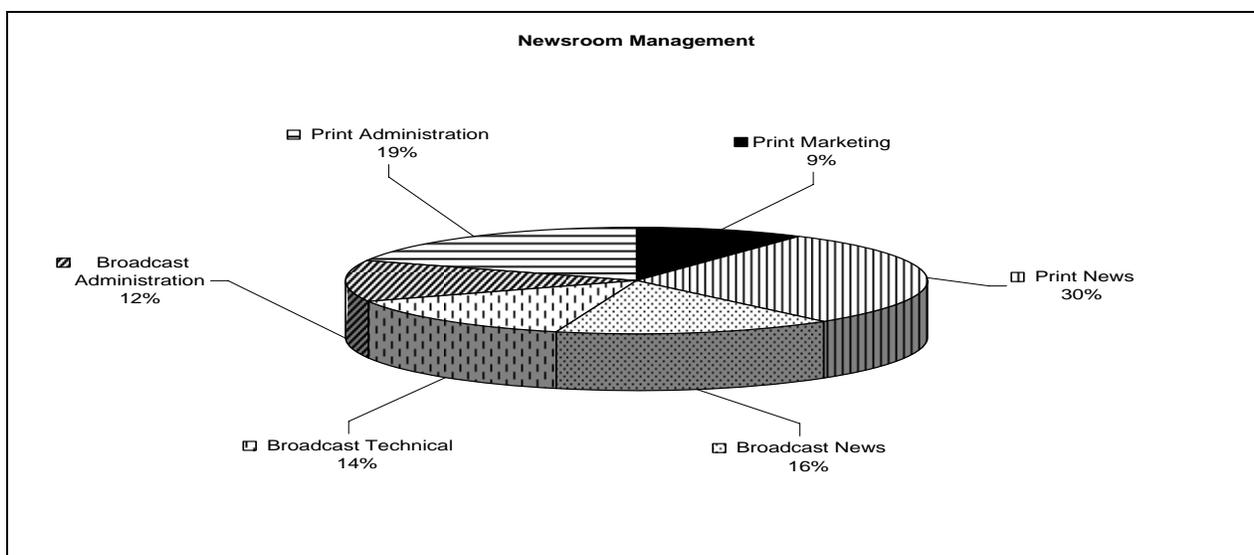


- Newsroom Management

As most editors started as journalists and worked their way up the hierarchy, they have little idea of how to go about managing a newsroom and at times they find this responsibility overwhelming. They are also concerned that because in most circumstances they implement the same strategies as their predecessors, they may not be managing their newsrooms in optimal ways.

Editors request training in ways to organise and structure their editorial and production teams. They also request information on how to set up and manage various systems and processes, starting from basics such as managing the flow of work.

Thirty-nine percent of interviewees from the first set of research countries identify Newsroom Management as a training need. The following chart represents their responses according to job category:



- Product Development

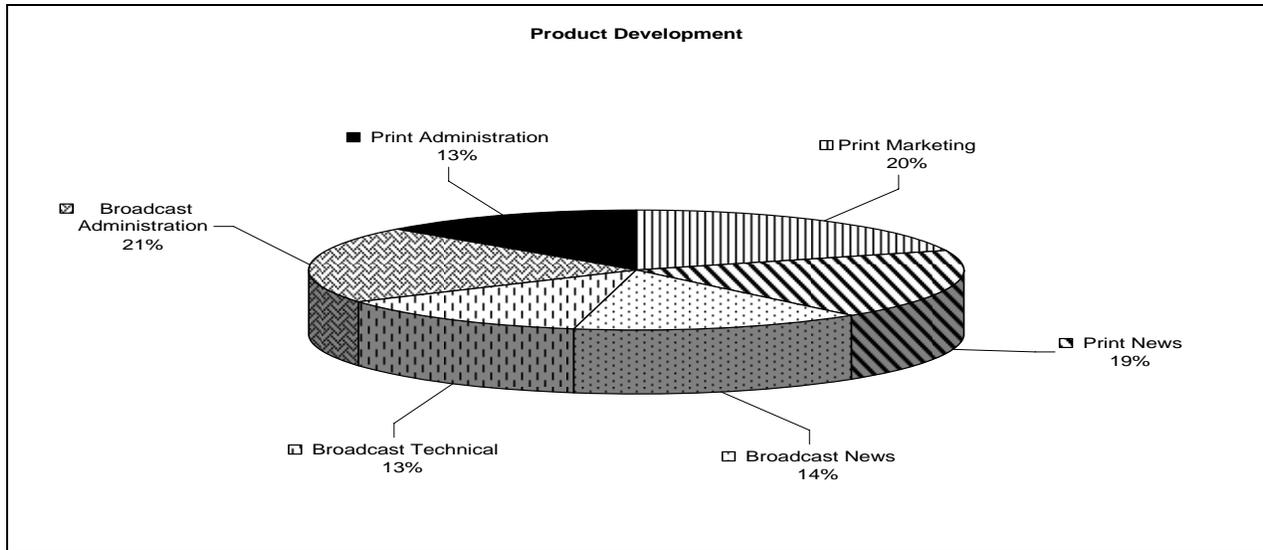
Interviewees describe the media environment as highly competitive. In this type of context they feel the need to have a clear understanding of who their audiences are and what their audiences need. Most media organisations were started up in response to a hunch or a perceived need or gap in the market. Then over time organisations made changes in an attempt to attract a larger audience. In most cases, these changes are based on informed guesswork or trial and error.

Media managers say they would benefit from training in product development. They envisage a training course that would include information on the following:

- How to manage competition (how to keep up to date with what competitors are doing, and how to continuously reassess their own products and identify improvements that will keep them competitive)
- How to assess what their audiences need and want (how to do audience research for print and broadcast, why research is useful, and how it can be used)
- New trends and innovations
- How to include new trends and innovations in the design of products

- How to brand products and develop product identities that are unique and which distinguish them from competitors.

Fifty-three percent of interviewees identify Product Development as a training need. The following chart depicts their responses according to job category:

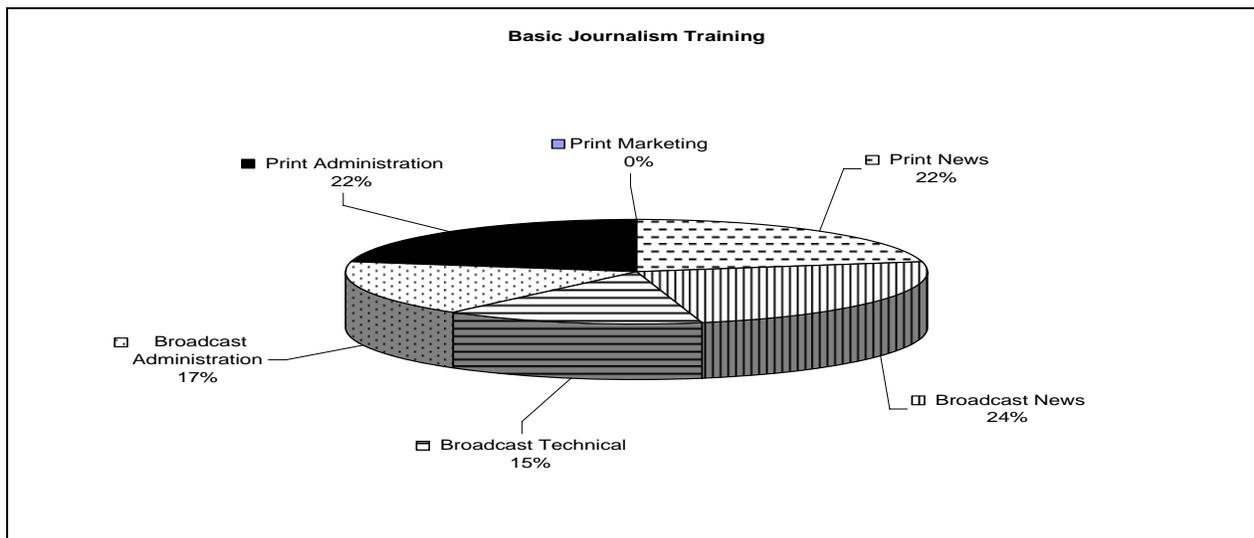


- Basic Journalism Skills

The majority of media professionals interviewed have not had any formal journalism training and feel that media managers would benefit from training in basic journalism: this could enable them to perform their tasks better and make it easier for them to train their subordinates.

Managers working in print and broadcast organisations have different opinions as to what they would like a basic journalism course to include. Print managers say they require training in writing skills, proof reading and editing, in how to do research for an article, and conduct an effective interview. Broadcast managers would prefer training in format design, music formats, telephone skills, conducting effective interviews, and writing for radio and television - including how to write scripts, feature programmes and magazine programmes.

Forty-nine percent of interviewees from the first set of countries – Botswana, Malawi, Swaziland, Tanzania and Zambia - identify Basic Journalism Skills as a training need. The following chart reflects their responses according to job category:



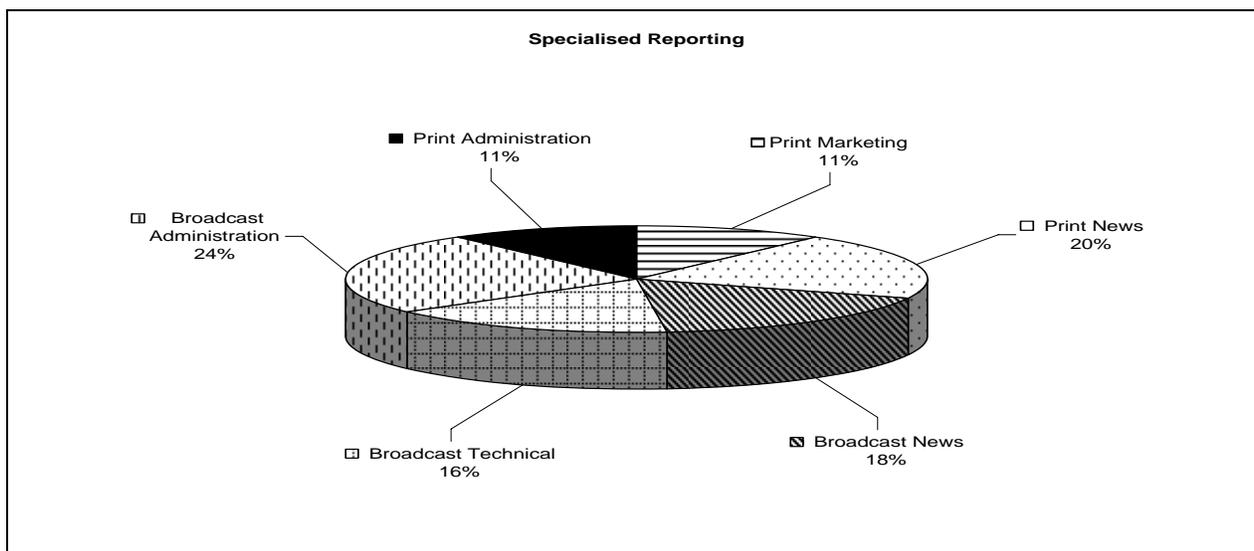
- Specialised Reporting

In addition to training in basic journalism skills, both print and broadcast media managers feel that they would benefit from training in specialised reporting and on how to determine the larger impact of events.

Interviewees identify a need for training in the following specialised areas (listed alphabetically):

- Agricultural Reporting
- Business and Economic Reporting
- Environmental Reporting
- Health Reporting
- High Court Reporting
- Investigative Reporting
- Political Reporting
- Reporting on Domestic Violence and Rape
- Reporting on Elections

Thirty-six percent of interviewees from the first set of research countries identify Specialised Reporting as a training need. The following chart depicts their responses according to job category:



Financial Management

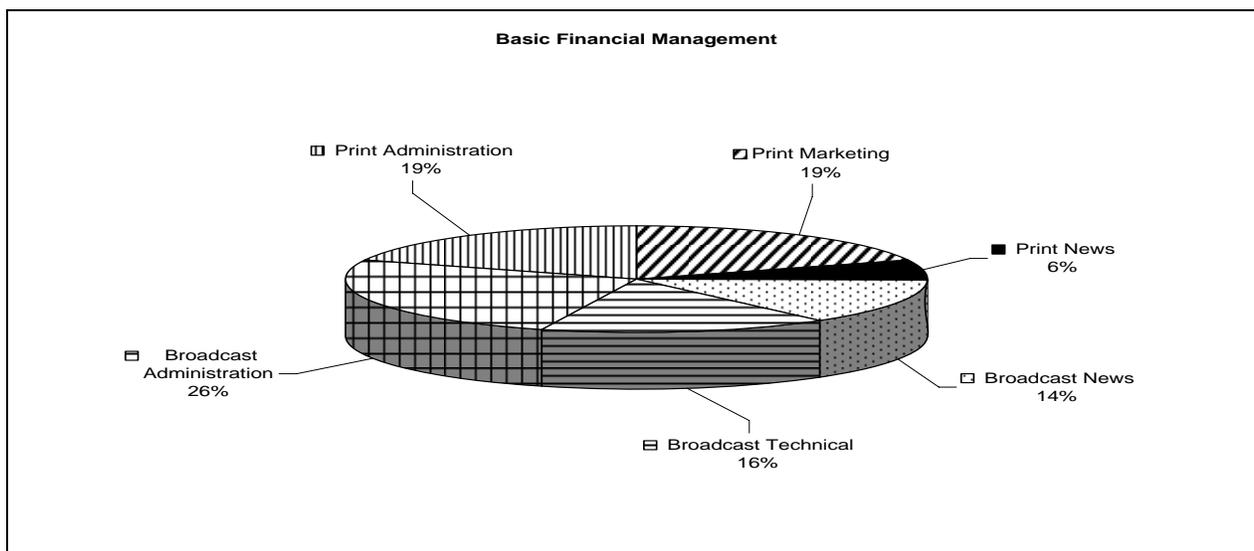
In this report the term Financial Management refers to the skills and knowledge associated with generating and controlling income, including all the systems and processes required to do so. This training area is made up of Basic Financial Management, Media Economics, Budgeting and Project Proposals, Project Proposals, Marketing Strategies and Circulation Management.

- Basic Financial Management

The media professionals interviewed feel at a loss when it comes to the financial management of their organisations. They explain that a course in financial management would have to start with the basics and assume that interviewees have no prior knowledge of the field. They require information on various income generation strategies, models of best practice that have step-by-step instructions, and information on implementing processes and systems.

In addition to information on how to generate income, media managers want information on various procedures and systems to keep track of their debtors and creditors, so that at any point in time they can see who owes them money and how much has already been paid. Interviewees also think that managers would benefit from training in how to manage, monitor and evaluate their financial systems. They also need a better understanding of the costs involved in producing media products.

Forty-nine percent of interviewees from the first set of countries identify Basic Financial Management as a training need. The following chart depicts their responses according to job category:

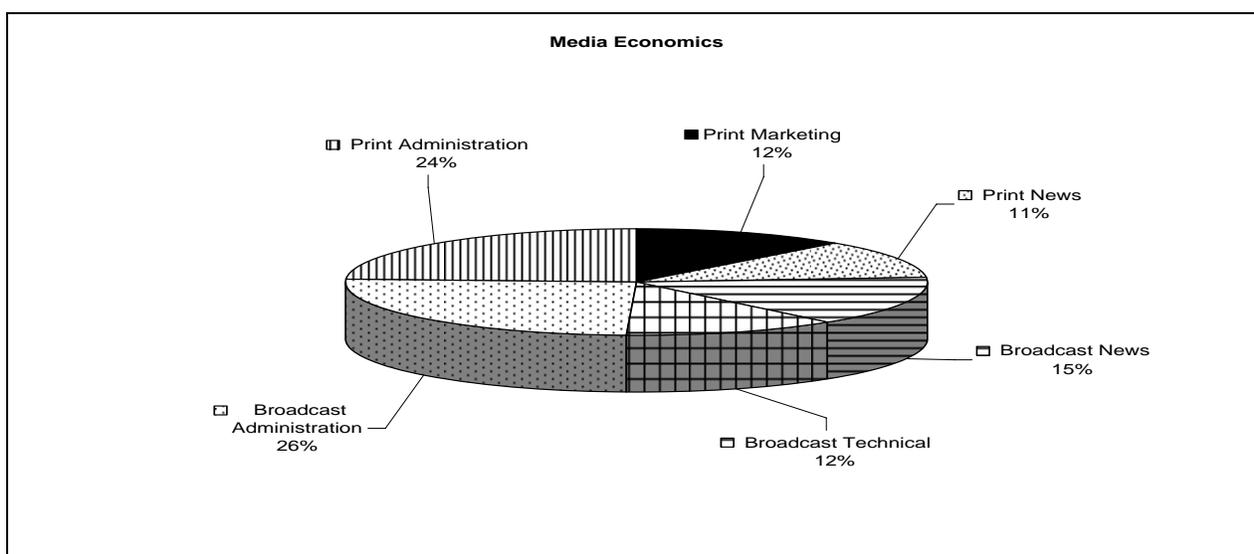


- Media Economics

Media managers point out that because they have not received formal training and in many circumstances have come straight from school and worked themselves up through their media organisations they do not have a working understanding of the media industry as a whole.

They specifically mention needing information on the various market forces that impact on the media, information on trends in a changing media industry, and training in media economics and the media as a business.

Twenty-seven percent of interviewees identify Media Economics as a training need. The following chart shows their responses according to job category:

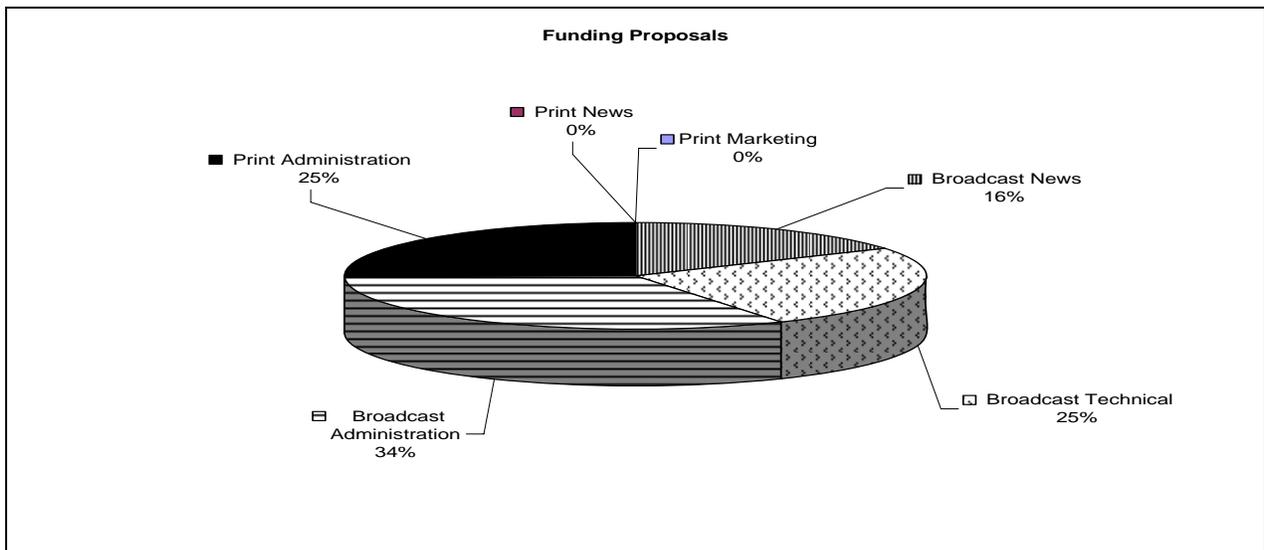
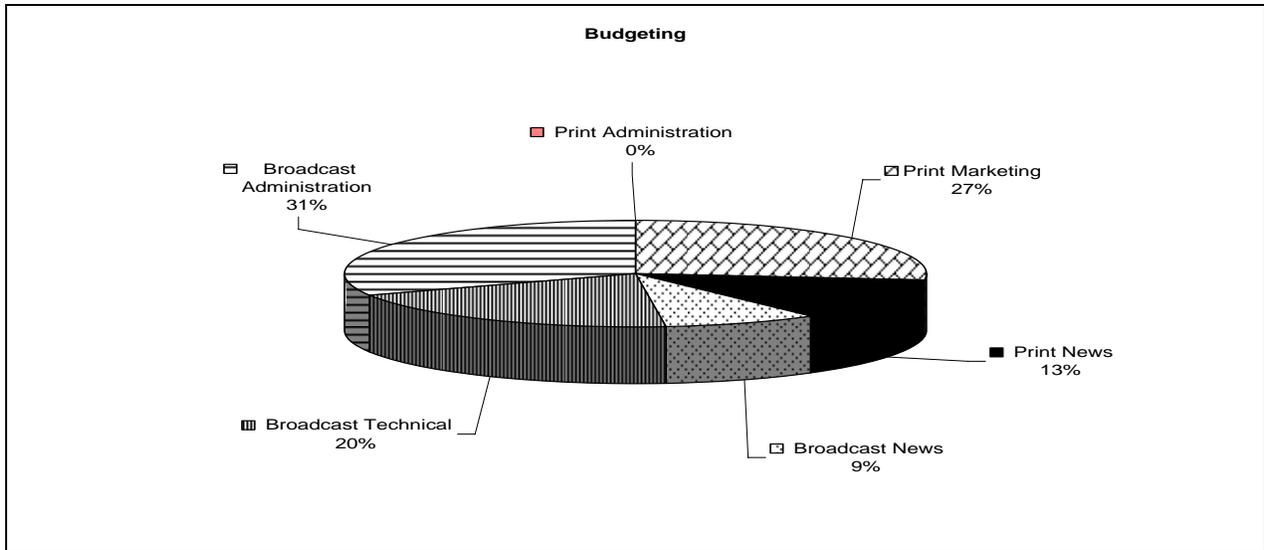


- Budgeting and Financing Proposals

Within most media organisations each department is required to develop their own annual budget with supporting information to motivate for funds. Media managers find this extremely difficult as they have no idea where to start.

Interviewees feel that media professionals would benefit from training in how to develop a budget and write funding proposals. They would like a course that includes information on how to prioritise goals and distribute limited resources, how to draw up a budget and what should be included in it, how to motivate for their budget, and how to implement and monitor the budget once they receive funding.

Twenty-nine percent of interviewees from the first set of research countries identify Budgeting and Funding Proposals as a training need. The following charts depict their responses according to job category:

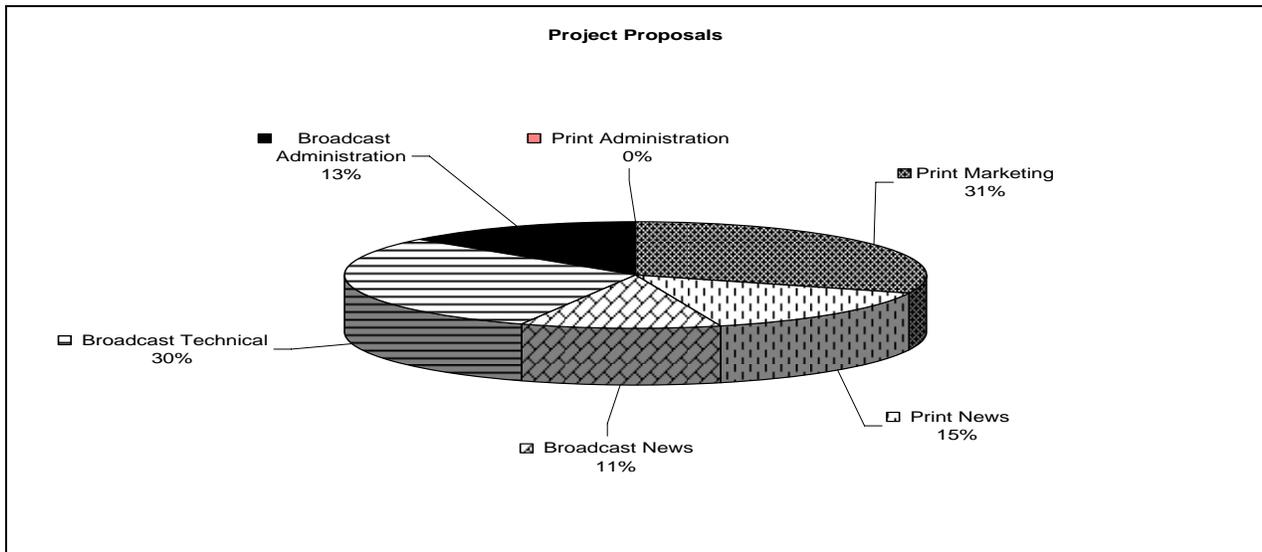


- Project Proposals

Media professionals identify a need for training on how to formulate project proposals. They explain that they experience difficulty in resource mobilisation and could benefit from improving these skills.

Interviewees request a course in writing project proposals that includes information on how to go about planning a project, starting from writing up a proposal and budget and determining what resources will be required. They need to know how to implement projects in line with plans and then monitor the projects to ensure that they are being appropriately implemented.

Thirty-one percent of interviewees from the first set of countries – Botswana, Malawi, Swaziland, Tanzania and Zambia - identify Project Proposals as a training need. The following chart shows their responses according to job category:

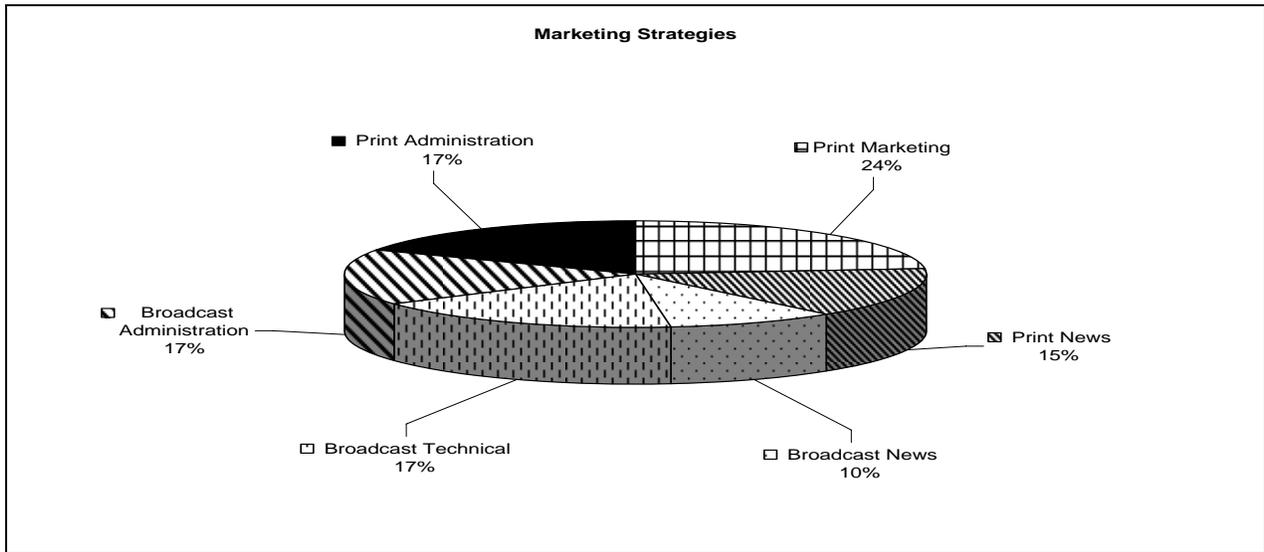


- Marketing Strategies

Interviewees say that in a highly competitive media industry it is difficult to secure advertising revenue. With governments withdrawing funding from many public media organisations, advertising sales have become increasingly important source of revenue.

