

MINISTRY OF INFORMATION



REPUBLIC OF GHANA



REPORT ON THE MAIDEN EDITION OF THE MEDIA CAPACITY ENHANCEMENT PROGRAMME (MCEP)

ORGANIZED FROM

MONDAY 10TH -THURSDAY 13TH JANUARY 2022

AT

THE YEGOALA HOTEL, KUMASI

21ST JANUARY 2022

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LIST OF ABBREVIATIONS

1. MCEP- Media Capacity Enhancement Programme
2. NMC- National Media Commission
3. GIBA- Ghana Independent Broadcasters Association
4. GJA- Ghana Journalists Association
5. PRINPAG- The Private Newspaper and Online Publishers Association of Ghana

Executive Summary

The Media Capacity Enhancement Programme (MCEP) was launched on the 14th of November 2021. The initiative was organized by relevant stakeholders constituted as the Working Committee namely the National Media Commission, the Ghana Journalist Association, the Ghana Institute of Journalism, the Institute of Public Relations – Ghana, the Private Newspaper Publishers Association of Ghana, the Ghana Independent Broadcasters Association, the University of Ghana School of Information and Communications Studies and the University of Cape Coast as well and sponsored by the Ministry of Information.

The Working Committee of the Media Capacity Enhancement Programme with support of the Ministry of Information organized the maiden edition of the training programme under the theme, **“Equipping the Media to play an effective role in Nation Building”** at Yegoala Hotel from Monday 10th to Thursday 13th January 2022.

The opening ceremony was hosted by Otumfuo Osei Tutu II, Asantehene of the Ashanti Kingdom at the Manhyia Palace, Kumasi. Key among dignitaries was the Minister for Information; the U.S Ambassador, the Ashanti Regional Minister; the Mayor of the Kumasi Metropolitan Assembly (KMA); the Presidents of the various media associations (GIBA, GJA, PRINPAG and IPR); The Director General of GBC; members of the Working Committee, the Directors of the Information Ministry and Chiefs of the Ashanti Kingdom.

In attendance were 58 journalists selected nationwide. The programme aimed at enhancing the skills of the journalists in the following modules:

- Media as a Tool for Socio-Economic Development and Nation Building
- Ethics and the Journalism Mission
- Digital Media and Online Journalism
- Media Law/ Law and The Journalism Practice
- Impact Journalism
- Investigative Journalism

Four (4) hours was allocated for each of the six modules, with a fifteen (15) minute coffee break in each session. Also, nine (9) qualified facilitators (the faculty) were hired to enhance the skills and knowledge of participants on each module.

An evaluation form was shared electronically to participants to comment on their observations on the 6 modules and the training programme. Out of the 53 respondents, 36% rated the training as excellent, 38% as very good, 21% commented as good and the remaining 5% rated the training as average. The overall comments of the first Cohort indicated that the programme will be impactful to their line of duty. It is therefore the expectation of the Ministry that all participants through this programme will be encouraged to put the lessons to use and influence their communities with the ideas generated.

The maiden MCEP in Kumasi fully sponsored by the Ministry of Information cost One million, fifty-two thousand, seven hundred and seventy-seven Ghana cedis, fifty-three pesewas (**GHS 1,052,777.53**).

1.0 INTRODUCTION

The Working Committee of the Media Capacity Enhancement Programme with support of the Ministry of Information organized the maiden edition of the training programme under the theme, **“Equipping the Media to play an effective role in Nation Building”** at Yegoala Hotel from Monday 10th to Thursday 13th January 2021.

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- Media Law/ Law and The Journalism Practice
- Impact Journalism
- Investigative Journalism

The modules aimed at addressing capacity issues facing the media and reposition them in order to play their role effectively in the socioeconomic development and nation building agenda.

This report provides the background of the Media Capacity Enhancement Programme, the methodology for training, the grand opening ceremony of the programme at Manhyia Palace in Kumasi, module reports and an analysis of surveys conducted on the programme, as well as recommendations.

1.1 BACKGROUND

Globally, a set of rules, guidelines and values govern journalism and media practice. The aim is to encourage adherence to professional competence and responsible knowledge usage. However, the growth in the media landscape in Ghana has come with concerns of lowering professionalism and an increase disregard for ethics. These have resulted in waning public trust and confidence in the media and press freedom, with some sections of the population calling for government control, according to findings of the 2019 Afrobarometer report.

The situation is of grave concern because it has the potential to reverse years of progress in press freedom, erode public confidence in the media, and thus have a detrimental impact on the media's ability to effectively play their watchdog role. Hence Stakeholders appealed to government to implement the Media Capacity Enhancement Programme

Pursuant to the implementation of the MCEP, an independent Working Committee was established with the mandate to collaborate with industry stakeholders in identifying knowledge and skills gap and to organize the necessary trainings to bridge the gaps. The Working Committee established a curriculum that would help bridge the skills gap identified in the media space and put together a training programme for about 250 media personnel across the country annually.

1.2 OBJECTIVE OF MCEP

The objectives of the MCEP are in two forms: the general objective and the training/curriculum specific objective.

1.2.1 General objective

The Media Capacity Enhancement programme aims at ensuring that the media is supported to enhance its capacity to continuously project credible and reliable information that is helpful towards attaining socio-economic development. Some specific objectives within the MCEP include:

- Improvement in effective and qualitative reportage
- Increase professionalism in both media personnel and media houses
- Specialization in areas such as education, health, sports, etc. for deeper understanding and effectiveness.

One of such supports is through the maiden training programme organized by the Working Committee with a designed curriculum and a qualified faculty for facilitation.

1.2.2 Training objective

The principal objective of the programme is to enhance the existing knowledge base, skills set, and qualitative output of media personnel by helping participants to:

1. Develop a deep understanding of socio-economic and nation building issues and the forces that shape, influence, and constrain nation building
2. Expand existing knowledge of the role and contribution of news media and interrogate the state of the Ghanaian news media in contemporary socio-economic development and nation building
3. Refine skills fundamental to effective journalistic storytelling, focusing on nation building
4. Consider laws, regulations and ethics and the ways in which they interact with and influence the effective practice of journalism in the country
5. Appreciate the role of investigative journalism within the framework of institutionalising efficiency, accountability and transparency in the public, private and not-for-profit sectors to aid nation building.

1.4 PARTICIPATION

The opening ceremony was hosted by Otumfuo Osei Tutu II, Asantehene of the Ashanti Kingdom at the Manhyia Palace, Kumasi. Key among dignitaries was the Minister for Information; the U.S Ambassador, the Ashanti Regional Minister; the Mayor of the Kumasi Metropolitan Assembly (KMA); the Presidents of the various media associations (GIBA, GJA, PRINPAG and IPR); The Director General of GBC; members of the Working Committee, the Directors of the Information Ministry and Chiefs of the Ashanti Kingdom.

Some resource facilitators and 58 media personnel were in attendance during the opening ceremony at the Manhyia Palace and subsequent training at the Yegaola Hotel from 10th -13th January 2022.

1.5 METHODOLOGY

Four (4) hours were allocated to each of the six modules, with a fifteen (15) minute coffee break in each session. Also, nine (9) qualified facilitators (the Faculty) were hired to enhance the skills and knowledge of participants on each module.

PowerPoint presentations were shared after the programme. Teaching and learning was structured such that each model provided practical assessments through brainstorming sessions and or focus group presentation by participants.

Furthermore, questionnaires on each module as well as the overall programme were digitally sent to participants for their feedback.

2.0 REMARKS AT THE OFFICIAL OPENING CEREMONY OF MCEP

On Monday, 10th January 2020, the opening ceremony of the Media Capacity Enhancement Programme was held at the Manhyia Palace, Kumasi. The Guest Speaker of the event, His Royal Majesty, Otumfuo Osei Tutu II, Asantehene arrived at the grounds at 10:00am.

The following remarks were made:

2.1 Hon. Simon Osei-Mensa - Ashanti Regional Minister

In his welcome address, the Ashanti Regional Minister commended the Hon. Minister for Information for this brilliant initiative. He also thanked the Asantehene, Otumfuo Osei Tutu II for hosting the programme in his palace. He stated that the fact that the maiden programme was being organized in the palace meant that it had come to stay and had received the blessings of the Ashanti King.



2.2 Professor Kwamena Kwansah h – Aidoo, Chairman of the Working Committee:

The Chairman of the MCEP Working Committee, Professor Kwamena Kwansah h – Aidoo and Rector



of the Ghana Institute of Journalism stated the objectives of the programme. He stated that the Media is faced with multiple challenges. Key amongst these he mentioned, were challenges in the capacity of journalists, the declining professionalism in the field and an increase in disregard of ethics which affects the quality of the Media landscape. The Chairman mentioned that it was for these challenges and more that led the Working Committee to initiate this programme.

He also stated that the main objective of the programme had been appropriately captured in the theme of the maiden programme.

Some specific objectives of the programme he mentioned included;

- Improvement in effective and qualitative reportage
- Increase professionalism in both media personnel and media houses
- Specialization in areas such as education, health, sports, etc. for deeper understanding and effectiveness.

The target beneficiaries are reporters, commentators, producers, directors, media executives, anchors, editors, production team members, owners of media organizations, analysts, Civil Society groups amongst others.

He reiterated that the main aim of the programme was to enhance the existing knowledge base, skills, and qualitative output of the media personnel by taking them through the curriculum developed mainly for the programme. He desired that the training would begin a revolution that would transform the media landscape in Ghana.

2.3 Mr. Yaw Boadu – Ayeboafoh – Chairman of the National Media Commission (NMC)

In his remarks, the Chairman of the Commission mentioned that his outfit is very enthusiastic about the programme because, the more professional media practitioners we have as a country, the lesser the burden of the Commission. He added that the best investment one can ever make is to invest in acquiring knowledge. He further urged the pioneering participants to acquire as much knowledge as they could.



Mr. Ayeboafoh made a passionate appeal to the Asantehene to grant the NMC audience when they come to him for his advice in dealing with the matter of the media, tradition and culture. He mentioned that there was the fear that modernity could have a negative effect on tradition and our culture as a people.

2.4 Mr. Affail Monney – President of The Ghana Journalists' Association (GJA)

In his remarks, Mr. Affail Monney, acknowledged the immense role played by His Royal Majesty, Otumfuor Osei Tutu II in ensuring that the programme saw the light of day. He stated that the GJA was grateful to the Government of Ghana for the sponsorship package and also commended the planning committee led by Professor Kwamena Kwansah-Aidoo and his team for their scholarly inputs into the programme. He further applauded the Minister of Information for his tenacious commitment to the programme and the journalism fraternity.



He indicated that this enhancement programme was taking place at a time when confidence in the media was waning and the perpetuation of mediocrity in the field of journalism was on the rise. He stated that in terms of professional standards, many journalists were rotten to the core even though a few others were being innovative and exceptional. In his closing remarks, he was of the view that ‘the finest opportunity beckons to move the paradigm and change the narrative of the journalism in Ghana’.

2.5 Mr. Cecil Thomas Nee Lantey Sunkwa-Mills – President of GIBA



In his remarks, the President of GIBA mentioned that the journey to the successful launch of the event began sometime back and like all journeys, had experienced its fair share of ups and downs, despite the troughs and peaks. However, the GIBA President was very hopeful of the success of MCEP, especially because, according to him, the Hon. Minister understood and valued the work of journalists.

He again minced no words when he mentioned that one could not emphasize enough, the importance of professionalism, ethical conduct, and balance in media practice especially because as media practitioners, one had to constantly engage with their audience and this required that stories were relevant to listeners, viewers, and readers alike. “Unbiased, objective reporting helps strengthen the media and obtain the audience’s confidence while helping them to change their lives, paving the way for better community engagement and socio-economic development,” he said.

Mr. Sunkwa - Mills emphasized the fact that GIBA was of the belief that for effective communication, good education in media ethics, communication skills and industry knowledge was vital. He encouraged all media persons to take advantage of the unique opportunity and help contribute to making the Ghanaian media landscape an enviable one.

2.6 Andrew Edwin Arthur – President of PRINPAG

The President of PRINPAG thanked the Hon. Minister for Information, the Working Committee as well as the staff of the Ministry of Information for their hard work and dedication towards the MCEP. He mentioned that PRINPAG as a body was particularly happy that such an initiative had seen the light of day. He again remarked that a few journalists had become almost redundant and ineffective due to the



inability to train them on modern trends as far as the field of journalism was concerned. PRINPAG was of the view that the Government through the Ministry of Information should consider coming out with a media policy to ensure the equitable distribution of State-sponsored adverts irrespective of the usual perceived political inclination of some media institutions.

Again, the president of PRINPAG mentioned that measures be put in place to improve upon the conditions of service and welfare of media practitioners present and retired. He added that the Working Committee should be empowered to find ways of coming up with a pensions scheme to support media personnel when they retire.

2.7 Mr. Mawuko Afadzinu –President of IPR, Ghana



The President of IPR, Ghana, Mr. Mawuko Afadzinu in his remarks revealed that he was thrilled to be a part of the training programme which had been designed to equip Ghanaian journalists with professional skills. He stated that the media plays an essential role in our daily lives and it was important that a programme of this nature was being organized to train journalists with the required skills.

He further encouraged all participants to make it a point to take the programme seriously and apply the knowledge gained to be agents of change. By way of conclusion, he stated that the training programme had the full support of the Ghana Institute of Public Relations.

2.8 Her Excellency Stephanie S. Sullivan – US Ambassador to Ghana



Madam Sullivan re-emphasized the fact that it is very key to strengthen Press freedom and accountability in Ghana to help create a conducive environment for the practice of journalism. She stated that media in Ghana should learn to be safe, free, professional, and responsible in their reportage. She was particularly glad that the Government had initiated this noble course and announced that there was a release of the annual call for funding programme by the US Embassy and urged participants and stakeholders to make

use of the opportunity.

She again assured Government and the Working Committee that the US Embassy was ready to support the MCEP initiative to their capabilities.

2.9 Hon. Kojo Opong Nkrumah– Hon. Minister for Information



The Hon. Minister began by thanking the Asantehene for welcoming all into his palace and hosting the maiden edition of the MCEP.

He reiterated the fact that the programme had been organized by stakeholders in the Media Industry and sponsored by the Ministry of Information and its partners. The media, which is designed to play a very critical role in our national life cannot be left to its own devices in what has become a highly competitive ecosystem, the Hon.

Minister remarked.

The Minister for Information stated that the Ministry for the past two years has been organizing a series of engagements with stakeholders aimed at developing a programme to support the Ghanaian Media.

As part of these engagements, two major needs came up;

- The need to support stakeholders in the industry to regularly train practicing journalists to ensure that their capacity is enhanced in media law, professionalism, impact journalism, and investigative journalism.
- The need to support a coordinated mechanism for the safety of journalists.

He mentioned that last year, a coordinated mechanism for the safety of journalists was rolled out by the National Media Commission which will require financial support from the state, development partners, and civil society groups to make it fully functional and effective.

On the matter of Capacity Enhancement, the Hon. Minister mentioned that the Ministry of information encouraged the stakeholders in Media to work together to develop a capacity enhancement program through which it could impact the landscape of practicing journalists.

He further mentioned that pursuant to the Ministry's encouragement and support, the stakeholders comprising the National Media Commission (NMC), The Ghana Journalists Association (GJA) the Ghana Independent Broadcasters Association (GIBA), the Private Newspaper Publishers Association (PRINPAG), the Institute of Public Relations, the Communication Educators Association of Ghana (CEAG), Civil Society Groups in the Media Landscape and selected leading journalists and media houses had worked together to set up an independent working group through which they had;

- a. conducted a skills gap analysis of practicing journalists
- b. developed a curriculum for training practicing journalists
- c. selected their faculty from amongst leading academia and industry practitioners to administer the curriculum.

The Hon. Minister mentioned that it was the hard work of all stakeholders that had culminated in the **National Media Capacity Enhancement Programme** which was launched in Accra in November, 2021 and whose first cohort of a targeted 250 practicing journalists drawn from across the country to be trained for the next week on emerging issues in journalism.

The Hon. Minister praised the work of the Working Committee chaired by Professor Kwansah h-Aidoo and admitted that it was quite refreshing that all relevant stakeholders had met and worked in unity to produce the MCEP, he admitted that this feat was rather remarkable as the media industry in Ghana largely lacked teamwork and collaboration. The Hon. Minister tasked all stakeholders in the media landscape to take a cue from the collaborative work by the Working Committee in order to grow the industry together.

“That is why we are delighted that it has taken a collaborative effort of the stakeholders to execute this program. Indeed, the media is so delicate that leaving the task of training and re-training to any single group, could become an undue avenue for manipulation”, he added.

Hon. Kojo Opong Nkrumah mentioned that the theme “Equipping the media to play an effective role in our nation-building” could not be more apt and timelier as it invites all to reflect on how relevant the 4th estate of the realm, the media, is, to the exercise of nation-building. Without the media, he remarked, “it is difficult for the state to inform its citizens of developments in the realm and for citizens to give feedback to the state what their priorities maybe”.

The Hon. Minister in his view explained that it was unfortunate for the Media to be expected to be on top of all issues irrespective of their expert knowledge or otherwise on emerging stories and trends. He bemoaned the situation where he had no prior professional training when he was initially recruited as a journalist in 2007, and stated that “it takes regular training and capacity enhancement to keep practitioners on the path of high-level professional conduct and by extension, to keep the industry highly professional”.

Hon. Kojo Opong Nkrumah stated that as a Government office in charge of the information sector, the Ministry of Information, is tasked to support the Ghanaian Media, a role MOI is very happy to play especially as the media industry is one of the industries that have very little support. He called on development partners to support this collaborative effort so more journalists are supported in the near future.

Hon. Kojo Opong Nkrumah encouraged all to take inspiration from Alvin Toffler, the American writer and businessman, when he said “the illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn”.

The sixty (60) participants were introduced and tasked to make the best of the training programme.

2.10 OTUMFUO OSEI TUTU II, KING OF THE ASHANTI KINGDOM -GUEST SPEAKER

The Asantehene stated that Asanteman was pleased indeed to be able to host this vital capacity-building function for the media. The King thanked the Ministry of Information for the initiative and acknowledged all stakeholders for recognizing the need for such an initiative.



Otumfuo Osei Tutu II, stated that the stress on Ghana and its highest institutions of State clearly shows that we cannot afford to be complacent, or take anything for granted both now and in the future. Recognizing this, he mentioned that, it was necessary for the Country to take a good look at itself and the path it has embarked on, seek any fault-lines that

may appear so we, as a people can take the appropriate steps to mend them. “Such constant introspection is necessary if we are to avoid the unexpected and secure the future for generations to come,” he said.

The King stated that equal attention must be given to the Media, just as is accorded to the Executive and the Legislature as it plays a vital role in nation-building. “Indeed, all the studies about the role of the media attest to its power and influence under all political systems. Just as it helps the people make informed decisions in a democracy, so can it be used to mobilize and arouse mob action to de-stabilize society” he remarked.

The Asantehene mentioned that the media could be said to be a major success story in the country’s journey to democratic governance. “The media terrain today reflects a diversity of political opinion and journalists feel free to operate without the constraints of the now-defunct criminal libel law. But while we celebrate the liberation of the media, we cannot ignore the sight of fresh debris thrown onto the terrain by the explosion of freedom” he stressed.

