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Fojo Media Institute

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Baseline Study

Fojo Media Institute project Capacity Building of the School of Journalism and Communication, University of Rwanda

(Sida contribution 51160076)



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ABBREVIATIONS AND ACRONYMS

ACRONYM	NAME
EDPRS II	Economic Development Poverty Reduction Strategy II
EICV	Integrated Household Living Conditions Survey
GBC	Gender Based Corruption
GoR	Government of Rwanda
HLI	High Learning Institutions
MHC	Media High Council
UR	University of Rwanda
RMB	Rwanda Media Barometer
RMC	Rwanda Media Commission
RPPC	Rwanda Printing and Publishing Company
RURA	Rwanda Utilities Regulatory Agency
SIDA	Swedish International Development Agency
SJC	School of Journalism and Communication
TI-RW	Transparency International Rwanda
UNDP	United Nations Development Programme



EXECUTIVE SUMMARY

This baseline study has been conducted within the inception phase of the project ***Capacity Building of the School of Journalism and Communication***, to support the *School of Journalism and Communication (SJC)* under the University of Rwanda. The findings rest mainly on *eight brief background papers* analysing the media context and the environment in which SJC operates. The key outputs consist of proposed *logical framework* for the programme including indicators and baseline values under each of the four outcomes. The *system for measuring and evaluating* of the progress under the indicators throughout the four-year programme is a second important output of this study.

The findings of the study describe the dependency of the programme on the wider political and economic context of the media sector. Relatively liberal laws are accompanied by the opening up of the societal climate, albeit gradually. Changing media landscape in Rwanda shows the rise of importance in social media, especially in relation to discussing political and sensitive issues. Printed and digital media report widely on issues linked to public service delivery including negative aspects such as corruption, inefficiency or incompetency. However, investigative and analytical media coverage is still underdeveloped due to the mix of lack of individual competencies and the converged political climate.

Economic conditions of Rwandan media industry are as much defining as the political context. SJC students are aware about the lack of economic security in the industry, which prompts many of them to seek careers outside of the industry. Journalists, especially in printed media, work rarely under contractual arrangements. Basic working tools such as facilitation of transport to events are not granted. Needless to say, such an environment erodes the integrity and ethical standards within the industry, which leads to cases of corruption and creates opportunities for abusing power. For example, gender-based corruption is widespread in the recruitment process as well as in the working conditions for female media practitioners.

Despite the obvious fact that these fundamental issues stay outside of the scope of the programme, it is important to take them into account when discussing possible capacity building entry points at SJC. This notion is reinforced by the fact that despite significant investments into the media sector in Rwanda, the progress in quality media coverage is slow and rather uneven. MHC reports 900 training opportunities to mostly Rwandan journalists between 2010-2014. Professional international organizations such as Reporters sans Frontières, Media Action International, Panos, Foundation Hirondelle, Article 19, together with bilateral and multilateral development partners have all made considerable investments in the sector.

Still, capacity building challenges persist, especially at the individual level. Despite large quantity of trainings and institutional support to regulatory institutions and media houses, *content creation* suffers from general lack of working experience, low level of technical skills and professionalism and lack of general knowledge amongst



journalists. Second weak area identified is *business management of media houses*. Lack of critical skills in business processes and models, finance, sales and marketing, logistics and other commercial aspects of managing a media enterprise are a significant obstacle to financial viability within most active media entities.

In relation to the main institutional beneficiary of the programme, SJC offers at the moment a four-year bachelor degree, 2-year Higher Diploma of Education in Media Studies and short, evening courses for media professionals at SJC. Around 260 students are enrolled at the School with around 30% of women amongst them. The school does not offer a master programme at the moment despite stated intention to offer a master degree in near future. Academic staff counts only 10 persons (one woman).

Despite positive tendencies in improving infrastructure and working conditions, SJC staff acknowledges numerous challenges, which have been cross-checked with students' satisfactions and perceptions. The majority (54.4%) of SJC students indicate that SJC prepares them moderately well for their career. Too theoretical approach to teaching, lack of interaction with the media practice, frequent absences of teachers and lack of individual approaches to students are main areas of improvements. Major source of dissatisfaction (around 75%) amongst students is the access to the school's library and reference materials as well as media laboratory and computers with access to Internet.