Media managers feel that they need training in a variety of areas related to marketing their media products. They request a course that includes information on the role and purpose of marketing and on how to handle advertising agencies, create a competitive edge, survive in a commercial market, sell a product, and get around the prejudices of advertisers (e.g. the youth are irresponsible and poor). Training should also focus on improving sales skills and customer service, and train managers in various marketing strategies including how to run competitions as an advertising technique.

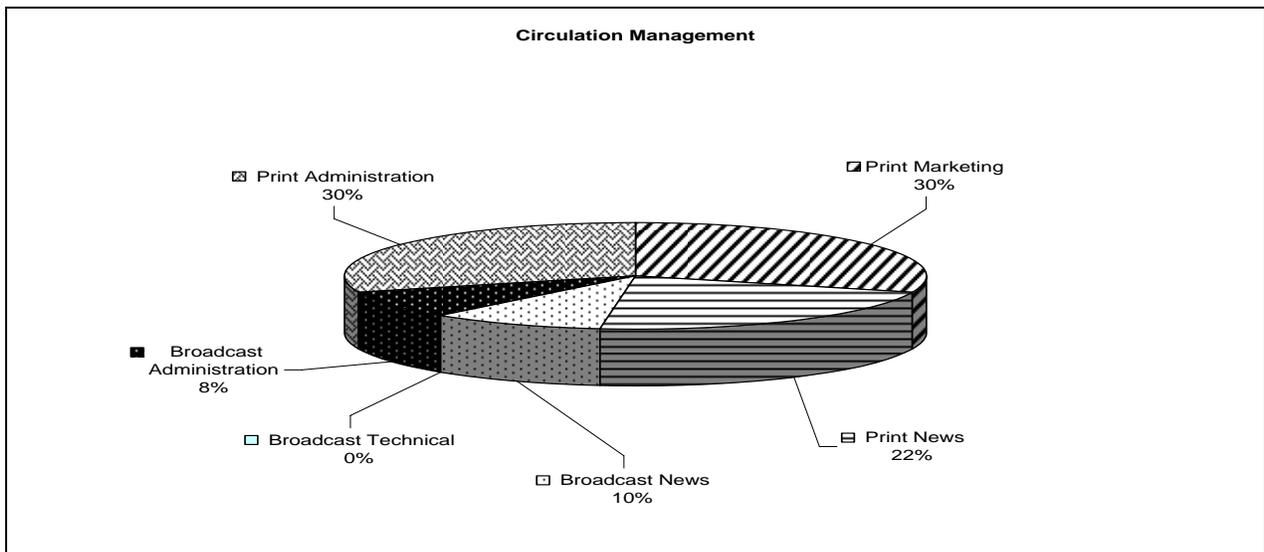
Fifty-four percent of interviewees from the first set of research countries identify Marketing Strategies as a training need. The following chart reflects their responses according to job category:



- Circulation Management

Print media managers report experiencing difficulties with their distribution systems and request training in circulation management. They would like a training course that includes information on how to establish and manage distribution networks (including rural areas), how online publications are affecting circulation numbers (changing trends in readership), how to manage subscriptions, and how to increase circulation.

Twenty percent of interviewees from the first set of countries identify Circulation Management as a training need. The following chart demonstrates their responses according to job category:



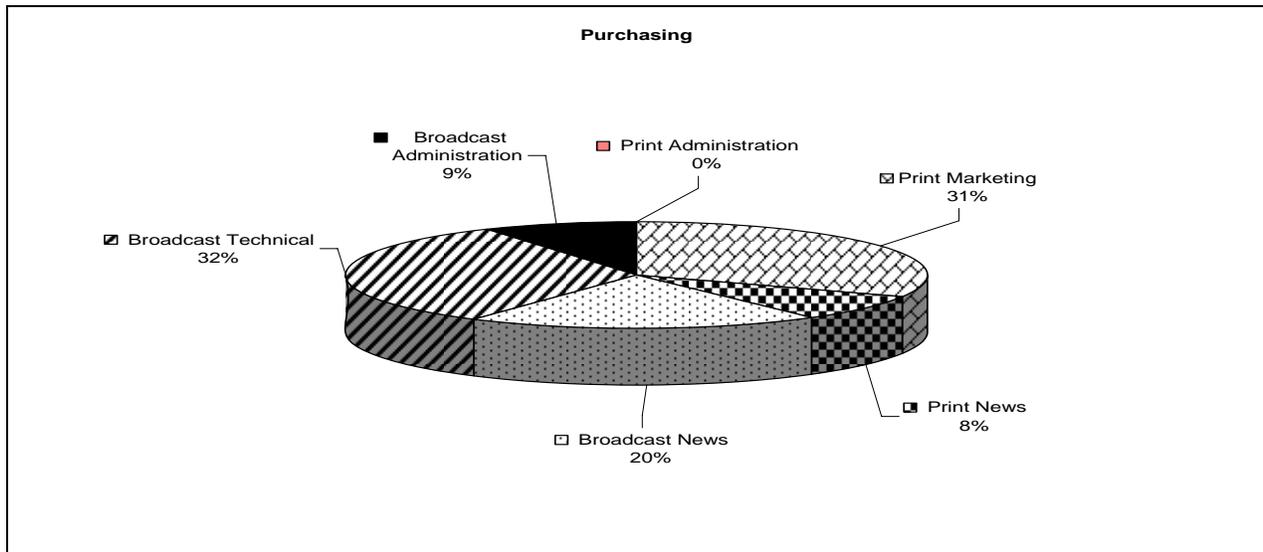
Management of Materials

Media professionals identify a number of training needs relating to the management of materials. These are: Purchasing, Maintenance, Impact of New Technology, Training in New Technology, Technical Specialisations, and IT / Computer Skills.

- Purchasing

Most media managers experience difficulties associated with equipment and request training on how to make decisions regarding equipment replacement and setting up and managing purchasing procedures, including how to motivate for and secure financing for purchases. They also need training in networking with other providers to share equipment.

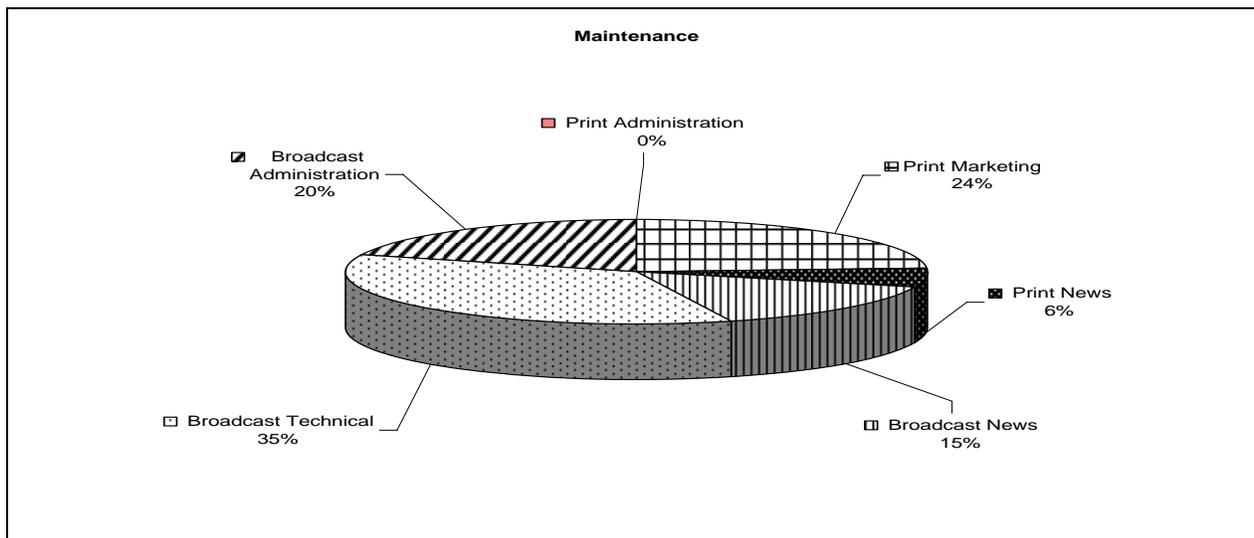
Nineteen percent of interviewees from the first set of research countries identify Purchasing as a training need. The following chart represents their responses as per job category:



- Maintenance

Interviewees discuss equipment maintenance in two ways. Firstly, media professionals request training in how to develop depreciation and capital replacement policies for equipment. They also need training in how to maintain new equipment. They complain that in the past new equipment would come with a comprehensive maintenance manual but apparently this occurs less often nowadays. Currently, they have to replace their equipment or send it out of the country for repairs and both options are extremely costly.

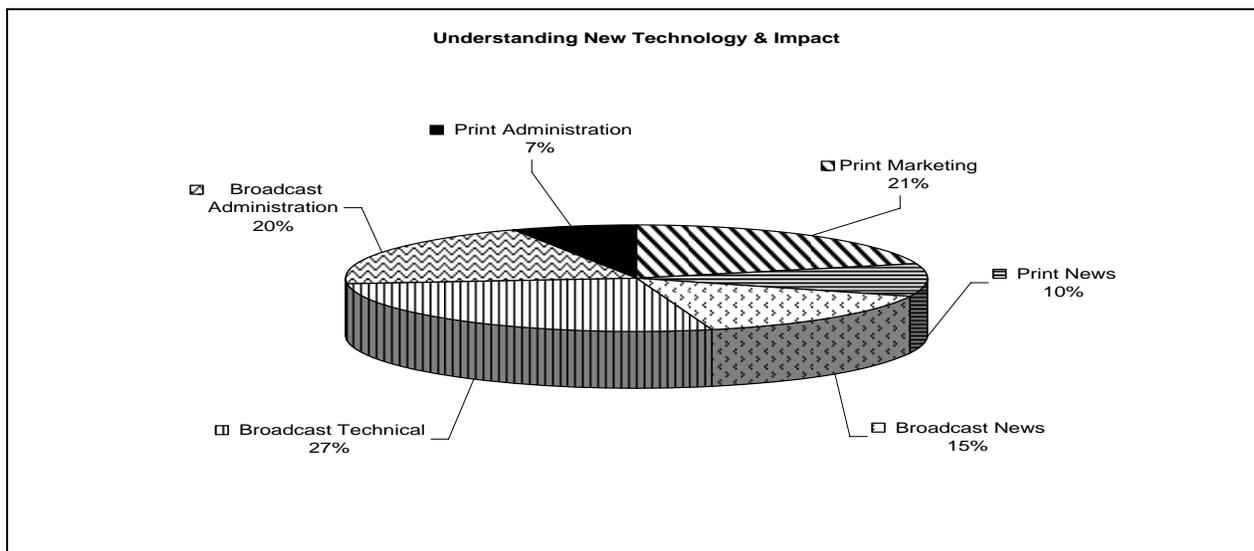
Twenty-seven percent of interviewees from the first set of countries identify Maintenance as a training need. The following chart depicts their responses according to job category:



- Impact of New Technology

With the continuous entry of new technology into the media industry media professionals find that they need to be updated on what is currently available. They explain that they struggle to make the best technology decisions for their organisations. They either lack awareness of new technology options, or when they are familiar with a particular technology, they are uninformed about its implications for their organisations. Interviewees request assistance in understanding new technology, its implications, and its impact on the media industry.

Forty-seven percent of interviewees from the first set of research countries identify the Impact of New Technology as a training need. The following chart depicts their responses according to job category:



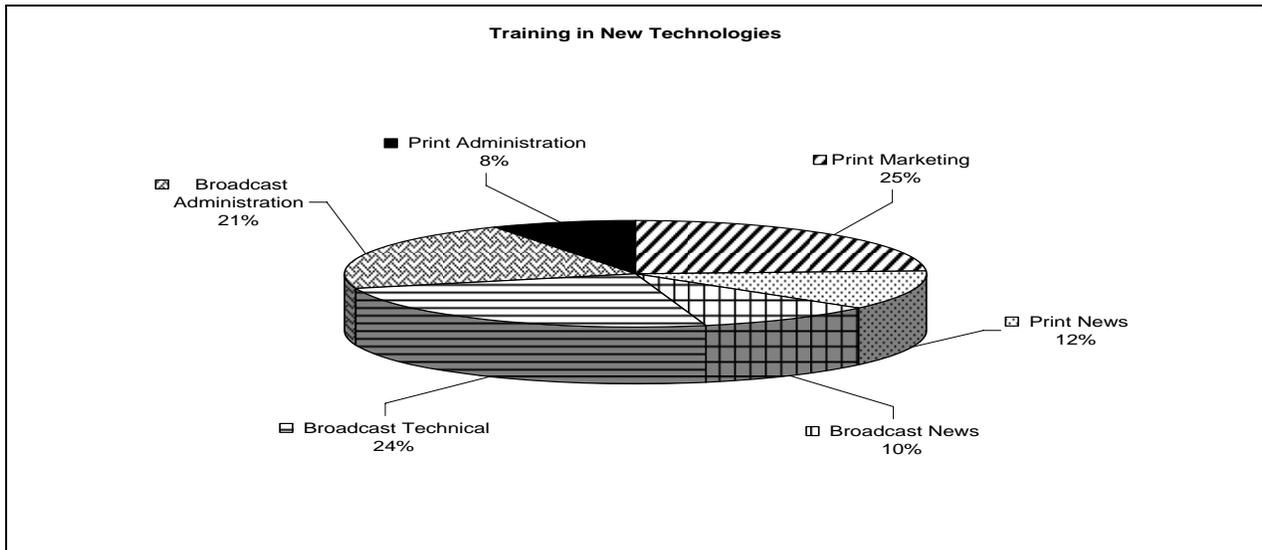
- Training in New Technology

Interviewees need to know how to operate new technology. They specifically highlighted digital broadcasting equipment, new broadcasting software and satellite broadcasting as areas in which they need training.

Managers are particularly interested in how to incorporate new digital broadcast technology into their already existing analogue systems, and are curious as to what extent the equipment coupled with these modes is compatible. They request training on how to adapt their organisations' systems to incorporate new technology.

Interviewees explained that it may be difficult to provide training in new technology as in most cases they do not have access to the equipment and it has to be imported expressly for training purposes.

Forty-one percent of interviewees identify Training in New Technology as a training need. The following chart depicts their responses according to job category:



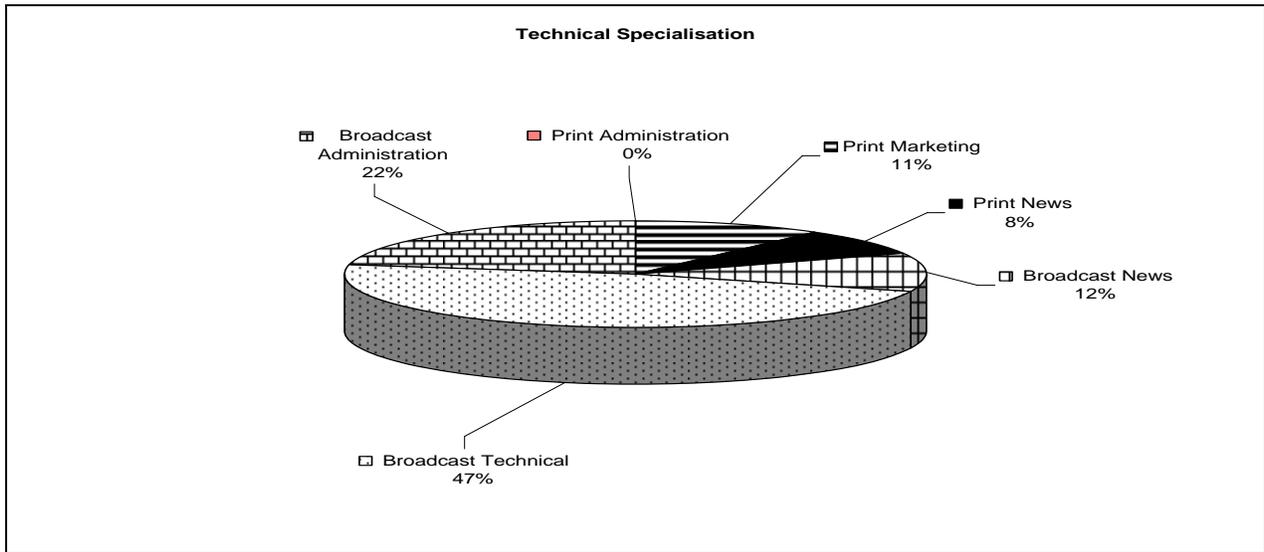
- Technical Specialisations

The majority of media professionals have no training in various technical specialisations; again, most of what they know has been learnt on the job. Media managers say that training in various specialisations will enable them to perform their tasks better and make it easier for them to pass their knowledge onto their subordinates.

Interviewees identified the following areas for training (listed alphabetically):

- Audio Broadcasting
- Camera Work Techniques
- Lighting and Set Construction
- Management of Acoustics
- Newspaper Layout Technology and Graphics
- Production in Broadcast (Radio and Television)
- Transmission
- VRT Editing

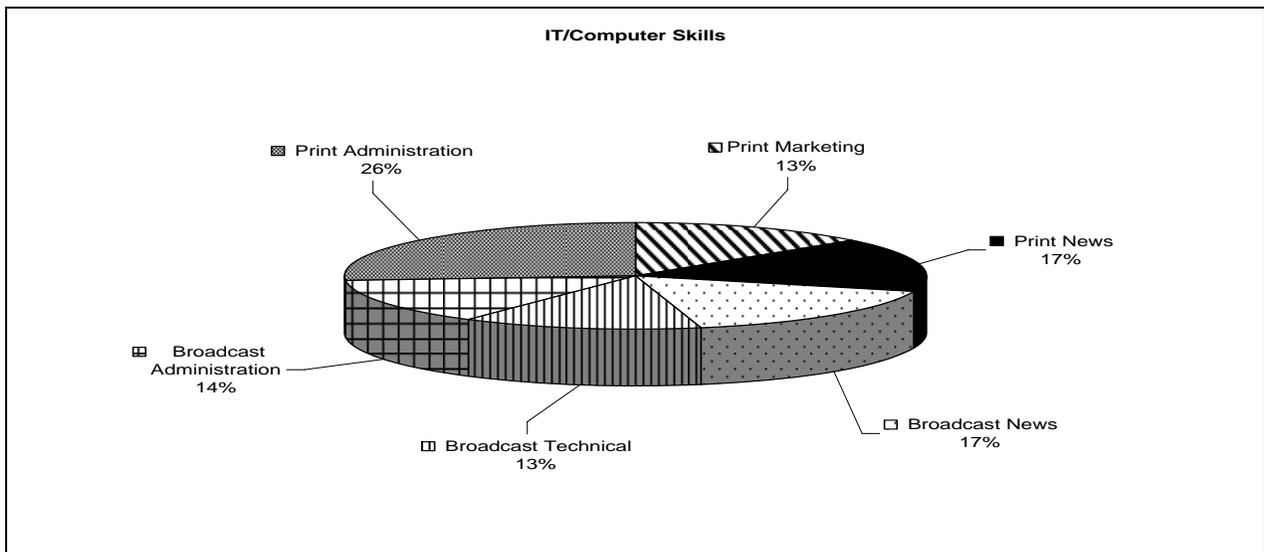
Thirty-four percent of interviewees from the first set of countries – Botswana, Malawi, Tanzania and Zambia - identify Technical Specialisations as a training need. The following chart represents their responses according to job category:



- **IT / Computer Skills**

Most media professional interviewed explained that they use their computers as typewriters and do not know what they can achieve with their computers. They say that they could benefit from basic training in computer skills such as using email and the internet for research purposes. Interviewees at a more advanced level request training in online publication and online video and radio streaming.

Twenty-six percent of interviewees from the first set of countries identify IT / Computer Skills as a training need. The following chart depicts their responses according to job category:



Training Strategies

As part of the study interviewees were presented with a variety of possible training methods and asked which of these they thought would be most appropriate and effective in their settings. Their responses are captured below.

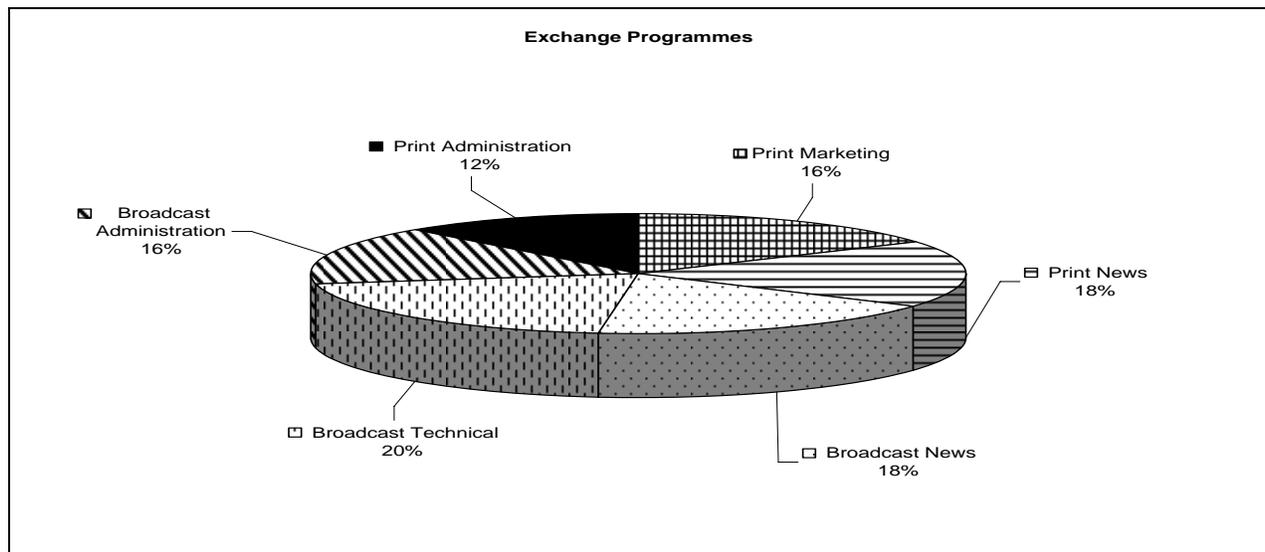
Exchange Programmes

In exchange programmes ideas and knowledge are exchanged between organisations. A staff member visits another organisation for a set period of time during which they are expected to work for the organisation. To provide purpose and structure to the visit, before the commencement of the exchange the guest staff member and the host organisation should develop a set of desired outcomes.

Interviewees think that this is the most effective method of training. They say that exchange programmes are a good way to learn about new technology and affords staff the opportunity for hands-on learning. Media managers also believe that exchange programmes expose them to different ways of doing things and thus enable them to challenge their mindsets.

They emphasise that for an exchange programme to be effective it needs to be well monitored: each staff member who goes on an exchange should be monitored daily, be required to write a report on what they have learnt, and formulate ways to transfer their learning to their organisations when they return. In order to ensure that organisations with similar difficulties and challenges are paired the matching of organisations should be well thought through.

Eighty-four percent of interviewees from the first set of research countries identify Exchange Programmes as an effective training method. The following chart depicts their responses according to job category:

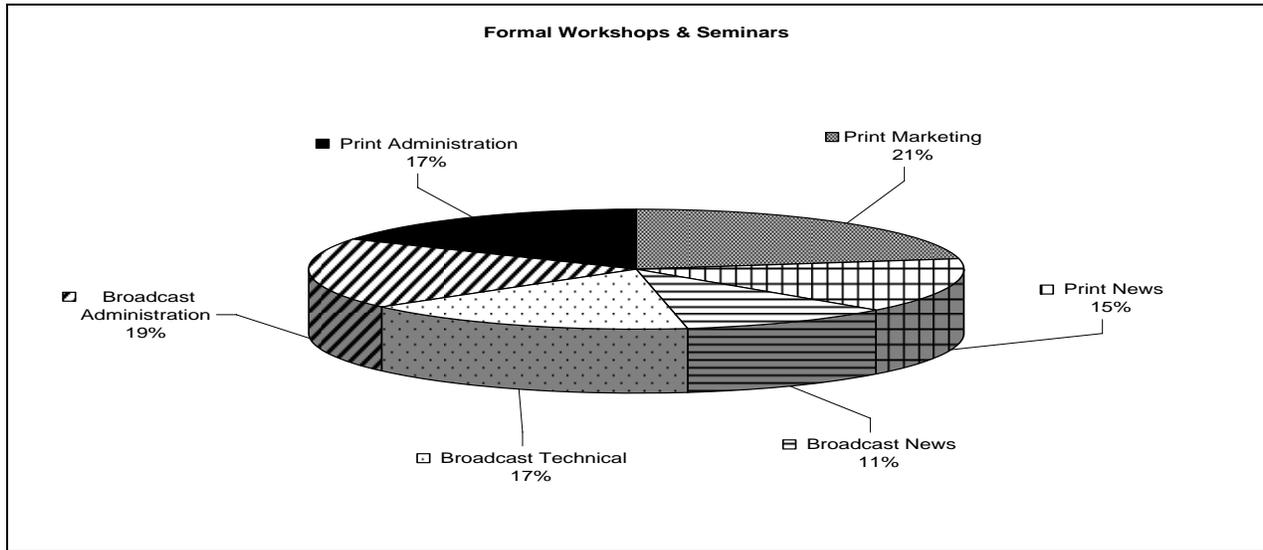


Formal Workshops and Seminars

Interviewees regard formal workshops and seminars as appropriate only for short courses of not more than two weeks, as they prefer not to have people away from the office for longer periods. Furthermore, workshops should include a practical element and be presented in two time slots so that in the interim period staff have the opportunity to implement what they have learnt and to receive feedback on their implementation.

Media professionals pointed out that care must be taken to ensure that the right people are selected for courses as many people treat such an opportunity as a holiday and do not focus on the course requirements.

Fifty-nine percent of interviewees from the first set of research countries identify Formal Workshops and Seminars as an effective training method. The following chart shows their responses according to job category:

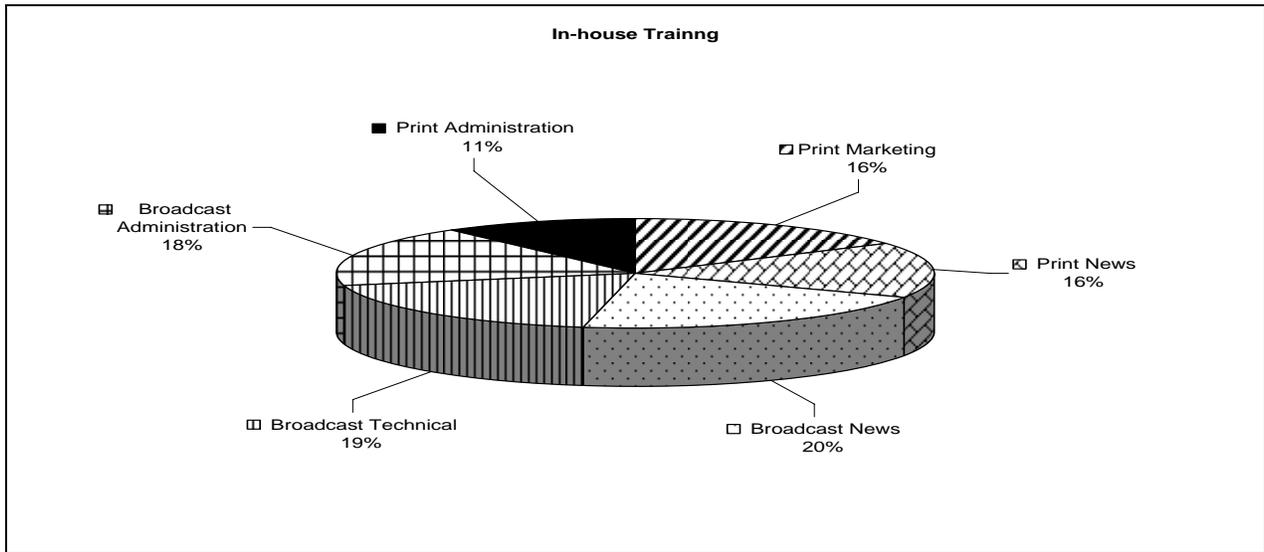


In-house Training

In-house training refers to instances where a trainer or consultant is brought in to do on-site training. Interviewees regard this as a more cost-effective option than sending staff away for workshops. They suggest that instead of going to each organisation in turn, trainers should operate from a central location. This would allow more than one organisation to share the benefits and costs of training.