Otumfuo Osei Tutu II, re-echoed the fact that journalism does not peddle in rumour. There is a line between fact and comment or conjecture that the media must always respect and never forget that it loses credibility whenever it publishes material that turns out to be untrue or substantially inaccurate. Again, he stated that the media needs to disabuse its mind of the misconception that its freedom is without bounds. The removal of the criminal libel law only removed the criminal element which could send journalists to jail but the right of the citizen to have recourse to the law for the protection of their reputation against defamation by the media remains absolutely intact, he said.

The King was optimistic that improving the understanding of media practitioners will go a long way to contribute to the enhancement of the quality of the media and diminish the sources of concern we see today.

In his concluding remarks, he appealed to the media including journalists and media owners to protect and preserve the unity and stability of Ghana. He further stated that the media will be doing a great service to the nation, and indeed to humanity, if they could create an environment that encouraged consensus-building to help lower the causes of tension within the body politic in Ghana.

The programme ended with a vote of thanks by the Deputy Minister for Information Hon. Fatimatu Abubakar. The Hon. Deputy Minister thanked Otumfuo Osei Tutu II for hosting the programme. She again thanked the Working Committee and everyone who contributed to the success of the program.

3.0 EXCERPTS OF THE TRAINING SESSIONS & MODULE EVALUATION

The training was held at the Yegoala Hotel, Kumasi. Each training session was scheduled for four (4) hours with a fifteen (15) minutes coffee break. Facilitators presented their PowerPoint presentations and shared same after each session. Also, participants were engaged in problem solving/ analytical discourses to appreciate the relevance of each module. The module sessions are as follows:

3.1 MODULE 1- Media as a Tool for Socio-Economic Development and Nation Building

Facilitator: Dr. Gilbert Tietah

3.1.1 Synopsis

This module examined the concept of socio-economic development and nation building and what it is all about and why it is necessary for media personnel to always take nation building into consideration in their practice. It also discussed the role and impact of news media and their contribution to the success of nation building.

3.1.2 Presentation Outline

Dr. Tietaah informed participants that he had coined the term socio-economic development and nation building as national development. He was thus going to take participants through the topic 'Media as a tool for National Development'.

He used a number of relevant media concepts and constitutional provisions to explain the role and contributions of journalists/media practitioners in the nation building process.

He stated the following as the outline of the presentation:

1. Discuss the importance of the media/journalist in national development;
2. Assess our journalistic principles vis-à-vis our journalistic practices;
3. Relate the concept of development to journalism practice; and
4. Examine the role envisaged for us (media/journalists) under the Constitution

3.1.3 Importance of the Media

The under listed metaphors are usually identified with the media as far as the accountability mandate is concerned:

- i. Fourth Estate - There are three estates... but in the reporter's gallery yonder sits a fourth estate more important than they all. (Edmund Burke; in Schultz, 1998)
- ii. Watchdog - Seek, serve, secure the right or advantage that is intended to inure to the benefit of... the people (Article 295 (1))

3.1.4 Principles & Practices of Journalism

Participants were reminded that every practice (our journalistic role enactment or behaviours) is guided by principles (our journalistic role conception or beliefs) which spell out rights and responsibilities of members. He mentioned that the principles of the media inform (or should inform) their practice.

3.1.5 Social Responsibility & The Constitution's Mandate

The principles (what we believe) and practices (how we behave) reflect how we understand our role and how we perform that role towards nation building. The social roles are in four dimensions as follows:

- Civic: We enable deliberation and debate about public goals/good
- Direct: We provide forum for government by the people
- Pluralist: We promote competition and constructive conflict
- Administrative: We keep scores to enable government for the people

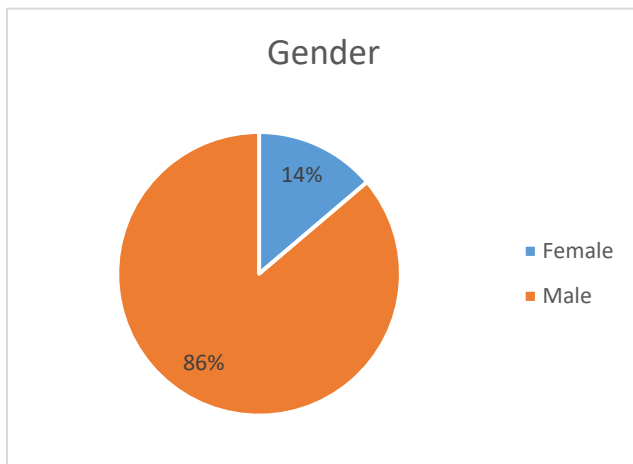
Development Media he explained is in conjunction to the reference theory of media-government relation which suggest that investments in socio-economic factors of nation-building – like agriculture, or education, or health, or good governance, or conflict prevention and mediation – will benefit from agency of media.

He further explained how the Constitution envisaged the media in Chapter 12 (Article 162 (5)) guaranteeing the freedom and independence of the media and to uphold the principles and objectives of government or state policy identified in Chapter 6 of the constitution.

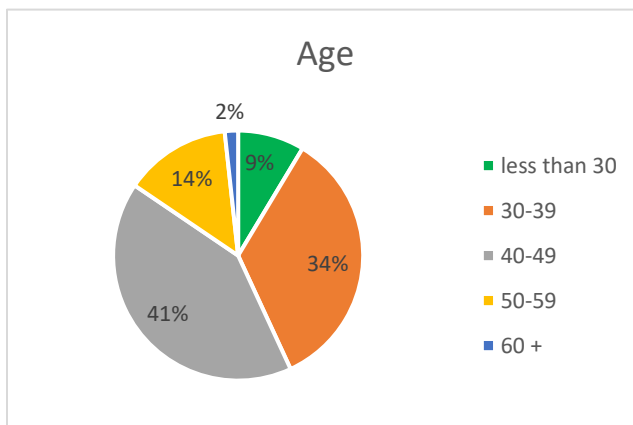
3.1.6 Closing Comments, questions and recommendation

Participants engaged in an exercise to indicate what they felt contributed and hindered nation building. After this exercise participants were happy as they peer reviewed their individual answers and learnt new ideas and models in journalism.

3.1.7 Evaluation of Module 1

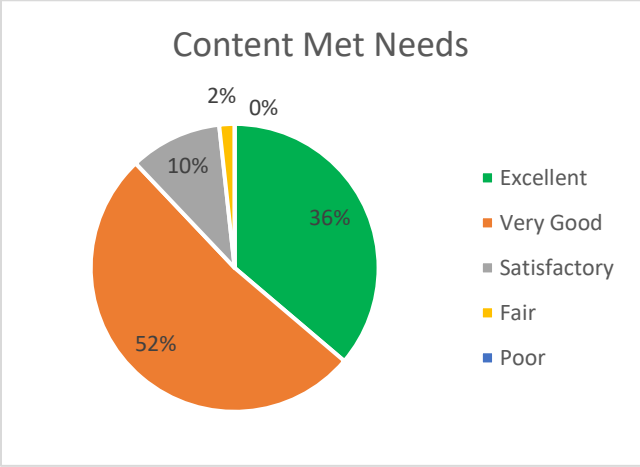


The total number of journalists trained were fifty-eight (58). Fifty (50) out of the total number were male representing 86% whiles eight (8) females representing fourteen 14% of the total number. This indicates more males than females attending the program.

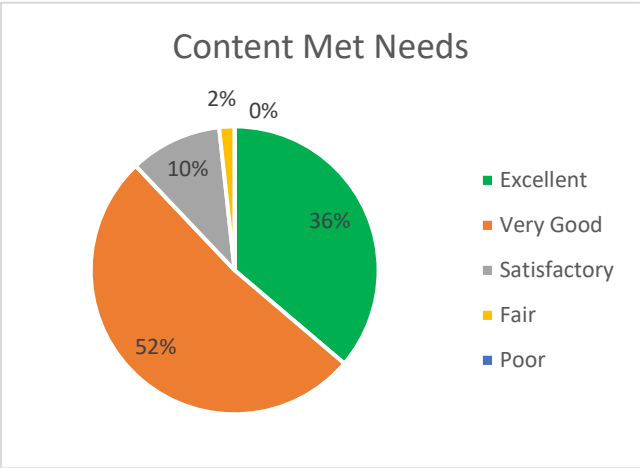


The highest age category recorded was between forty to forty-nine (40-49) which recorded twenty- four (24) out of fifty-eight participants representing forty-one percent (41 %) of the total number of journalists trained.

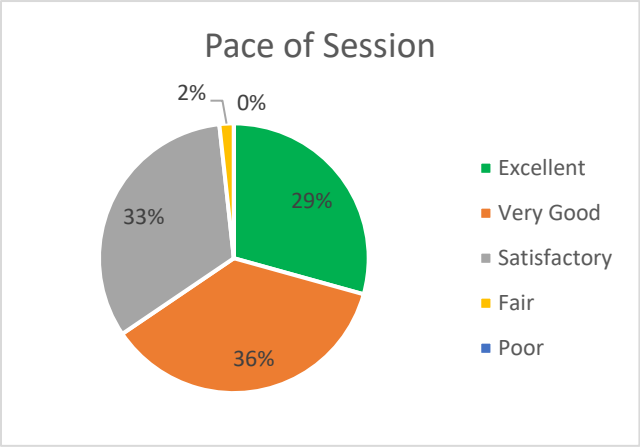
The least age group category was the ages of sixty plus which recorded only one (1) person, representing two percent (2%) of the total number of journalists trained.



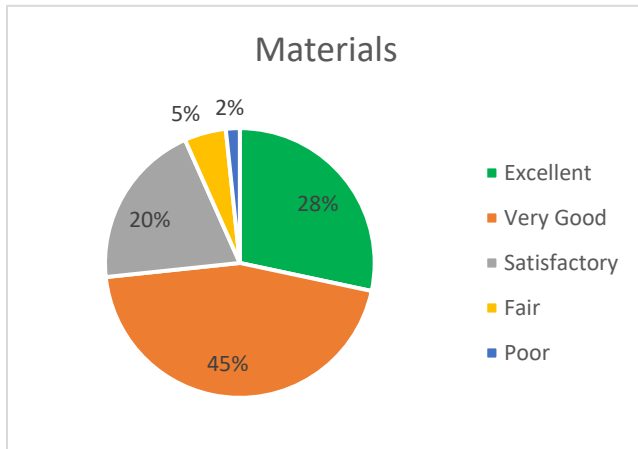
Fifty-two percent (**52%**) representing thirty (**30**) participants out of the fifty-eight (**58**) participants stated that the content delivered during the various sessions excellently met their needs, thirty-six percent (**36%**) representing twenty-one (**21**) participants said it was very good whiles ten percent (**10%**) representing six participants stated that it was satisfactory whiles the remaining two percent (**2%**) said it fairly met their needs.



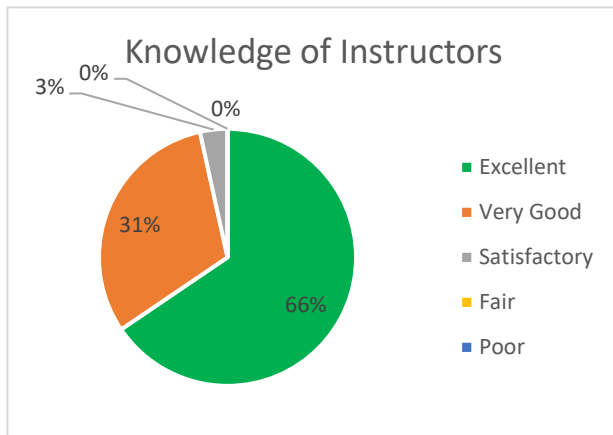
Out of the fifty-eight (**58**) participants, sixty-five percent (**65%**) were of the view that the content excellently matched the description in the course guide, twenty-six percent (**26%**) said it was very good whiles the remaining nine percent (**9%**) said it was fairly met.



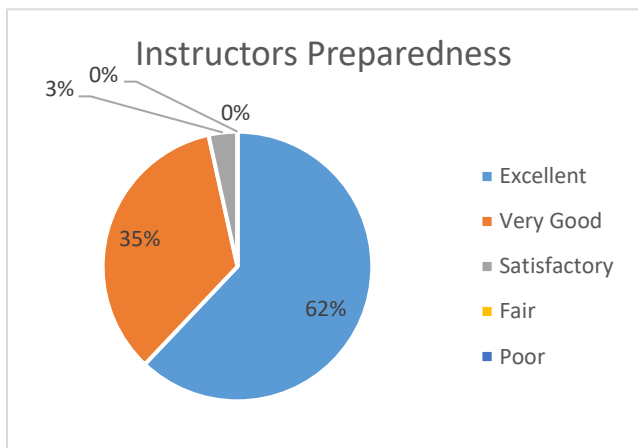
The pace of the session according to thirty-six percent of the participants which represent twenty-one (**21**) participants was excellent, thirty-three percent (**33%**) stated it was very good, twenty-nine percent (**29%**) were of the view that it was satisfactory and the two percent (**2%**) remaining said it was fair.



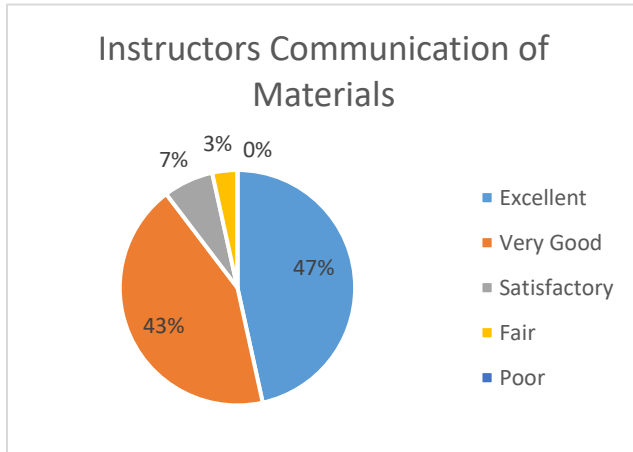
With regards to the materials distributed to the participants, forty-five percent (**45%**) of the participants stated that the materials provided were excellent, twenty-eight percent (**28%**) said it was very good, twenty percent (**20%**) were of the view that it was satisfactory, five percent (**5%**) said it was fair and the remaining two percent thought the materials were poor.



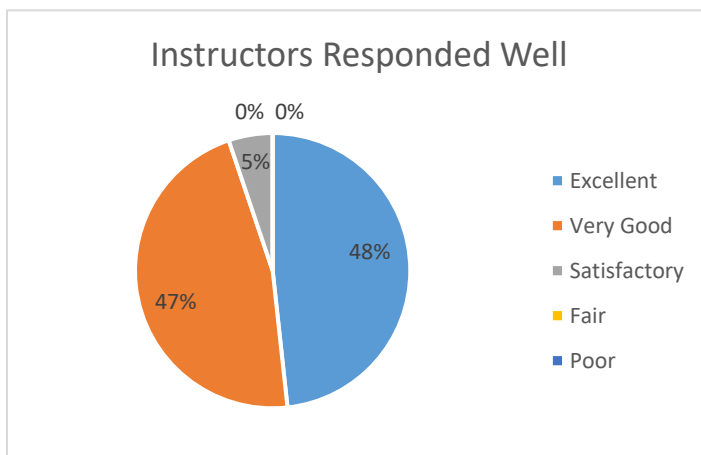
The knowledge of the instructors according to sixty-six percent (**66%**) of the participants was excellent, thirty-one percent (**31%**) were also of the view that their knowledge about the course was very good while three percent (**3%**) were of the view that it was satisfactory.



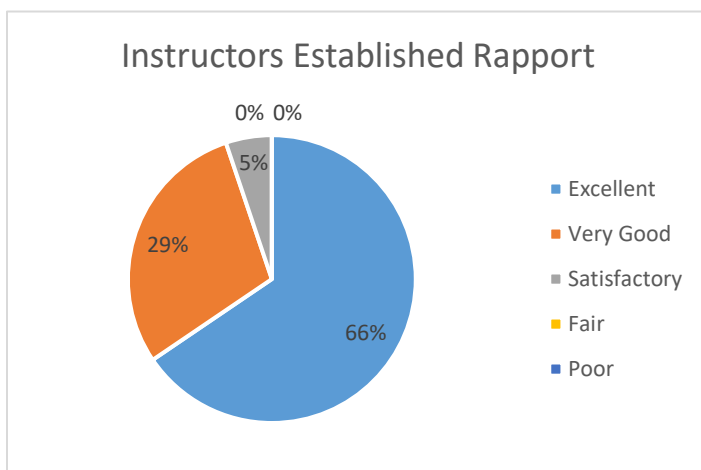
Apart from being knowledgeable, the question of how prepared the instructors were had sixty-two (**62%**) stating that the level of preparedness of instructors was excellent, thirty-five percent (**35%**) said it was very good while the remaining three percent (**3%**) thought it was satisfactory. None of the participants thought the participants were ill prepared.



The communication of material by instructors was done excellently according to forty-seven percent (47%) of the participant, forty-three (43%) also said it was very good, seven percent (7%) stated it was satisfactory and the remaining three percent (3%) were of the view that it was fair.



The instructors responded excellently to the participants according to forty-eight percent (48%) of the participants, forty-seven (47%) also stated that it was very good and the remaining five percent (5%) said it was satisfactory.



The instructors were able to establish rapport with participants excellently according to sixty-six percent (66%) of the participants, twenty-nine percent (29%) said their ability to do so was very good while five percent (5%) said it was satisfactory.

1. Impression with the course content:

Participants stated the following:

- The session was very educative and interactive
- The course contents and the pace of lecturing was excellent

- The handouts were tailored well to give adequate information about the programme and the training
- Regular training on this module will help journalist appreciate the essence of their jobs.
- The facilitator was excellent.

2. Pragmatical aspect of the course:

Participants responded as follows:

- The module helped draw properly the link between work as a journalist and national development.
- The course content is pivotal for orienting journalists to effectively discharge their mandate as agents of socio-economic development.
- “The training session was incredible, considering the fact that I have developed the interest to serve my people now in high esteem when it comes to national development”

3. Resource Materials

- The materials were available in downloadable software forms and they were very good.

4. About the Facilitator

Participants expressed delight with Dr. Gilbert Tietaah on how he demonstrated excellent skills in his presentation, an all-inclusive lecture, an impressive knowledge on the subject and extraordinary display of temperament for adult learners in a 4-hour lecture.

They added that, the module refreshed their memories on some basic things in journalistic practice, especially on the principles. Dr. Teitah received recommendations for other sessions under this programme.

3.2 MODULE 2- Ethics and the Journalism Mission

Facilitator: Dr. Sarah Akrofi – Quarcoo

3.2.1 Synopsis

Ethics in the sense of independence from undue influence is arguably one of the fundamental principles of journalism, and for development, it is vital for credibility. Media ethics addresses moral issues that arise in connection with the acquisition, preparation, storage, presentation, dissemination and reception of information through the media. It is vital guide for credibility.

The ethical responsibilities of media personnel can be seen in at least two (2) ways:

1. As conforming to a set of external rules or codes, imposed by the news outlet, the industry by legislation, and

2. As acting in accordance with moral principles informed by conscience. These will inform the discussions of ethics and the journalism mission.

