After eleven years of democracy, diversity is not reflected in front of our classrooms.

Reflections on mapping the curriculum
— towards Afro-humanist values in identifying 'new basics' in South African journalism

Qualifications
JE&T: For the purposes of this paper, the question only concerns itself with journalism, and not with other manifestations of mass communication. Education and training, E&T, thus relate to journalism only, and not to the popular Journalism Mass Communication (JMC) configuration. "JE&T" therefore refers to entry level journalism education and training at tertiary institutions only.

Afro-humanism, ubuntu, humanism, journalism: A theoretical framework that takes its basis from the liberatory theory with elements of development journalism, as it expanded from the Western libertarian model; also defined as an Africanised journalism based on the principles of ubuntu (Blenkenweg, 1999:11) as an "equilibrarian, humanist philosophy".

There are cavets around the term "ubuntu", because it is described as an "ideal" concept, one which therefore promotes an "ideal of liberated journalism.

ubuntu visibly translates to read as a shared humanity, an ethic of communication. To be Ubuntu (humanity) toward others. It has been described as African humanism, which includes "sympathy, care, sensitivity to the needs of others, respect, consideration, patience, and kindness" (Chibanda, as cited in Principe, 1998:42).

To summarise, African liberation journalism should be located within an Afro-centric, Afro-humanist, ubuntu paradigm, with its object human, welfare, dignity and values, and which should be embraced in JE&T programmes. It raises the question how ubuntu and "objectivity" can be aligned.

How does one teach this new journalism paradigm?
If one assumes that the outcome is a vocational journalism qualification, students should be equipped with the basic skills and knowledge of entry-level journalism as identified according to Audit 1, and it should go beyond that these skills should be practiced within an Afrohumanistubuntu journalism model.

The students should be a focused selection programme. Students should go through a selection process that can assist them whether they have the potential to comply with the basic requirements of journalism. This means prospective students should have, relative to an undergrad or postgrad course, a certain proficiency in reading and writing, as well as an awareness of news.

Selecting suitable students mean smaller classes — to ensure individual quality E&T. Press communications might possibly be taught in mass classes. Journalism can only be taught in small groups on an individual basis.

The teachers:
Journalism can only be taught by experienced, accomplished journalists from journalism practice point of view. There is also reason to suspect that those who teach certain journalism related courses and who have never been journalists, do so with a somewhat derogatory reference to journalism and its practice. What impact will this have on the minds of beginners on the eve of entering their chosen careers?

Another concern is that after eleven years of democracy, diversity is not reflected in front of our classrooms.

Journalism teachers should constantly challenge current thinking, and question existing paradigms. Any that this research, even if it means the industry feels the "boat should not beucking.*

Journalism has a unique mode of teaching — therefore the student/teacher ratio likely cannot be replicated from other disciplines and be applied to the "academic" classroom.

Curriculum
African humanist/liberal journalism should be researched as a way of seeking to address and repress existing liberalist, Western style concepts and practices in the classroom, and translated and mainstreamed into a new curriculum by JE&T. An example of how such new thinking was incorporated into JE&T is the Polytechnic of Namibia where getir was mainstreamed into the curriculum (Moila and Shingiro, 2004).

- A rethinking of existing programmes should result in a new curriculum together with new materials. Textbooks and other material should support and reflect the envisaged new paradigm.
- Higher (conceptual and lower (practical) order skills should be combined to ensure critical, analytical, independent minds instead of "wheeler detector" of low skills.
- Even at postgraduate level, linguistics must be compulsory modules.
- Curriculum content that will provide the prospective journalist with enough writing practice — "you learn to write by writing" (CWO, 1997:4).

The curriculum should be a bridge between the various media platforms to make the prospective journalist multiskilled for a career in a converging multimedia world.

- A curriculum that includes a knowledge of diversity issues, an awareness of stereotyping and representation, and the know how to apply this in practice.
- It should be a sequel of the "here and now" should be included in curricula — such as gender, other diversity issues, HIV/AIDS, poverty, globalisation, xenophobia, as well as aspects of ICT and how it impacts on the dissemination of information.
- It includes interaction with JE&T on the rest of the continent.
- This curriculum content should provide the news industry with sound generalists reporters for the future.
- The "beginner-journalists should not only replicate existing news practices, but should also be confident in their education that the practice could be broadened each year with skilled journalists who question their own profession in everything they do.
- By adding seminars as part of the curriculum that will support success which will endone training in Audit 1, namely a life of skills. Such seminars and workshops could be on time management (or rather, more accurately, self-management), interculture/multicultural communication skills, conflict management, and an understanding of what is a holistic lifestyle.

SUMMARY
The "new" in the curriculum should be taught in an inter-paradigmatic, interdisciplinary and multidisciplinary way, incorporating those basic and thinking skills that the news media expects from the beginner-journalist, and that of the requirements of journalism form the basis.

CONCLUSION
How should one teach journalism in an academic institution?
With a new paradigm of journalism which answers to an Afro-humanist set of values, and which would follow:
- A complete rethinking, reimagining, and re-execution of the basics of the profession of journalism by
- A humancentric rôle-players, namely the industry, the teachers and media publics,
- Which should result in a re-thought, re-engaged and re-engaged curriculum,
- Together with a transformed faculty to teach this,
- Together with own indigenous teaching material that would support this new paradigm
- To answer the question of understanding of what humanism has done to discover what humanism is, and to prepare a new generation for a future that cannot yet be envisaged and to provide prospective beginner journalists with the head, the hands and the heart to become "servants of the people".

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