Some interviewees envisioned training as ideally being conducted by multi-skilled trainers whose approach to training is more aligned with consultancy and who, after diagnosing problems, are able to support trainees by helping them to practise the implementation of required changes.

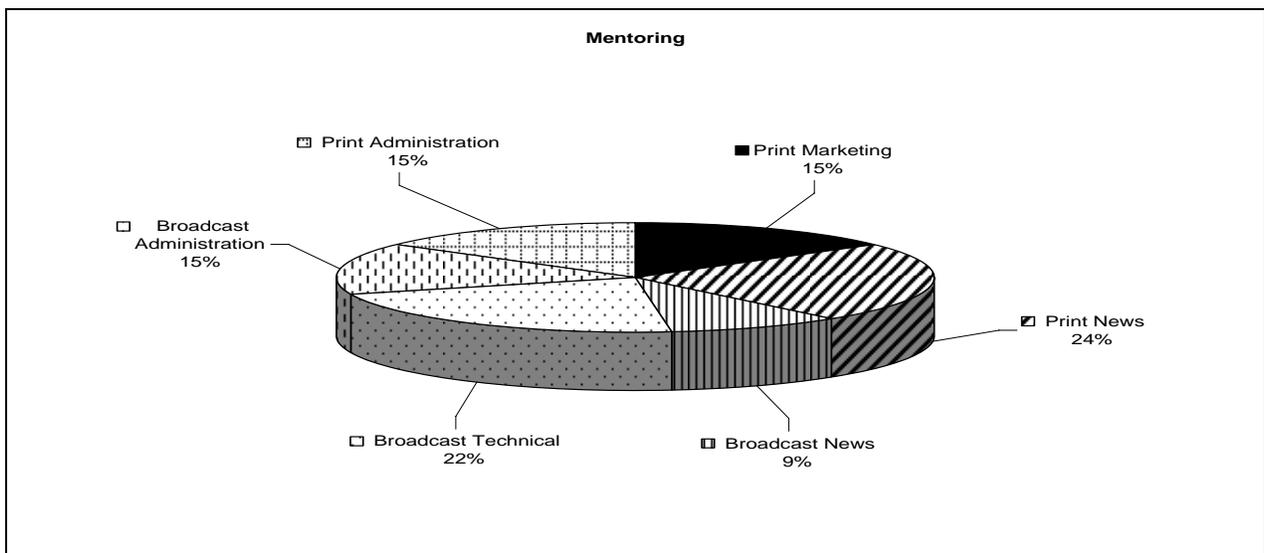
Sixty-four percent of interviewees identify In-house Training as an effective training method. The following chart reflects their responses according to job category:



Mentoring

Mentoring refers to staff members being paired up with an expert who supports them in areas where they need help or training. Research interviewees think that such a system could be effective if properly implemented, and envisage the mentor as a roaming consultant with the expertise to offer practical advice and assistance relevant to the specific difficulties an individual manager is trying to overcome. Media professionals cautioned that the effectiveness of a mentoring programme would depend largely on the competence and attitude of mentors.

Twenty-six percent of interviewees in the first set of research countries identify Mentoring as an effective training method. The following chart indicates their responses according to job category:

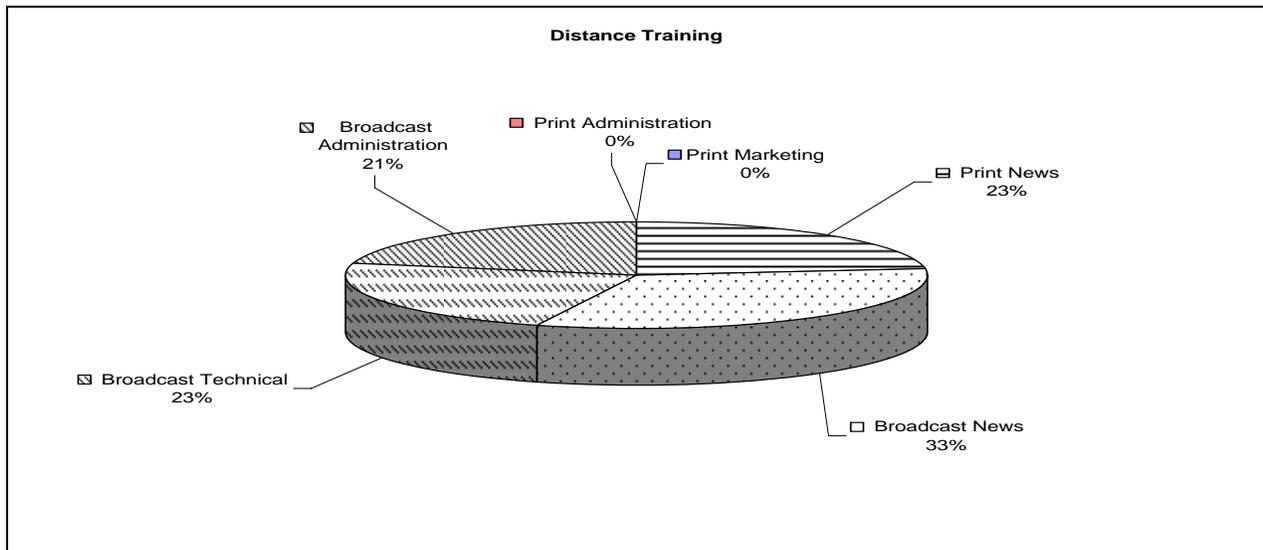


Distance Training

Distance training - also referred to as correspondence training - is viewed by interviewees as beneficial as it does not take staff members away from the office and opens up opportunities for people who have not been able to access a formal qualification.

However interviewees do not find this an attractive option and stress that people who opt for distance training need to be highly committed and competent.

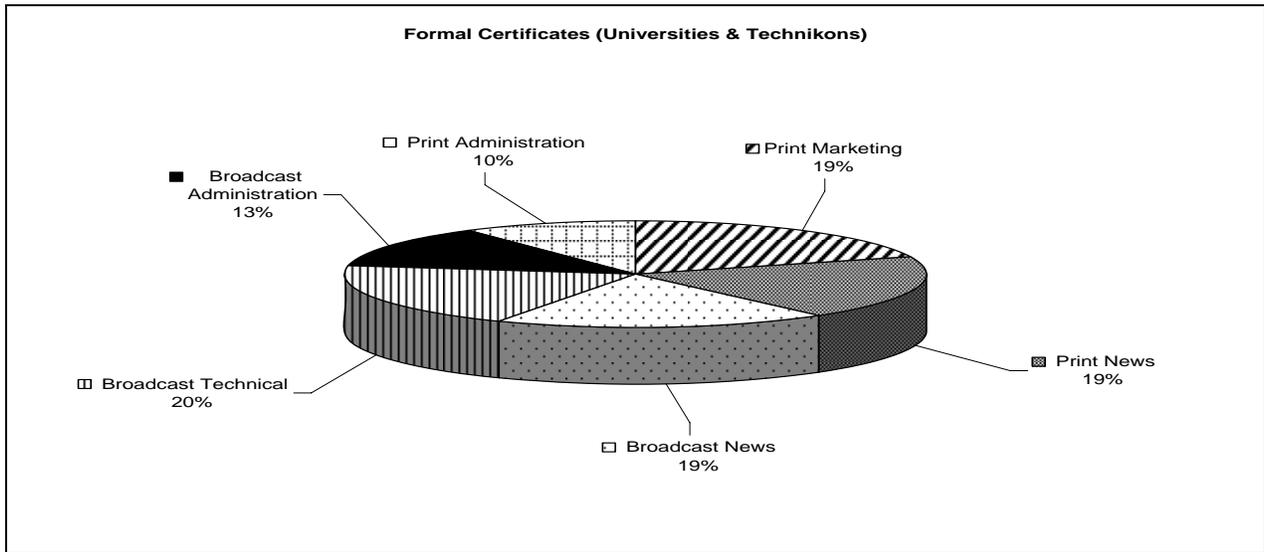
Thirty-six percent of interviewees from the first set of research countries – Botswana, Malawi, Swaziland, Tanzania and Mozambique - identify Distance Training as an effective training method. The following chart depicts their responses according to job category:



Formal University and Technikon Qualifications

Interviewees think that formal qualifications are useful if they provide media managers with a recognised qualification that is transferable between various training institutions. In their opinion, training for formal qualifications should take between six and twelve months to complete, have strict selection criteria, and have effective ways of assessing learners' competencies

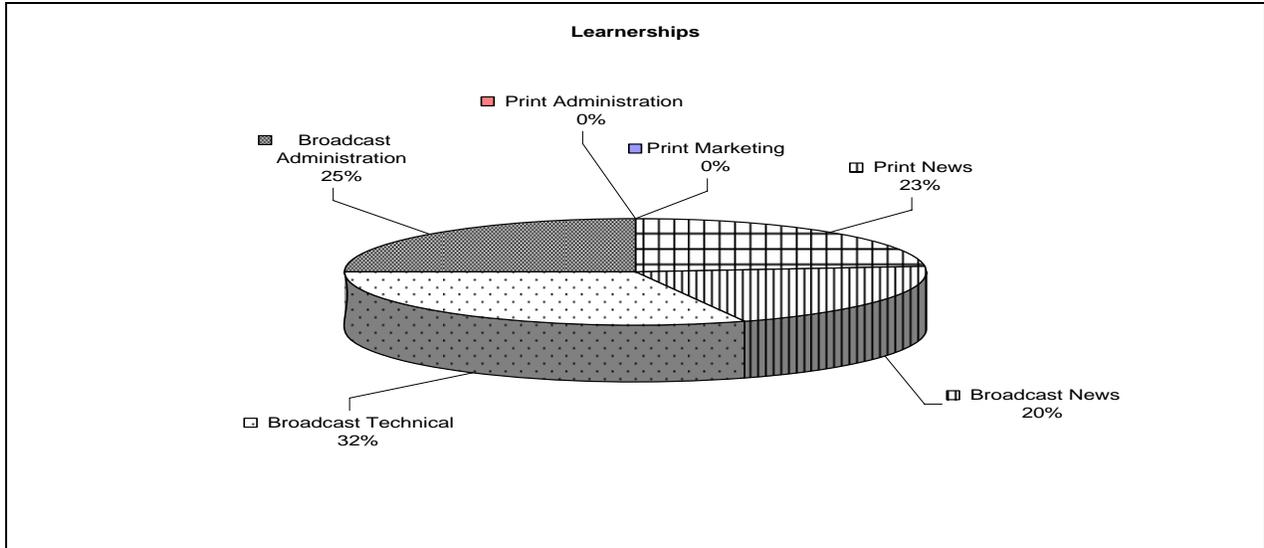
Thirty-six percent of interviewees from the first set of research countries – Botswana, Malawi, Swaziland, Tanzania and Zambia – think that delivering courses that yield Formal qualifications as an effective training method. The following chart depicts their responses according to job category:



Learnerships

Interviewees view Learnerships as being equivalent to on-the-job training. Although Learnerships are a crucial starting point for training, their effectiveness depends on the workplace expertise of managers.

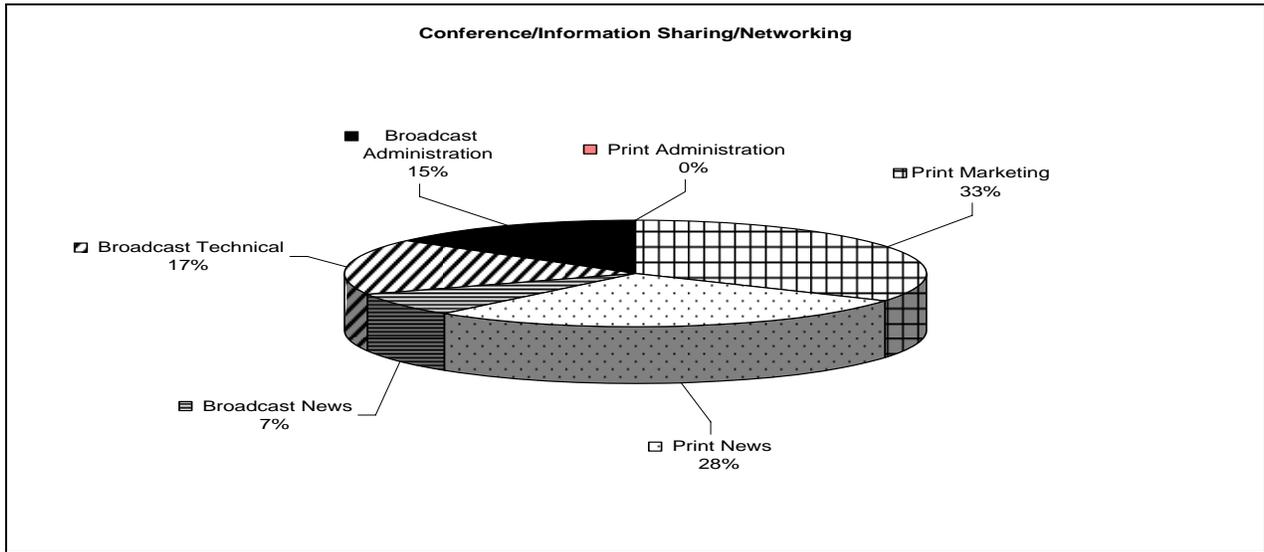
Sixteen percent of interviewees from the first set of research countries identify Learnerships as an effective training method. The following chart shows their responses according to job category:



Conferences / Information Sharing / Networking

Attending conferences, sharing information and networking is viewed by interviewees as favourable methods to learn about advances in technology and for sharing best practices and success stories of various media organisations. Although interviewees can see the benefits of conferences they feel that these are only really effective if the person is eager to learn.

Thirty-four percent of interviewees from the first set of countries identify Conference / Information Sharing / Networking as an effective training method. The following chart depicts their responses according to job category:



Chapter 4: Towards Validity Testing

The second phase of the research comprised a workshop where findings from the first phase of research in Botswana, Malawi, Swaziland, Tanzania and Zambia were presented to media professionals. Delegates were asked to identify issues that challenge media managers and provide feedback on how accurately they thought the research findings reflect those challenges. As an exercise in validity testing, this process allowed the Institute to gauge the degree to which its research findings matched what delegates experience in their everyday working environment. The workshop also offered a platform for debating the strengths and weaknesses of various training strategies and discussing the prioritisation of training needs. Contributions made during this workshop are presented below.

Training Areas

The feedback from the workshop delegates was extremely positive. For the most part they affirmed the research findings and considered them to be an accurate representation of on-the-ground media management training needs. A detailed discussion delegates' feedback per training area follows.

General Management

Regarding General Management, Media Practice and Organisational Functioning was identified by 31% of research interviewees as a training need (see p. 17). And delegates attending the phase 2 workshop also emphasise the need for training in this area. As the research interviewees did, they pinpoint the traditional tension between the business or marketing side of an organisation and its editorial department as being an especially trying challenge. Both groups are of the opinion that media managers would benefit from training in understanding the media organisation as an integrated business with each staff member's role being important.

The need for training in how to develop an organisational vision and mission statement and how to foster employee buy-in is strongly stressed by workshop delegates. They point out that often organisations have vision and mission statements that staff members are either unaware of or do not fully understand. This view is echoed by research interviewees, 41% of whom indicated that Strategic Planning and the development of vision and mission statements are training areas needing attention (see p. 20).

Workshop delegates also note that although gender and ethnicity did not emerge as concerns during the research interviews (see p. 19), these issues should be addressed when training media managers in how to deal with various forms of diversity in the workplace.

In addition to affirming the research findings, the workshop delegates identify three areas that they think should be included in training designed for media managers and leaders – Corporate Governance, Production Management, and Time and Quality Management.

Human Resource Management

Eighty-three percent of interviewees from the first set of research countries identify General Human Resources as a training need. Workshop delegates agree that this is a

necessary training area and note that Succession Planning needs special attention. They explain that media managers often feel insecure in their posts. There is a concern that this, coupled with the lack of succession plans within many media organisations, contributes to training not being valued by media professionals.

They suggest that if media managers are trained in Succession Planning and develop appropriate succession policies they will be more adept at recognising the value of training for subordinate staff members. Also, they would be more likely to make sure that staff undergo training that will have a long-term benefit for the organisation. Without succession plans, training within media organisations is a haphazard undertaking and does not allow for maximum impact.

Leadership

The need for training in various Management Styles and People Skills is accentuated by workshop delegates. This finding accords with the views of research interviewees, 76% of whom identified this as a training need. In reality most media managers have no prior experience in managing and tend to mimic their predecessors' management styles and people skills - or lack thereof. They believe this tendency limits development and innovation in media organisations.

Workshop delegates emphasise that media managers need training in Managing Change; 46% of research interviewees agree. In addition to the issues highlighted by the research interviewees (see p. 25) – workshop delegates suggest that a change management course should include information on how organisational culture is shaped and managed through organisational change.

Editorial Leadership

On the whole workshop delegates agree that Editorial Leadership is a required training area. However, in their opinion media managers do not require training in Basic Journalism Skills (as opposed to 49% of research interviewees) and Specialised Reporting (identified by 36% of research participants as a need). Their reasoning is that media organisations are in need of managers and not practitioners. They do acknowledge that training in Journalism Skills and Specialised Reporting is a priority for journalists working in their organisations and that managers need to be able to make strategic decisions regarding what type of training staff members need.

Delegates remark that the discrepancy between the research findings and their view that training in Journalism Skills and Specialised Reporting is *not* needed, highlights the fact that managers must know what is expected from them. This insight mirrors remarks made by research interviewees, 76% of whom earmark Management Styles as a need (see p. 23).

Although the research finds that 49% of interviewees from the first set of countries – Botswana, Malawi, Swaziland, Tanzania and Zambia - think that media managers require training in Journalism Skills, and 36% of the interviewees identify Specialised Reporting as a training need, the SPI is inclined to agree with the workshop delegates in not viewing these areas as management and leadership priorities. Congruently, these areas are not part of the Institute's core business.

Financial Management

Forty-nine percent of research participants find Financial Management training is needed and workshop delegates view this as one of the more important skills gaps that could be addressed through training. Training in Marketing Strategies is thought of as particularly essential and 44% of research participants agree. Delegates point out that in the case of state owned media organisations, there is a shift away from being subsidised social service agencies, towards becoming sustainable income generating businesses. They perceive this as a move into the unknown and a major challenge for media managers working in state-owned organisations. Delegates from independent publications, which are subsidised by funding from external agencies, encounter similar financial pressures. Workshop delegates stress that media professionals must be trained in Marketing Strategies. They envisage a course that includes information on how analyse the competition and become more competitive themselves, how to determine the possible and likely advertising share, and how to foster financial sustainability.

The workshop delegates think managers need training in Budgeting (29% of interviewees agree), formulating Financing Proposals (31% of interviewees agree), and Circulation Management (20% of interviewees agree).

Management of Materials

There was agreement among workshop delegates that media managers require training in the Management of Materials. But this does not extend to the physical maintenance and utilisation of new technology. Regarding maintenance, only 27% of research interviewees – predominantly in broadcast – think training is required, however 41% of interviewees disagree with workshop delegates regarding the utilisation of new technology. Workshop delegates argue that managers need only have a general understanding of technology. This picks up on a notion that was voiced earlier: media organisations need more professional managers and not more practitioners.

Although Technical Specialisations and IT / Computer Skills are crucial training needs for media managers, these do not fall within the core competencies of the SPI or the other training providers represented at the workshop and so should be not be pursued as a training area.

Prioritisation of Training Areas

The following table depicts how workshop delegates prioritise different training areas. The training areas are numerically ranked with 1 being the most important and 5 being the least important. Although this exercise served to highlight priorities, workshop delegates point out that all of the training areas – excepting for the last one - are important.

Training Area	Ranking
General Management	1
Financial Management	2
Editorial Leadership	3

Human Resource Management	4
Leadership	4 ⁸⁴
Management of Materials	5

Training Strategies

During discussions on training needs and possible training strategies, workshop delegates drew attention to numerous concerns that they would like the SPI to address, irrespective of the type of training being offered.

Appropriate selection criteria for inclusion in various courses are viewed as extremely important. The workshop delegates think that SPI's selection criteria should be designed in such a way as to maximise the impact of training. Also, media organisations should be encouraged to consider how various training options align with their strategic and succession plans.

The SPI was cautioned not to overload their courses by trying to cover large volumes of information in short periods of time as course participants experience this as overwhelming and find it too difficult to absorb the information. The workshop delegates suggest that a combination of theoretical and practical components will make it easier for course participants to learn new information and be able to apply it when they return to their workplaces.

Finally, it is suggested that the SPI continues to offer competency-based qualifications for their courses and that they investigate the possibility of getting their courses accredited by the National Qualifications Framework (NQF). The SPI should also investigate the extent to which their courses are recognised by other training organisations within the SADC region.

Following is a detailed discussion of workshop delegates' experiences and opinions of the strengths and weaknesses of various training strategies. These are juxtaposed with findings from the research interviews.

Exchange Programmes

Workshop delegates identified the following strengths and weaknesses of Exchange Programmes:

Strengths

- Exposure to best practices which can be adapted by the visiting staff member.
- Exposure to new ideas and strategies, helps avoid perpetuation of bad practices, and challenges course participants' mindsets.
- Development of networking avenues.
- Can contribute to the curtailment of xenophobia and exposure to diversity if the staff member is exposed to an organisation in a different country.

⁸⁴ The Human Resource Management and Leadership training areas were ranked as equally important by workshop delegates.

- Allows the course participant an opportunity to get away from their daily organisational demands and gives them space to reflect on their own practice.
- Practical, hands-on learning.

Weaknesses

- Relies heavily on the host organisation's competency, available time and ability and willingness to teach and share information.
- Creates a vacuum at the course participant's organisation.
- Occurs over an extended period of time.
- Management of the process by the training organisation is cumbersome.
- There is the possibility that the course participant may abuse the system for personal gain, for instance applying for a post at the host organisation or misusing their daily subsistence allowance.
- Relies on the course participant's active participation and ability to identify lessons.
- Can be quite costly.
- Need to allow for an assimilation period.
- It is relatively easy for the course participant to misrepresent their experiences in their report.
- The host organisation may be suspicious about sharing information with the course participant.

In the light of the strengths and weaknesses mentioned above workshop delegates suggest that to implement a successful Exchange Programme the SPI would firstly have to ensure that the course participants selected will respond to this form of training. Also, the SPI would need to conduct spot checks and request reports from both the participant and the host organisation. Both of these issues are raised by research interviewees. The workshop delegates also commented that while exchange programmes are appropriate for general reporting staff, they would be difficult to implement at management level as managers involved in an exchange programme would be able to observe practices at other organisations, but unable to take on formal responsibilities. So the process would be reduced to a period of participant observation, which delegates acknowledged, is not necessarily a bad thing. The exchange of ideas between hosting staff and visiting managers could be of great value.

Although 84% of research interviewees view Exchange Programmes as being the most effective form of training, workshop delegates point out that it is extremely demanding on the training organisation's resources. Considering the SPI's relatively small staff complement delegates felt that it is not advisable to place more strain on its already stretched capacity. So until the SPI is able to employ or contract additional staff members it should not consider offering Exchange Programmes as a training option.

Formal Workshops and Seminars

Workshop delegates identified the following strengths and weaknesses of Formal Workshops and Seminars:

Strengths

- Allows for the training a large number of people simultaneously.
- Develops networking avenues.

- Relatively cost effective.
- Allows for the exchange of new ideas and strategies.
- The close interaction between trainer and course participant allows for the trainer to keep a close eye on participants' progress.
- Interacting with other course participants who are having similar experiences can build confidence.
- Delivering the training is relatively easy.
- Allows for the transfer of large amounts of information over a short period of time.

Weaknesses

- Possible misuse by the course participants of their daily subsistence allowance.
- Course participants may stop attending lectures before the end of the course or continuously disappear for work purposes.
- Courses that are presented in more than one time slot have an attrition rate.
- Course participants may find the environment boring.
- The training environment may be intimidating to course participants that who have not received training before.

Formal Workshops and Seminars is a training strategy currently employed by the SPI with the majority of courses being run over a period of one week. In addition to the one-week courses, the SPI runs courses for the Southern African Media Training Trust (NSJ). These run in two, two-week modules that are separated by a period of around three months. The interim between the two modules allows course participants time to apply what they have learnt, and ensures that they are away from the office for less than two weeks at a time. The workshop delegates note that this strategy aligns with what 59% of research participants say they need and that the SPI should continue to offer this form of training.

To extend and strengthen what is learnt, workshop delegates suggest that the SPI should explore additional ways of including practical components to their Formal Workshops and Seminars.

Finally, both workshop delegates and research interviewees suggest that in addition to the courses being facilitated in Grahamstown the SPI may consider hosting Formal Workshops and Seminars at various locations in the SADC region. This would make the training more cost effective and accessible to a larger number of organisations.

In-house Training

Workshop delegates identified the following strengths and weaknesses of In-house Training:

Strengths

- Allows the organisation to train more staff members at the same cost without the added expense of daily subsistence allowances.
- The course participants are trained in a familiar environment.
- The close interaction between trainer and course participants allows the trainer to more easily gauge participants' progress.
- No need for feedback to co-workers and therefore less possibility for distorting information.

- Allows for the use of real, on-the-ground difficulties that the organisation is facing.
- Makes training delivery easier as staff members often share similar understandings.

Weaknesses

- It is likely that there will be several Interruptions to the training as normal daily work continues.
- Course participants are not exposed to the ideas and experiences of people from other organisations.
- Course participants may not feel comfortable discussing their experiences in front of their colleagues.
- Unfavourable dynamics may ensue if a junior staff member has received previous training while the manager has not and if the manager feels intimidated because of this.
- Course participants may be reluctant to discuss real difficulties within their organisation because they are suspicious of the trainer as an outsider

The workshop delegates emphasise that because this form of training involves in-depth engagement with an organisation's difficulties, great care needs to be taken regarding how issues are addressed. The training organisation has an ethical obligation to ensure that the recipient organisation's information remains confidential and is neither divulged to other organisations nor publicised in other ways.

In-house Training does not require extensive management or administration on the part of the training organisation and as such is viewed by workshop delegates as a viable training option for the SPI. This mode of training is the choice of 64% of research interviewees. It does however require that at least one staff member be away from the office for an extended period of time and this may affect the SPI's ability to fulfil their other core functions. If the SPI is careful about the timing of In-house Training or is able to contract in a consultant for these purposes it could be a feasible training strategy.

Mentoring

Workshop delegates identified the following strengths and weaknesses of Mentoring:

Strengths

- Allows engagement with real difficulties that organisations and course participants face.
- Allows for the development of a strong working relationship between the mentor and the course participant.
- Practical and hands-on learning.
- Good for succession training and the continuity of knowledge in an organisation.