Testing of the theory of change and context analysis of SJC and media sector at large confirms the relevance and validity of the four proposed outcomes that the programme has chosen to deliver. Firstly, support to high-quality education at SJC shall ensure strengthening of the practical take on media education within the accredited bachelor programme, diploma and short, on-demand courses. Revised SJC curricula shall reflect the changing media industry with the need to emphasise social and digital media. More individual approach to the delivery of education through individualised feedbacks, workshops and extra-curricula activities is much demanded by SJC students as well as media houses receiving SJC graduates. Support to academic staff and students to strengthen their research capacity can be an important element of the programme as SJC academic staff are currently fully exhausted with teaching and administration. Research and academic work is done only in private capacity of SJC academic staff and to a very limited extent

Second outcome will deepen students' knowledge and understanding of the role of media in a democracy. Primary research amongst students and media professionals has confirmed that the 'watchdog' role of media in a society is not comprehended and rarely practised. Targeted support to investigative journalism, organisation of debated around socio-political topics as well as strong regional and global partnerships may help to bridge the lack of confidence amongst potential and current media professionals to 'influence issues in the [Rwandan] society'.

Third outcome of the programme will further concentrate on forging closer partnership between SJC and the media industry. Professional guidance and feedback on mandatory internships is one important interface of an exposure to students in



bachelor and diploma programmes to the practical aspects of media sector before graduation. Ad-hoc, tailored courses for media professionals are an important element as the appetite for short, certified, professional courses amongst media professionals is high. It is also through the evening courses where supporting enrolment of women professionals can support narrowing the gap between technical skills of women and men in the industry. Challenging of traditional 'female' professions in the industry can also be addressed through extra-curricula activities as well as throughout the curriculum for bachelor and diploma programmes.

Lastly, the fourth outcome will concentrate on improving the delivery of services to students and staff efficiently and effectively. Despite realising that investment in infrastructure of SJC is not envisaged, it is important to take into account that both students and staff have only limited access to facilities such as library, computers with Internet, laboratory, etc. SJC students find that unless infrastructure is improved, the quality of education at SJC will be difficult to improve. The management capacity of SJC can be supported through better administrative processes, however, most of these tasks are centrally managed under the University of Rwanda and are thus difficult to tackle at the School level.

While considering the gender aspect throughout the assignment, the baseline study proposes a number of activities that could potentially help to address the gender gap in the industry. It is well documented that media are perceived as a 'male-dominated' industry. Media sector itself strengthens the perception of the traditional role of a woman in the labor force despite wide gender coverage in Rwandan media. Women usually report social and legal issues while very few are covering economy and business or crime and violence. There are virtually no female managers in the media houses.

Research indicates that while SJC does not emphasize gender in particular, there is no significant gap between the approach to male and female students. The proportion of female students in the bachelor and diploma programme (around 30%) is at par with other High Learning Institutions in Rwanda. Women do not report significantly different levels of satisfaction with key issues at SJC compared to men. However, female students do have lower career ambitions and expectations than men. SJC might support gender through more gender-sensitive curricula, challenging of traditional women career paths through debates, discussions, mode of teaching, etc. or bringing women role models within or outside the industry.

This baseline study outlines the proposition of main indicators with variables capturing areas decisive to fulfil stipulated outcomes and reflecting challenges revealed by the research. The M&E plan brings key assumptions, risks, and means of verification and data collection methodology for monitoring of the programme throughout the programme cycle. Periodic students' surveys, desk review of SJC official records, tracer study of SJC graduates, focus groups and quarterly- and annual reports are a backbone of rigorous monitoring of selected indicators. Mid-term and final evaluation will be very important instruments to document and learn about the



impact of the programme. All data monitored needs to be gender disaggregated and gender sensitive.

In sum, this baseline study conducted by TI-Rw provides the FOJO Institute and SJC with the background information that will be necessary for the operationalization of the programme. The final remarks urge to keep a considerable level of flexibility in the planning of the programme due to high dependency on the context, which is outside of the programme's influence. For example, many management and administrative processes as well as enrolment policy are not decided by SJC and will thus be harder to attain. On the other hand, the quality of education and support to SJC research are rather within the full attribution of the programme, which makes the support to these areas more predictable. Furthermore, the complicated structure of self-regulation of the media sector in Rwanda and complex political context make the programme vulnerable to unforeseen changes in the media landscape, which can affect the theory of change to this programme at any given time of the programme cycle.



1. BACKGROUND

The Government of Rwanda has recently demonstrated willingness to open up the state controlled media sector through a raft of media reforms. In 2013, Parliament passed a number of new media laws including Access to information Bill¹ and a new law regulating media. Rwanda became the 11th country in Africa and 94th country globally to adopt a comprehensive Access to Information law. These reforms have opened up a window of opportunities for successful media development support.

Fojo Media Institute (Fojo) has been awarded a programme “*Capacity Building of the School of Journalism and Communication, University of Rwanda*”. Swedish International Development Cooperation (SIDA) funds the project. The proposal shall address the need to better adapt to the professional demands from the media industry as well as the Rwandan audiences’ right to professional, independent and relevant reporting. In a broader sense, assisting the professional demands from the still nascent media industry as well as the Rwandan audiences’ right to professional, independent and relevant reporting is at the center of the 4-year programme.