3.2.2 Presentation Outline

Course Objective

According to the facilitator, the objectives of the course was to;

- Debate the issue of ethics
- Argue for or against the need for ethical practice of journalism
- Acknowledge and appreciate the difficulties and pitfalls in ethical journalistic practice
- Discuss the difficulties in upholding GJA's code of ethics in the practice of journalism

3.2.3 Understanding Ethics

The facilitator involved participants in a discussion to make the class interactive. Participants were asked at the beginning of the lesson to share their understanding on ethics. Some participants defined ethics as;

- General guidelines
- What is right about journalists
- Agreed set of practices amongst a particular group
- Dos and don'ts of society

The facilitator added that the philosophy of human conduct, the ability to discern the difference between right and wrong and doing what is right is an aspect of ethics. Ethics is therefore based on standards of right and wrong. It prescribes what humans ought to do, in terms of rights, obligations and benefits to society.

It was agreed that both media practitioners and journalists need to conform to the standards of journalism. This helps to maintain professional standards, bring sanity within the media landscape and protect the rights of citizens in the society.

3.2.4 Ethical Journalism

After discussions on understanding what ethical journalism was, the class agreed on the definition that ethical journalism involves applying standards of right and wrong as determined by law, set of codes and moral principles in the course of practice. Also, acting independently by considering a range of different issues which enable conscientious decision-making within context forms part of ethical journalism.

Withholding the name of a rape victim when reporting a rape case, avoiding the use of profane language in describing the news but rather telling the story objectively were examples given as part of practicing ethical journalism.

3.2.5 External/ Internal rules/ Codes

The facilitator outlined some examples of external and internal rules and codes that guides ethical practices in Ghana. They include;

- The 1992 Constitution which guarantees freedom of expression, Media Independence, journalistic independence.

- The National Media Commission (NMC) standards of broadcast which also ensures high journalistic standards.
- Associations – e.g. the Ghana Journalists Association (GJA) Code of ethics which also helps to maintain professionalism within the media landscape.
- International federation of journalists
- Self – regulation in media houses. Some news outlets have their own code of ethics that guides the organization.
- Subjective position – Acting in accordance with moral principles

Journalists and media practitioners are entreated to consider these ethics when making ethical decisions in their field of work.

3.2.6 Morality/ moral ecology of news production

Participants were asked to share some examples of moral factors influencing news production in their various media houses. Examples given included taking ‘soli’ before covering a new story which can sometimes influence your reportage, religious bodies trying to influence news stories related to them, cultural issues, political rivalry within the news room, implicit biases, newsroom cultures and norms and economic/commercial imperatives.

The facilitator added ethnicity, gender, ownership factors, political, job security and sexual harassment as some moral factors influencing news production in the news rooms. It was concluded that these factors affect journalistic standards. Practice of ethics extends beyond organizational norms and media professionalism.

3.2.7 Ethical/ Moral principles vrs Practice

The facilitator admonished participants to abide by the following ethics when practicing journalism; Truth & Accuracy, Honesty, being Factual – getting the facts right, Independence/ Neutrality, Fairness and Impartiality, Humanity, Accountability and Autonomy.

3.2.8 Common ethical dilemmas

Examples of common ethical dilemmas are; publishing stories without sources, conflicts of interest, publishing hoax stories, April fool day pranks, fabrications, fake news, presenting advertisements and promotional materials as news.

3.2.9 Closing Comments, questions and recommendation

The facilitator ended the class with a discussion on the cases of Citi FM reporter, Caleb Kuda and National Security, Standards of Local Language News presentation - Use of embellishment versus journalistic standards and CNN Chris Cuomo and Cuomo Prime Time.

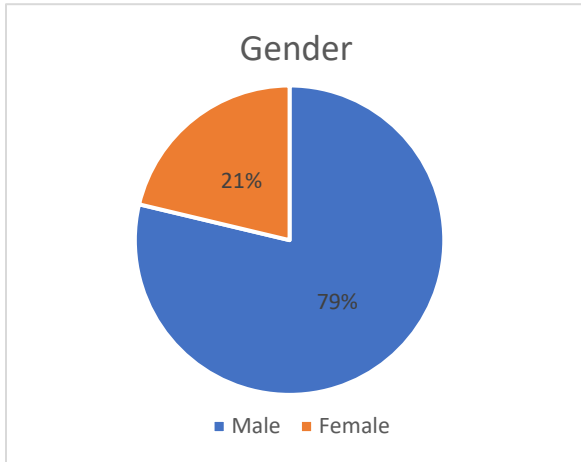
She then encouraged all participants to bring up comprehensive news stories adhering to the ethics of the profession. She also offered to give participants copies of the standards set by the NMC for local media houses. Similarly, the participants charged NMC to do more to ensure that journalists adhere to the ethics and standards of journalists.

Q1. What is the difference between ethics and morality?

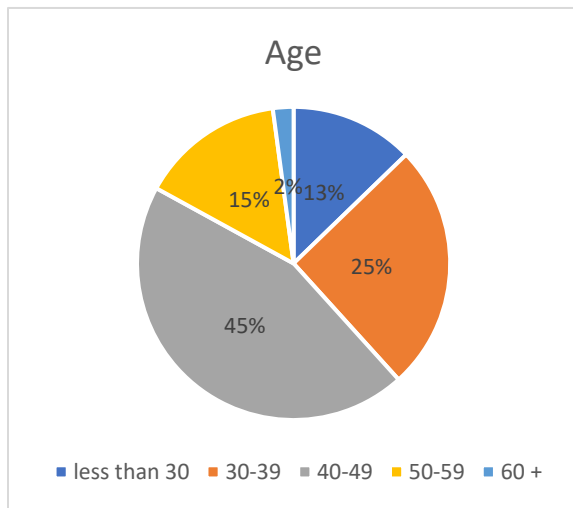
Answer: According to the facilitator, morality is part of ethics, there is only a thin line between the two. Ethics are principles and specified guidelines while morality has to do with moral reasons and

increasing biases. Before taking ethical decisions, all must consider all moral issues associated with it.

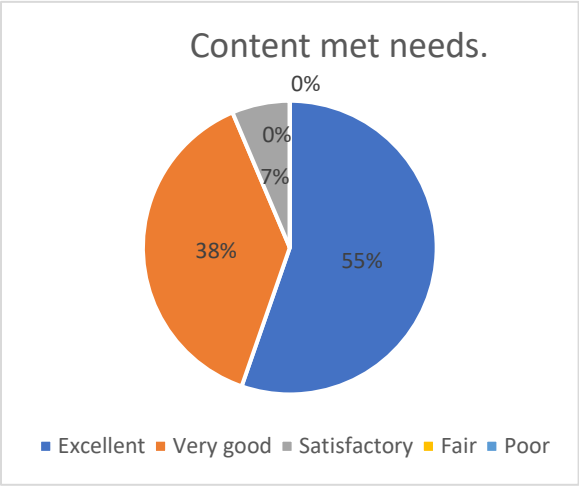
3.2.10 Evaluation of Module 2



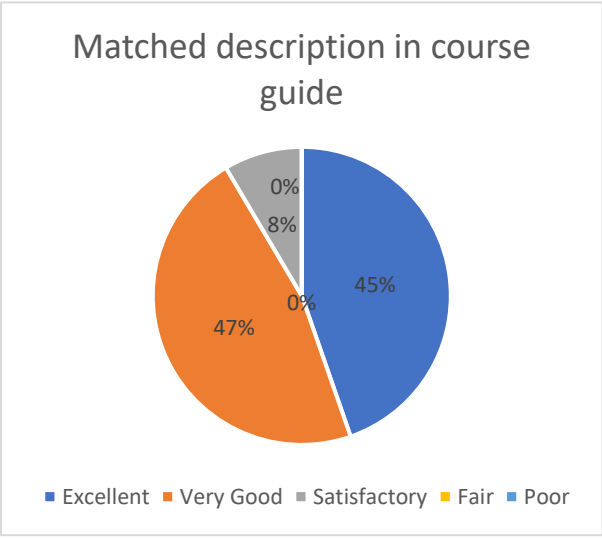
The total number of journalists that were trained was fifty-eight (58). Forty seven responded to this questionnaire out of which 37 respondents were males representing **79%** and 10 were females representing **21%** percent. This indicates more males than females responded to the questionnaire.



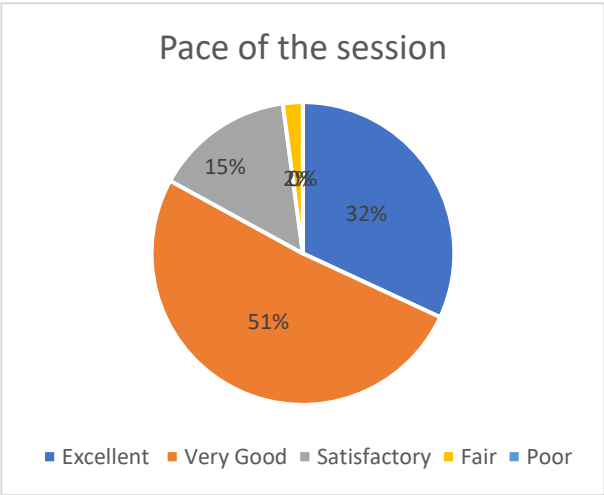
The highest age category recorded was between forty to forty-nine (40-49) which recorded twenty-six (26) out of the forty seven (47) representing forty-five percent (**45 %**) of the total number of journalists who responded. The second highest age category was between the ages of thirty to thirty-nine (30-39) which represents twenty-eight (**25 %**) of the total number. The least age group category was the ages of sixty plus where only one person responded representing two percent (**2%**).



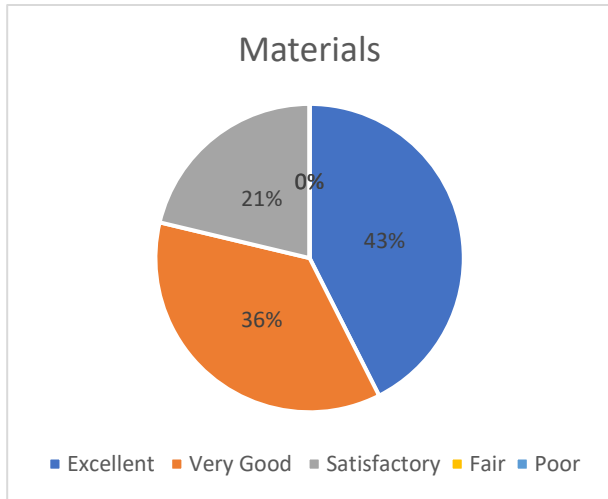
Out of the 54 respondents representing **100%**, **55%** rated the course content as excellent, **26%** as Very Good, **2%** as satisfactory and zero percent for both fair and poor. This indicates that the course content benefitted majority of participants.



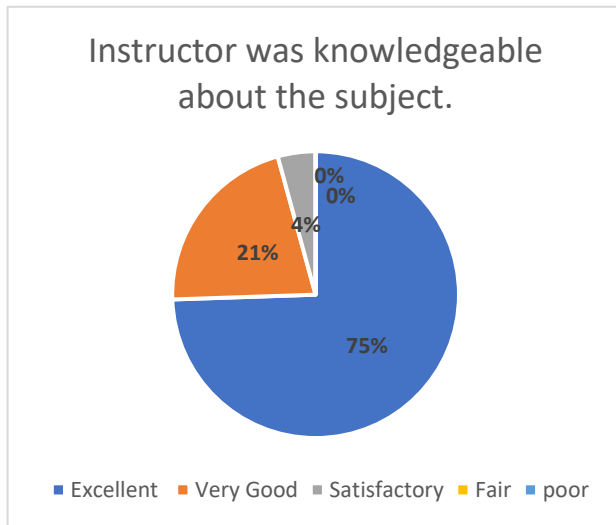
45% representing 21 respondents were of the view that the matched description in course guide was excellent, **47%** were of the view that it was very good and **8%** suggested it was satisfactory.



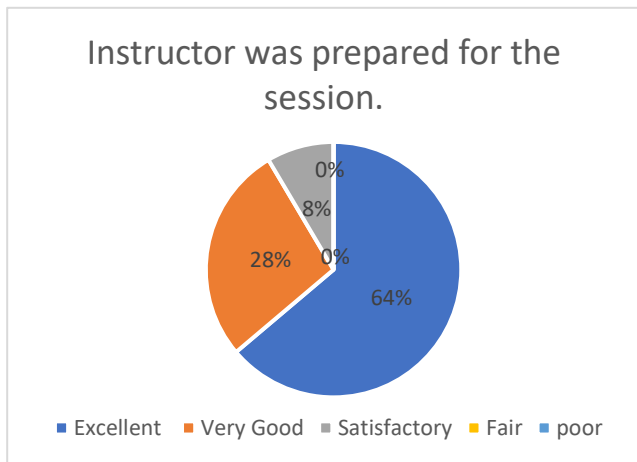
32% of the total respondents stated that the pace was excellent, **51%** indicated it was very good, **15%** indicated it was satisfactory and one respondent indicated it was fair.



Most of the respondents indicated that the materials were appropriate. **43%** showed that it was excellent, **36%** showed that it was very good and **21%** confirmed that it was satisfactory

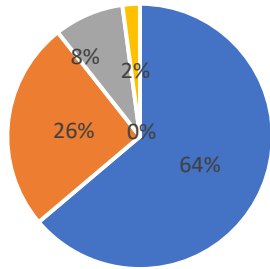


75% out of **100%** rated the instructor in charge of ethics and journalism mission as excellent and quite a good number rated the facilitator as very good which was **21%** and **4%** showed it was satisfactory. This shows that the facilitator was a master in the subject area.



64% of the total respondents showed that the instructor was excellently prepared for the session. **28%** showed the preparation was very good and **8%** indicated that it was satisfactory

Instructor communicated material effectively

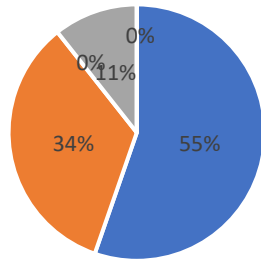


■ Excellent ■ Very Good ■ Satisfactory ■ Fair ■ poor

64% confirmed the instructor as excellent for communicating materials effectively.

26% confirmed his communication skills as very good, **8%** showed that it was satisfactory and **2%** indicated it was fair.

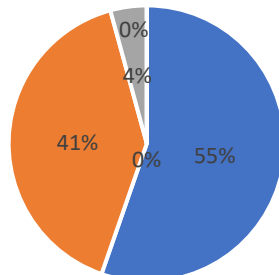
Instructor responded well to participant question



■ Excellent ■ Very Good ■ Satisfactory ■ Fair ■ Poor

In the area of responding to questions, **55%** of the respondents rated the instructor as excellent, **34%** as very good and **11%** as satisfactory. No one was of the view that the facilitators were poor or fair as far as this question is concerned

Instructor established positive rapport with participants



■ Excellent ■ Very Good ■ Satisfactory ■ Fair ■ Poor

As regards positive rapport with participants, **55%** of the respondents confirmed him as excellent, **41%** as very good and **4%** as satisfactory. Again no one thought the rapport was poor or fair.

1. Impression with the course content:
 - The session was very interactive.
 - The presentation was very good.
 - It complemented and at the same time awakened participants knowledge to both new and old areas in journalism practice.
 - A good mix of theories and practice
2. Pragmatical aspect of the course
 - “The instructor has boosted my understanding of many factors in the course, which I pledge to apply in my line of duty”
3. Availability of course materials
 - Every needed material was made available
 - The materials corresponded with the presentation
 - The materials were enough and very good for the studies and I really enjoyed it.

4. Comments on the Facilitator

Amongst other comments, the facilitator displayed quality delivery on the module, collection and critical analyses of the views points of participants on the topic while maintaining diplomacy, politeness, good diction for her presentation to be easily understood, deep knowledge on subject and an excellent communicator. She reinforced knowledge through the class discussions. Dr. Sarah Akrofi-Quarcoo was recommended to facilitate other sessions of the programme in the future.

3.3 MODULE 3 - Media Law/ Law and the Journalism Practice

Facilitator(s): Mr. George Sarpong & Mr. Yaw Sarpong Boateng

3.3.1 Synopsis

This module focuses on the various laws that have direct bearing or impact on the practice of journalism in Ghana. Every media person is required to study and understand all the laws that apply to the practice of journalism. The module therefore looks at media law through a critical and theoretical lens with the view to helping participants to acquire a suitable legal framework for media practice.

3.3.2 Presentation Outline

- Where to find media laws
- Details of Constitutional provisions on media
- Quick exploration of other laws impinging on media practice
- Specific discussions on: Defamation, Privacy and Contempt of court.

3.3.3 Sources of media law in Ghana (Article 11, 1992 constitution)

- The Constitution
- Enactments made by or under the authority of Parliament

- Any orders, Rules, Regulations made by any person or authority under a power conferred by the Constitution
- The existing law, and
- The common law

3.3.4 The Constitution

The facilitator outlined some constitutional provisions for the media in Ghana. These included the Fundamental human rights that grants citizens the freedom of speech, press and other media, Freedom and responsibility of media, Limitations on rights and freedoms and the Establishment of the National Media Commission (NMC). He also outlined some functions and duties of the Commission according to the constitution.

3.3.5 Criminal Offenses Act 1960 (Act 29)

Participants were also enlightened on some criminal offenses associated with the profession.

- Publication of false news
- Defamation (Slander and Libel)
- Insulting the national flag or emblem
- Provocation of riot

3.3.6 Right to Information (Act 989)

Participants were educated on the RTI Act;

- Citizen's right to access information
- Responsibility of public institutions in respect of access
- Accessing information
- Procedure for accessing information
- Exempt information, examples, information for the President or Vice President, law enforcement and public safety, international relations, personal matters etc.
- Disclosure of information for the protection of public interest
- The RTI Commission, its functions and mandate according to the Act.

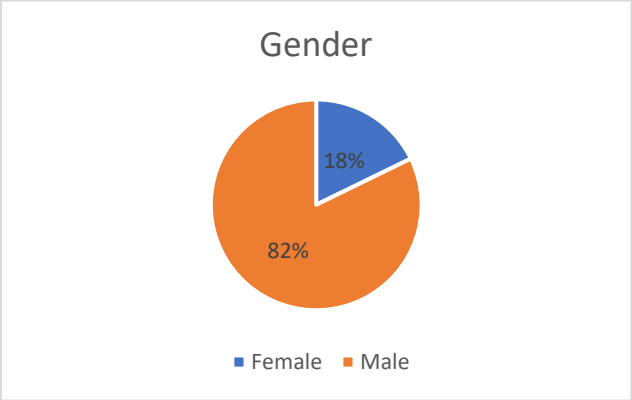
3.3.7 Closing Comments, questions and recommendation

Q1. What happens when the information given by the institution is false or falls under the exempt information?