Weaknesses

- Other employees may feel that the course participant is receiving special treatment and other superiors within the organisation may use the mentoring relationship as an excuse to avoid responsibility for assisting the participant.
- No exposure to the ideas and experiences of course participants from other organisations.
- Could lead to abuse of the relationship by the mentor.
- It is reliant on relational compatibility between the mentor and course participant.
- Does not result in a formal qualification or certificate.

- The management of the process by the training organisation is cumbersome.

Only 26% of research participants think Mentoring is an effective training method. But the SPI is of the opinion that the very practical training needs of media organisations and the difficulties that course participants experience when trying to implement what they have learnt warrants that the SPI gives serious consideration to launching a Mentoring programme. Mentoring affords participants the opportunity to receive practical instruction within their own environment and have a trainer available when they need guidance or experience difficulties.

To launch such a programme the SPI would at the very least need to employ a fulltime mentor that will be able to roam between various organisations in the SADC region. The SPI is currently trying to source funding to make this possible.

Interviewees and workshop delegates agree that if a mentoring programme is properly administered it is potentially an extremely effective form of training.

Distance Training

Workshop delegates identified the following strengths and weaknesses of Distance Training:

Strengths

- Makes training possible for people who are unable to leave the workplace for extended periods of time.
- Shows commitment and discipline in course participants who complete the training.
- Cost effective in comparison to other forms of training.

Weaknesses

- Daily expectations at work and home are likely to make it difficult for course participants to find time to devote to their studies.
- It is subject to course participants having access to various resources such as a library, computer facilities and the internet.
- May have a negative influence on the course participant's productivity in the work place because they are tired.
- The management of the process by the training organisation is cumbersome.
- There is no practical component or personal interaction between the trainer and course participant which could make learning more difficult.

Distance Training was viewed by 36% of research interviewees as an effective training strategy and workshop delegates think that it is a necessary and effective option for individuals who are dedicated to receiving training but unable to leave their work or home environments.

Workshop delegates do caution that there are several practical challenges associated with providing Distance Training: it requires a high degree of administration on the part of the training organisation - including the establishment of delivery systems - and the attrition rate could be high. Despite these difficulties, they think that at a later stage the SPI could consider this form of delivering training.

Formal University and Technikon Qualifications

Workshop delegates identify the following strengths and weaknesses of Formal Qualifications:

Strengths

- Has the possibility of greatly improving a course participant's job prospects.
- Possibility of increasing the course participant's confidence in their professional field.
- Contributes to the course participant's personal growth.
- Benefits the organisation's corporate branding to have certified staff.
- Allows for content areas to be covered in greater detail.
- Allows for more content areas and better in-depth coverage of them
- Formal assessment ensures that the content-knowledge of participants is properly measured.

Weaknesses

- An individual in possession of a formal qualification is assumed to be highly competent which may not in fact be the case.
- There is a tendency for graduates to become 'too big for their boots' and this hampers their performance in the workplace.
- There is the possibility that a course participant may abuse the system for personal gain (e.g. using their newly acquired qualification to get a better job at another organisation).
- It is generally a lengthy and time consuming process.
- The course participant may be required to accept a cut in their salary or take unpaid leave in order to study which may have a negative impact on their personal lives.
- Costly for the organisation (possibility of paid leave, expense of replacement staff and the cost of training).

The SPI currently offers a Post Graduate Diploma in Media Management (PDMM). This qualification is run over a one-year period and aims to provide participants with the necessary skills and knowledge to manage a media organisation. It is also possible for participants to attend one or several of the eight, three week modules that constitute the PDMM. Once an individual has completed all eight modules they can exchange the certificates they would have received on completion of each module for the diploma.

Thirty-six percent of research interviewees from the first set of research countries – Botswana, Malawi, Swaziland, Tanzania and Zambia – think that delivering courses which yield Formal qualifications is an effective training method. Research interviewees and workshop delegates raise concerns about the degree to which formal qualifications are transferable between countries and other training institutions. Workshop delegates suggest that to increase the desirability of the PDMM the SPI could investigate the extent to which this qualification is recognised by other training organisations within the SADC region. They were specifically concerned with whether or not a PDMM qualification would count towards the credits needed to complete a Masters degree at another university in the SADC region.

Learnerships

Workshop delegates felt that they did not have enough knowledge about Learnerships to be able to effectively comment on this as a training strategy. Only 16% of research interviewees chose this as an effective training strategy, so it may be that they too are not familiar with its workings. Those who do offer comment warn that the effectiveness of Learnerships depends on the expertise of workplace managers.

Conference / Information Sharing / Networking

Strengths

- Opportunity to test the organisation's standards against those of other organisations and against new developments within the industry.
- The exposure to new ideas and strategies challenges course participants' mindsets and could help to prevent them from perpetuating bad practices.
- Development of avenues for networking.
- Can contribute to curtailing xenophobia by increasing staff members' exposure to diversity in the form of people and organisations from different countries.
- Gives course participants an opportunity to get away from the daily demands of the workplace and affords them the space to reflect on their own practices.
- Provides an opportunity to promote the organisation's profile.

Weaknesses

- Relies on a participant's ability and willingness to actively participate and to identify and follow up on opportunities.
- Many participants may find the subject matter too academic in nature.
- Allowance is not always made for participants to interact and engage in discussion.
- There is a tendency for the same people to attend such functions time and again.
- Does not have an immediate impact on the organisation.

Thirty-four percent of interviewees – mainly those working in print news and marketing - think Conference / Information Sharing / Networking as an effective training method.

Over the past three years the SPI has co-hosted the annual African Media Leadership Conference with the Konrad Adenauer Foundation (KAS). Workshop delegates acknowledge this as a valuable contribution to the media industry.

One important shortcoming pointed out by workshop delegates is that the research did not include countries which have languages other than English as their *lingua franca* of business. The SPI took note of this criticism and extended the research into Angola, Mozambique and the Democratic Republic of Congo. Findings from this third phase of the research are set out in the following chapter.

In conclusion, workshop delegates expressed appreciation of the SPI soliciting their views on the research and integrating their feedback into this final report. They suggest that the SPI invite them to a future workshop to inform them about how the research has been followed up and give them the opportunity to continue collaborating in the generation of solutions to the pressing issue of media leadership and management training in the region.

Chapter 5: Findings - Angola, Mozambique & the Democratic Republic of Congo

This chapter presents findings from the third phase of the research, and second set of countries. As with previous chapters, findings are organised into Training Areas and Training Strategies. 'Training areas' details the issues identified by media leaders as training priorities. 'Training Strategies' discusses media leaders' preferred training methods.

During this third research phase translators were used to help set up and to conduct the interviews. Other than that the third research phase followed the same methodology used in the first phase (as discussed in Chapter 2 entitled 'The Research Process' - see p. 15), So there is a good degree of standardization within the research, which allows for sound comparisons to be made across the different countries. As pointed out in chapter 2 (see p. 16) data analysis does not capture country-specific statistics. Instead, data from each set of countries were combined and then analysed according to job categories. This approach yielded enough data to generate solid descriptive statistics.

Training Areas

A number of issues are highlighted by the media professionals interviewed as training priorities in the third set of countries. These topics are categorised into six training areas: General Management, Human Resource Management, Leadership, Editorial Leadership, Financial Management, and Management of Materials.

It should be noted that although the categories mirror those from the first phase of the research but they are not identical. Participants sometimes place emphasis on different aspects of a training area or mention new training issues that did not emerge during the first two phases of the study. This highlights the diversity of training required in the various countries included in the research.

General Management

General management refers to the overarching, higher level management of an organisation. Training in this area includes Media Practice and Organisational Functioning, General Policy Development, Diversity and Strategic Planning.

- Media Practice and Organisational Functioning

Media leaders who highlighted Media Practice and Organisational Functioning as a training priority explained that along a continuum of different types of general managers in media organisations there are two main categories. At the one end of the continuum are general managers who are journalists or editors and who have either decided to start a media enterprise of their own or have worked themselves up through their organisations and now find themselves in management positions. At the other end of the continuum are managers who have an extensive business background and have either decided to start a media organisation as a viable income generating business or are employed to assist an existing media organisation to become financially sustainable. Interviewees noted that both categories of managers could benefit from training in media practice and organisational functioning.

Participants say that managers need training in different ways of structuring media organisations and related communication flows. They explain that their organisations currently have very formal structures with centralised decision-making. These have been copied and in many cases carried over from the structures of governmental organisations⁸⁵. In their opinion these formal structures and ways of functioning do not fit well with the changing, fast moving nature of the media industry. Furthermore, centralised decision-making means that media organisations suffer periods of inactivity when the General Manager is not available to make decisions.

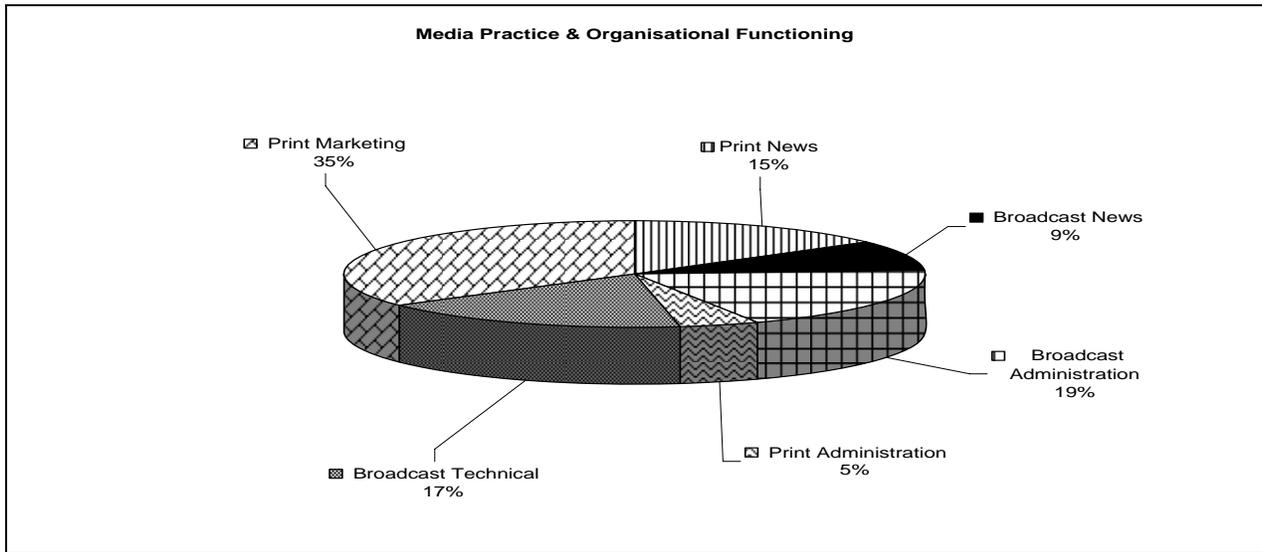
Associated with the tendency to centralised decision-making, interviewees draw attention to the lack of transparency within their organisations, particularly in relation to the management of resources. In many cases this results in finances being misallocated, making the creation of media products trying if not impossible. They think that training in governance and transparency may assist managers with these difficulties.

Media professionals stress the importance of ensuring that there are clear divisions between the various departments and clarity regarding the roles these play within an organisation. In their experience there is a lack of understanding and cooperation between various departments. They also point out that media managers would benefit from training that will allow them to see the media organisation as an integrated whole. They explain that although each department needs to be clear about its particular roles, it is important for managers to understand how these work together so that they can lead the organisation towards a joint vision.

Interviewees add that managers rarely have a thorough understanding of the vital role and purpose of media in society - especially those who do not come from a media background - and would benefit from training in this regard.

Thirty-six percent of phase 3 interviewees identify Media Practice and Organisational Functioning as a training need. The following chart depicts their responses according to job category:

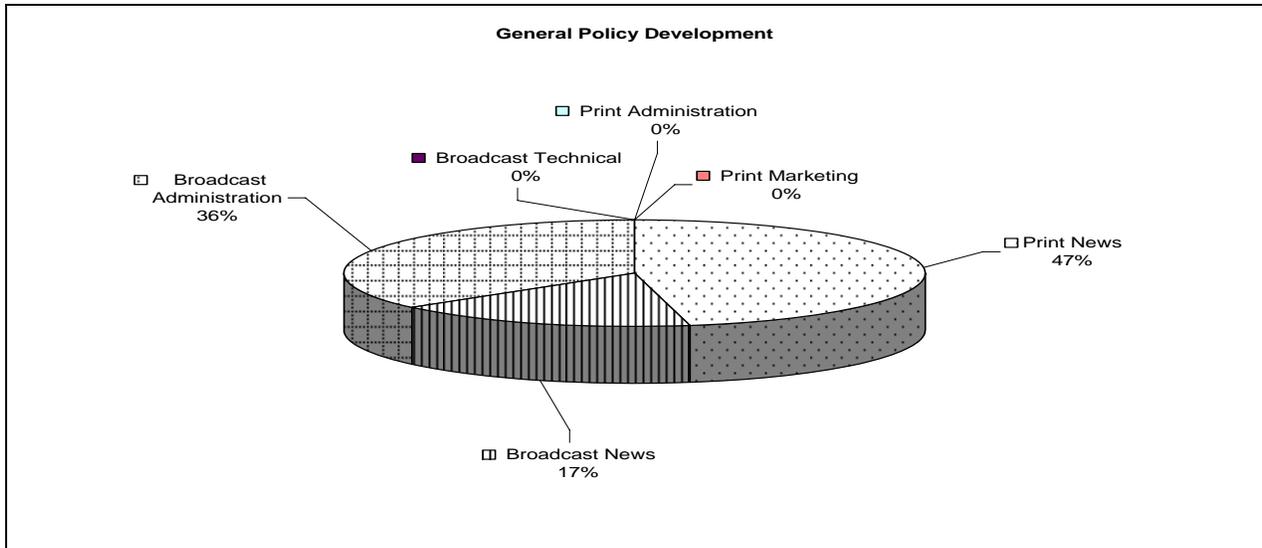
⁸⁵ During communism in Angola for example, all organizations were owned and run by the state.



- General Policy Development

Many media organisations in Angola, Mozambique and the Democratic Republic of Congo were owned by government or political organisations. This is changing over time, which means that these media organisations find themselves in a position where they need new policies for planning how they will be run. Interviewees say they would benefit from training how to go about developing, implementing and monitoring policies.

Seventeen percent of phase 3 interviewees identify General Policy Development as a training need. The following chart depicts their responses according to job category:



- Managing Diversity

Media managers report being aware of the diversity among their staff and explain that they are trying to take these differences into account when managing people. Training in managing diversity would equip them to do so more effectively. They specified differences relating to education levels, gender, HIV and AIDS, and ethnicity as being particularly challenging.

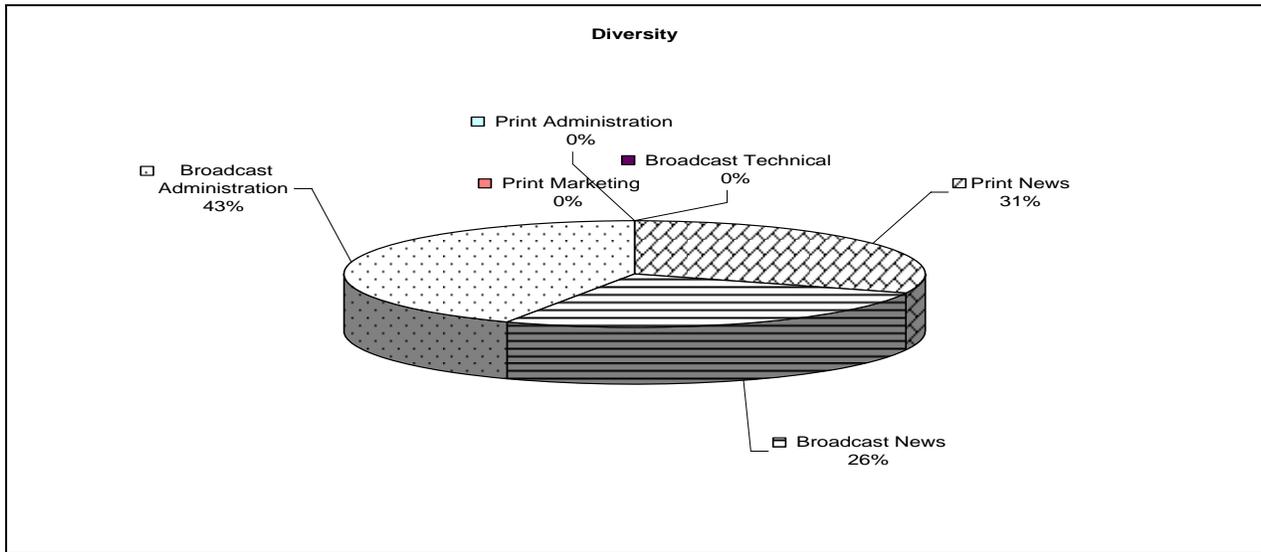
Managers explain that they find it difficult to manage a group of people with different levels of education. It is possible that two people are doing the same job and that one has a university degree and the other has just finished school. This may cause conflict between these staff members. Managers want to know how to prevent this from happening and deal with it effectively when it does occur.

A further difficulty relates to managing women in the workplace and the implications that gender roles in society have on women's ability to meet work requirements. One participant from Luanda describes his difficulties with a newly promoted female editor. She is a very good employee and deserves the job that she has been awarded. However, because of her role in the home she cannot work the requisite hours and has had to step down. Managers acknowledge that working is very difficult for women in this context but feel that they are called on to make exceptions for their female staff, which seems unfair.

Associated difficulties are sexual harassment and people's HIV and AIDS status. One female employee explained that women are sexually harassed in the work place but do not take any action against perpetrators because the women are in desperate need of employment. For this participant an added concern is a lack of knowledge in the workplace regarding the rights and status of various staff members' as well as about HIV and AIDS. She felt that women may be contracting and spreading HIV through ignorance of the disease and by allowing sexual harassment to continue unchallenged.

Finally, managers highlight difficulties associated with managing a group of employees who belong to conflicting ethnic groups. Angola, Mozambique and the Democratic Republic of Congo all have a relatively recent history of civil war. Managers say people are still in the process of healing. Managers say they would like training in techniques of managing potentially volatile interactions. They need to know how to identify what employees have in common and then use these commonalities as a way to bridge differences and divisions.

Twenty-two percent of interviewees from the second set of research countries identify Diversity as a training need. The following chart depicts their responses according to job category:

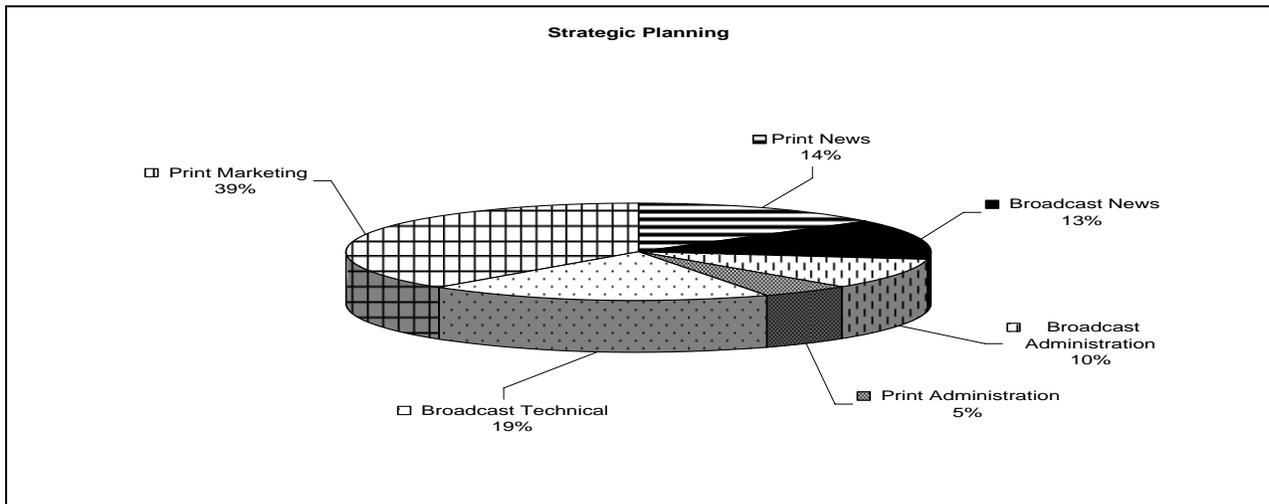


- **Strategic Planning**

Many of the media organisations in Angola, Mozambique and the Democratic Republic of Congo originally came into existence either to support or oppose various political parties. As a result publications do not have any real vision or purpose apart from their political agendas. As political climates in the countries are changing managers think that it is time for the media to start playing a different role in their societies.

In order to achieve this, media professionals request training in strategic planning. They feel that they would benefit from information on how to develop business plans and conduct feasibility studies and then use these to develop their products. They feel that there is a need to shift from being politically controlled and orientated organisations to becoming viable commercial enterprises.

Thirty-three percent of interviewees from the second set of research countries identify Strategic Planning as a training need. The following chart depicts their responses according to job category:



Human Resource Management

As in the first set of research countries, this training area focuses on the skills and knowledge required to effectively manage human resources and includes General Human Resource Functions, Staff Development and Training of Trainers.

- General Human Resource Functions

Most media professionals interviewed explained that they had had no previous experience with managing groups of people and that to a large degree human resource systems are not in place within their organisations. They added that in their experience the owners of media organisations do not value employee contributions to the organisations. In their opinion this is a result of high unemployment rates in their countries and the ease with which employees can be replaced with more cooperative individuals.

Media managers identified a number of difficulties in their general human resource functions which they feel training would help alleviate.

Participants say that media managers would benefit from training in labour law and employee rights. They remark that most employees in media organisations have no employment contracts and so are unsure of their rights and responsibilities. This makes staff vulnerable to mistreatment by management, for example within some media organisations staff members are not entitled to annual leave.

The selection and recruitment of new staff members is another area in which media managers would benefit from training. Participants state that training in recruitment policies and processes would enable media managers to better assess the capacities of potential employees and would also assist in curbing nepotism and recruitment based on other biases such as ethnicity. Participants complained that managers often employ family or tribal members. These people do not have the necessary skills to perform the tasks required of them and in effect are drawing a salary for doing no work.

Interviewees reported a need for training in appropriate staff management systems and processes, without which a number of problems arise. For instance, some organisations pay salaries to people who no longer work for them or who are deceased.

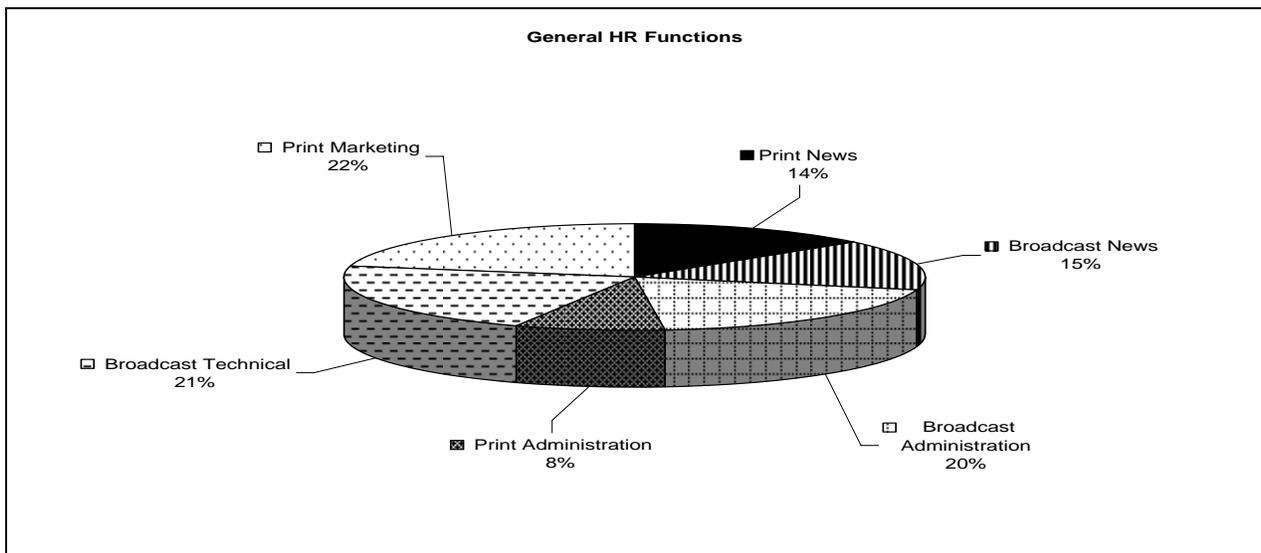
Training in performance management is another identified need. Interviewees recommend a course that includes information on how to compile job descriptions with clear parameters regarding what is expected from staff. They also need to know how to formulate systems for ascertaining employees' job levels and calculating salaries, and for designing systems that monitor and assess employee performance.

Closely related to this is the difficulty that managers experience in motivating their staff. Journalists are badly paid or in some cases do not receive salaries at all and they are expected to fend for themselves. Managers describe their staff as very demotivated and leaving organisations in large numbers. Managers feel that it is important for them to learn various methods to motivate staff because training new staff and inducting them into an organisation takes time and resources that organisations usually do not have.

Participants say that in their experience managers would benefit from training in succession and workforce planning. Apparently there is a disparity between the knowledge and training of the older and younger staff members. Older staff members were trained in other countries during the colonial era but younger staff members have not benefited from outside expertise. Participants are concerned that older employees will retire or pass away without a contingent of skilled staff to replace them. Apparently this issue is a particularly pressing concern for the print media sector. They explain that young people are attracted to broadcast media over print media, which leaves the latter without younger trained staff members to step into the shoes of older ones.

Finally, in addition to these general human resource functions, managers feel that they would benefit from training in how to deal with difficulties arising from numerous social problems being experienced by staff. These include the high rate of unemployment, the extremely high cost of living which leaves many families without food, and the impact of family deaths on employees. In Angola it is quite common for people to have more than one job to keep pace with living costs. Responding to these types of situations is extremely difficult for managers who say they need training that will enable them to take employees' social problems into account while still being firm and running a viable business.

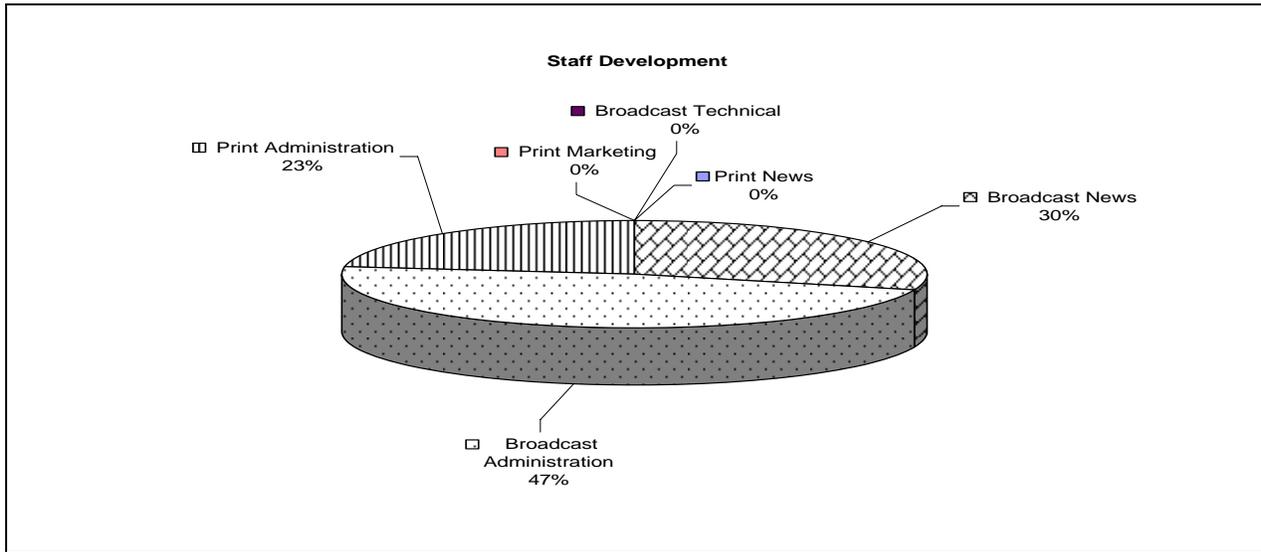
Sixty-nine percent of interviewees in Angola, Mozambique and the Democratic Republic of Congo identify General Human Resource Functions as a training need. The following chart depicts their responses according to job category:



- Staff Development

Media professionals identified a need for training in how to develop staff training policies that are integrated with organisational succession plans. Participants say there is a lack of planning for training at all levels. They envisage staff development policies that would allow for the continuous updating of existing staff members' knowledge as well as for the training of new staff.

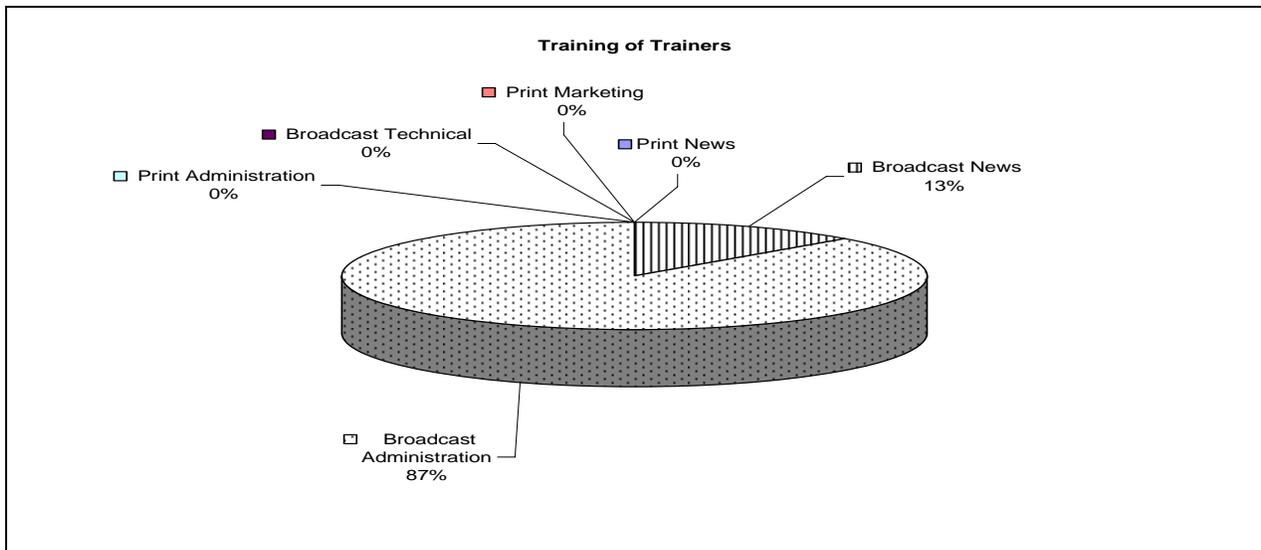
Thirteen percent of interviewees from the second set of research countries identify Staff Development as a training need. The following chart depicts their responses according to job category:



- Training of Trainers

As previously discussed under General Human Resource Functions, Media Managers are concerned by the loss of knowledge likely to occur when trained older staff leave the industry. In order to avoid a situation where organisations have to train all staff members from scratch, managers feel that older staff members who have received training should be training as trainers to enable the transfer of knowledge to younger staff members.

Six percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo say that they need the requisite knowledge and skills associated with Training of Trainers. The following chart depicts their responses according to job category:



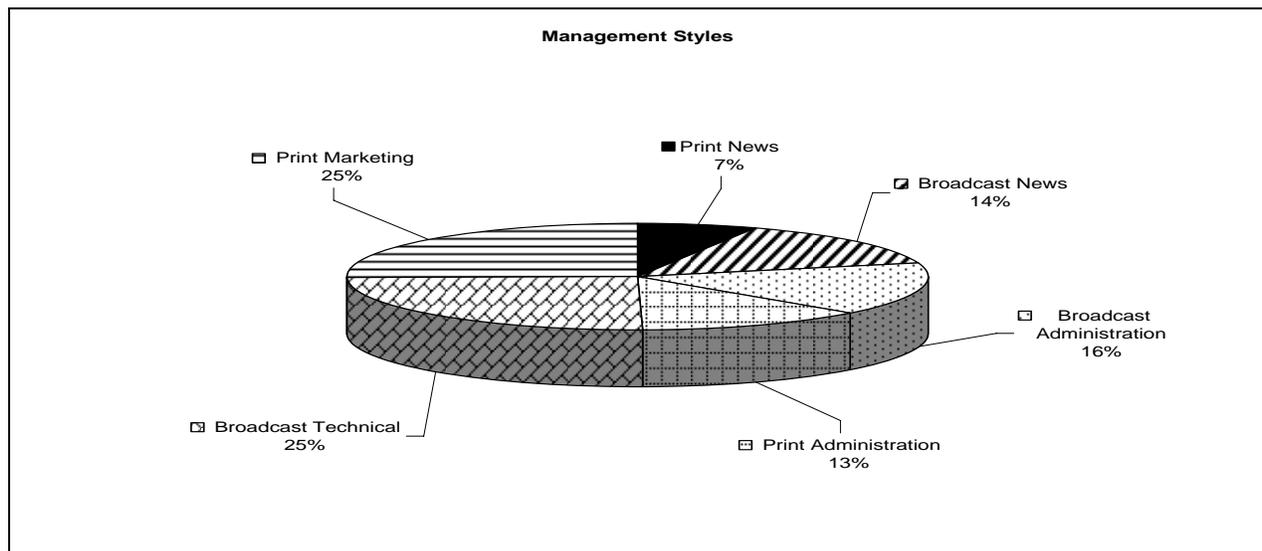
Leadership

In this report Leadership refers to the knowledge and skills required to influence a group of employees to cooperate with one another and work as a team. This training area includes Management Styles, People Skills, Support to Staff, and Managing Change.

- Management Styles

The majority of managers interviewed have no previous experience or training in management. Most worked their way up to more senior positions and acquired management skills by trial and error or simply through observing other managers around them. In many cases the experience the transition to the position of manager as very challenging. Participants suggest that managers would gain from knowing more about the role of a manager in an organisation and from training in different management styles and techniques.

Fifty percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify Management Styles as a training need. The following chart depicts their responses according to job category:

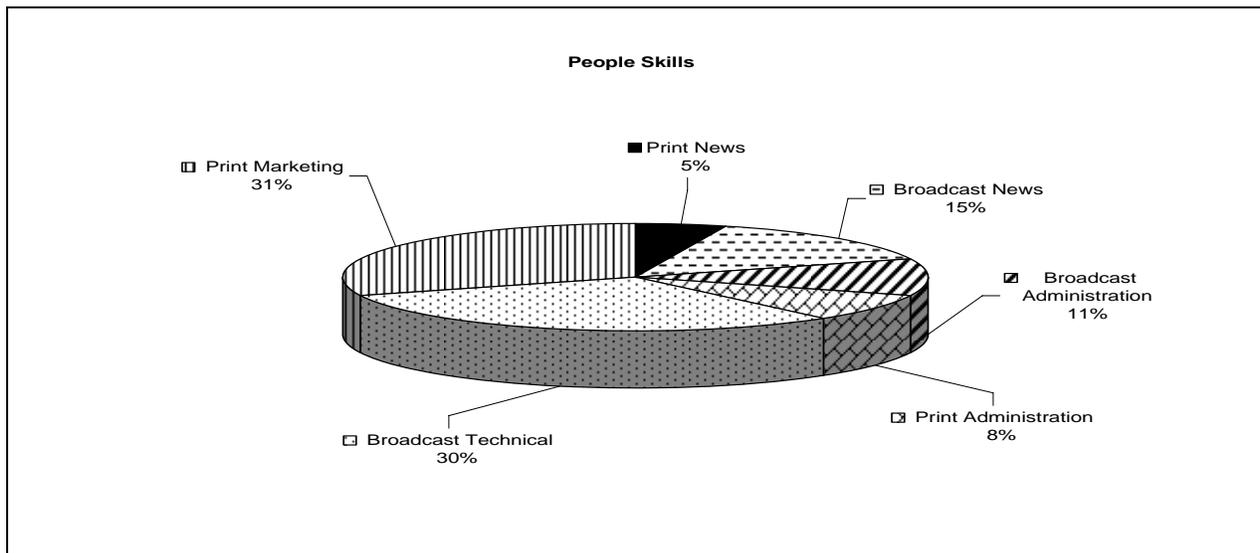


- People Skills

Media professionals report that they find managing groups of people challenging. They anticipate that they would benefit from training in how to build teams, manage conflict between staff and improve working relationships, as well as guidance on how to communicate clearly with staff and provide them with appropriate feedback on their performance.

Media managers would also like instruction on how to go about setting and managing boundaries between themselves and their staff. It is often the case that in smaller organisations, managers hold two positions, for example an editor may also work as a journalist. Interviewees feel they need to know how to deal with these dual roles and still maintain their authority as managers.

Thirty-eight percent of interviewees from the second set of research countries identify People Skills as a training need. The following chart depicts their responses according to job category:

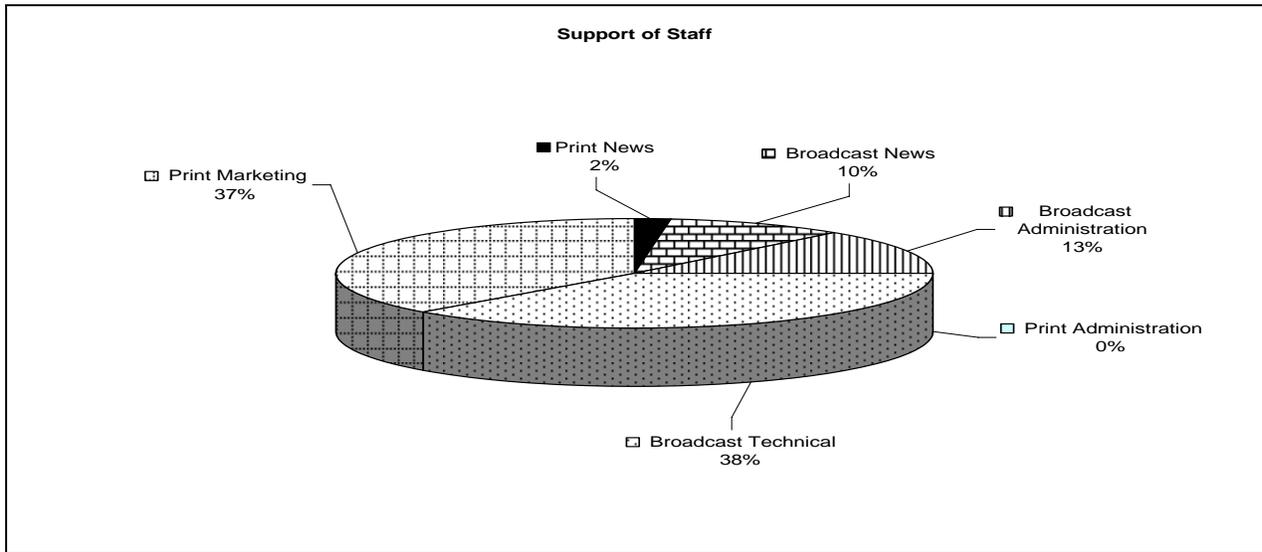


- Support to Staff

Participants think that media managers would benefit from training in how to recognise when staff members are under strain and require support, and how to provide them with appropriate support.

Media is a highly stressful industry where staff members are expected to work against rigid deadlines and may have to report on traumatic events. Additional pressure is placed on journalists by the political and legal frameworks in which they are required to operate, particularly where there is lack media freedom and access to information as is the case in Angola and the Democratic Republic of Congo and to a lesser degree in Mozambique.

Twenty-two percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify Support to Staff as a training need. The following chart depicts their responses according to job category:

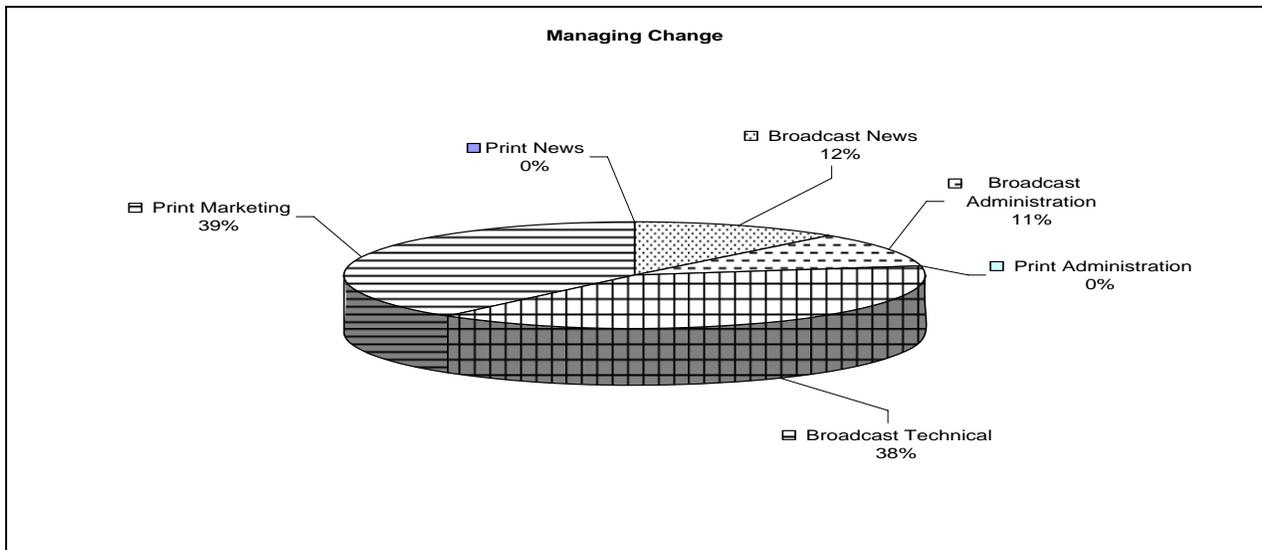


- Managing Change

Since independence and the beginnings of democracy in Angola and the Democratic Republic of Congo these countries have been in a period of development and change. The greatest shifts in the media environment are seen by participants as the change to the overall purpose of media, the shift from analogue to digital technology, and the expansion of media into rural areas.

Participants think media managers need to be equipped to adapt and align their organisations' various systems to these changes. They also need to ensure that they remain flexible, self critical and able to lead their employees through change.

Twenty percent of interviewees from the second set of research countries - Angola, Mozambique and the Democratic Republic of Congo - identify Managing Change as a training need. The following chart depicts their responses according to job category:



Editorial Leadership

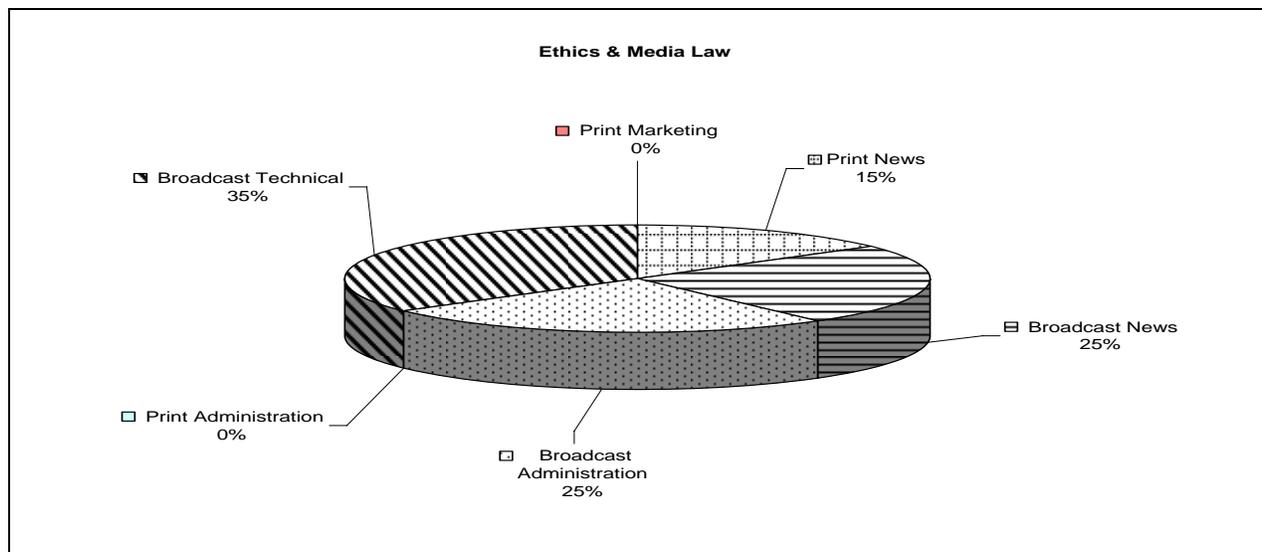
In this report Editorial Leadership refers to the skills and knowledge associated with gathering news and managing a newsroom. This training area includes Ethics and Media Law, Editorial Independence, Newsroom Management, Product Development, Basic Journalism, Specialised Reporting, English, and Knowledge Management.

- Ethics and Media Law

Participants stress that many media practitioners lack any real understanding of media law and most media practitioners only realise they have infringed the law once it is too late. So managers need to be taught about the legal boundaries within which the media must perform.

In addition, participants think media managers need training in media ethics. They say that very few media practitioners work according to ethical standards and that many believe that journalism ethics only apply to news reports.

Twenty-seven percent of interviewees from the second set of research countries identify Ethics and Media Law as a training need. The following chart depicts their responses according to job category:



- Editorial Independence

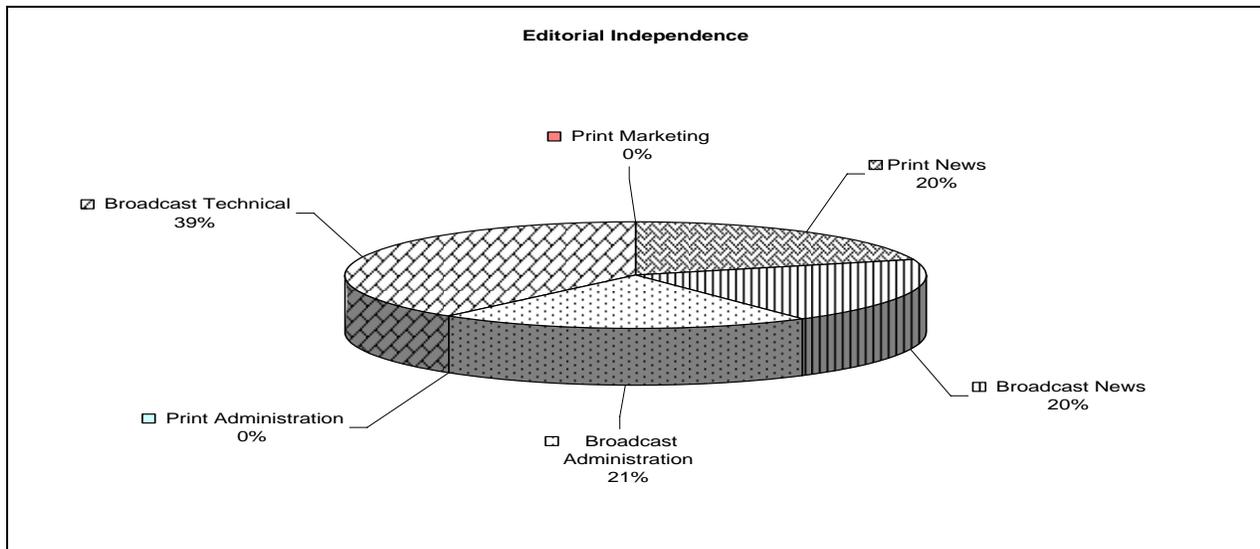
Interviewees identified a number of environmental factors threatening editorial independence in their countries. Mentioned most often are restrictive legal frameworks and no effective lobbying groups to challenge and change them. Participants explain that coming from a communist background they do not completely understand the concept of editorial independence and feel that training in its meaning and import will be helpful.

However, there are some factors hampering editorial independence that participants think are unlikely to be alleviated through training, notably political interference in the form of harassment and the withholding of information. It is common practice for politicians to employ journalists to write 'desirable' articles. Journalists who are not on the 'payroll' find

it extremely difficult to solicit comments from many politicians. There is also interference from advertisers and subscribers. Because of the shortage of financial resources the threat of losing an advertiser or subscriber is avoided at all costs.

Low – or no - wages for journalists also hampers editorial independence. Journalists are expected to source their own income from the stories that they write and participants doubt that training will help solve it.

Twenty-seven percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify Editorial Independence as a training need. The following chart illustrates their responses according to job category:

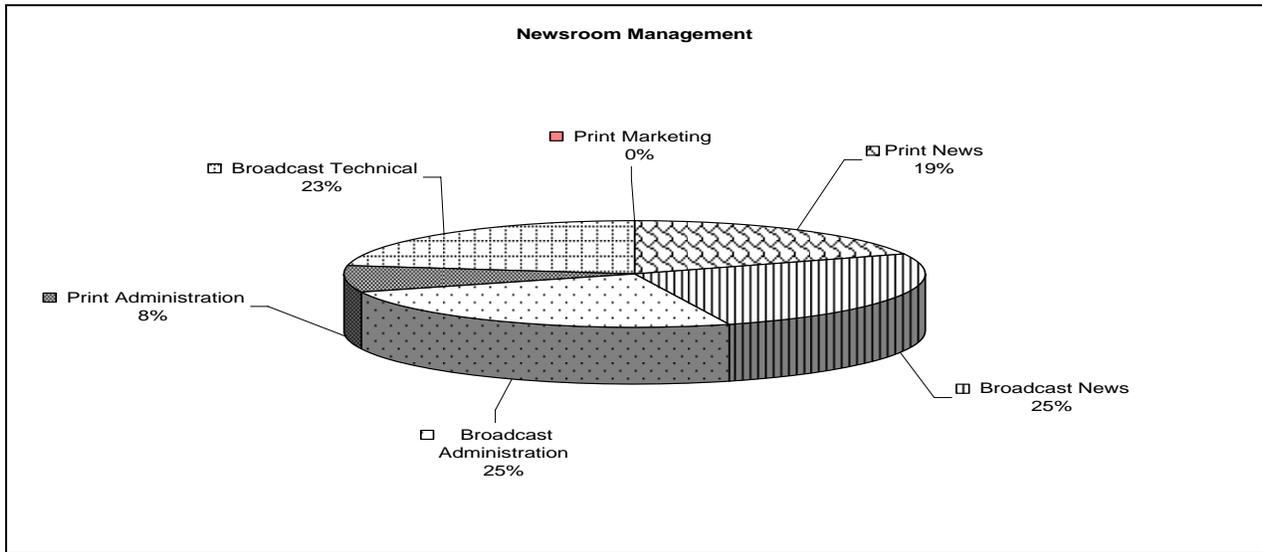


- Newsroom Management

Participants explain that most editors were journalists who worked their way up through the organisation and found this transition unnerving and challenging. Editors are not prepared for what is expected of them and have little idea about how to go about managing a newsroom.

Participants anticipate that a course on newsroom management would include information on how to organise a newsroom, how to plan reporters' work, how to contact sources, and ensure a continuous flow of news. They say that if media managers have effective systems and processes in place for these tasks, the quality of their media products will be enhanced

Forty-seven percent of interviewees from the second set of research countries identify Newsroom Management as a training need. The following chart shows their responses according to job category:

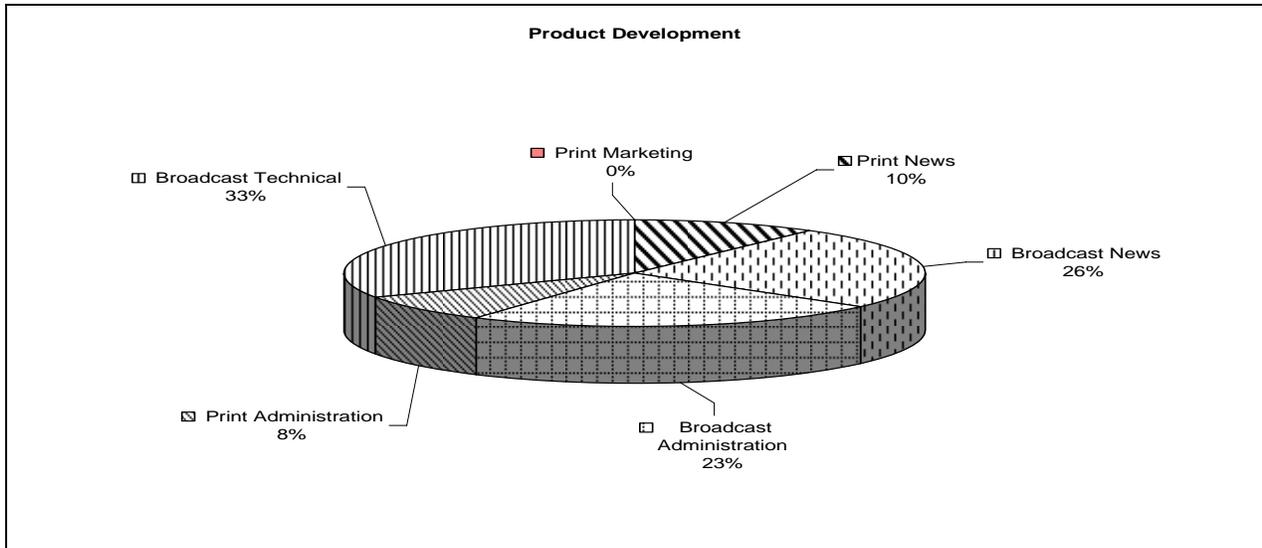


- Product Development

Interviewees report that audience research does not exist in their countries so they have very little idea of who is consuming their media products. Most media products are started on a hunch or perceived need. Organisations often copy one another's products, especially when it appears to be profitable.

Media managers acknowledge that to survive in a competitive media environment they need to be more strategic about product development. They would benefit from training in how to conduct audience research and identify needs within their societies, how to translate these needs into quality products and then go about branding their product with a unique identity distinguishable from those of competitors.