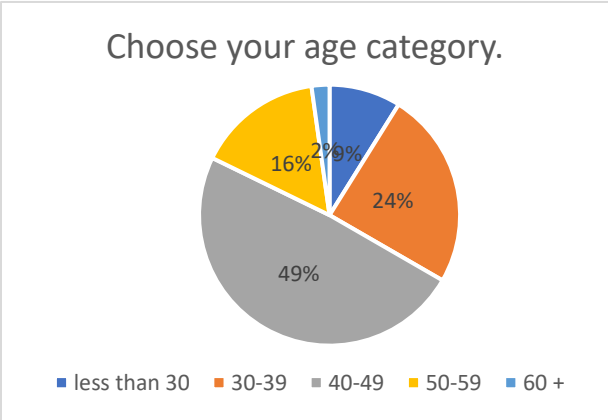
Answer: This then becomes an offense which is punishable by law. The individual may be liable on summary conviction to a fine of not less than two hundred and fifty penalty units and not more than five hundred penalty units or to a term of imprisonment of not less than six months and not more than three years or to both.

Finally, a recommendation was given that these topics be treated differently during the next session with ample time allocated to each facilitator. Participants had lots of questions to ask especially after the second session but because of time they had to hold on to them to enable the second

3.3.8 Evaluation of Module 3



The total number of journalists that responded to this survey were forty-five (45). Thirty-seven (37) out of the total number were males representing **82%**. Only eight (8) were females representing thirteen **18%** of the total number.

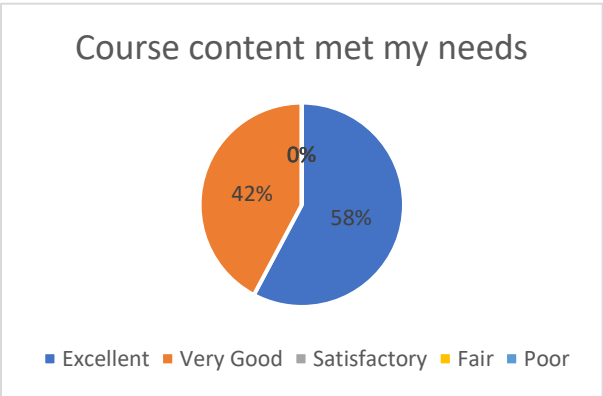


The highest age category was between age forty to forty-nine (40-49) which recorded twenty-two (**22**) out of forty-five (**45**) representing forty-two per cent (**49 %**) of the total number of journalists trained.

The second highest age category was between the ages of thirty to thirty-nine which recorded eleven (11) out of forty-five (45), thus represents **twenty-four (24 %)** of the total number.

The age category between fifty to fifty- nine recorded seven (7) which represents eighteen percent (**15%**). The least age group category

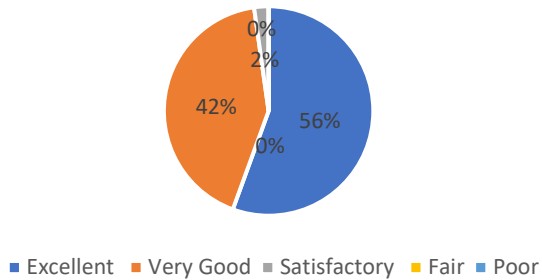
was the ages of sixty plus which recorded only one (1) person, representing two per cent (**2%**) of the total number of journalists trained.



Twenty-six (**26**) participants out of forty-five representing fifty – eight percent (**58%**), were of the view that the course content was **Excellent**.

Nineteen (**19**) participants out of the total number representing forty-two percent (**42%**), were of the view that the course content was **Very Good**.

Matched description in course guide

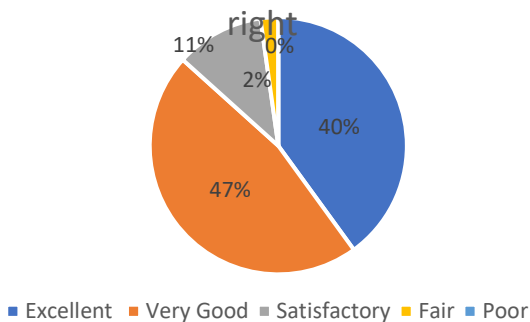


Twenty-five (25) out of forty-five (45), representing fifty-six percent (56%) were of the view that the course guide matched with the description was **Excellent**.

Nineteen (19) out of the total number representing forty-two (42%) were of the view that the course guide matched with the description was **Very Good**.

One (1) out the total number representing two percent (2%) were of the view that the course guide matched with the description was **Satisfactory**

Pace of the session was just

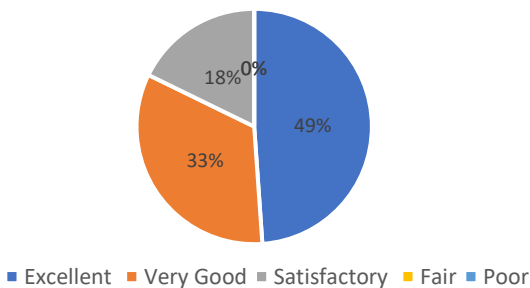


Twenty-One (21) out of forty-five (45), representing forty-seven percent (47%) were of the view that the pace of the session was **Very good**.

Eighteen (18) out of the total number, representing forty (40%) were of the view that the pace of the session was **Excellent**.

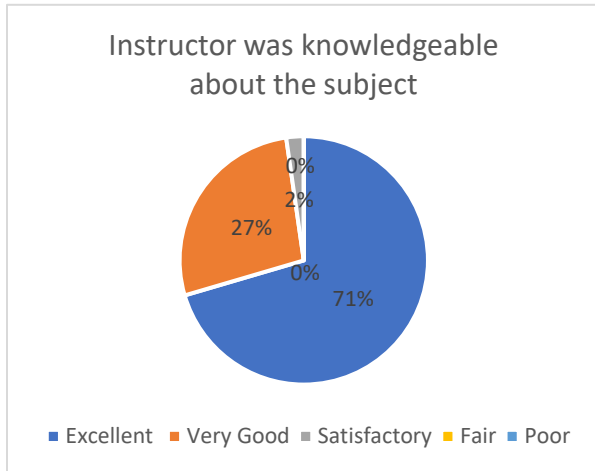
Five (5) out the total number, representing twelve percent (12%) were of the view that the pace of the session was **Satisfactory**. One (1) out the total number, representing two percent (2%) were of the view that the pace of the session was **Fair**.

Material/Handout appropriate



Twenty-two (22) out of forty-five (45), representing forty-nine percent (49%) were of the view that the Materials/Handouts were **Excellent**. Fifteen (15) out of the total number representing thirty-three (33%) were of the view that the Materials/Handouts was **Very Good**.

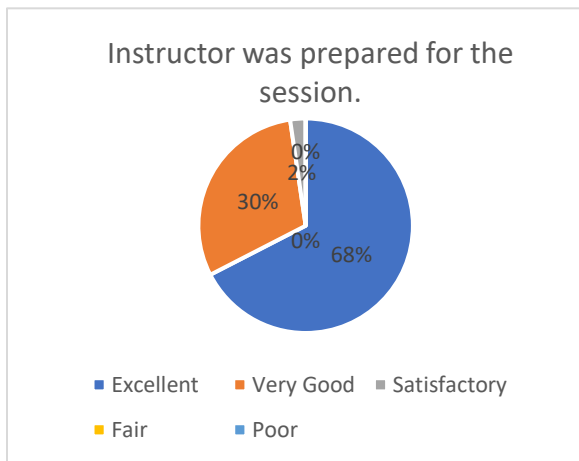
Eight (8) out the total number representing eighteen percent (18%) were of the view that the Materials/Handouts was **Satisfactory**.



Thirty-one (31) out of forty-four (44), representing seventy percent (70%) were of the view that the instructor's knowledge about the subject was **Excellent**.

Twelve (12) out of the total number, representing twenty-seven percent (27%) were of the view that the instructor's knowledge about the subject was **Very Good**.

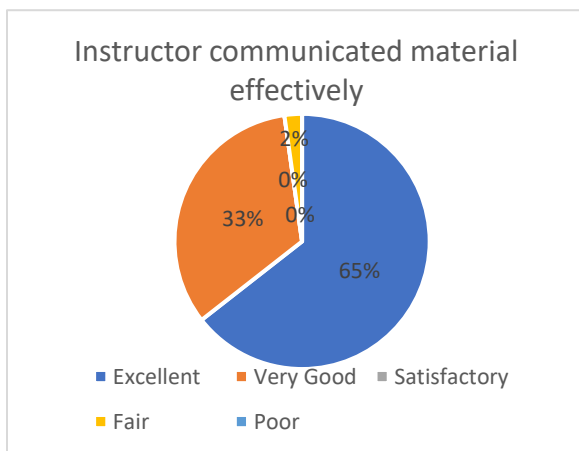
One (1) out the total number, representing three percent (2%) were of the view that view that the instructor's knowledge about the subject was **Satisfactory**.



Twenty-nine (29) out of forty-three (43), representing sixty-five percent (67%) were of the view that the instructor's preparation for the session was **Excellent**.

Thirteen (13) out of the total number, representing thirty (30%) were of the view that the instructor's preparation for the session was **Very Good**.

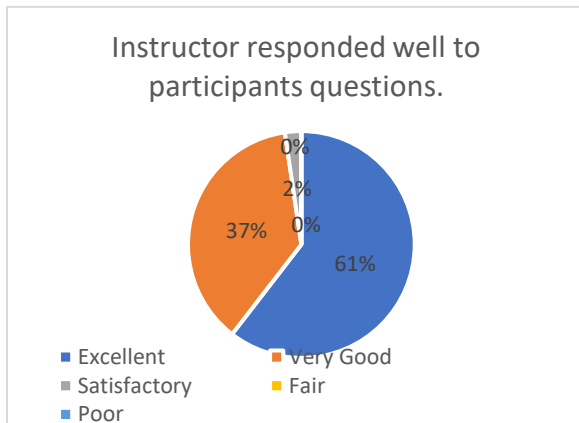
One (1) out the total number, representing two percent (2%) were of the view that view that the instructor's preparation for the session was **Satisfactory**.



Twenty-nine (29) out of forty-five (45), representing sixty-four percent (64%) were of the view that the instructor's communicated material was **Excellent**.

Fifteen (15) out of the total number, representing thirty-three (33%) were of the view that the instructor's communicated material was **Very Good**.

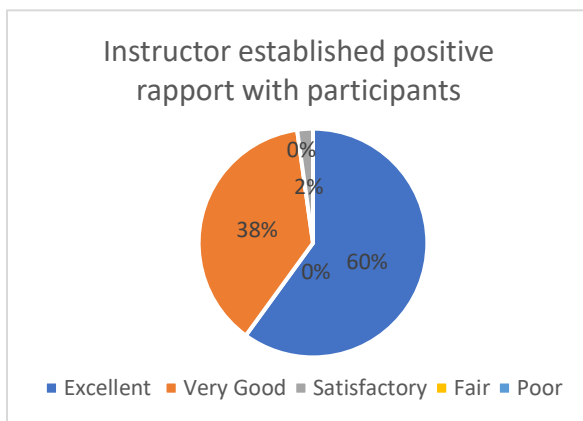
One (1) out the total number, representing five percent (2%) were of the view that view that the instructor's communicated material was **Fair**.



Twenty-six (**26**) out of forty-three (**43**), representing sixty percent (**60%**) were of the view that the instructor’s responses to participants questions was **Excellent**.

Sixteen (**16**) out of the total number, representing thirty-seven (**37%**) were of the view that the instructor’s responses to participants questions was **Very Good**.

One (**1**) out the total number, representing two percent (**2%**) were of the view that the instructor’s responses to participants questions was **Satisfactory**.



Twenty-seven (**27**) out of forty-five (**45**), representing sixty percent (**60%**) were of the view that the instructor’s rapport with the participants was **Excellent**.

Seventeen (**17**) out of the total number, representing thirty-eight (**38%**) were of the view that the instructor’s rapport with the participants was **Very Good**.

One (**1**) out the total number representing two (**2**) percent (**2%**) were of the view that the instructor’s rapport with the participants was **Satisfactory**.

1. Impression with the course content:

Participants stated the following:

- “The presentations were insightful. Discussions were very lovely and the attention of participants were maintained throughout the period. I will implement what I have learned. Thanks to the organizers.”
- The most educative and insightful session served at the right time.
- More time was needed to ask exhaust all the questions.
- “This section should be divided into two separate sections for the next group”.
- Well-structured and we followed accordingly

2. Pragmatical aspect of the course

Participants expressed the relevance of this topic and how it affects their work in great deal. They expressed to the will to ensure they abide by the laws of the land whiles on the field.

3. Availability of course materials

- The materials were Well detailed and easily understood
- materials and easy to understand. Still do not have materials.

4. About the Facilitators

The facilitators were very practical. they shared experiences with participants which made the discussion impactful. They allowed for class engagement which enhanced a perfect cross-exchange of ideas on how the laws affect journalists. They both exhibited impressive detail and experience in the subject. Though the Course was very technical, it was simplified to the understanding of all. The facilitator kept humour, promoted a highly interactive session and delivery was top-notch.

3.4 MODULE 4 - Digital Media and Online Journalism

Facilitator: Mr. Kwame Gyan

3.4.1 Synopsis

Advances in media technology and organization of public life have demanded changes in the practice of journalism. It has become imperative for media persons to become equipped with relevant knowledge and skills in the field of digital media and online journalism as content is now being consumed on the go. The module, therefore, examines the use of multimedia tools to tell stories which impact society.

3.4.2 Presentation Outline

Objective of Module

Participants were expected to be able to do the following after the class:

- Demonstrate a clear understanding and articulation of the field of online journalism and digital media
- Create blogs and upload stories to them
- Appreciate the professional use of digital tools like YouTube, Facebook, Twitter etc.
- Create Facebook and Twitter accounts and post tweets
- Demonstrate familiarity with Podcasting

3.4.3 Understanding Digital Media and Online Journalism

According to the facilitator, Digital media is any form of media that uses electronic devices for distribution. This form of media can be created, viewed, modified and distributed via electronic devices.

Online Journalism is also known as Digital Journalism, is a contemporary form of journalism where editorial content is distributed online (via the Internet).

He added that there are however different style of writing for traditional media and digital media.

3.4.4 Elements of online journalism

The facilitator outlined and explained the following as elements of online journalism;

- Hypertextuality – Involves the effective use of hyperlinks in sharing stories
- Multimediality – The extent to which texts, graphics, sound, voice and images (still and moving) are translated and integrated into a common digital form.
- Interactivity – The process of two people or things working together and influencing each other, that is the ability of a computer to respond to a user's input.

- Immediacy – The quality of bringing into direct and instant involvement with something, giving rise to a sense of urgency or excitement.

3.4.5 Writing for online journalism

- The following principles are to be used when writing for online journalism:
- Objective and accurate reporting
- Fact-checking
- Knowing the audience

3.4.6 Mobile Journalism

Mobile journalism is a form of digital storytelling where the primary device used for creating and editing images, audio and video is a smartphone.

Some tools that can be used for mobile journalism according to the facilitator included; smartphones, microphones, lighting, editing and sharing.

Participants were encouraged to use multimedia, blogs, social media, WhatsApp business, podcasts and other online platforms to tell their stories.

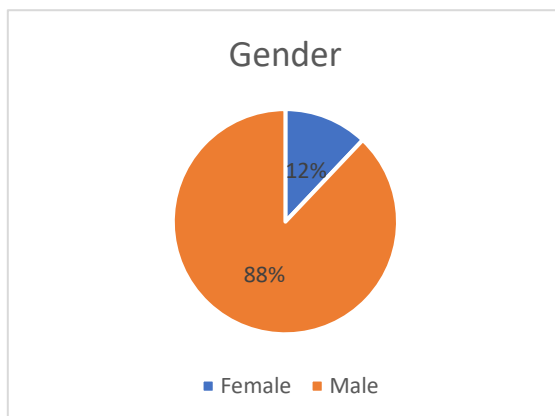
3.4.7 Citizen/ Participatory Journalism

The facilitator made reference to Courtney C. Radsch's definition of citizen journalism "as an alternative and activist form of news gathering and reporting that functions outside mainstream media institutions, often as a response to shortcomings in the professional journalistic field, that uses similar journalistic practices but is driven by different objectives and ideals and relies on alternative sources of legitimacy than traditional or mainstream journalism"

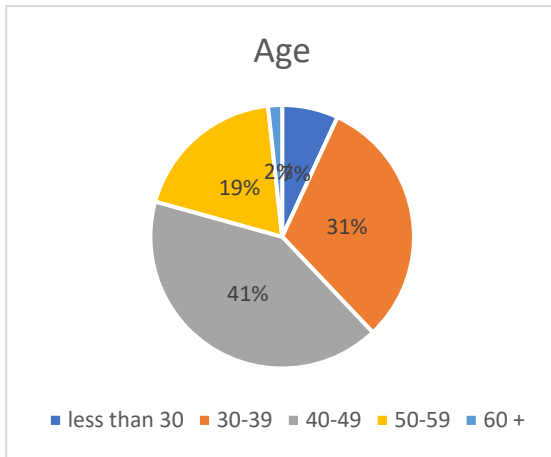
3.4.8 Closing Comments, questions and recommendation

The class expressed that, the lecture very interesting and more of this sessions would help them advance in the digital world as they tell the compelling stories that shall promote nation building.

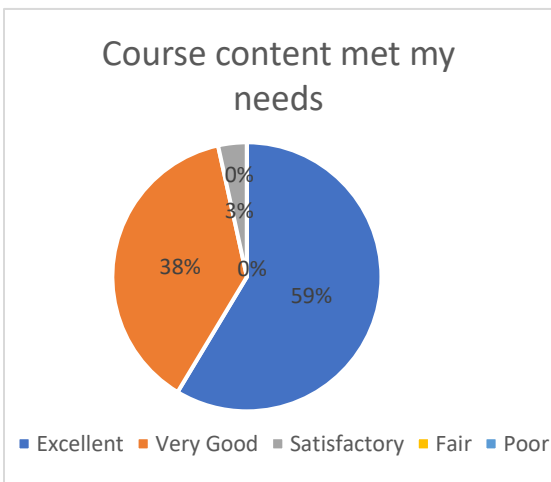
3.4.9 Evaluation of Module 4



The total number of journalists that were trained were fifty-eight (58). Fifty-one (51) out of the total number were males representing **88%**. Only seven (7) were females representing thirteen **12%** of the total number.



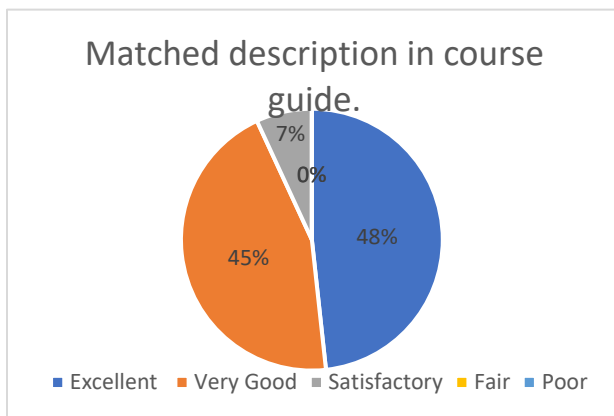
The highest age category was between age forty to forty-nine (40-49) which recorded twenty-five (25) out of fifty-eight (58) representing forty-two per cent (41%) of the total number of journalists trained. The second highest age category was between the ages of thirty to thirty-nine which recorded eighteen (18) out of fifty-eight (58), thus represents thirty-one (31%) of the total number. The age category between fifty to fifty-nine recorded eleven (11) which represents nineteen percent (19%). The least age group category was the ages of sixty plus which recorded only one (1) person, representing one point seven per cent (2%) of the total number of journalists trained.