Twenty-eight percent of phase 3 interviewees identify Product Development as a training need. The following chart depicts their responses according to job category:



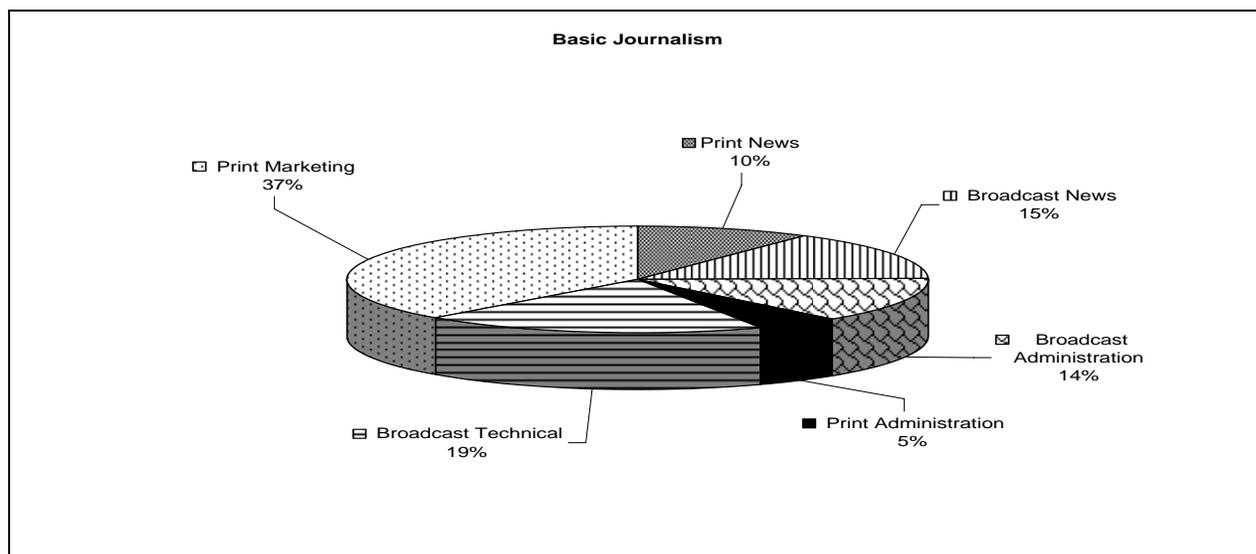
- Basic Journalism Skills

There are very few institutions in Angola, Mozambique and the Democratic Republic of Congo offering training in journalism and media studies. When asked to identify media training organisations, participants in Angola and Mozambique mention a journalism high school. Over the last three years Angola has also seen the establishment of private universities offering formal courses in journalism and media studies. The Democratic Republic of Congo participants identify Facultaire des Science de l'Information et de la Communication (IFASIC) which is a tertiary institute offering basic media training.

A shortage of training institutions mean that very few people working in the media industry in these countries have received any formal training, and the majority of people are taught by colleagues. One participant explained that of the 900 employees working at his organisation, only 70 have degrees. Of these 70 only 10 have degrees in journalism and media. Trained staff received their instruction in other countries or attended short courses hosted by various international funders. Participants say that media managers need training in basic journalism as their lack of basic training limits the quality of media products. Participants gave examples of the types of things they think media managers need to learn:

- How to write a headline
- How to approach a subject
- Various techniques on how to access sources
- How to produce critical reports

Thirty-three percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo think that training is needed in Basic Journalism. The following chart illustrates their responses according to job category:



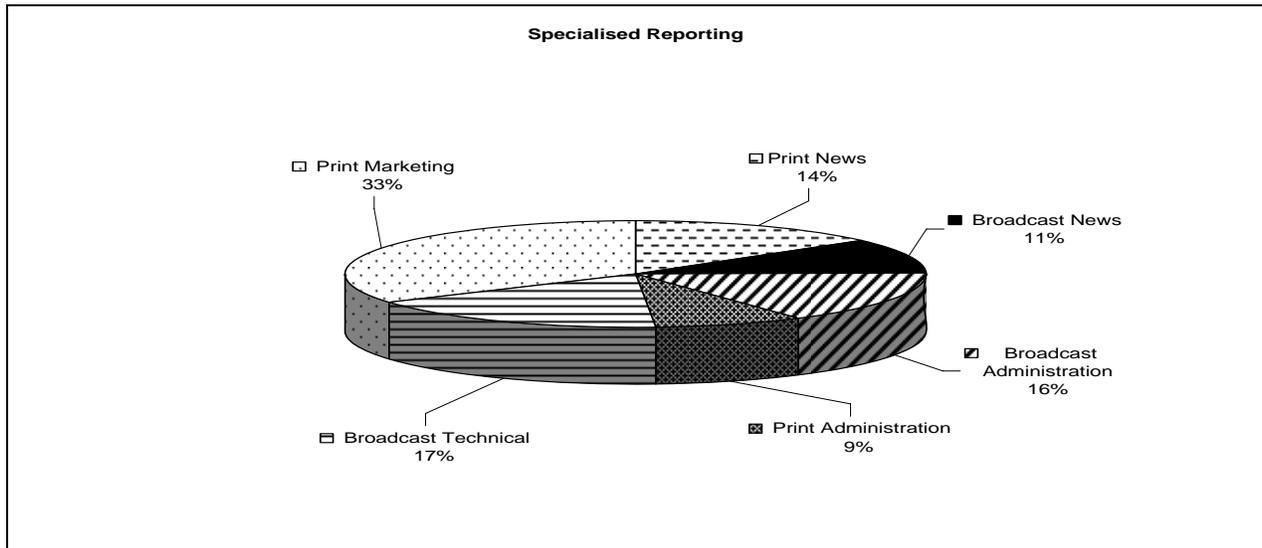
- Specialised Reporting

Participants also pointed out that media managers need training in the following specialised areas (listed alphabetically):

- Cultural Journalism
- Economic Journalism

- Environmental Journalism
- Health Journalism
- Investigative Journalism
- Reporting on age, gender, HIV and AIDS, and disability
- Reporting on millennium development goals

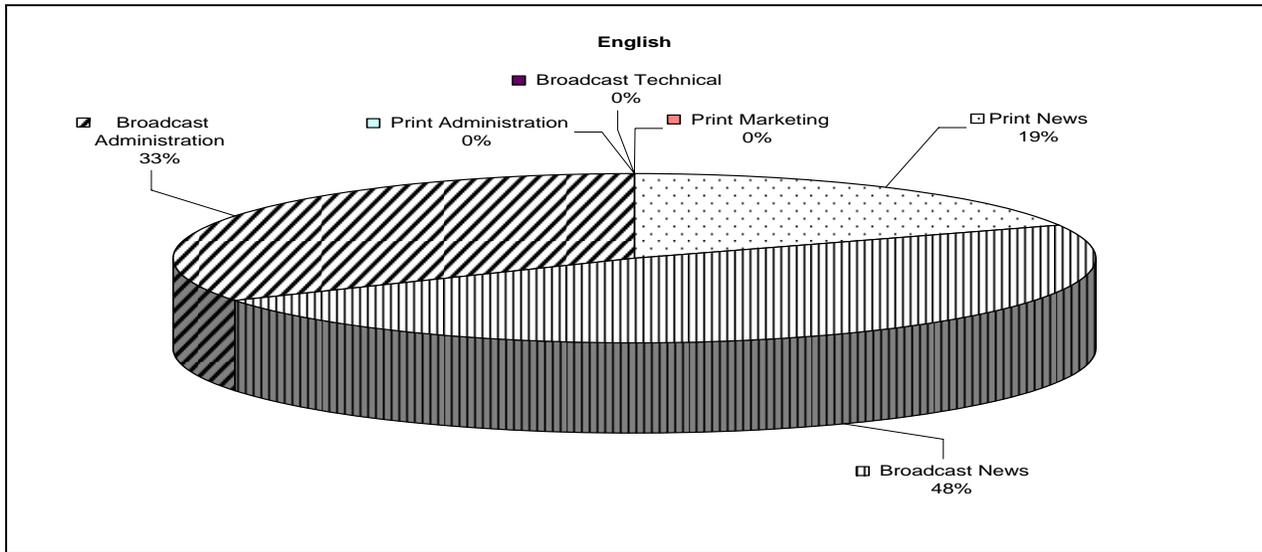
Thirty-eight percent of phase 3 interviewees identify Specialised Reporting as a training need. The following chart depicts their responses according to job category:



- English Language Skills

Angola's official language is Portuguese but participants say that media managers, and more generally media practitioners, would benefit from English language training. They explain that English is important for communicating with and reporting on other countries in the region. They also explain that the inability to speak and understand English limits their access to sources of information; for example most articles on the internet are written in English.

Eight percent of phase 3 interviewees from Angola, Mozambique and the Democratic Republic of Congo identify English Language Skills as a training need. The following chart illustrates their responses according to job category:

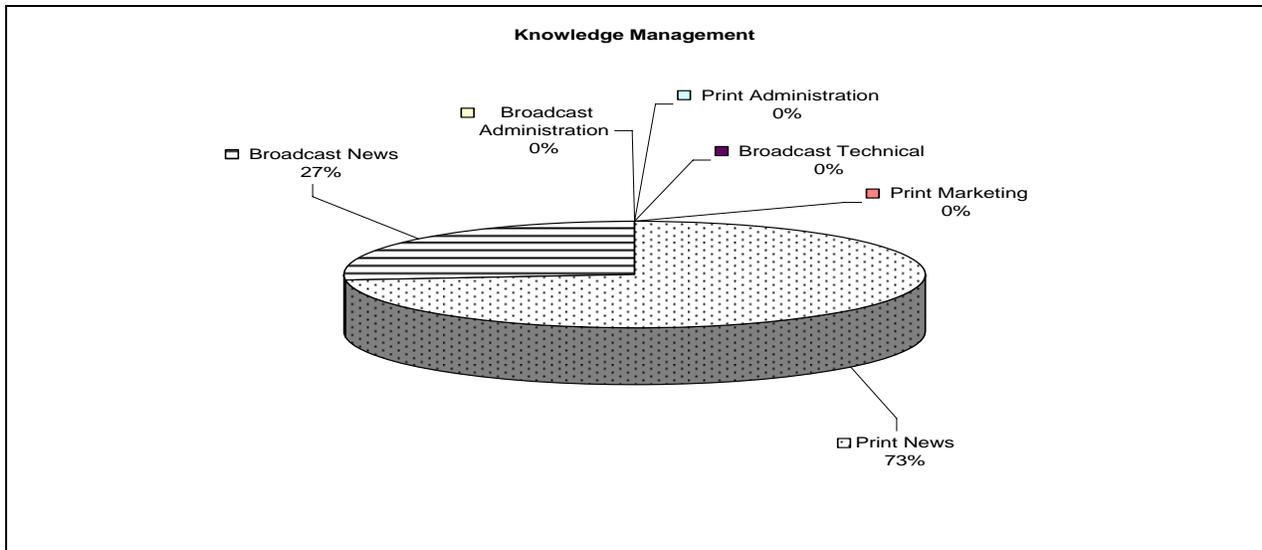


- Knowledge Management

Very few media organisations have formal knowledge management systems. Libraries and archives, if they exist at all, are mostly chaotic and ineffective. Staff members either do not know what is contained in their archives, or find it very difficult to access what they are looking for.

Participants say that media managers would benefit from training in how to develop systems for organising, storing and managing information so that it is easier to access. They believe this would contribute greatly to the efficiency of newsrooms.

Five percent of phase interviewees from Angola, Mozambique and the Democratic Republic of Congo identify Knowledge Management as a training need. The following chart shows their responses according to job category:



Financial Management

In this report Financial Management refers to the skills and knowledge needed to generate and control income, including all the systems and processes required to do so. This training area includes Basic Financial Management, Media Economics, Budgeting and Financing Proposals, Marketing Strategies, and Circulation Management.

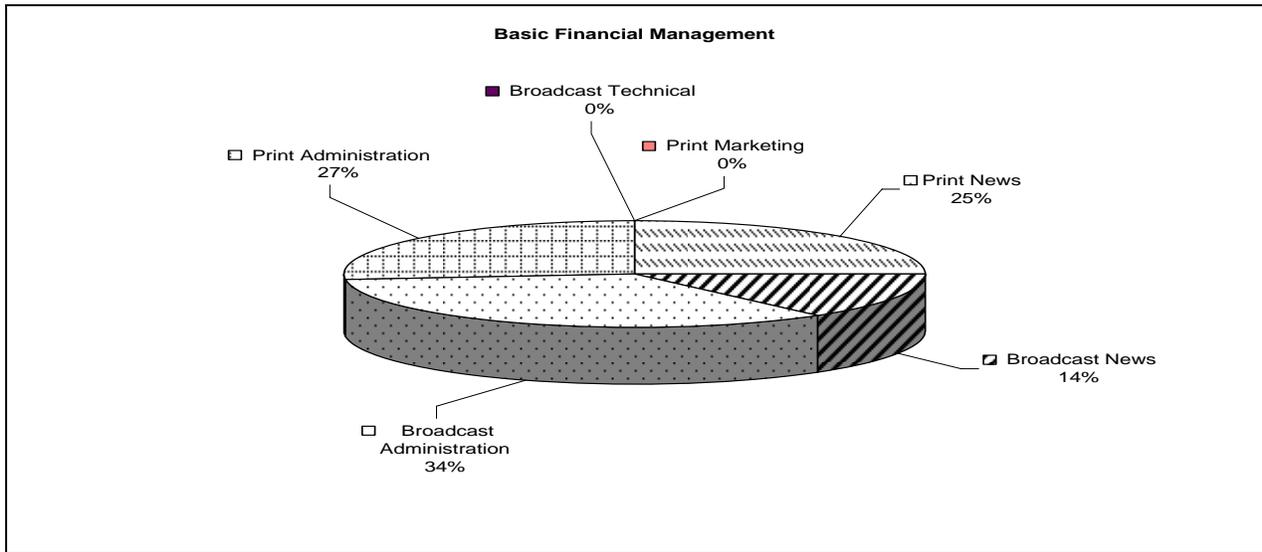
- Basic Financial Management

Participants explain that media managers have very little experience in financial management as most are journalists or editors who became owners. Participants believe that media organisations could attract greater income if media managers had the necessary financial management skills. One participant describes how his organisation purchased financial software in the hope that this would solve their financial management problem. They realised that to understand and operate the software they still required basic financial management knowledge.

Media professionals anticipate benefiting from training in various income generation models and financial systems and processes. Participants say they operate in highly competitive media environments that lack advertising cultures, so media managers need training in innovative ways of generating income. One participant tells of initiatives currently being implemented by two radio stations in an effort to raise money to run the stations and remain sustainable – one station planted a vegetable garden and the has a motor bike which they run as a taxi.

Participants note that media managers would benefit from training in financial systems and processes. They point out that by implementing proper financial systems media organisations will be able to keep track of their creditors and debtors. They anticipate that appropriate systems will make the financial management of media organisations more transparent and make it less likely that directors pocket large sums of money instead of ploughing them back into the business.

Forty-one percent of interviewees in Angola, Mozambique and the Democratic Republic of Congo identify Basic Financial Management as a training need. The following chart shows their responses according to job category:

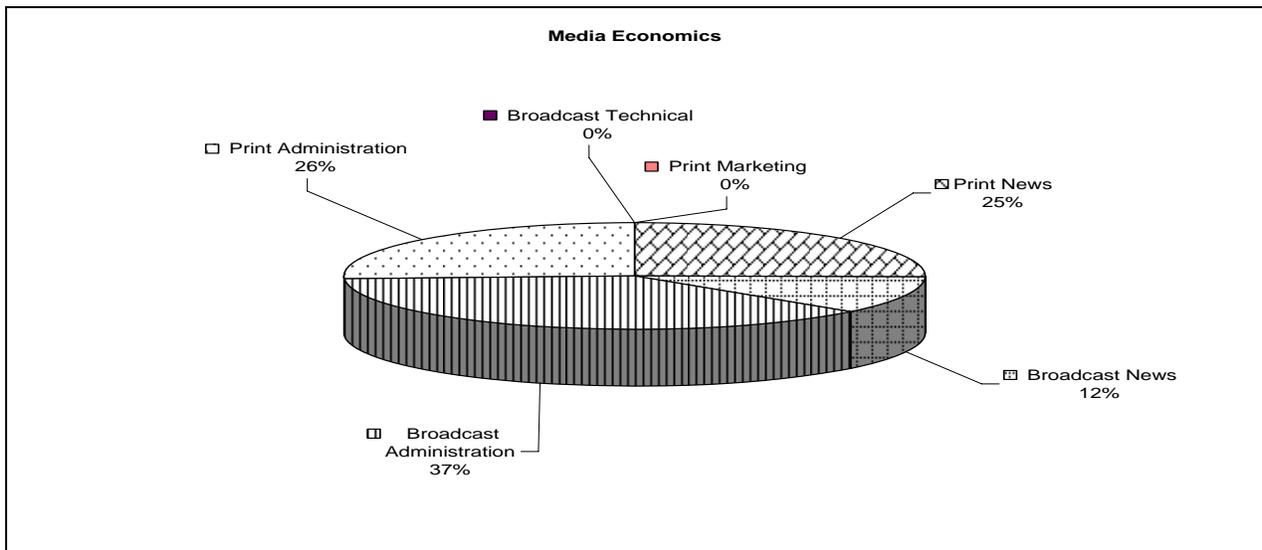


- Media Economics

Because many media managers entered the media industry as journalists, to a large degree they still perceive themselves as such, and not as business managers. And they lack the requisite skills in media economics to manage their organisations effectively.

Participants say that media managers need training in media economics. They envisage a course on the media as a business, which would include information relating to various market forces that impact on the media, and current media trends in a changing industry.

Thirty-one percent of interviewees from the second set of research countries identify Media Economics as a training need. The following chart depicts their responses according to job category:



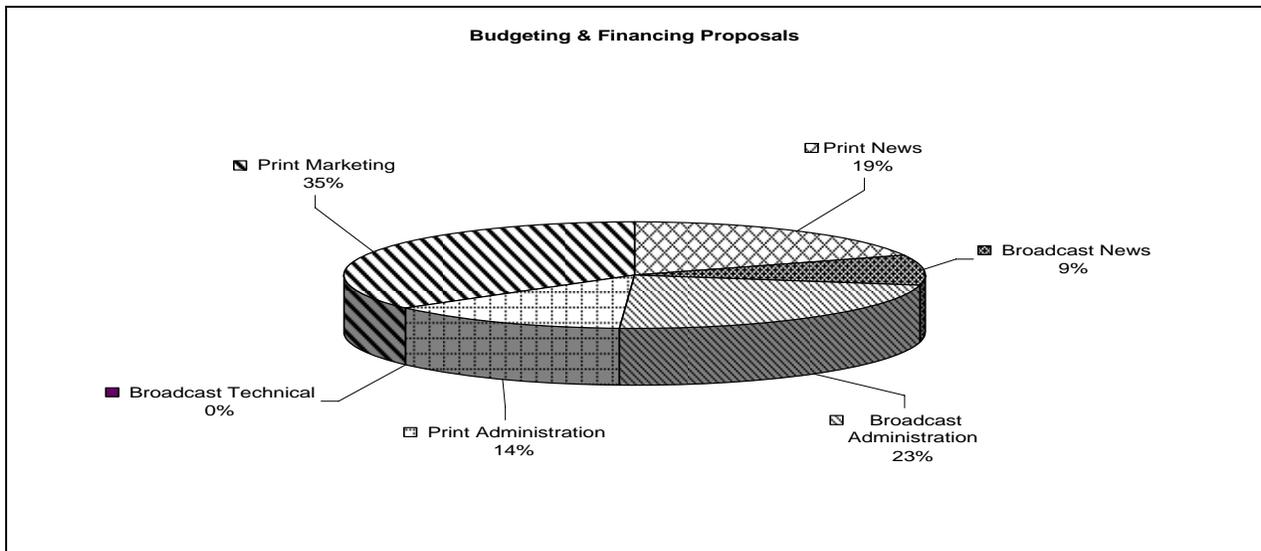
- Budgeting and Financing Proposals

Most media organisations require each department to prepare annual and monthly budgets with supporting information to motivate for these budgets. Media managers report

finding this difficult as they are unfamiliar with associated concepts and are unsure of what is expected of them.

Participants say that media managers need training in how to develop a budget and write a financing proposal. Training should include information on how to prioritise goals and allocate limited resources, how to draw up a budget, what should be included in it, how to motivate for their budget, and how to implement and monitor the budget once they receive funding.

Forty-two percent of phase 3 interviewees identify Budgeting and Financial Management as a training need. The following chart depicts their responses according to job category:

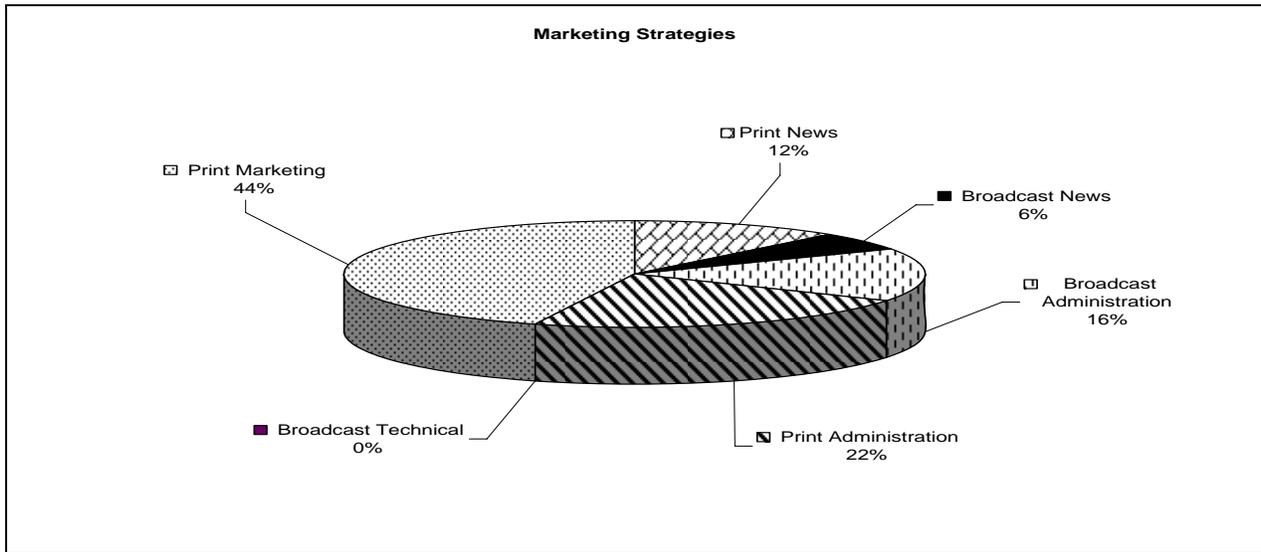


- Marketing Strategies

The advertising environment in Angola, the Democratic Republic of Congo and Mozambique is highly competitive. Participants explain that in the Democratic Republic of Congo there is not sufficient industry to sustain the media and that in Angola and Mozambique there is not what they call a 'culture of advertising'. They suspect that this is an offshoot of the previous communist government.

Participants believe that in this environment media managers would benefit from training in how to go about marketing their media products. They foresee that such a course would include the role and purpose of marketing, how to create a competitive edge, survive in a commercial market, and design implementable marketing strategies

Twenty-seven percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify Marketing Strategies as a training need. The following chart illustrates their responses according to job category:

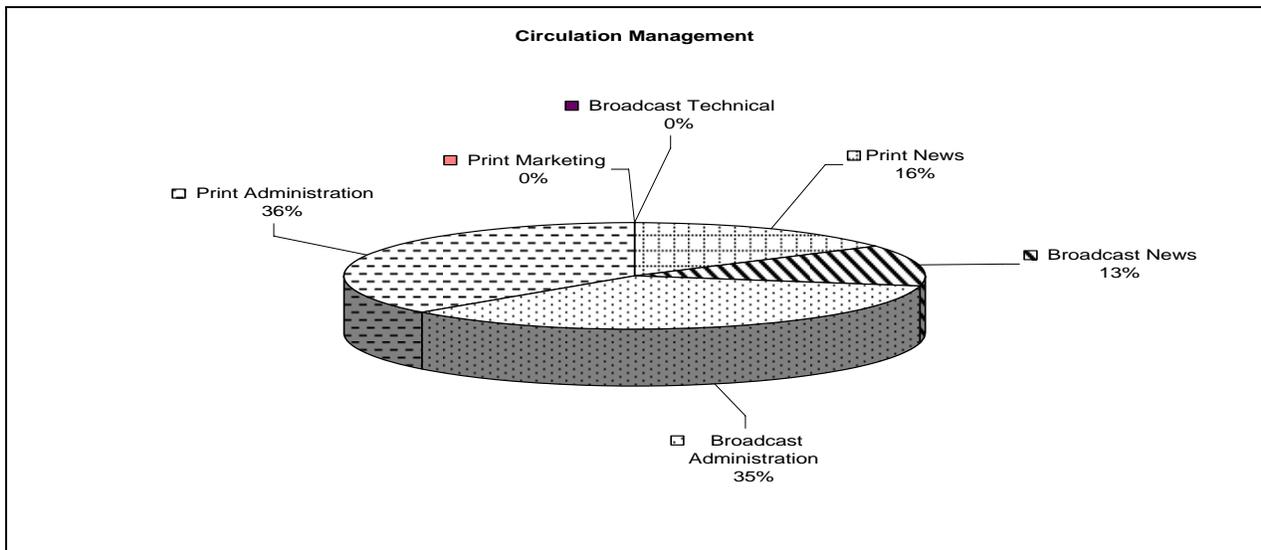


- **Circulation Management**

A variety of difficulties are experienced in relation to the circulation of media products. Print media managers explain that they find it extremely difficult to get the publications into rural areas and that buyers have to travel long distances to fetch a publication. Moreover, there are no formal systems in place between vendors and media organisations and often vendors disappear without paying for the newspapers they have sold. Apparently vendors also make photocopies of news highlights from the papers and sell these to readers at a reduced rate.

Participants feel the media managers would benefit from training in how to establish and manage distribution networks with a specific focus on rural areas and how to implement monitoring and management systems that will allow them to keep track of each issue and the income that it generates.

Twenty percent of interviewees in the second set of research countries identify Circulation Management as a training need. The following chart shows their responses according to job category:



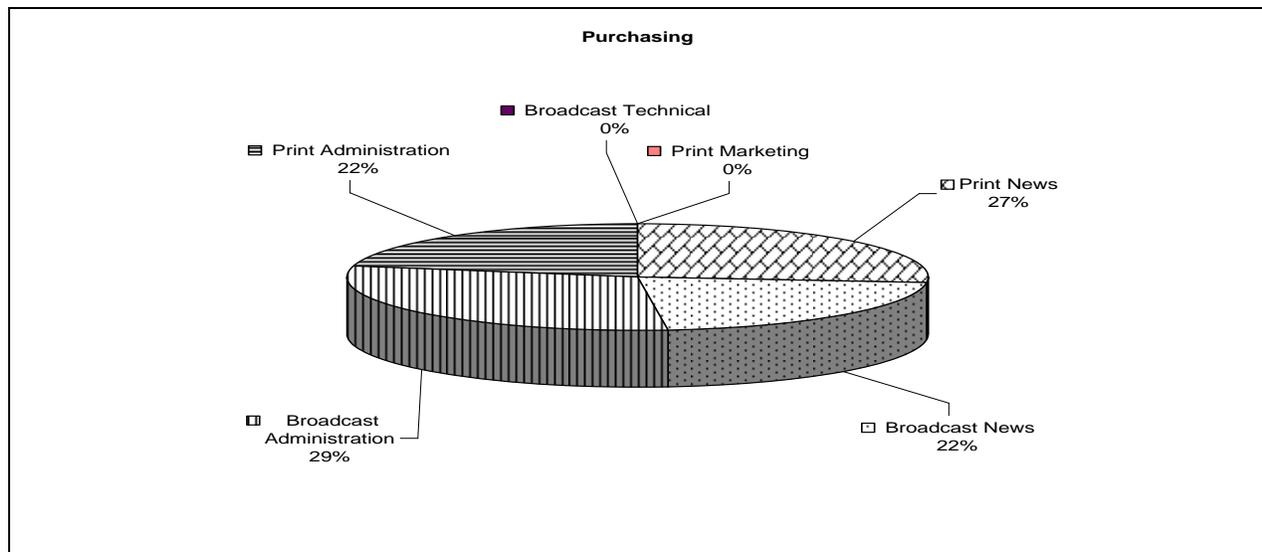
Management of Materials

Media professionals identify a number of training needs relating to the management of materials. These include: Purchasing, Maintenance, Impact of New Technology, Training in New Technology, Technical Specialisations, IT / Computer Skills, and Broadcast Management.