Thirty-five (34) participants out of sixty representing fifty-eight percent (58%), were of the view that the course content was **Excellent**.

Twenty-three (23) participants out of the total number representing thirty eight percent (38%), were of the view that the course content was **Very Good**.

Two (2) participants out of sixty (60), thus four percent (4%) were of the view that the course content was **Satisfactory**.

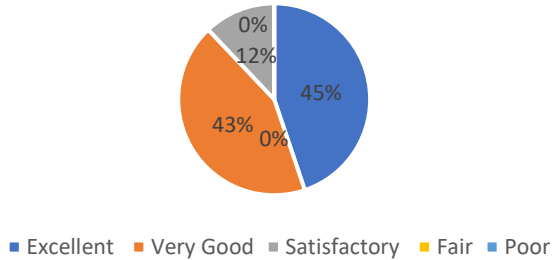


Twenty-nine (29) out of fifty-eight (58), representing forty eight percent (48%) were of the view that the course guide matched with the description was **Excellent**.

Twenty-seven (27) out of the total number representing forty-five (46%) were of the view that the course guide matched with the description was **Very Good**.

Four out the total number representing seven percent (7%) were of the view that the course guide matched with the description was **Satisfactory**.

Pace of the session was just right

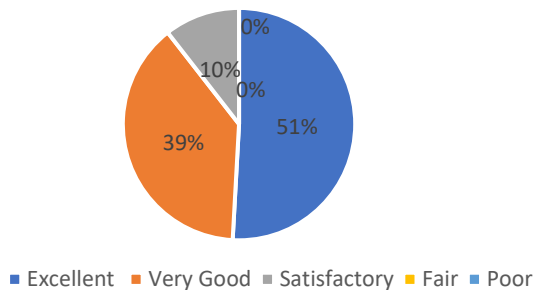


Twenty-six (26) out of fifty-eight (58), representing forty-five percent (45%) were of the view that the pace of the session was **Excellent**.

Twenty-five (25) out of the total number representing forty-three (43%) were of the view that the pace of the session was **Very Good**.

Seven (6) out the total number representing twelve percent (12%) were of the view that the pace of the session was **Satisfactory**.

Materials/Handout appropriate

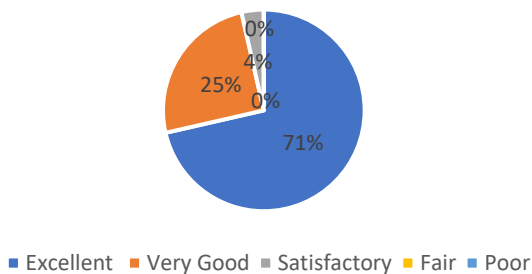


Twenty-nine (29) out of fifty-eight (58), representing fifty percent (51%) were of the view that the Materials/Handouts were **Excellent**.

Twenty-three (23) out of the total number representing twenty-two (39%) were of the view that the Materials/Handouts was **Very Good**.

Six (6) out the total number representing twelve percent (11%) were of the view that view that the Materials/Handouts was **Satisfactory**.

Instructor was knowledgeable about the subject

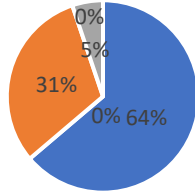


Forty (40) out of fifty-eight (58), representing seventy-two percent (71%) were of the view that the instructor's knowledge about the subject was **Excellent**.

Fourteen (14) out of the total number representing twenty-four (25%) were of the view that the instructor's knowledge about the subject was **Very Good**.

two (2) out the total number representing three percent (4%) were of the view that view that the instructor's knowledge about the subject was **Satisfactory**.

Instructor was prepared for the session



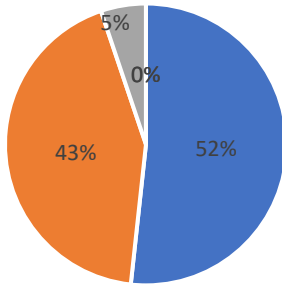
■ Excellent ■ Very Good ■ Satisfactory ■ Fair ■ Poor

Thirty-nine (**38**) out of fifty-eight (**58**), representing sixty-four percent (**64%**) were of the view that the instructor's preparation for the session was **Excellent**.

Eighteen (**18**) out of the total number representing thirty (**31%**) were of the view that the instructor's preparation for the session was **Very Good**.

Three (**3**) out the total number representing five percent (**5%**) were of the view that view that the instructor's preparation for the session was **Satisfactory**.

Instructor established a positive rapport with participants



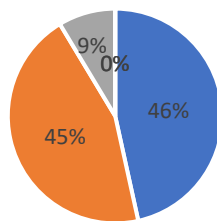
■ Excellent ■ Very Good ■ Satisfactory ■ Fair ■ Poor

Thirty-three (**33**) out of fifty-eight (**58**), representing fifty-four percent (**54%**) were of the view that the instructor's communicated material was **Excellent**.

Twenty-three (**23**) out of the total number representing thirty-nine (**40%**) were of the view that the instructor's communicated material was **Very Good**.

Three (**3**) out the total number representing five percent (**5%**) were of the view that view that the instructor's communicated material was **Satisfactory**.

Instructor responded well to participant questions



■ Excellent ■ Very Good ■ Satisfactory ■ Fair ■ Poor

Twenty-seven (**27**) out of fifty-eight (**58**), representing four-seven percent (**47%**) were of the view that the instructor's responses to participants questions was **Excellent**.

Twenty-six (**26**) out of the total number representing forty-three (**45%**) were of the view that the instructor's responses to participants questions was **Very Good**.

Five (**5**) out the total number representing eight percent (**9%**) were of the view that the instructor's responses to participants questions was **Satisfactory**.



Thirty (30) out of fifty-eight (58), representing fifty-two percent (52%) were of the view that the instructor's rapport with the participants was **Excellent**.

Twenty-five (26) out of the total number representing forty-three (43%) were of the view that the instructor's rapport with the participants was **Very Good**. Three (3) out the total number representing five percent (5%) were of the view that the instructor's rapport with the participants was **Satisfactory**.

1. Impression with the course content:

- As a new space in the profession, the course gave more insights that will help participants diversify into digital areas like Podcasting, YouTube etc.
- For a section on digital media and online class, I was expecting a lot of videos and links on the subject but I didn't get that. Although there were some, they didn't meet my expectations".

2. Pragmatical aspect of the course:

Participants were:

- Enlightened on how to create more digital platforms to enhance business and generate additional income
- "The deep knowledge makes me happy I was part of today's session in addition to the others the previous resource guys have deposited in me".

3. Availability of course materials:

- The materials corresponded exactly to what was displayed.

4. About the Facilitator:

Mr. Kwame Djan was very extensive in his lectures made new revelations that were useful to the class. The instructor was very receptive to divergent views and led discussions well. He was recommended on other sessions such as this.

3.5 MODULE 5

Facilitator: Dr. Etse Sikanku

3.5.1 Synopsis

This module explores how to make stories interesting, compelling, and easy to-read, listen or watch. It also examines what journalists are supposed to do to get stories into the minds of audiences to generate interest and involvement. It further explores how to push human interest stories that are thought-provoking, compelling, and impact or change lives.

3.5.2 RETHINKING WHAT JOURNALISM IS

Dr. Sikanku lectured participants that there was the need to rethink the entire notion of what constituted journalism. He was of the view that good journalism transforms the world by speaking truth to power and shines light into dark corners, it may reveal uncomfortable truths, illuminate the complexities and contexts of those truths. Participants were informed that despite the upsurge in new media, good journalism should still offer multiple perspectives and discerning explanations of social problems and salient issues.

3.5.3 IMPACT JOURNALISM: WHAT IT IS

Basically, this topic informed participants that journalism must move from repeating the views of official sources to providing solutions to people's problems "Solutions journalism takes advantage of the activist impetus and tries to channel it in a constructive way" (Watson, 2021).

It was mentioned that in this form of journalism, the reporter becomes a measure to track what plans/societal initiatives/policies have worked and what hasn't worked in providing insights to complex issues and national developmental affairs.

Unpacking how society is structured, how it works, inherent inequalities and existing possibilities for the provision of resources, existing models can prove empowering.

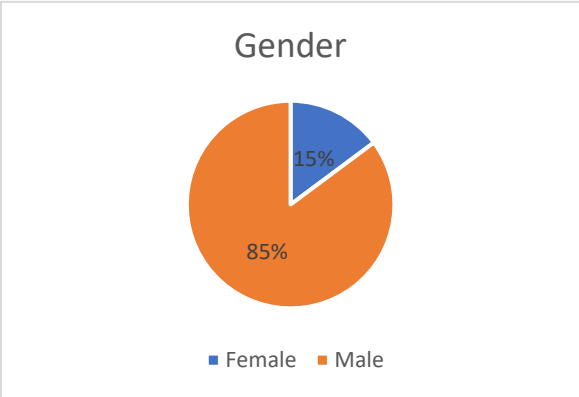
Impact journalism seeks to provide a glimpse of endemic struggles with the view of getting to the roots of systematic and institutional difficulties in communities.

Address issues that affect the well-being of people and the quality of life while highlighting or providing sustainable solutions.

3.5.4 Closing Comments, questions and recommendation

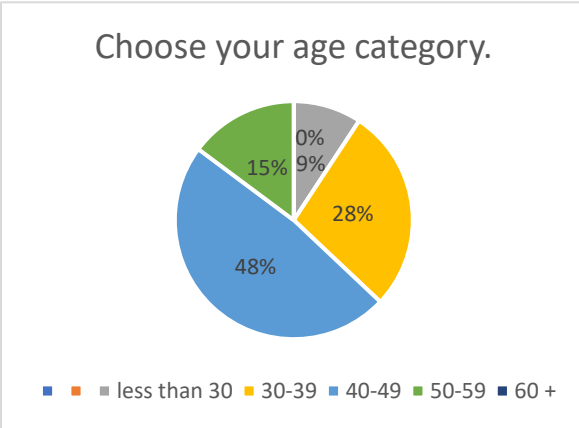
Participants after the session, expressed gratitude for new knowledge and ideas. Participants worked in groups and were made to share their thoughts on topical issues such as what constituted a good story and the structure of a journalistic storytelling. The session ended with discussions and debates amongst participants.

3.5.5 Evaluation of Module 5

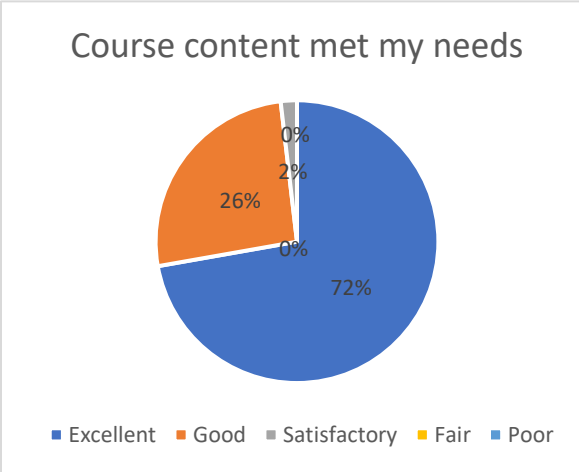


The total number of journalists that were trained was fifty-eight (58). Fifty-four responded to the questionnaire and out of the respondents, 46 were males representing eight-five percent (85%) and 8 were females representing fifteen percent (15%).

This indicates more males than females responding to the questionnaire

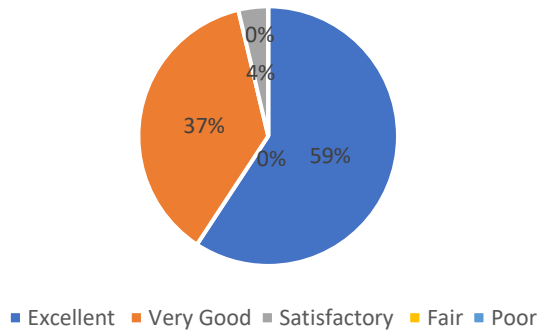


The highest age category recorded was between forty to forty-nine (40-49) which recorded twenty-six (26) out of fifty-four (54) representing forty-eight percent (48 %) of the total number of journalists who responded. The second highest age category was between the ages of thirty to thirty-nine (30-39) which represents **twenty-eight (28 %)** of the total number. The least age group category was the ages of sixty plus where nobody responded representing zero percent (0%).



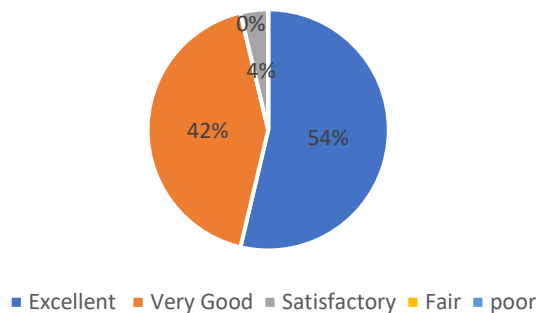
Out of the 54 respondents representing 100%, 72% rated the course content as excellent, 26% as Good, 2% as satisfactory and zero percent for both fair and poor. This indicates that the course content benefitted the needs of the majority

Matched description in course guide.



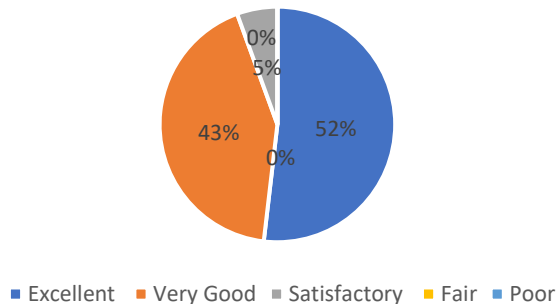
59% representing 22 respondents were of the view that the matched description in course guide was excellent, **37%** stated it was very good while **4%** suggested it was satisfactory. No participant thought the question deserved a poor or fair score.

Pace of the session was right



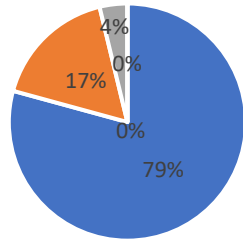
54% of the total respondent show that the pace was excellent, **42%** indicating it was very good, **4%** indicating it was satisfactory and none indicated it was poor meaning the pace of the session was manageable.

Materials/Handouts appropriate.



Most of the respondents indicated that the materials were appropriate. **52%** showed that it was excellent, **43%** showed that it was very good and **5%** indicated it as satisfactory but none indicated it as fair or bad.

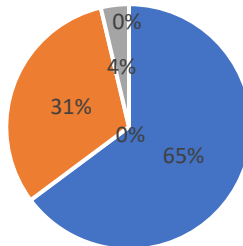
Instructor was knowledgeable about the subject.



■ Excellent ■ Very Good ■ Satisfactory ■ Fair ■ Poor

79% out of **100%** rated the instructor in charge of impact journalism as excellent and quite a good number rated the facilitator as very good which was **17%**, **4%** as satisfactory whereas nobody rated the instructor as poor or fair. This shows that the facilitator was on top of his game.

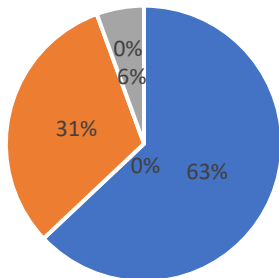
Instructor was prepared for the session.



■ Excellent ■ Very Good ■ Satisfactory ■ Fair ■ Poor

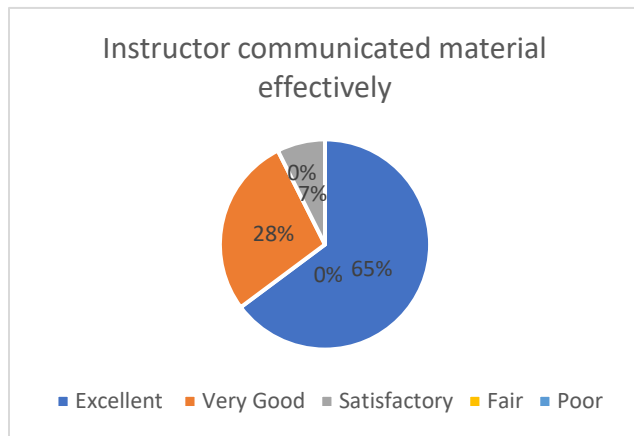
65% of the total respondents showed that the instructor excellently prepared for the session. **28%** showed the preparation was very good and **8%** indicated that it was satisfactory

Instructor responded well to participants questions

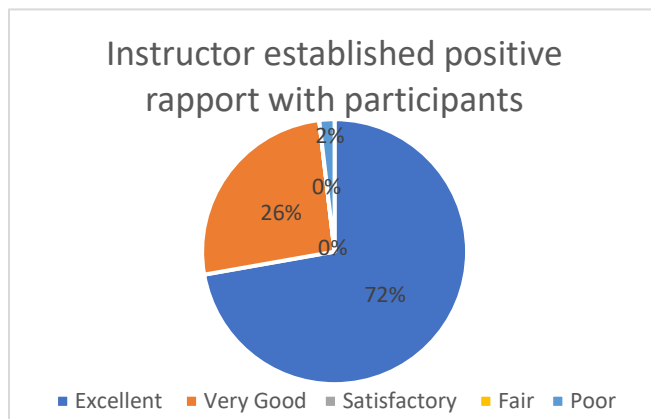


■ Excellent ■ Very Good ■ Satisfactory ■ Fair ■ Poor

In the area of responding to questions, **63%** of the respondents rated the instructor as excellent, **31%** as very good, **6%** as satisfactory



65% confirmed the instructor as excellent in communicating materials effectively. **28%** confirmed his communication skills as very good and **7%** showed that it was satisfactory.



As regards positive rapport with participants, **72%** of the respondents confirmed him as excellent, **26%** as very good and **2%** as satisfactory.

1. Impressed with course content

- “The style and presentations in general enhanced understanding of how to approach my work more professionally”
- The session pushed participants to go the "extra mile" in their work.
- It was excellent and participatory.
- Group assignments and discussions offered more opportunities to understand the subject better

2. Pragmatical aspect of the course

- Some participants responded that the insights from the sessions have shaped their mindsets to diligently pursue development and impactful journalism thereafter.

3. About the facilitator

He was more practical and his approach was great. According to a participant the session reinforced his/her purpose as a journalist in a refreshing and exciting manner. He ensured participants put into practice what they had had learnt ensured that presented the lessons they had learnt throughout the session.

3.6 MODULE 6 -Investigative Journalism

Facilitator(s): Dr Ebo Afful and Mr Edward Adeti

3.6.1 Synopsis

This module covers the significance and process of investigative reporting, including how to find and use human and written sources and the challenges investigative reporters face. Using case analysis, it discusses the basic techniques and skills of how a journalist can expose immoral, illegal, and unethical deeds of organisations, officials and/or individuals, that are detrimental to nation building.

3.6.2 Learning Outcome

The Facilitator outlined the learning outcome as follows:

- Tell the process of investigative reporting.
- Demonstrate how to find and use human and written sources.
- Identify and discuss the obstacles faced by investigative journalists and how to overcome them
- Display writing investigative skills.

3.6.3 Is Investigative Journalism The Highest Form Of Journalism?

The facilitator quizzed participants on whether investigative journalism was the highest form of journalism. In response, some participants were of the view that Journalism whether investigative or not was aimed at bringing factual information to the door steps of the general public in order to encourage development. Mr. Ebo Afful, the facilitator, in responding to his earlier question stated that investigative journalism is as relevant as all other forms of journalism. He mentioned that all forms of journalism have an aspect of investigation in them and as such it would be wrong for one to believe that investigative journalism is higher than sports journalism or economic journalism etc.

Basically, he defined investigative journalism as that form of journalism that explores the most critical problems facing society by digging for facts.

3.6.4 Investigative Reporting: The Result

Participants were informed that basically investigative journalism sought to achieve the following:

- Lay bare corruption in society.
- Expose the economic stranglehold of businesses.
- Reveal the horrors of working life in factories and companies

3.6.5 Investigative Reporting Techniques

The facilitator spent much time on the following techniques and procedures:

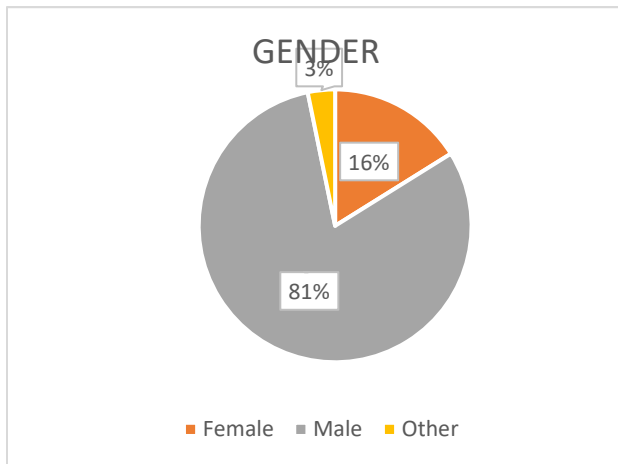
- In-depth interviews
- Personal observation
- Analysis and interpretation of documents
- Stick to facts and not speculate
- Avoid personal comments
- Use illustrations and evidence
- Courage to withstand threats

3.6.6 Closing Comments, questions and recommendation

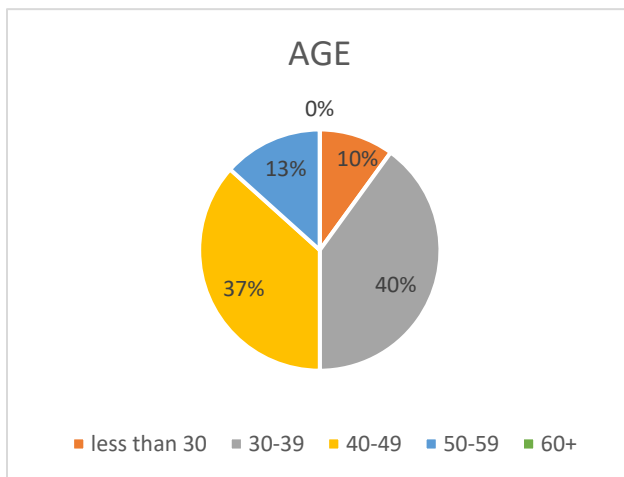
In conclusion, participants were encouraged to practice investigative journalism and to venture into areas such as sports, health, education etc. He was of the firm believe that investigative journalists are not only supposed to conduct investigations on political issues. The very interactive session saw a key investigative journalist, Anas Aremeyaw Anas, and his modi operandi discussed into detail. The issue of ethics which cuts across all areas of journalism was also mentioned at length.

After this session, participants were clear in their minds that despite the dangers associated with this type of journalism, it was very impactful and a relevant kind of journalism especially in this part of the world.

3.6.7 Evaluation of Module 6

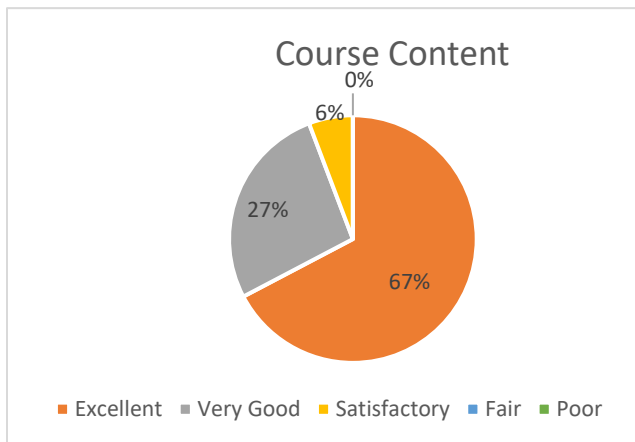


The total number of journalists that took the survey was (52). However, 31 responded to the question on Gender. Five (5) out of the total number were females representing **16%**, and Twenty-Five (25) were males representing **81%**. One participant preferred to be other represent 3% of total respondents.



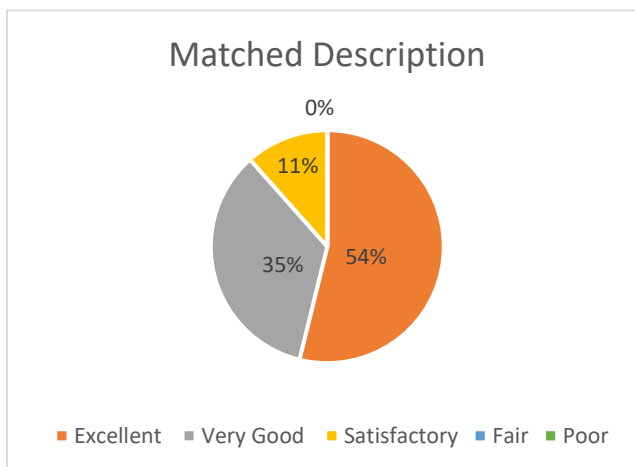
The highest age category was between age thirty to thirty-nine (30-39), which recorded twelve (12) out of fifty-two (52), representing forty per cent (**40%**) of the total number of journalists trained. The second highest age category was between forty to forty-nine, representing eleven (**37%**) of the total number

Ages between Fifty to fifty-nine (50-59) recorded four (4), representing thirteen percent (**13%**). Age less than thirty (30) recorded only three (3), representing ten (**10%**) percent. Sixty (60) plus recorded zero of the total number of journalists trained.

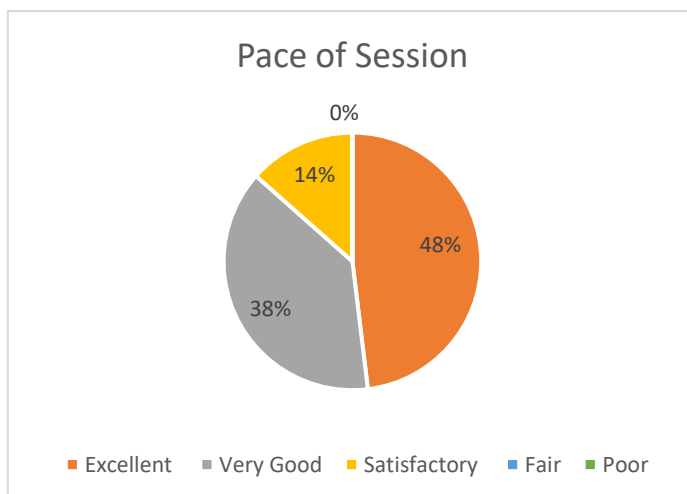


Thirty-five (35) out of fifty-two (52) depicted excellent, thus representing **67%** of the total number of journalists trained.

Fourteen (14) participants being the second-highest level of education, represented twenty-seven percent (**27 %**) of the total number of journalists trained. Three (3) participants being the least represented (**6%**) of the total number.

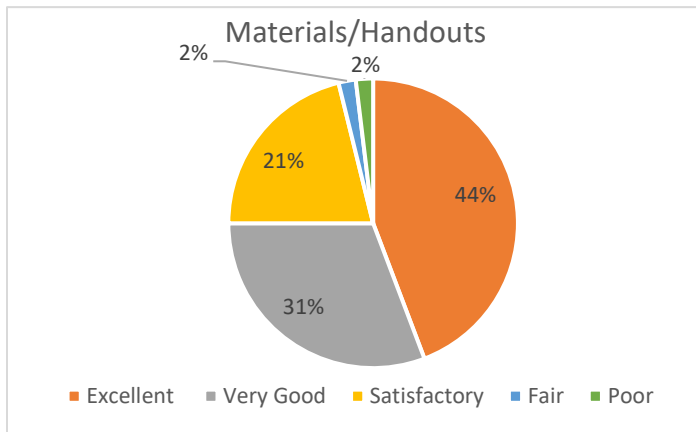


Twenty-eight (28) participants out of fifty-two (52) participants resulted the highest, with fifty-four percent **54%** thus Eighteen (18) participants represented the second position with thirty-five percent (**35%**). The least, with six (6) participants, depicted eleven percent (**11%**).

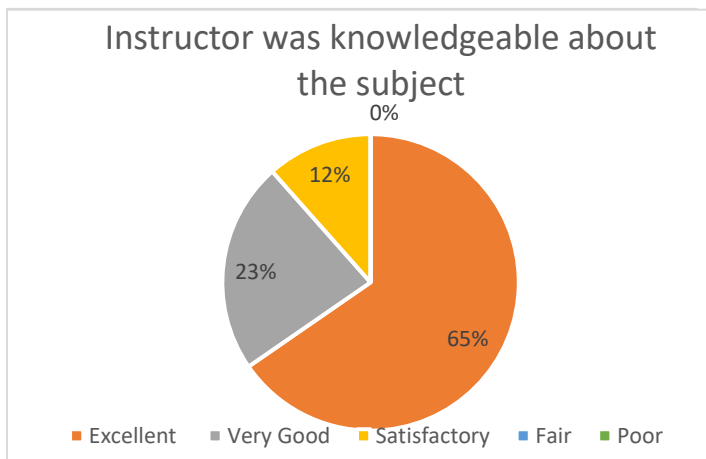


Twenty-five (25) participants out of fifty-two participants were of the view that the pace of the session was excellent, thus representing forty-eight percent **48%**. Twenty (20) participants seconded with thirty-eight percent (**38%**).

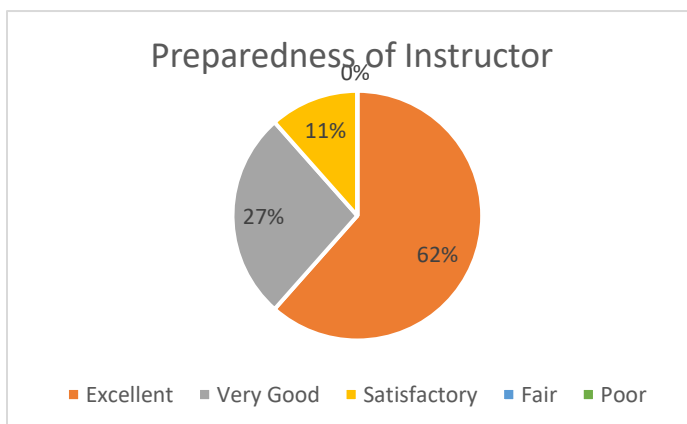
Seven (7) participants were last on the list with fourteen percent (**14%**).



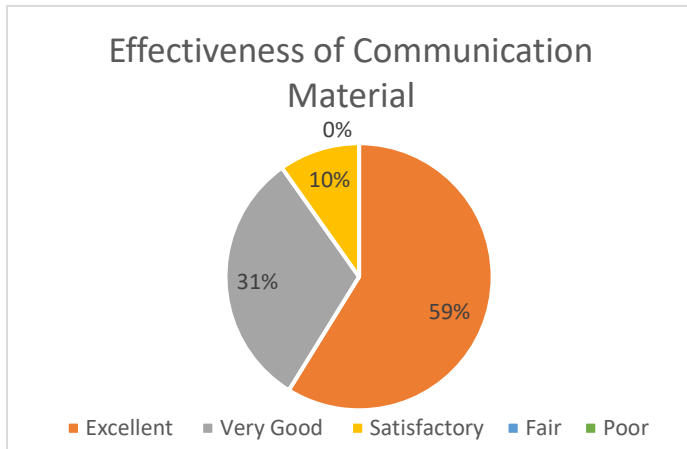
44% of the 52 participants agreed that the materials were appropriate. **31%** found the materials and handouts adequate for the training. **21%** were satisfied and **2%** each for both poor and fair.



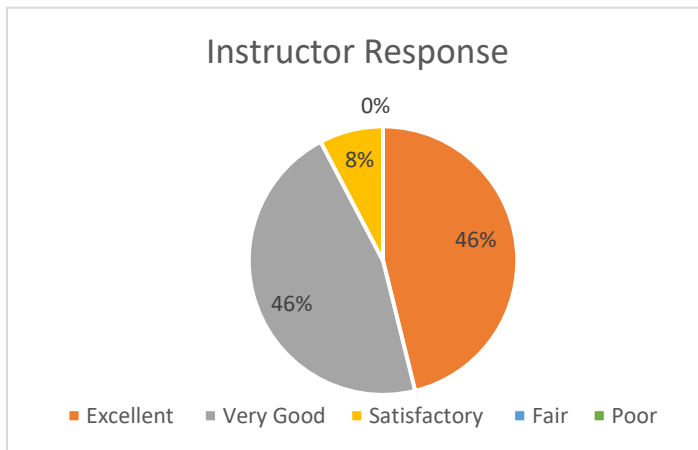
65% of participants confirmed the instructor as knowledgeable, **23%** indicated as very good and **12%** showed that they were satisfied



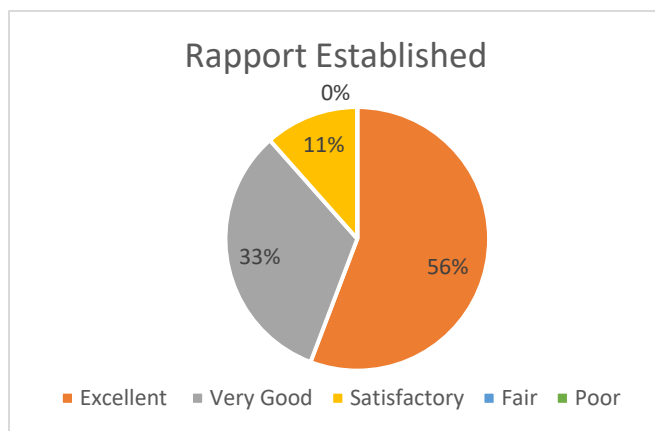
Overall, **62%** of the participants agreed to the preparedness of the instructor as excellent. Followed by **27%** who rated as very good and **11%** indicated as satisfied.



59% out of the total percentage indicated the communication skills as excellent, **31%** rated it as very good and **10%** showed as satisfactory



Respondents rated the instructor a **percentage of 46%** for both excellent and very good and **8%** rated the instructor as satisfactory and .



Fifty-six (**56%**) out of 52 participants highly agreed that the instructor established positive rapport, while thirty-three (**33%**) just agreed that the instructor was very good and **11%** rated it as satisfactory.

1. Impressed with course content:

- “The content was contemporary relevant “
- The course will help me a great deal in my practice.

- The topic was relevant such that, a participant who was about to embark on his first project in the field received in-depth knowledge of what to look out for.
- “This session has awakened some kind of fear in me so I've decided to stay far away from investigative journalism. I'll apply the other knowledge I've gathered here in my mainstream journalism like that”.
- Effective group work supervision for maximum impact
- I was equipped with ideas, strategies and protection solutions to guide me through

2. Availability of course materials

- His slides made it easier for the consumption of the information
- The handouts were very good and really enjoyable
- Very practical learning materials

3. About the Facilitator

Very brilliant at dissecting issues although he was too fast and did not allow many questions and comments. Both instructors shared their knowledge and experiences which was very helpful.

3.7 WRAP UP SESSION

Facilitator(s): Dr. Ebo Afful and Prof. Eric Opoku Mensah

This session provided participants the opportunity to share their observations on the modules and suggestions for the MCEP.

Suggestions and submissions are as follows:

- Participants expressed the will to engage in more practical aspects of the modules. E.g. In Digital Media, participants can be tasked to create social media accounts like YouTube where they will attempt to promote their news stories to achieve a certain target that creates a positive change in society.
- Provision of internet is a necessity for researching into the related topics being treated.
- The new trend in journalism practice is data-driven and that should be incorporated.
- Media Law although treated in this maiden session should be considered for subsequent cohorts because it hinges on the foundations of journalism.



- In investigative journalism module, a case study should be treated so that a first-hand idea would be learnt on how journalists can investigate stories carefully with minimum risk.
- Time for each module was not sufficient.

Dr. Ebo Afful shared the Media development theory by Dennis McQuail.

The theory states that journalists should support positive policies of the government. Hence, there is nothing wrong if after thorough research the journalist is convinced that a state policy is a good policy. That does not make you a partisan journalist.

He therefore entreated participants to provide solutions in their communities through the stories they publish, stories that promote nation building, stories that tell the perspective of citizens.

“One biggest achievement of the fourth Republic is the use of the local languages in terms of radio and television. So, we should not underrate the use of our local languages but rather find a way of enhancing it,” he added.



3.8 CLOSING CEREMONY

The programme was climaxed with faithful statements by the Chair of the Working Committee, the Deputy Minister for Information and the Chairman of the NMC. Certificates for participation was shared amongst participants for fully undergoing in the maiden training on the 6 competency-based modules.

Remarks by Prof Kwamena Kwansah h -Aidoo:

He said, “This journey started two years ago and personally, I am so happy that we are seeing the fruit of our toil. We have put a lot of effort, time, and money into this program. I would say that listening to the comments and suggestions brought on board, this program has been very beneficial. I would encourage you all to put into practice the knowledge gained. The principal objective of this program is to bring improvement in the output of media working. Going forward we are going to have a number of training sessions using the models we have to give opportunity for those who did not have



the chance to join this session. We will also take into consideration the suggestion raised to make things better. Although this program has been good, it would be an ultimate success if you effectively practice the knowledge gained. Thank you all for your presence and participation.”

Remarks by Mr Yaw-Boadu Ayeboaho:



Mr. Ayeboaho expressed how impressed he was with comments and suggestions shared by the participants. This indicated that the programme was a worthwhile investment made on journalist. He added that, more funding will be required to enhance the training programme for subsequent cohorts. In his ending remarks, he entreated journalist to be clear in mind, conscience, guided by principle of ethical journalism in making objective decisions.

Remarks by the Deputy Minister for Information:



Honorable Fatimatu Abubakar stated that the program has exhibited the beauty of collaboration between all the important stakeholders with the Ministry of Information who have continuously availed themselves to series of meetings and other commitments to ensure the success of this training program. She thanked the leadership and membership of the institutions for all the support given to the Ministry of Information.

“To the Working Committee and the faculties, your contribution to this program is invaluable and we appreciate you a lot. We believe that you would always give us your support when the need arises. We appreciate you all and we believe to do better” she remarked.