- Purchasing

One of the greatest difficulties that media managers face is the shortage of equipment required for production. One participant points out that some newsrooms are even without computers. Participants anticipate the media managers would benefit from training on how to go about motivating for and securing financing for equipment. They also need training in developing relationships with other media organisations so that they can share equipment.

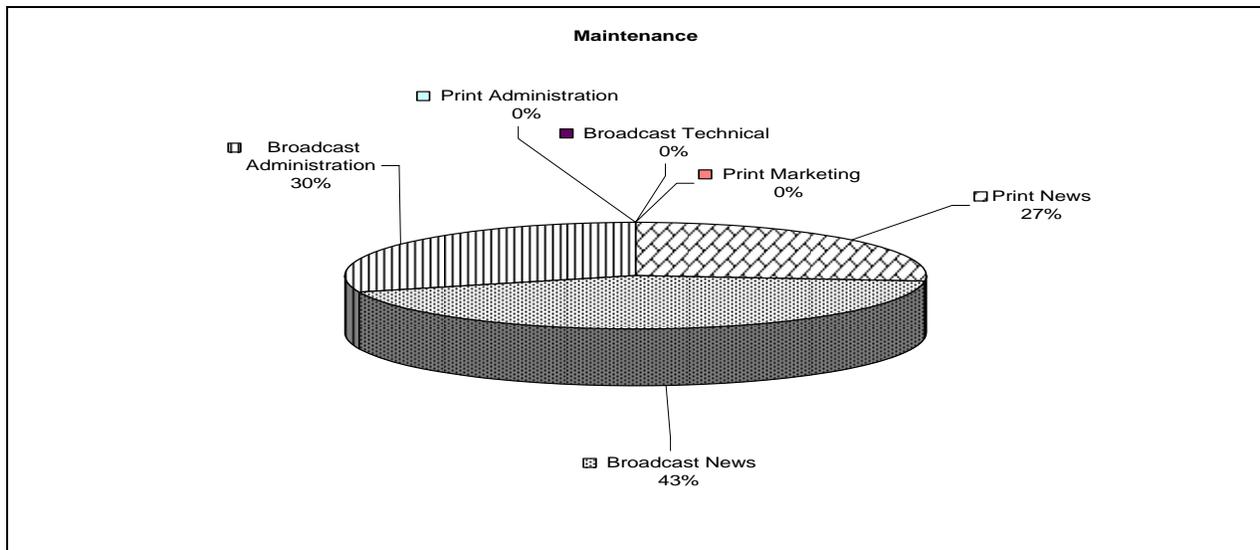
Fourteen percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify Purchasing as a training need. The following chart illustrates their responses according to job category:



- Maintenance

Participants report that their equipment is outdated. More specifically, most still work with analogue systems and need to make the transition to digital technology. They have no renewal or updating policies in place and fear that without the requisite stock planning they will eventually have no means with which to create media products. When new equipment is purchased it is soon damaged or malfunctions and then transporting the equipment back to suppliers becomes a problem. Lacking the skills to effect repairs themselves, they call in friends to help.

Seventeen percent of research participants from the second set of research countries identify Maintenance as a training need. The following graph depicts their responses according to job category:

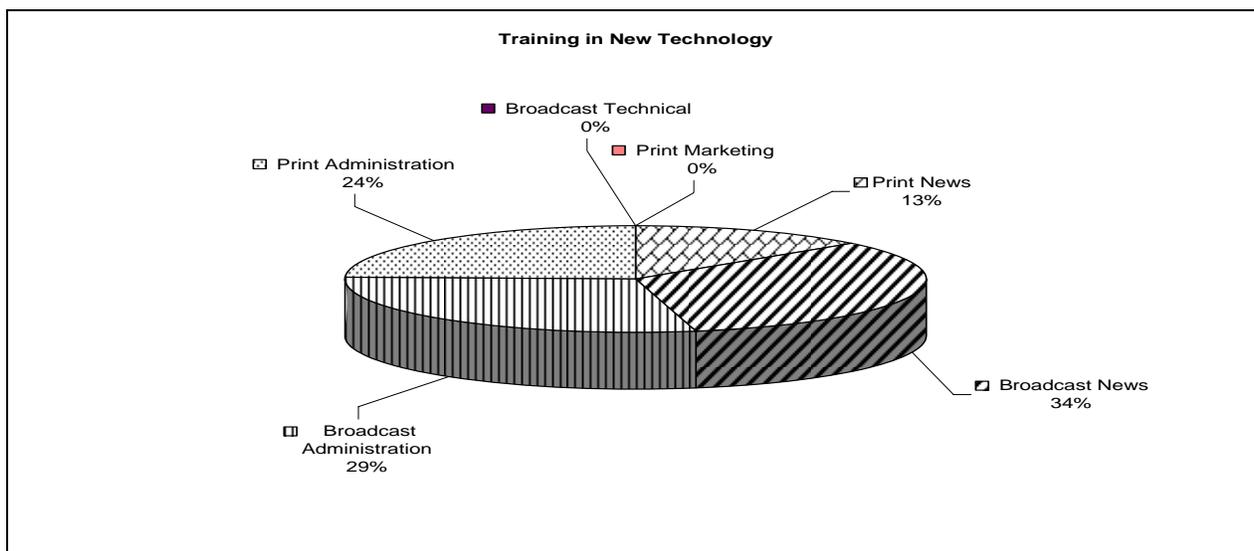


- Training in New Technology

As mentioned above, analogue systems are still being used in Angola, Mozambique and the Democratic Republic of Congo. But participants point out that any new training they attend relates to new digital technologies. When they need to bring their new knowledge into the workplace they encounter problems incorporating new into existing systems. The situation is exacerbated by the fact that their organisations have no workforce policies and management systems in place to guide this process. Participants say they need context-specific assistance for this and for building technical training networks in their countries.

A problem that concerns participants regarding the transition to digital radio is that there is a lack of trained staff members who know how to use new studio equipment. It is sometimes the case that only one person has the requisite skills to do a task; this causes a bottleneck in the flow of work and slows productivity. Another problem is a lack of knowledge in how to maximise the use of new recorders – to do so involves training in how to perform multiple functions of ICT programmes, one example of which is editing.

Thirty-eight percent of interviewees from the second set of research countries identify Training in New Technology as a training need. Counter intuitive to this finding is that no participants from the 'Broadcast Technical' category perceived a need for training in this area. The following chart depicts their responses according to job category:



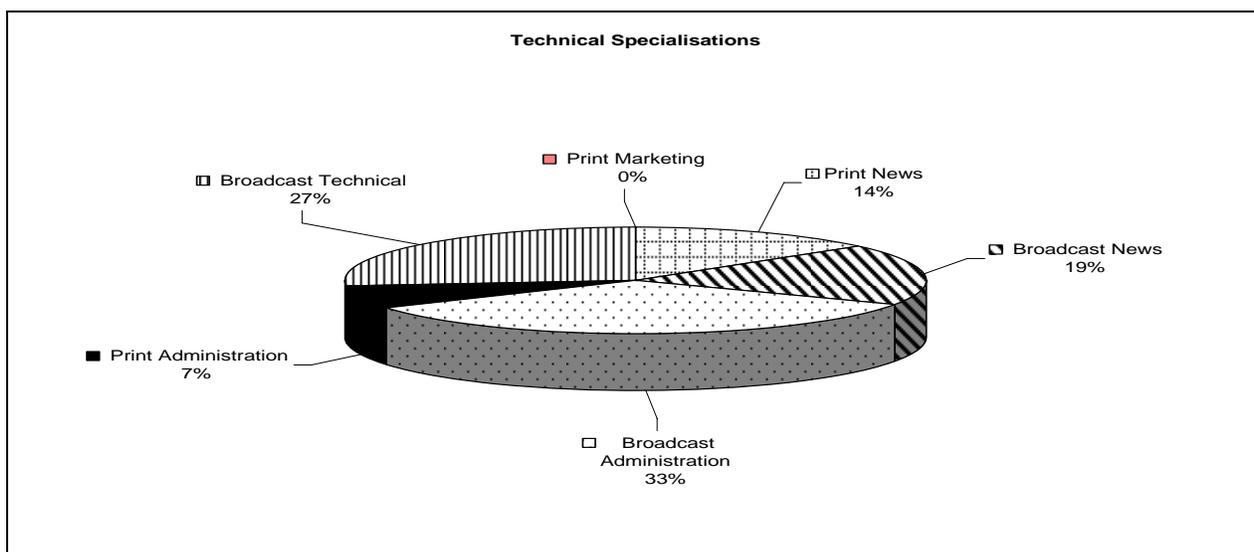
- Technical Specialisations

Many media managers have not received any formal training in various technical specialisations and think that if this gap is addressed they will be able to perform their tasks more efficiently.

Participants identified the following areas for training (listed alphabetically):

- Broadcasting Software
- Camera Work Techniques
- Newspaper Layout Technology and Graphics
- Production in Broadcast (Radio and Television)
- Radio Production

Thirty-four percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify Technical Specialisations as a training need. The following chart illustrates their responses according to job category:

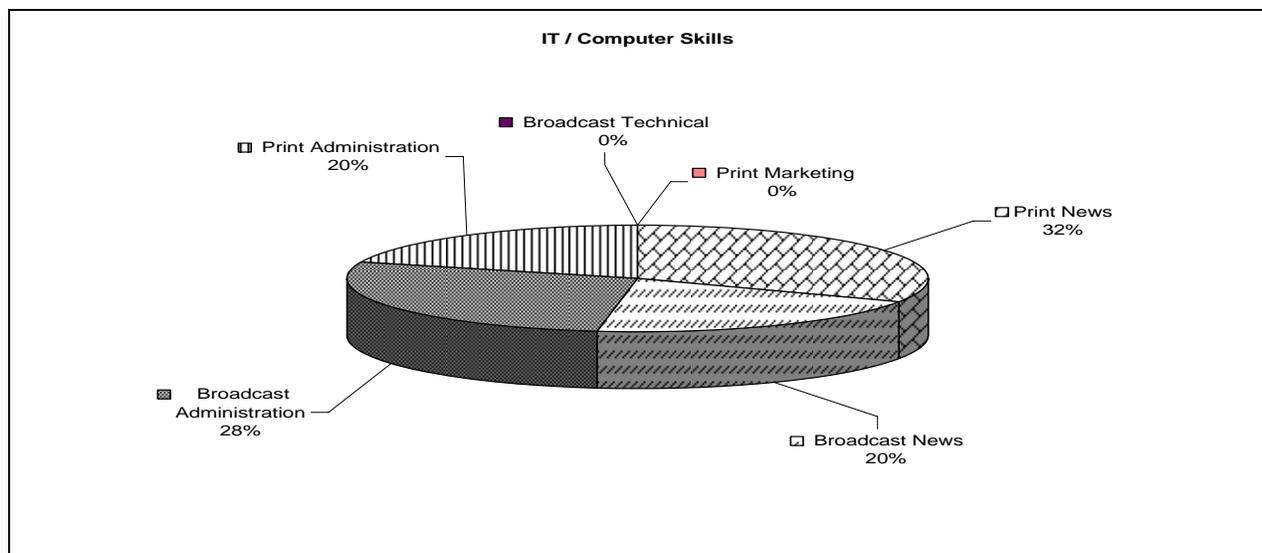


- IT / Computer Skills

With the advent of digital technology there is a need for training in the use of computers, particularly for journalists many of whom do not use or know how to use a computer at all.

Print media professionals remark that although there is sometimes good equipment, staff are not conversant with the range of functions that computers can perform. They suggest that media managers need training in how to phase in computer use, starting with administrative functions. The use of the internet is particularly problematic: due to lack of training staff struggle to put it to use as a research tool and as a means of networking between different stations

Sixteen percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify IT / Computer Skills as a training need. Again, it is surprising and counter intuitive that participants in the 'Broadcast Technical' category do not perceive a need for training in this area. The following chart depicts responses according to job category:

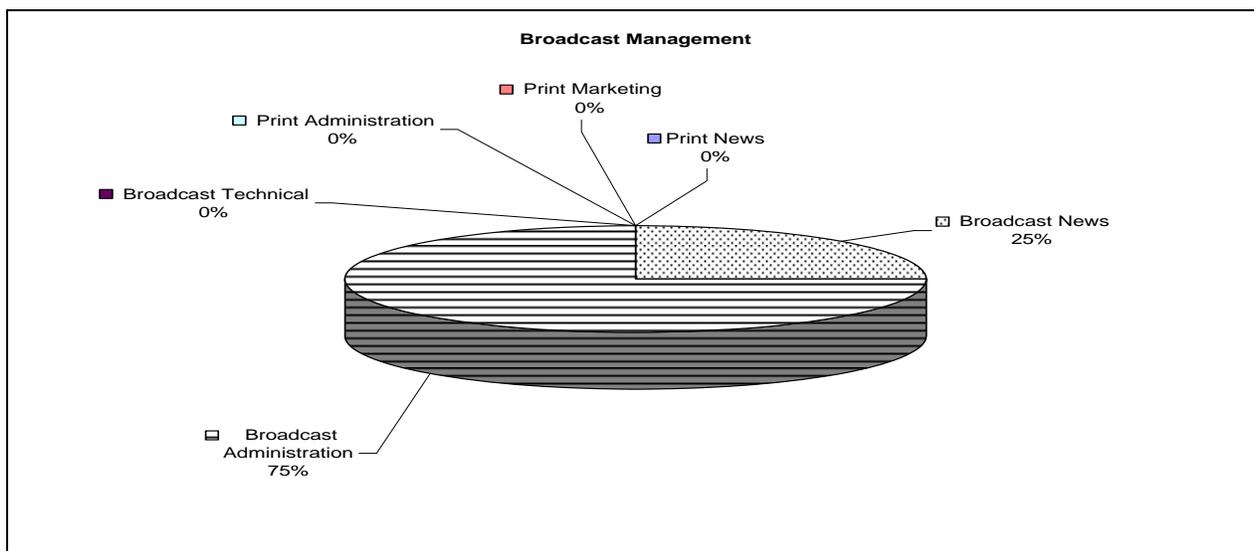


- Broadcast Management

Several issues are raised by interviewees. At the most basic level, they need programmes to broadcast but experience difficulties sourcing these and generating new ideas to fill schedules that can be accommodated within very small budgets. And products must also be of a high quality or they will not sell.

The interviewees who view Broadcast Management as a training requirement say managers need to know how to prepare magazine programmes and would benefit from guidelines on the processes involved in their production and administration. They also identify a need for training in the monitoring and evaluation of radio and television programmes.

Eight percent of interviewees - notably three quarters whom work in Broadcast Administration (see Appendix 2, p. 98 for job titles belonging to this category) - identify Broadcast Management as a training need. The chart below depicts their responses according to job category:



Training Strategies

As part of the study participants were presented with a variety of possible training methods and asked which they thought would be most appropriate and effective in their settings. Their responses are presented below.

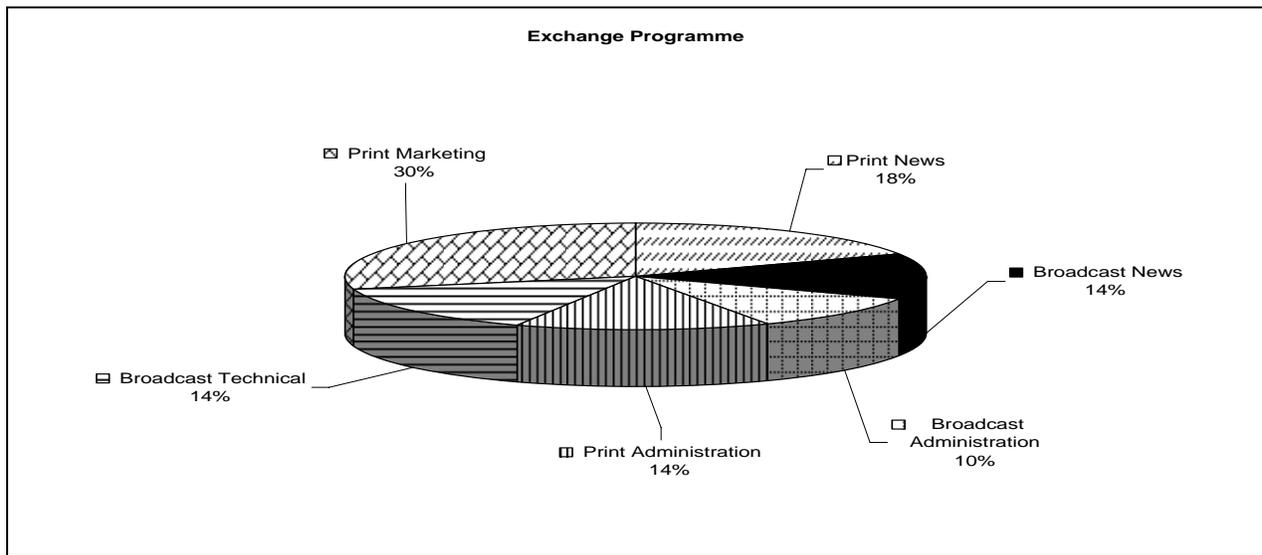
Exchange Programmes

Just over half the media professionals interviewed regard Exchange Programmes as an effective method for delivering training. In their view a great advantage of this form of training is that learners get on-the-ground experience in real situations where they are exposed to different ways of doing things. This does come at a cost for participating organisations - they lose manpower and productivity as employees are either away from their workplace or have to use valuable time to train the visiting exchange student. Also, for participating organisations, exchange programmes can be cumbersome and time-consuming to co-ordinate. Time works more in favour of trainees in as far as they are removed from everyday obligations of work and home and so better positioned to focus on learning.

One participant remarks that this training strategy offers opportunities to examine if and how theory works in practice. Another comments that going on an Exchange Programmes resulted in one of his employees developing a better respect for deadlines.

Some participants point out that Exchange Programmes are particularly valuable for learning different applications of information communication technology. In the light of participants' earlier statements about needing to find ways to integrate analogue and digital modus operandi, exchange programmes can offer opportunities for drawing on the expertise and experience of more well established organisations and more proficient practitioners. An associated advantage is that the programmes offer good networking spinoffs.

Fifty-two percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify Exchange Programmes as an effective training method. The chart below illustrates their responses according to job category:



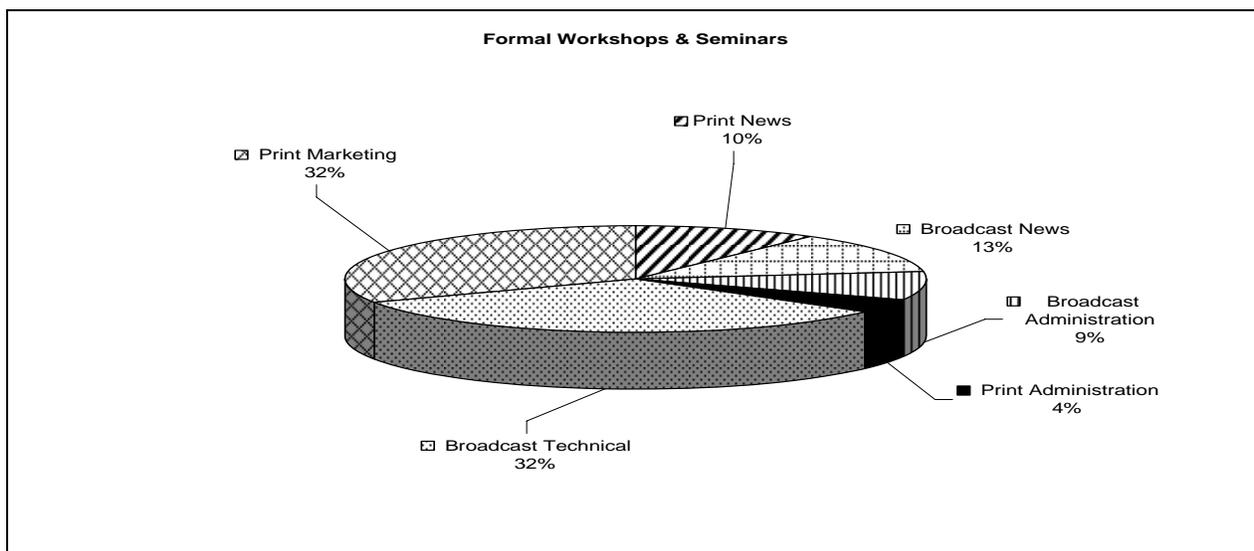
Formal Workshops and Seminars

These are less favourably thought of than Exchange Programmes. In the context of countries that need to speed up the build up the development of their media industry, media professionals think that Formal Workshops and Seminars do not reach enough people quickly enough. They suggest that delivery could improve if more trainers are brought into their countries: this is a less expensive option and more people could afford to attend.

Participants express a preference for short courses but regard a period of 1.5 months as acceptable in the case of practical training. Some say that Formal Workshops and Seminars should not last longer that a week, and at the most 1.5 weeks, which they regard as time enough if the training is targeted to common difficulties and training needs that are identified beforehand.

Research interviewees are wary of attending a “talk show” and would prefer practical – or as they put it “actual” – training, although they say they would probably need to acquire more equipment. They acknowledge that learning in Formal Workshops and Seminars carries the benefit of being direct and immediate.

Thirty-four percent of interviewees from the second set of research countries identify Formal Workshops and Seminars as an effective training method. The following chart shows their responses according to job category:



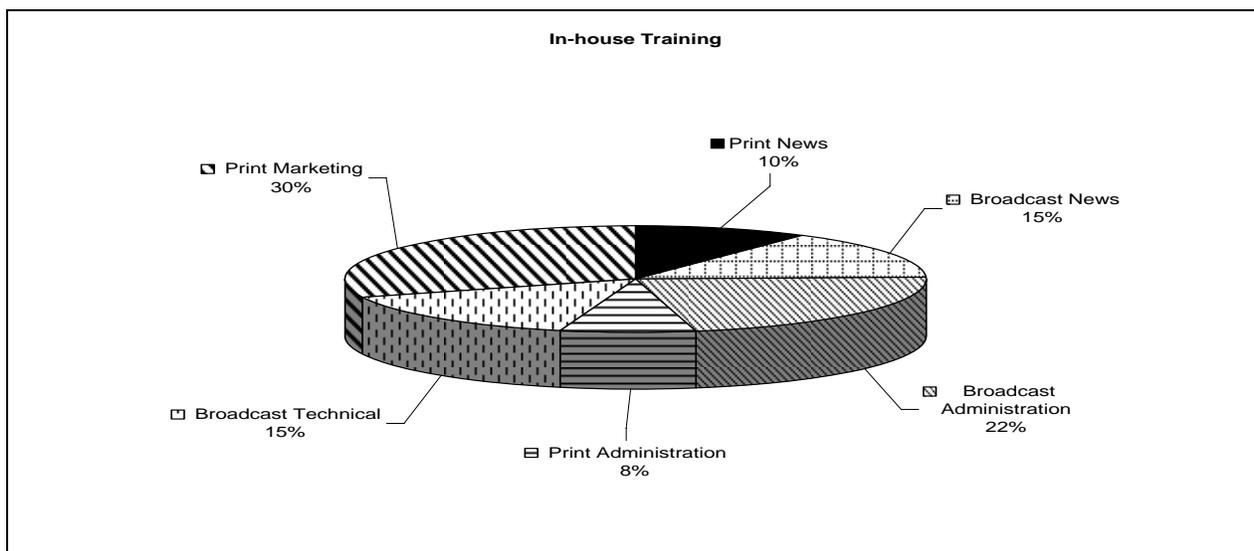
In-house Training

Media professionals view this as a “realistic” form of training as needs and problems are identified beforehand, appropriate interventions are designed, implemented, and then assessed for effectiveness. The impact of In-house Training is immediate, interventions can be quickly adapted and improvements extended into the future. Interviewees add that an organisation’s staff members will learn well when they work closely with a skilled person.

Participants say that another advantage is that training must take into account the equipment and conditions specific to an organisation. But some point out that their workplace conditions are “not good enough to let an outsider see it” and they would not feel comfortable with this form of training

One participant comments that a shortage of skilled people in television in Mozambique necessitates bringing in trainers from another country. This is expensive as an in-house trainer would need to work with the organisation for 1-3 months - a short stint of one week would not be enough.

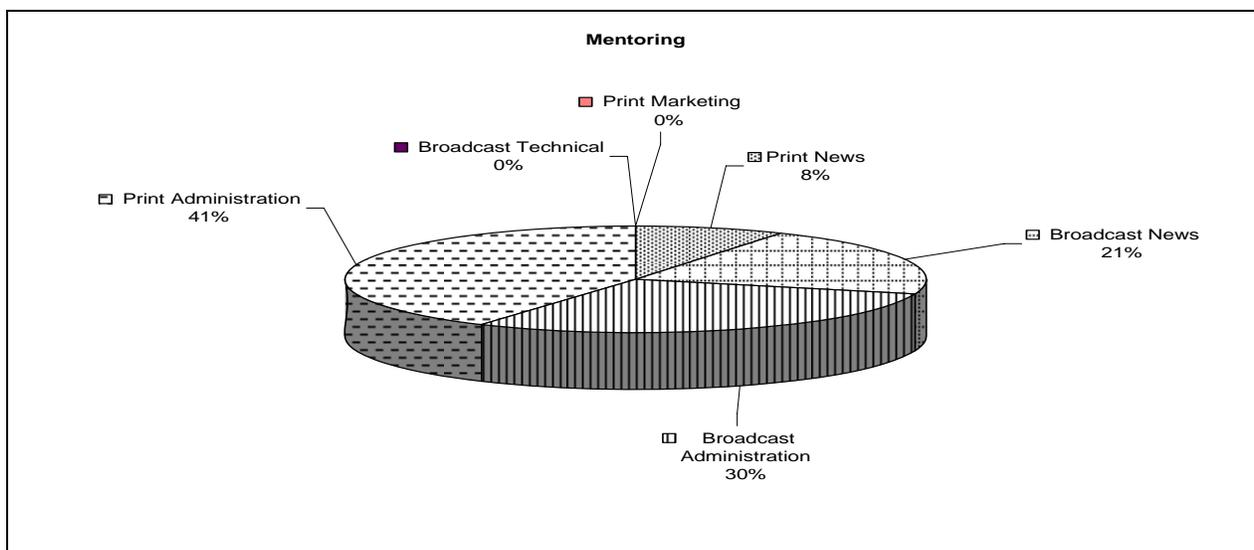
Forty-five percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify In-house Training as an effective training method. The following chart illustrates their responses according to job category:



Mentoring

Participants remark that it is very difficult to get support for this form of training. There is a shortage of experienced people in the industry and they are fully occupied with running their organisations, which leaves them little or not time to mentor and teach.