Vote of thanks by Rep of the Cohort

Edwin Dei Tutu on behalf of participants expressed gratitude to the Working Committee for their exceptional work done. He extended the deepest appreciation to the Ministry of Information for this brilliant initiative. He assured that the difference and capacity improvement they have gained through this training shall manifest in their profession. “We share a big thank you to everyone who has played a part in the success of this program” he averred.



4.0 END-OF-TRAINING EVALUATION

4.1 OBJECTIVE

The objective of the Media Capacity Enhancement Programme was to train media personnel and to further get their feedback through an evaluation survey to enable possible improvements to the programme.

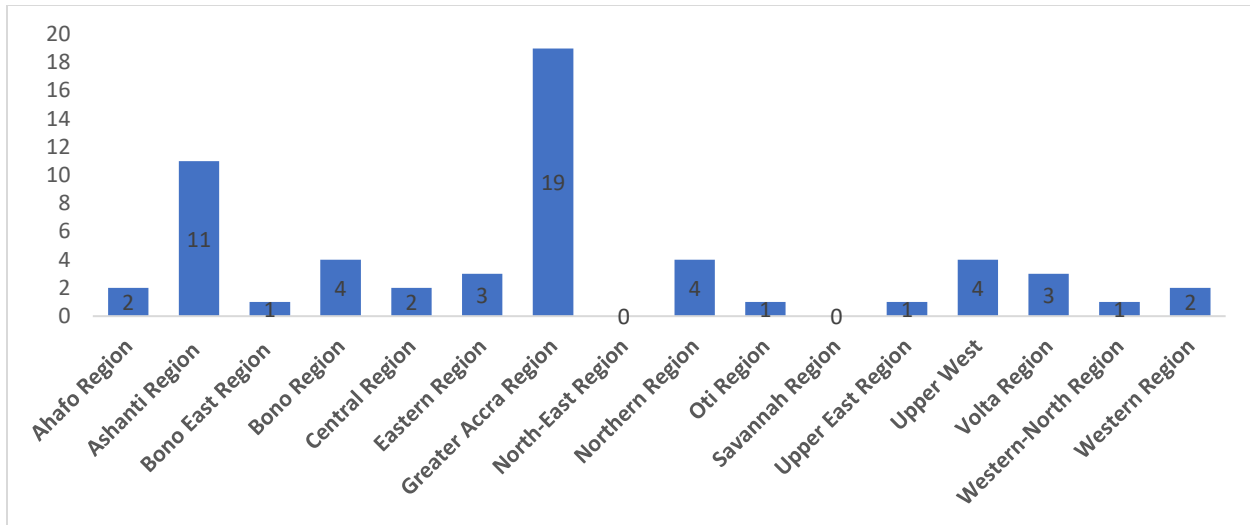
4.2 EVALUATION

This evaluation report provides the summary of survey conducted for 58 participants after the programme. It provides the regional distribution of participation of the maiden programme, analysis of demographics, suggestions by participants as well as their observances during the training.

4.2.1 REGIONAL DISTRIBUTION OF PARTICIPANTS

The training recorded 58 media persons from the regions in Ghana. Below is the regional distribution of participants.

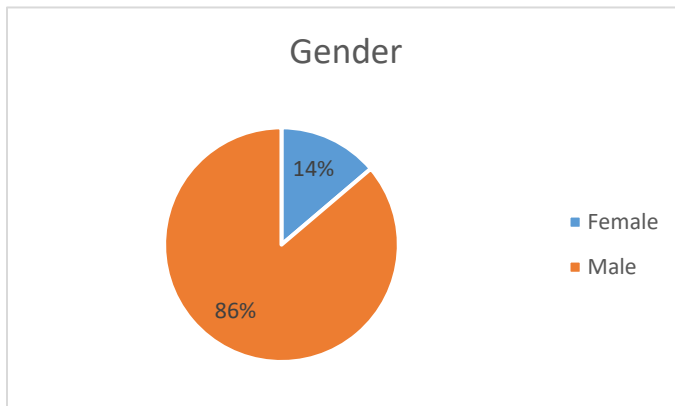
Regional distribution		
Region	Number	% Share
Ahafo Region	2	3.4%
Ashanti Region	11	19%
Bono East Region	1	1.7%
Bono Region	4	7%
Central Region	2	3.4%
Eastern Region	3	5%
Greater Accra Region	19	33%
North-East Region	0	0%
Northern Region	4	7%
Oti Region	1	1.7%
Savannah Region	0	0%
Upper East Region	1	1.7%
Upper West	4	7%
Volta Region	3	5%
Western-North Region	1	1.7%
Western Region	2	3.4%
TOTAL	58	100%



From the data above, most participants were from the Greater Accra region recording 19 and the Ashanti region recording 11. The North east region and the savannah regions recorded 0 (zero) participation.

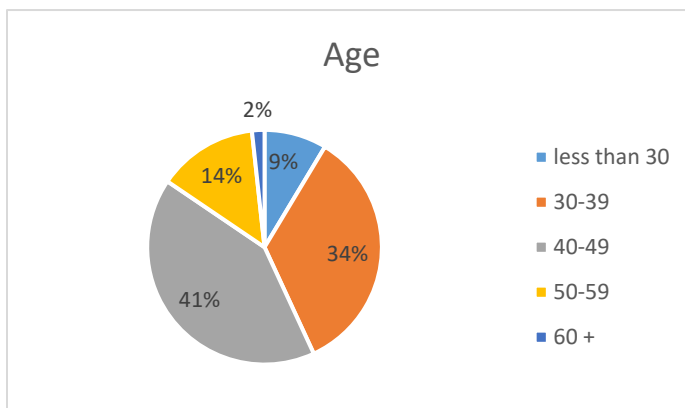
4.2.2 DEMOGRAPHIC ANALYSIS

1. Gender



The total number of journalists that were trained was fifty-eight (58). Fifty (50) out of the total number were males representing 86%. Only eight (8) were females representing fourteen 14% of the total number. This indicates more males than females attending the programme.

2. Age category

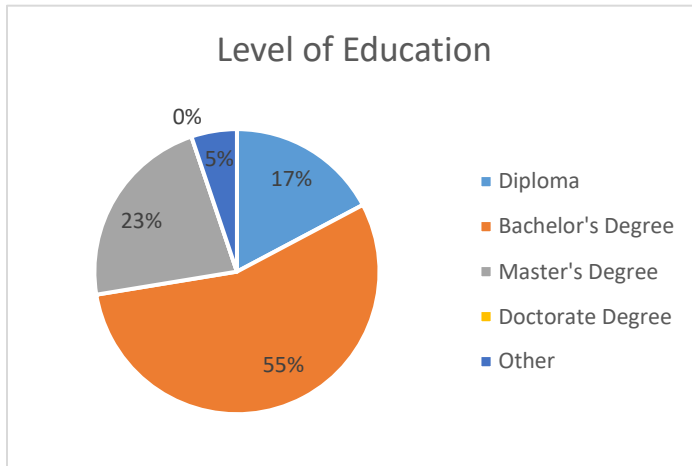


The highest age category recorded was between forty to forty-nine (40-49) which recorded twenty-four (24) out of fifty-eight (58) representing forty-one per cent (41 %) of the total number of journalists trained. The second highest age category was between the ages of thirty to thirty-nine (30-39) which represents **twenty-seven (34 %)** of the total number.

The least age group category was the ages of sixty plus which recorded only

one (1) person, representing two per cent (2%) of the total number of journalists trained. 14% of the participants aged 50-59 years and 9% aged less than 30 years.

3. Level of education



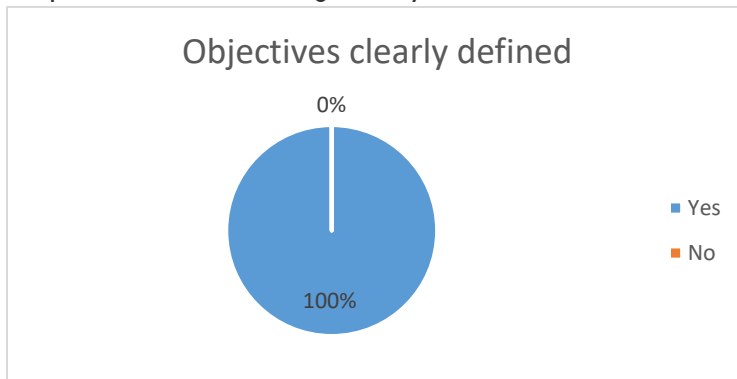
Thirty-three (32) out of the fifty-eight (58) hold Bachelor's Degree, thus representing 55% of the total number of journalists trained.

Thirteen (13) participants had a Master's Degree which represents twenty-two per cent (22 %) of the total number of journalists trained. Ten (10) participants had a Diploma Degree which represents (17%) of the total number of journalists trained. 5% qualified in other levels of education.

No one had a Doctorate degree

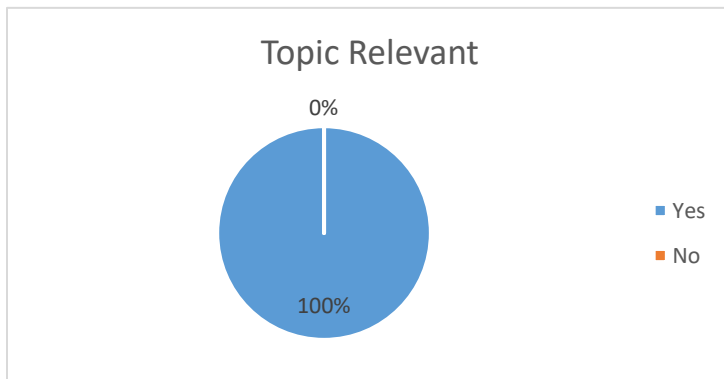
4.2.3 PROGRAMME ANALYSIS

Objectives of the training clearly defined?



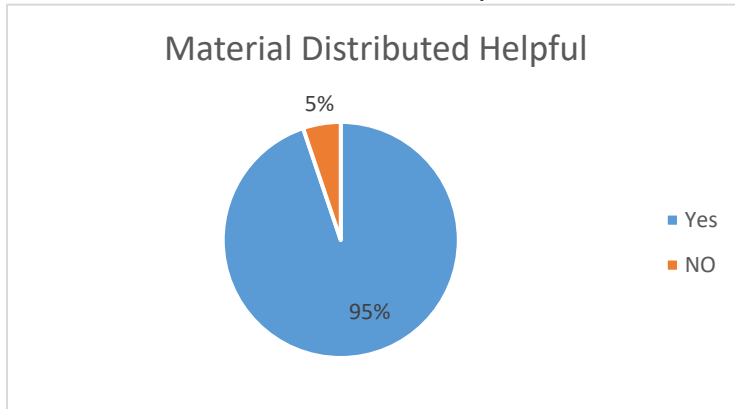
All the fifty-eight (58) participants of the training were of the view that the training objectives were clearly defined. Thus representing 100%.

5. Topics covered were relevant



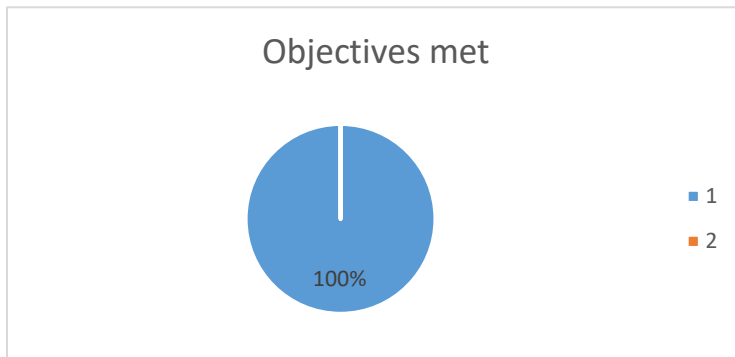
All the fifty-eight (58) representing 100% of the view that the topics covered were relevant.

6. Were the materials distributed helpful?



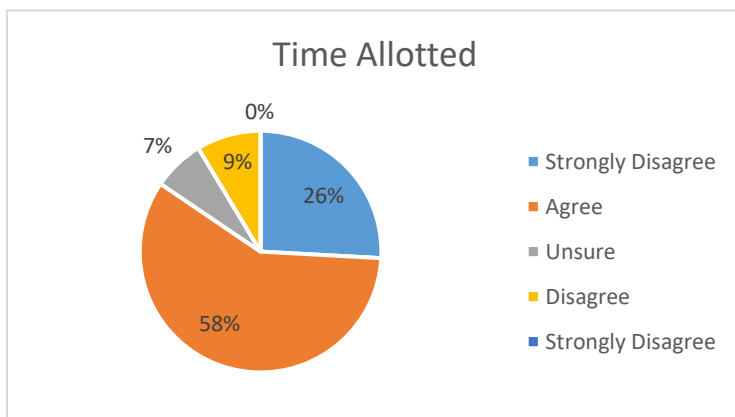
Fifty- five out of the fifty-eight participants were of the view that the materials were helpful, thus representing **95%**. Three (3) participants found no relevance to the materials distributed.

7. Were the training objectives met?



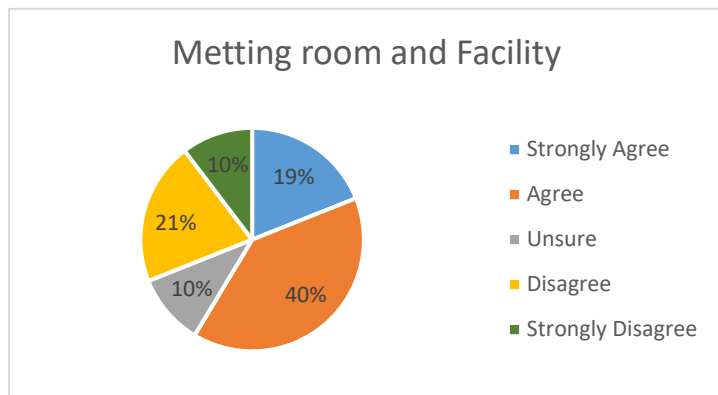
All 58 Participants (100%) confirmed that the training objectives were met.

8. Time allotted for the training was sufficient.



84% of participants confirmed that the allotted time per module was enough to cover the modules. 9% of the participants disagreed on the allotted time while 7% were unsure of the time allotted for each module.

9. The meeting room and facilities



60% of the participants agreed that the facilities were adequate and comfortable, 10% were not sure while 30% found the facility inadequate and uncomfortable for the training.

10. What aspects of the training could be improved?

I. Time

Participants encouraged that time for the programme should be looked at in the following ways:

- Credit hours allocation to the modules must be shared adequately and proportionally to allow ample time for Questions, contributions, suggestions and group work.
- There should be time allocated for practical and fieldwork.
- Facilitators should lecture within stipulated time while ensuring that there are break-out sessions for more participation.
- More time should be allocated to Investigative Journalism.

II. Accommodation and logistics

- All participants should have been housed at the same venue to avoid issues of transportation, food etc.
- The conference room should be large enough and equipped logistically to ensure good spacing for COVID-19 protocol observance, good and quality sound and video systems, proper ventilation to facilitate teaching and learning.
- Provision of internet service for participants to conduct adequate research towards preparation for the next lecture.

III. Modules

Participants made the following submissions on how the training could be improved;

- Practical aspects of all six modules should be encouraged especially, for investigative journalism and Ethics and the Journalism mission.
- The breakout sessions were helpful and should be encouraged in subsequent training.
- Resource materials should be shared before the lecture starts to allow participants make adequate research and preparation before lectures.
- A module per day

11. What additional trainings would you like to have in the future?

The following are modules suggested by the participants:

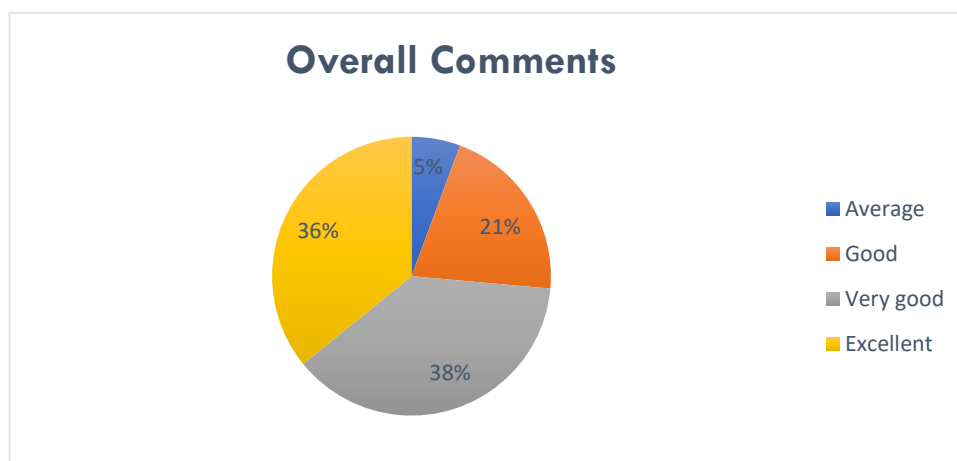
1. Data storytelling /journalism

2. Financial and Economic reporting
3. Storytelling
4. Socio-Cultural, Rural development reporting
5. Rural & Environmental Reporting.
6. Cybercrimes and cyber security could be gold ones for the future.
7. Photography, video editing
8. Analytical and interviewing skills
9. Media ownership / management
10. Sports reporting
11. Communications in Journalism
12. Business advocacy.
13. They also encouraged periodic practical fieldwork, specialization in more specific areas and regular refresher courses to help recollect and review fundamentals they may have forgotten or update themselves on new information they may be unaware of.

12. What are your overall comments on the training?

Out of the 53 respondents, 36% rated the training as excellent, 38% as very good, 21% commented as good and the remaining 5% rated the training as average.

The comments indicate that participants appreciated the modules prepared for the training and found their relevance in their related fields of work.



5.0 RECOMMENDATION

1. The duration is quite short to exhaust the modules into details hence a module per day shall be adequate. On the other hand, some unavoidable challenges may have caused the insufficiency of time. It is therefore required that during the next training all players of the programme shall be time-conscious and disciplined so that each can start on time
2. There should be end line assessment at the end of each module for participants to take a quick test on the modules online
3. At the end of the entire session, participants should be given a take-home project for submission to facilitators for assessment.
4. There should be gender balance in the next selection process
5. Issues of accommodation and conference facility will have to be properly arranged
6. More specialized modules could be introduced in subsequent training sessions.

6.0 WAY FORWARD

1. The Committee and the Ministry will monitor the operations of the participants in the various stations.
2. The website has received a number of applications. These applicants shall be reviewed for the training for the next cohort
3. Fundraising efforts shall continue to from our development partners in order to support the MCEP and ensure it continues into the foreseeable future. This shall be done by the 3-member Committee.
4. In subsequent training session, the evaluation processes will be enhanced in order to attain substantial data as information for decision making.

7.0 CONCLUSION

The maiden edition gained good traction nationwide, a good milestone for sustaining our democracy through credible media reportage. Government commitment and support is unwavering to provide sustainable initiatives such as this and many more to journalists nationwide through the guidance of the abled Working Committee who play instrumental roles to the MCEP success in the future.

Furthermore, the overall comments of the first Cohort indicated that the programme will be impactful to their line of duty. It is therefore the expectation of the Ministry that all participants through this programme will be encouraged to put the lessons to use and influence their communities with the ideas generated.

8.0 MEDIA MONITORING REPORT FOR TUESDAY 11TH JANUARY 2022

This report highlights the media stories on the activities of the Ministry of Information. The media reportage was on the following premises:

Ministry of Information launches Media Capacity Enhancement Programme (MCEP)

All the media stories reported were positive. It showed Government's efforts with regards to Supporting the media.

Below is a summary of the various newspaper reports and links to the online portals:

Date	Newspaper	Page Number	Headline	Summary of News story	Premise
11/01/2022	Daily Graphic	Front page & 3	Preserve country's unity. Asantehene charges media	The Asantehene, Otumfuo Osei Tutu II, has appealed to the media to help protect and preserve the unity of the country.	Launch Of Media Capacity Enhancement Programme (MCEP).
11/01/2022	Ghanaian Times	16 & 17	Protect stability of country... Asantehene tasks media	Asantehene, Otumfuo Osei Tutu II, has appealed to the media and journalists to strive	Launch Of Media Capacity Enhancement Programme (MCEP).

Date	Newspaper	Page Number	Headline	Summary of News story	Premise
				to protect and preserve the unity and stability of the country.	
11/01/2022	The Finder	8	Otumfuo calls on media to foster consensus building to douse political tensions.	Otumfuo Osei Tutu II has called on the media to create an environment which encourages consensus building to help lower the causes of tension within the body politic.	Launch Of Media Capacity Enhancement Programme (MCEP).
11/01/2022	The Finder	9	GJA, PRINPAG seek better conditions for journalists	The Ghana Journalists Association (GJA) and the Private Newspaper Publishers Association of Ghana (PRINPAG) have commended the government for being a worthy partner of the media by rolling out professional improvement initiatives.	Launch Of Media Capacity Enhancement Programme (MCEP).
15/01/2022	Ghanaian Times	19	Asantehene commended for supporting Media Capacity Enhancement Programme	The Ministry of Information has commended the Asantehene, Otumfuo Osei Tutu II, for his instrumental role in ensuring the success of the maiden Media Capacity Enhancement Programme.	Media Capacity Enhancement Programme

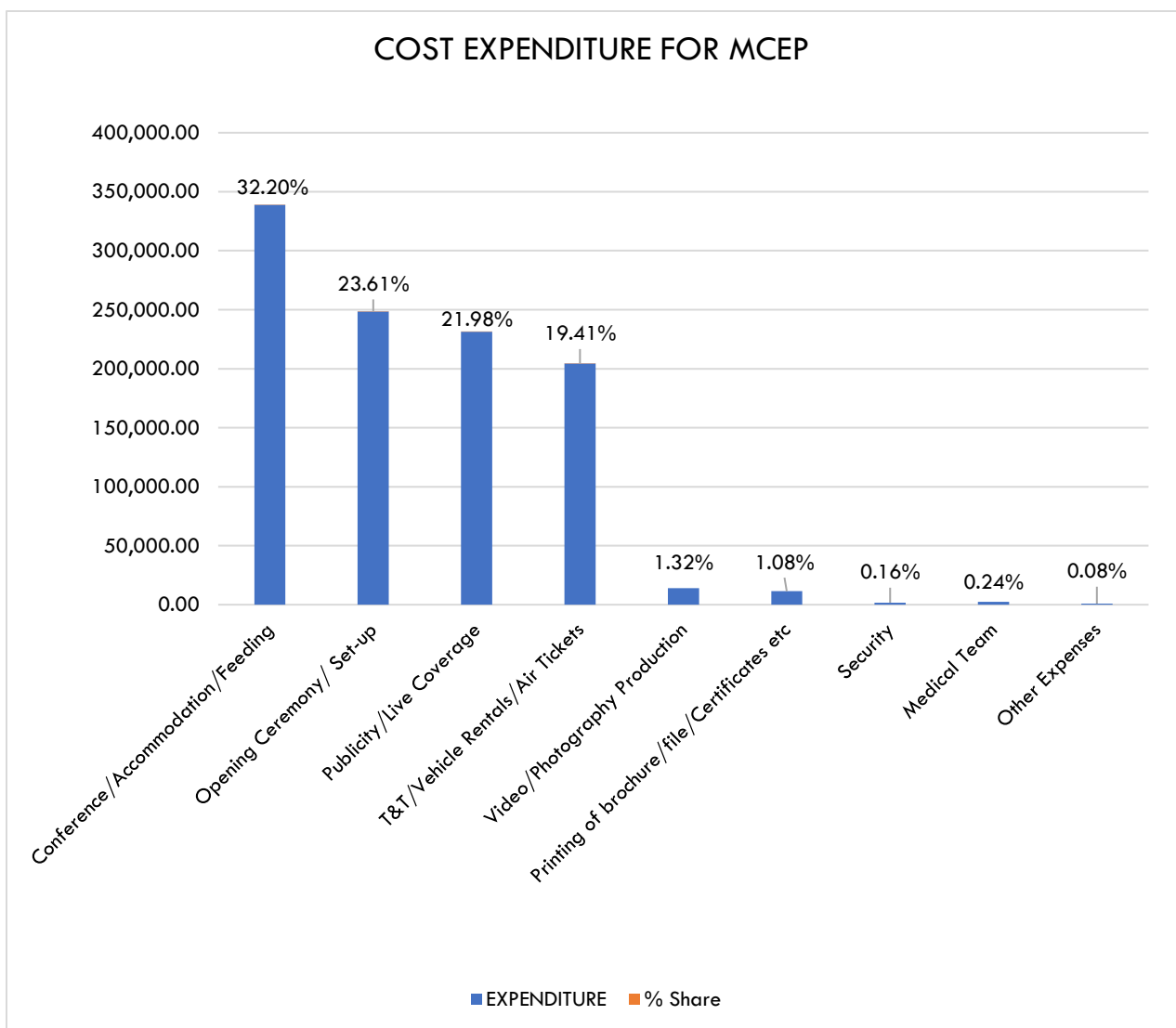
ONLINE MONITORING FOR 11th January, 2022

Online Portal	Link
Ghanaweb	<ol style="list-style-type: none"> 1. https://www.ghanaweb.com/GhanaHomePage/NewsArchive/I-hope-your-agitations-have-no-political-undertones-Oppong-Nkrumah-to-Labour-Unions-1441786 2. https://www.ghanaweb.com/GhanaHomePage/NewsArchive/Freedom-guaranteed-by-1992-Constitution-is-not-absolute-Asantehene-to-media-1441702 3. https://www.ghanaweb.com/GhanaHomePage/NewsArchive/Boxing-MPs-put-Ghana-s-constitution-through-severe-stress-Otumfuo-1441492
Myjoyonline	<ol style="list-style-type: none"> 1. https://www.myjoyonline.com/constant-retrospection-needed-in-securing-the-future-for-generations-otumfuo/ 2. https://www.myjoyonline.com/the-media-hasnt-been-united-in-building-solutions-to-common-challenges-oppoing-nkrumah/
Adomonline	<ol style="list-style-type: none"> 1. https://www.adomonline.com/your-freedom-is-not-without-bounds-otumfuo-tells-journalists/
Peacefmonline	<ol style="list-style-type: none"> 1. https://peacefmonline.com/pages/local/social/202201/458640.php 2. https://peacefmonline.com/pages/local/news/202201/458629.php 3. https://peacefmonline.com/pages/local/news/202201/458623.php 4. https://peacefmonline.com/pages/local/news/202201/458638.php
GNA	<ol style="list-style-type: none"> 1. https://www.gna.org.gh/1.21315917 2. https://www.gna.org.gh/1.21315747 3. https://www.gna.org.gh/1.21316043 4. https://www.gna.org.gh/1.21315811
Ministry of Information	<ol style="list-style-type: none"> 1. https://www.facebook.com/moi.gov.gh/videos/649953759474670/ 2. www.mcepghana.com 3.

9.0 COST OF IMPLEMENTATION

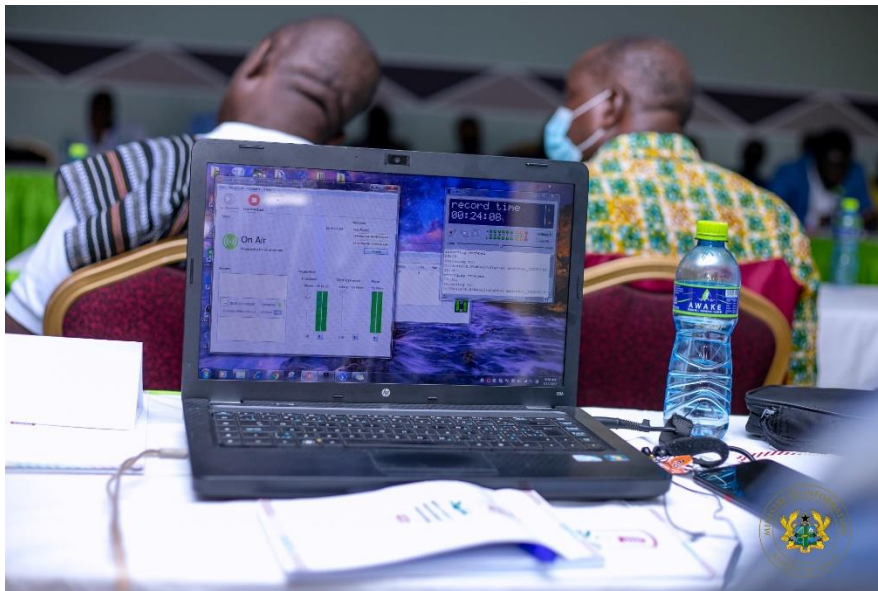
The total cost of implementation of the Media Capacity Enhancement Programme was GHS 1,052,777.53 of which conference, accommodation, and feeding had the highest expenditure of GHS 338,972.17 representing 32.20% of the total expenditure. The Opening ceremony, its set-up and logistics for the programme also amounted to GHS 248,573.48, representing 23.61%. An amount of GHS 231,374.52 was also spent on live coverage and publicity representing 21.98% of the total cost.

The other cost drivers include Transportation, Vehicle Rentals and Air Tickets amounting to GHS 204,348.98 representing 19.41% while Video/Photography Production; Printing of brochure/file/Certificates; Security; Medical Team and other Expenses had a combined share of 2.88% of the total cost. Appendix 3 illustrates the expenditure items of the programme.

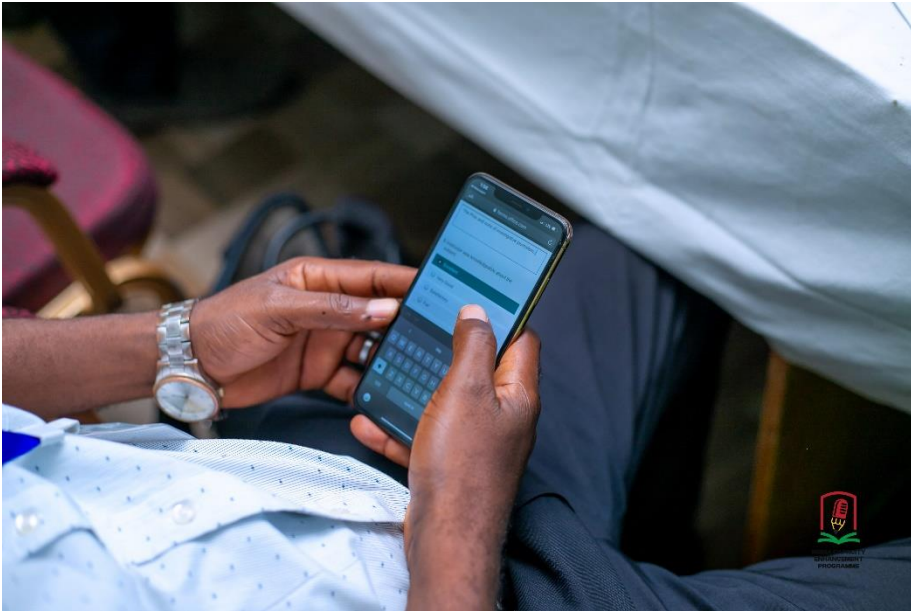


10.0 GALLERY











APPENDIX 1. LIST OF PARTICIPANTS

S/N	NAME OF PARTICIPANT	ORGANIZATION
1.	BONIFACE DAPAAH	KISS FM
2.	FRANCIS ANYOMI	LOOK FM
3.	NANA YAW AYENSU	OBREMPONG FM
4.	EMMANUEL ASAMOAH	RADIO 1
5.	IBRAHIM KESSIE	KESMI FM
6.	KWAME ASANTE KYERE	WINNERS FM
7.	MARK ANTHONY NYARKO	ASEDA FM
8.	MUNIRU IBRAHIM	RADIO MAK
9.	ABUBAKAR MUMUNI	EAGLE FM
10.	GODFRED SEY	AHOTOR FM
11.	JUSTICE MINGLE	HEAD OF NEWS- GBC RADIO
12.	KINGSLEY HOPE	ASHANTI GJA REGIONAL CHAIRMAN/ REGIONAL EDITOR GHANAIAAN TIMES
13.	CAESAR ABAGALI	GJA REGIONAL CHAIRMAN/ GNA REGIONAL MANAGER
14.	ABDUL-MAJEED YAKUBU	NORTHERN REGIONAL EDITOR GHANAIAAN TIMES
15.	DOMINIC HLORDZI	TEMA REGIONAL GJA CHAIRMAN
16.	MARY MENSAH	PUBLIC AFFAIRS OFFICER/ HEAD OF FOREIGN DESK DAILY GRAPHIC
17.	AKWASI AGYEMAN	NEWS EDITOR ADOM FM (MULTIMEDIA GROUP)
18.	RICHARD OWUSU AKYIAW	THE CHRONICLE
19.	MICHAEL OFOSU-AFRIYIE	GHANAIAAN OBSERVER
20.	NANA AMA TAKYIWAA	NEW CRUSADING GUIDE
21.	SUALA ABDULAI WAHAB	UPPER WEST GJA REGIONAL CHAIRMAN
22.	MAXWELL KUDEKOR	EASTERN REGIONAL GJA CHAIRMAN/ MULTIMEDIA CORRESPONDENT
23.	LARRY PAA KWESI MOSES	GJA REGIONAL CHAIRMAN/ HEAD OF TV3- BONO , BONO EAST
24.	ALICE TETTEY	CENTRAL REGIONAL GJA CHAIRPERSON/ REGIONAL MANAGER, GNA

25.	FIIFI NETTEY	ACTING DIRECTOR GHANA INTERNATIONAL PRESS CENTRE
26.	GEORGINA AMA ANKUMAH	EDITOR GARDEN CITY RADIO/ TV KUMASI
27.	BEATRICE ASAMANI SAVAGE	DIRECTOR OF NEWS GNA
28.	FATI AMINU IBRAHIM	CITI NEWS KUMASI
29.	REGINA ASAMOAH	HEAD OF NEWS ATINKA MEDIA VILLAGE
30.	PATRICK ORTSIN	AGYENKWA RADIO
31.	AGYAPINGO MARK	SUCCESS FM
32.	JACOB AMOAKO ANOBAH	REJOICE FM
33.	MOHAMMED SANI	MARHABA RADIO
34.	LIGAN KOFI SIMON	BEYOUND FM
35.	NUHU BABA JAMEL	SUNGMAALE FM
36.	MANDELA ATENGKA	RADIO BUILSA
37.	STANLEY ASSOR	THE REPUBLIC
38.	JEORGE KINGSON WILSON	GHANANEWSONLINE.COM.GH
39.	MOHAMMED ADNAN ADAMS	ECONOMY TIMES
40.	CLEMENT AKOLOH	AFRICANEWSRADIO.COM
41.	EMMANUEL OPARE-DJAN	DAILY DEMOCRAT
42.	FRANCIS MONNIE	CATHOLIC STANDARD
43.	ISAAC AMOAH	THE NEW TRUST
44.	FOSTER AYISAH	THE NEW PUNCH
45.	DENNIS ATO KEELSON	DAILY ANALYST
46.	EDEM DEI-TUTU	NEWSDAY
47.	YAABA YAMIKEH	DAILY STATESMAN
48.	LAMBERT ATSIVOR	VOLTAONLINE.COM
49.	OSWALD FRANCIS NANA BOAKYE YIADOM	GBC RADIO
50.	KWAKU GYIMAH	AKYEMANSA FM
51.	BRIGHT AMANING	METRO TV

52.	MICHAEL PETIT MAWUGBE	MANAGING EDITOR, SENARIOONLINE.COM
53.	OHEMENG TAWIAH	MULTIMEDIA
54.	OBIDEHYE SOLOMON OFORI	MULTIMEDIA
55.	JOSEPH KOFI ENCHILL	MULTIMEDIA
56.	SAMUEL AKUMATEY	GHANA NEWS AGENCY
57.	RICHARD KOFI BOAHEN	DAILY STATESMAN
58.	MICHAEL KWAKU OSEI FRIMPONG	BOSS FM

APPENDIX 2. SUMMARY PROGRAMME OUTLINE

DATE	PROGRAMME/MODULE	Key Players/Faculty
MONDAY, 10TH JAN, 2022	Official Opening of MCEP	Asantehene, Ministry of Information, Working Committee, and Development Partners and Media personnel.
	Media as a Tool for Socio-Economic Development and Nation Building	Dr. Gilbert Teitaah
TUESDAY, 11TH JAN 2022	Ethics And the Journalism Mission	Dr. Sarah Akrofi-Quarcoo
	Media Law/ Law and The Journalism Practice	Mr. George Sarpong and Mr Yaw Sarpong Boateng
WEDNESDAY, 12TH JAN 2022	Digital Media and Online Journalism	Mr. Kwame Gyan
	Impact Journalism	Dr. Etse Sikanku
THURSDAY, 13TH JAN 2022	Investigative Journalism	Dr. Ebo Afful and Mr Edward Adeti
	Laboratory Session & Closing Ceremony	Dr. Ebo Afful and Professor Eric Opoku Mensah

APPENDIX 3. COST OF PROGRAMME

NO.	ITEM	EXPENDITURE	% Share
1	Conference/Accommodation/Feeding	338,972.17	32.20%
2	Opening Ceremony/ Set-up	248,573.48	23.61%
3	Publicity/Live Coverage	231,374.52	21.98%
4	T&T/Vehicle Rentals/Air Tickets	204,348.98	19.41%
5	Video/Photography Production	13,920.00	1.32%
6	Printing of brochure/file/Certificates etc	11,388.38	1.08%
7	Security	1,700.00	0.16%
8	Medical Team	2,500.00	0.24%
9	Other Expenses	820.00	0.08%
Grand Total		1,052,777.53	100.00%

COMMITTEE MEMBERS



Prof. Kwamena Kwansah-Aidoo



Prof. Eric Opoku Mensah



Ms. Gloria Hiadzi



Mr. Raymond Nii Doodo Larbie



David Sitsope Kobla Tamakloe



Mr. Henry Nii Dottey, APR



Mrs. Mamle Andrews



Mrs. Patricia Dovi Sampson