Thirteen percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify Mentoring as an effective training method. The following chart depicts their responses according to job category:

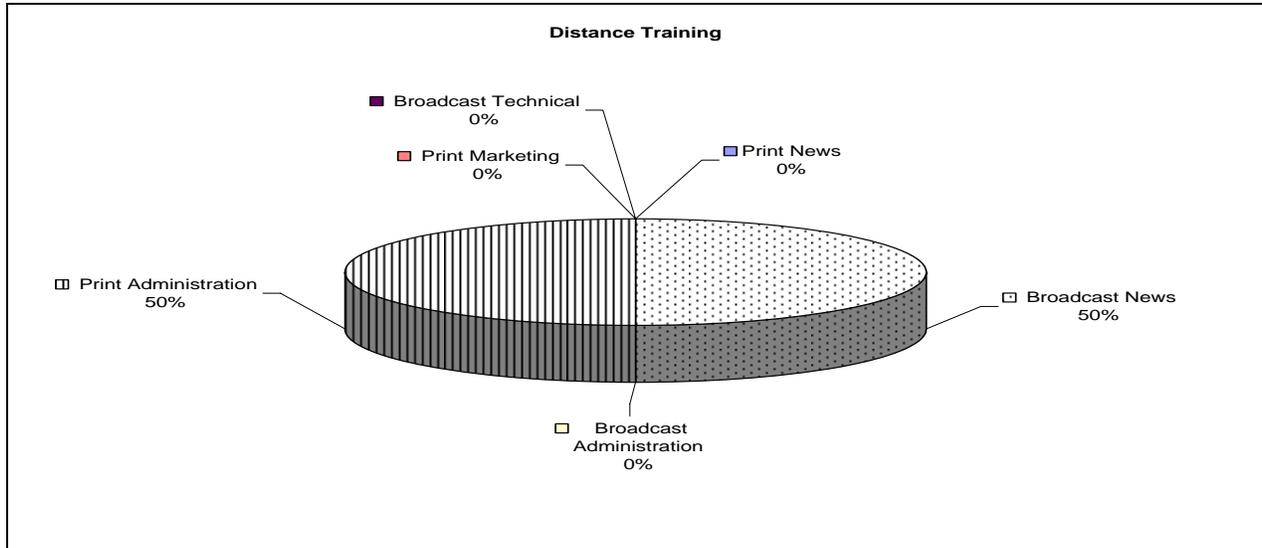


Distance Training

This is participants' least popular choice of training methods. The self-discipline involved in Distance Learning is seen as a very real barrier although in principle Distance Training is seen as potentially "interesting" and "nice". One interviewee points out that distance training will not work in contexts where people have no regular access to email, which is

apparently a problem commonly encountered in Angola, Mozambique and the Democratic Republic of Congo.

Six percent of interviewees from the second set of research countries identify Distance Training as an effective training method. The following chart shows their responses according to job category:

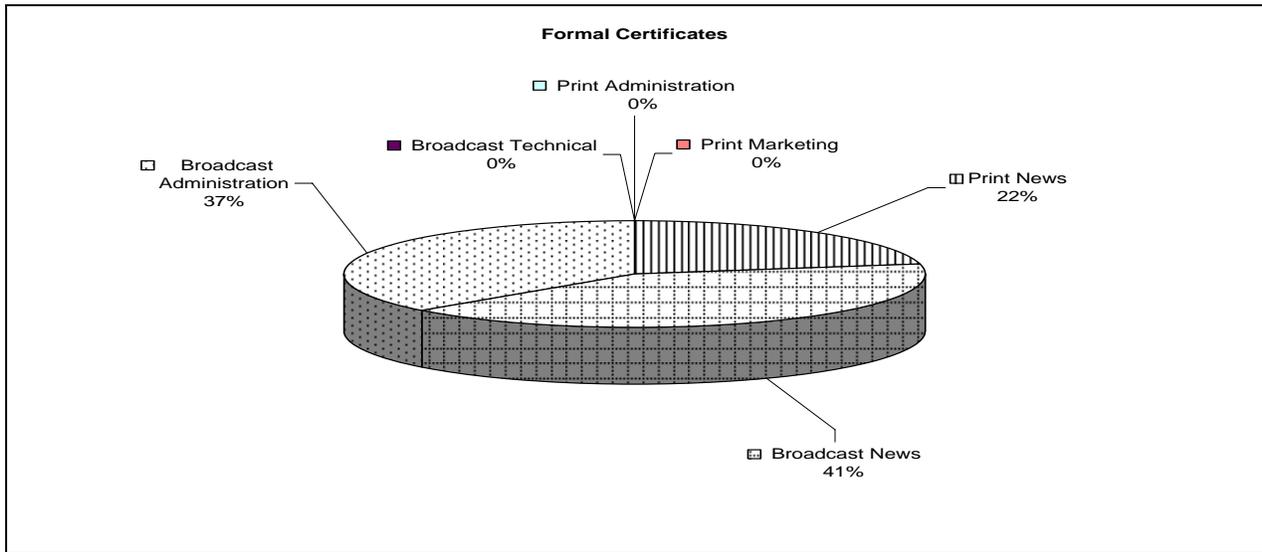


Formal University and Technikon Qualifications

Media professionals view formal qualifications as being “very important”. They say that in terms of affirming competency, it is vital for junior staff enter the industry with formal certification. For existing staff, formal qualifications serve as a motivation for motivating for higher salaries and promotion.

Angolan media professionals point out that attaining formal certification is difficult where there are no technical institutes from which to graduate. Media managers need to attract and keep as many graduates as possible from institutes in the SADC region.

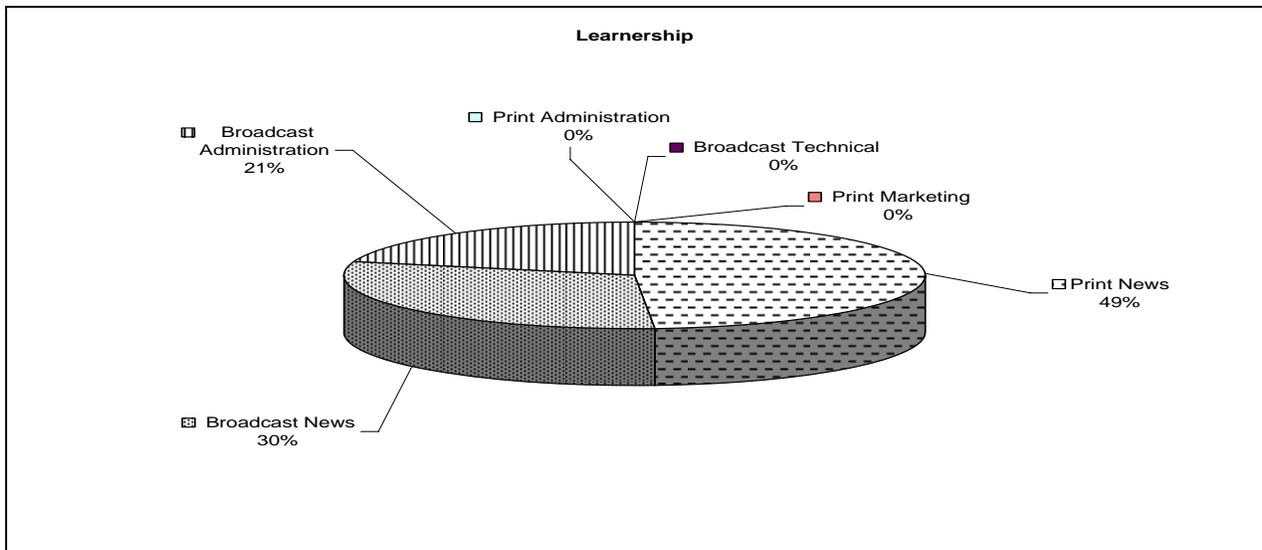
Twenty percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify training associated with Formal University and Technikon Qualifications as effective. The following chart depicts their responses according to job category:



Learnerships

Participants are of the view that media managers need training in how to motivate experienced people to share their expertise in a systematic and continuous manner. They need to know how to conduct an analysis of work and use this information to train others.

Thirteen percent of interviewees from the second set of research countries view Learnerships as an effective training method. The following chart depicts their responses according to job category:



Conferences / Information Sharing / Networking

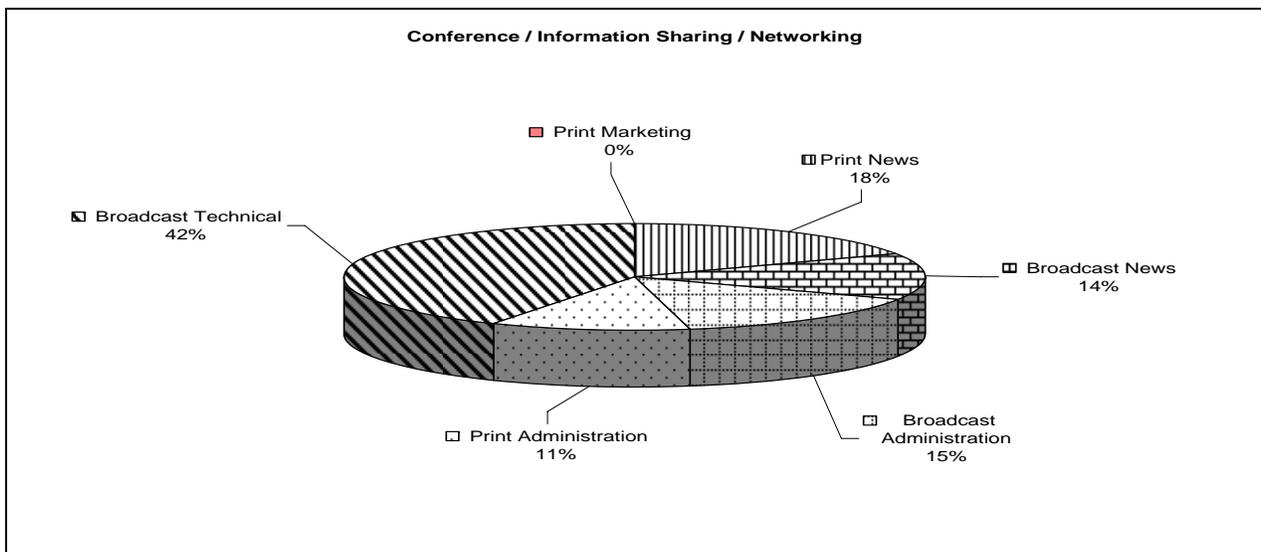
Media professionals interviewed remark that conferences are “interesting” and fit well with the short time periods they have available to be away from the workplace. One interviewee notes that the networking opportunities associated with conferences and

information sharing initiatives “could work in the societies” of Angola, Mozambique and the Democratic Republic of Congo.

One participant has a network of German counterparts with whom he trained and says that these partnerships continue to be helpful to him and his organisation. A participant from the Democratic Republic of the Congo notes that meeting people from other countries could help improve the DRC’s media industry.

Another comments that instead of journalism training courses, media managers need training in how to engage with other organisations and facilitate an exchange of ideas, particularly amongst community radio stations. Networking in this way means that ‘best practices’ could be shared by managers and practitioners.

Nineteen percent of interviewees from Angola, Mozambique and the Democratic Republic of Congo identify Conference / Information Sharing / Networking as an effective training method. The following chart depicts their responses according to job category:



Chapter 6: Synthesis of Findings

This chapter presents a brief comparative analysis of findings from the first set of countries - Botswana, Malawi, Swaziland, Tanzania and Mozambique - and the second set of countries - Angola, Mozambique, and the Democratic Republic of Congo. Comparisons are made within the study's two main analytical categories - Training Needs and Training Strategies. - and discussions are preceded by tables summarising statistics presented in the previous chapters.

Summary of Statistics: Training Areas

Training Areas	Percentage of interviewees who chose this as a training need	
	Botswana, Malawi, Swaziland, Tanzania, Zambia	Angola, Mozambique, The Democratic Republic of Congo
<i>General Management</i>		
Media Practice and Organisational Functioning	31	36
General Policy Development	16	17
Managing Diversity	20	22
Strategic Planning	41	33
<i>Human Resource Management</i>		
General Human Resource Functions	83	69
Staff Development	26	13
Training of Trainers	30	6
<i>Leadership</i>		
Management Styles	76	50
People Skills	71	38
Support to Staff	44	22
Managing Change	46	20
<i>Editorial Leadership</i>		
Ethics and Media Law	34	27
Editorial Independence	29	27
Newsroom Management	39	47
Product Development	53	28
Basic Journalism Skills	49	33
Specialised Reporting	36	38
English Language Skills	Did not emerge as category	8
Knowledge Management	Did not emerge as category	5
<i>Financial Management</i>		
Basic Financial Management	49	41
Media Economics	27	31
Budgeting and Financing Proposals	29	42
Project Proposals	31	Did not emerge as category
Marketing Strategies	54	27
Circulation Management	20	20
<i>Management of Materials</i>		
Purchasing	19	14
Maintenance	27	17
Impact of New Technology	47	Did not emerge as category
Training in New Technology	41	38
Technical Specialisations	34	34
IT / Computer Skills	26	16
Broadcast Management	Did not emerge as category	8

Overall, there are approximately 10.5% fewer participants from the second set of countries - Angola, Mozambique and the Democratic Republic of Congo – who express the need to train media leaders and managers than in the first set of countries - Botswana, Malawi, Swaziland, Tanzania and Zambia.

This could be attributed to numerous factors. In terms of the methodology of the study, approximately 64 informants were reached in the second set of countries as opposed to approximately 75 in the first set, and this could have skewed results. But it must also be pointed out that participants from Angola, Mozambique and the Democratic Republic of Congo are working in post-war contexts where media is slowly finding its voice and more importantly, where the social role of the media is not well understood. Participants comment that the media climate in these countries is restrictive and tell of inequitable practices that continue to dominate media workplaces. If the freedoms enjoyed by media leaders and managers from the first set of countries could spill over to inform and benefit those working in Angola, Mozambique and the Democratic Republic of Congo, media professionals from these countries may develop a better understanding of their roles, rights and responsibilities. An offshoot of this is that they may then be better positioned to identify their training needs. It would be interesting to test this hypothesis in a follow-up study after a few years.

Set-one participants - from Botswana, Malawi, Swaziland, Tanzania and Zambia – rank their media leadership and management training needs as:

- (1) Leadership = 59.25%,
- (2) Human Resource Management = 46.3%,
- (3) Editorial Leadership = 40%,
- (4) Financial Management = 35%,
- (5) Management of Materials = 32.3% and
- (6) General Management = 27%.

The five sub-categories of training needs ranked highest are *General Human Resource Functions* (83%), *Management Styles* (76%), *People Skills* (71%), *Marketing Strategies* (54%) and *Product Development* (53%).

Set-two participants – from Angola, Mozambique and the Democratic Republic of Congo - rank their media leadership and management training needs as:

- (1) Editorial Leadership = 33.3%,
- (2) Leadership = 32.5%,
- (3) Financial Management = 32.2%,
- (4) Human Resource Management = 29.3%,
- (5) General Management = 27% and
- (6) Management of Materials = 21.2%.

The five sub-categories of training needs ranked highest are *General Human Resource Functions* (69%), *Management Styles* (50%), *Newsroom Management* (47%), *Budgeting and Financing Proposals* (42%), and *Basic Financial Management* (41%).

- General Management

On average, the same proportion – 27% - of participants from both sets of countries regard this as an area where training is needed. *Strategic Planning* is chosen by 8% more

participants from the first set of countries, while 5% more interviewees from second set of countries select *Media Practice and Organisational Functioning* as a potential training area.

- Human Resource Management

For this category there is a considerable difference in participants' choices across the two sets of countries with the second set of countries showing smaller proportions of participants (17% less) who regard Human Resource Management as a training need for media managers and leaders.

In the first set of countries 83% of participants chose General Human Resource Functions as a training need – the highest score over all training needs. Although this was chosen by 14% fewer participants from the second set of countries - Angola, Mozambique and the Democratic Republic of Congo – this sub-category was also ranked highest over all other training areas. As against the first set of countries, only half the people from the second set of countries chose *Staff Development* as a training need. And compared to participants from the first set of countries 24% fewer second-set interviewees consider *Training of Trainers* as an area for leadership and management development.

- Leadership

On average 59.25% of participants from set-one countries, as against 32.5% from set-two countries choose this as an area for training. The highest proportion of participants from both sets of countries identify *Management Styles* as a training need (76% in set-one countries, and 50% in set-two countries). Training in *People Skills* is second highest on the agenda for set-one participants (71%) as well as for set-two interviewees, although 33% fewer of the latter choose this as a training need.

Given the relatively high degree of change – and particularly political change - occurring in Angola, Mozambique and the Democratic Republic of Congo, findings for the sub-category *Managing Change* are somewhat counter intuitive. Compared to the first set of countries, less than half of the participants from set-two countries chose this as a training area. They identify three main areas of change - the overall purpose of media, a shift from analogue to digital technology, and the expansion of media into rural areas. Participants from set-one countries - Botswana, Malawi, Swaziland, Tanzania and Zambia - share concerns relating to the move from analogue to digital modes, but differ from set-two countries in that they specify a need for training interventions to help them address the withdrawal of government funding and the management of restructuring processes arising from growth and organisational mergers. While they are concerned with aligning their organisations with these changes and on fostering flexibility and innovation, participants from the second-set countries appear to be in earlier stages of building their media organisations.

- Editorial Leadership

For participants from set-one countries, training in *Product Development* scores the highest as a training need (53%), while set-two participants select *Newsroom Management* as their greatest training need (47%).

Training in *Basic Journalism Skills* is scored second-highest (49%) by set-one participants, while it is ranked third highest by set-two participants (33%) particularly those working in

Print Marketing. Workshop delegates challenged the initial research findings from set-one countries saying that the media industry needs more managers and leaders, not practitioners. This was affirmed by a set-two participant who comments: “We have journalism skills but no management skills. We know how to produce media not manage media.” There is clearly dispute regarding the need for media managers and leaders to undergo training in *Basic Journalism Skills*.

- Financial Management

This category of training scores almost equally amongst set-one participants (35%) and set-two participants (32.2%).

Marketing Strategies is the first choice of set-one interviewees (54%) but is chosen by only 27% of set-two participants, who ranked this as their second lowest need. A possible explanation is that media professionals in Botswana, Malawi, Swaziland, Tanzania and Zambia have been exposed and thus sensitised to the needs associated with capitalistic market trends for longer than those working in Angola, Mozambique and the Democratic Republic of Congo.

Basic Financial Management is the second highest choice for set-one participants (49%) as well as for set-two interviewees, although the latter ranked this just 1% lower than their first choice – *Budgeting and Financing Proposals*. If the categories *Budgeting and Financing Proposals* and *Project Proposals* are combined, then both sets of countries rank this as their highest training need (50% of set-one participants and 42% of set-two participants).

- Management of Materials

Overall this category was ranked as the second-lowest training need by set-one participants (32.3%) and the lowest ranked amongst set-two participants (21.2%).

Set-one participants score *Impact of New Technology* as their highest training need (47%) in this category and *Training in New Technology* is their second highest score. Set-two participants’ scored their highest need as being *Training in New Technology* (38%) and their second highest score is for *Technical Specialisations* (34%).

Summary of Statistics: Training Strategies

Training Strategies	Percentage of interviewees who view the training strategy as being effective	
	Botswana, Malawi, Swaziland, Tanzania, Zambia	Angola, Mozambique, The Democratic Republic of Congo
Exchange Programmes	84	52
Formal Workshops and Seminars	59	34
In-house Training	64	45
Mentoring	26	13
Distance Training	36	6
Formal University and Technikon Qualifications	36	20
Learnerships	16	13
Conferences / Information Sharing / Networking	34	19

The three Training Strategies ranked highest by participants in all eight countries are: (1) Exchange Programmes, (2) In-House Training, and (3) Formal Workshops and Seminars.

For set-one participants' 4th position is shared by Distance Training and Formal University and Technikon Qualifications (both 36%). Set-two participants' fourth choice is for Formal University and Technikon Qualifications (20%).

Both sets of countries rank Conferences / Information Sharing / Networking as their 5th choice (set-one countries = 34%, and set-two countries = 19%).

Mentorship shares 6th position across all the countries (set-one countries = 26%, and set-two countries = 13%). And for set-two countries Mentorship ties for 6th place with Learnerships.

The least preferred training strategy for participants in Botswana, Malawi, Swaziland, Tanzania and Zambia is Learnerships (16%) – which the research found to be generally not well understood. Interviewees from Angola, Mozambique and the Democratic Republic of Congo voted Distance Training (6%) as their least-preferred training strategy – which is understandable in the light of what participants say about the low proportion of people with Internet access in these countries.

Conclusion

This research aims to yield a solid understanding of the leadership and management training needs considered to be priorities by media professionals in the SADC region, and to identify training strategies that they regard as being most effective.

Participant responses from approximately 75 interviews in Botswana, Malawi, Swaziland, Tanzania and Zambia, and approximately 45 (reaching 64 informants) in Angola, Mozambique and the Democratic Republic of Congo indicate that there are six main areas in which training is needed by media leaders and managers. These are General Management, Human Resource Management, Leadership, Editorial Leadership, Financial Management, and the Management of Materials. Although these areas are all important for media leadership and management, they do not all fall within the SPI's core areas of business and expertise. The Management of Materials, for instance, is largely outside our scope of activities.

1. Findings indicate that for the first set of research countries - Botswana, Malawi, Swaziland, Tanzania and Zambia - training areas should be prioritised as follows:

The five training needs ranked highest by research participants in these countries are *General Resource Functions* (83%), *Management Styles* (76%), *People Skills* (71%), *Marketing Strategies* (54%) and *Product Development* (53%).

2. During the second phase of the research a workshop was held for selected delegates who were presented with findings from the first phase of research in Botswana, Malawi, Swaziland, Tanzania and Zambia. This gave the SPI the opportunity to test research findings against the perceptions of a highly experienced group of media experts, and to solicit any further comments and suggestions regarding the research and the training needs of media leaders and managers in this first set of countries.

In the view of some research participants, media leaders and managers need training in journalism and skills linked to new technology, but workshop delegates disagree. They stress that the SPI should *not* be involved in the training of what they refer to as "practitioners". Rather, the Institute should focus entirely on transferring knowledge and skills associated with media leadership and management.

Regarding preferred training strategies, participants from the first set of research countries ranked the four most effective modes of training as (1) Exchange Programmes, (2) In-House Training, (3) Formal Workshops and Seminars, and (4) Formal University and Technikon Qualifications.

The Institute's current training offerings are Formal Workshops and Seminars, Formal University Qualifications, and Conferences. Findings suggest that potentially viable future training strategies for the SPI are In-house Training (participants' 2nd choice), Distance Training (which tied with Formal University and Technikon Qualifications as participants' 4th choice) and Mentoring (participants' 6th choice). Successful implementation of In-house Training, Distance Training and Mentoring would, however, depend on the SPI being able to source the requisite financial backing to secure additional trainers.

Interviewees and workshop delegates suggested that the SPI considers extending its Formal Workshop and Seminar programme to other SADC countries. They add that the Institute should investigate the extent to which the Post Graduate Diploma in Media Management is recognised and accepted by other training organisations within the SADC region.

Finally, workshop delegates were of the opinion that the research should have included SADC countries where English is not the lingua franca of business. Accordingly the SPI undertook a third phase of research, which extended the study into a second set of countries - Angola, Mozambique and the Democratic Republic of Congo. During this third phase of research the methodology from the first phase was replicated as closely as possible in order to allow for standardization that would enable sound comparisons to be made across all eight countries.

3. Research findings show that, compared to participants from the first set of countries, approximately 10.5% fewer participants from Angola, Mozambique and the Democratic Republic of Congo express the need for media leadership and management training.

The training needs ranked highest for these countries are *General Human Resource Functions* (69%), *Management Styles* (50%), *Newsroom Management* (47%), *Budgeting and Financing Proposals* (42%), and *Basic Financial Management* (41%).

In terms of Training Strategies, participants express the same four preferences as for set-one countries. To recap, these are (1) Exchange Programmes, (2) In-House Training, (3) Formal Workshops and Seminars, and (4) Formal University and Technikon Qualifications.

The overall impression portrayed by participants in the eight research countries is that there is a strong thirst for media leadership and management knowledge and skills across the SADC region. A sense is also conveyed of the real struggle media managers encounter as they attempt to overcome the constraints of having little training other than that acquired in the workplace. Participants acknowledge that on-the-job learning is essential but that it runs the risk of replicating management styles that are outdated in the current media world, which is driven by competition and new technological advances.

This media leadership and management training needs analysis is the first of its kind and scope in the region. Having identified media leadership and management needs in Botswana, Malawi, Swaziland, Tanzania, Zambia, Angola, Mozambique and the Democratic Republic of Congo, it becomes possible to more accurately target and design training for media professionals in these countries. We reiterate that a further intention of the research was to contribute to what the Sol Plaatje Institute for Media Leadership anticipates will be an ongoing collaboration with media industry leaders and managers in the SADC region: a cooperate effort aimed at shaping solutions to the considerable range of training and management capacity building needs revealed in this study.

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Note: Internet texts in this reference list were accessed between August & November 2006

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Appendix 1

List of delegates who participated in the three-day workshop for regional media leaders and people involved in training media managers.

Dick Maganga	Afromanagement – Botswana
Edward Chitsulo	The Nation – Malawi
Irene Tshukudu	Southern Africa Media Development Fund (SAMDEF) – Regional
Jackie Kabeta	Southern Africa Institute for Media Entrepreneurship Development (SAIMED) - Regional
Jacob Ntshagase	Institute for the Advancement of Journalism (IAJ) – Regional
Lawrence Keketso	Mopheme – Lesotho
Manfred Isaacks	Katutura Community Radio – Namibia
Mario Paiva	Association of Economic Journalists of Angola (AJECO) – Angola
Martin Dlamini	Times of Swaziland – Swaziland
Ransford Antwi	Southern African Media Training Trust (NSJ) – Regional
Robert Tshimungu	Institut Facultaire des Sciences de l'Information et de la Communication (IFASIC) – The Democratic Republic of Congo
Salva Rweyemamu	Media Institute of Southern Africa (MISA) – Regional
Samwel Nyalla	Sahara Communication and Publishing Co Ltd – Tanzania
Simao Capece	NSJ Trainer / Institute for International Relations – Mozambique

Appendix 2

List of print and broadcast categories with the job titles of people who were interviewed for the research.

Print Marketing Staff

- Assistant Marketing Manager
- Assistant Circulations Manager
- Marketing Manager
- Advertising Manager
- Circulations Manager
- Marketing Assistant

Print Newsroom Staff

- Junior Reporter
- Journalist
- Senior Journalist
- Assistant Editor
- Sub Editor
- Editor
- Chief Editor
- Deputy Managing Editor
- Managing Editor
- Head of Publications

Print Administrative Staff

- Administrator
- Executive Secretary
- Assistant Human Resource Officer
- Staff Development Officer
- Accountant
- Publisher
- Administrative Manager
- Head of Finance
- Director
- Director of Administration
- Chief Executive Officer

Broadcast Technical Staff

- Cameraman
- Technician
- Assistant Controller of Production
- TV and Radio Manager
- Engineering Manager
- Producer
- Studios and Outside Broadcasting Manager
- Production Manager

- Chief Producer
- Director of Technical Services
- Sub-director of Production

Broadcast Newsroom Staff

- Intern Journalist
- Reporter
- Presenter
- Assistant Controller of News and Current Affairs
- Sub Editor
- Deputy News Director
- Editorial Manager
- Head of Information
- Head of Presentation
- Director of TV News and Reporting
- Director of Programming

Broadcast Administrative Staff

- Human Resource Officer
- Administrative Officer
- Lawyer
- Accountant
- Assistant General Manager
- Group Human Resource Manager
- Director of Human Resources
- Administrative Manager
- Business Manager
- Deputy Director
- Deputy General Manager
- Vice Minister
- Director
- Director General
- Managing Director
- Chief of Operations
- Director of Training Institute
- General Manager