The main institutional anchoring for the programme is at the School of Journalism and Communication (SJC), under the National University of Rwanda. The school will receive substantial support in its aspiration to become ‘*center of Excellence in journalism and communications training*’.²

1.1. Objectives of the baseline study

Fojo has contracted Transparency International Rwanda (TI-Rw) to conduct a baseline study as part of the inception phase of the programme. The main objectives of the study are:

- 1) Compilation of eight background studies/analyses;
- 2) Revision of the logical framework for the programme;
- 3) Data collection plan as a base for fully- fledged monitoring and evaluation system (M&E system).

This baseline study shall be a main source for a robust M&E system to be validated during the inception phase. Indicators and baseline values are suggested to guide the implementation of the programme and monitoring of project’s progress throughout the entire project cycle.

¹ Law n°02/2013 of 08/02/2013 Regulating Media; Law n° 04/2013 of 08/02/2013 Relating to Access to Information.

² <http://www.sjc.ur.ac.rw>, accessed on the 5th of October, 2015

1.2. Method and Scope of work for the baseline study

The methodology for conducting the baseline study was approved in the inception report by Fojo and SJC. Data collection, background papers and final baseline analysis was completed in five stages:

- i) At the stage of the inception report, available background documents and secondary data were analysed. Specifically, SJC documents such as teaching curricula, structure of classes, available staff and University of Rwanda strategy have been reviewed.
- ii) Subsequently, eight background analyses have been completed, drawing largely on primary data (see table below).

Topic	Target group ³
<i>i) Analysis of present SJC curricula</i>	SJC institution
<i>ii) Analysis of teaching practices at SJC/GLMC</i>	Media professionals, academic staff, students
<i>iii) Analysis of present administrative and management system of SJC</i>	SJC institution
<i>iv) Analysis of students satisfaction</i>	Students
<i>v) Analysis of stakeholders' (media industry, donors, etc.) views on skills provided to SJC students</i>	media professionals/ students, development partners, government
<i>vi) A sample analysis of media audiences' views on skills gaps evident in media programs, stories, etc.</i>	media professionals/ students, development partners, government
<i>vii) Gender and diversity analysis on capacity building for women and other vulnerable groups.</i>	Government, media professionals, development partners
<i>viii) Analysis of priority training needs for media practitioners who would like to attend mid-career courses at SJC</i>	Media professionals, students, development partners

iii) Revision of the existing results framework was done. Identified gaps were addressed through the eight background studies. The context of these short background papers feed into 1) results chain, 2) review of the theory of change, 3) review of assumptions and risks, 4) revision of existing and proposition of new indicators for results chain, 5) calculation of baseline and target values (quantitative indicators), 6) determination of specific milestones (qualitative indicators). These are the main elements of this baseline study.

³ Methodology including tools is elaborated in section 10



iv) Subsequently, construction of M&E plan, in particular data collection tools for indicators, frequency of data collection, responsibilities and envisaged costs has been completed (see 8.1 Methods of data collection).

v) Specific description of each indicator, including definition, methodology applied, description of current status, intended targets and sources for measurement are provided (see 3.19. Results- model).

1.3. Structure of the report

This baseline study contains seven sections, which culminate in the revised logical framework and monitoring plan for the 4-year programme:

- Section 1: *Political context in Rwanda and brief overview of the media sector* provides brief overview of the media context in Rwanda;
- Section 2: *Capacity building analyses of the media sector in Rwanda* shows main capacity building gaps and changes in the sector;
- Section 3: *Analyses of the media and journalism education opportunities in Rwanda, in particular at the School of Journalism and Communication at the University of Rwanda* analysis the main implementing institution of this programme.
- M&E components of this report are identified in Section 4: *Description of the results chain and theory of change of the Fojo programme against the identified challenges, description of the intended overall objective and potential long-term impact,*
- Section 5: *Proposed results framework and revision of the proposed indicators/ inclusion of new indicators including base values and targets,*
- Section 6: *Proposed monitoring and evaluation plan resulting from the results chain and*
- Section 7: *Testing of assumptions and analysis of potential risks for the programme and its components.*



2. POLITICAL CONTEXT IN RWANDA AND BRIEF OVERVIEW OF THE MEDIA SECTOR

2.1. General Context

Due to its terrible past, Rwanda's political system and context, including the role of media, bears some specificities. As Booth et al. 2014 describes, the origins and sustainability of the political settlement in Rwanda owe to the 'institutionalisation' of political settlement. The system of governance is characterised by high institutional and individual discipline. Despite scoring generally well in good governance domains such as corruption, rule of law, etc., Rwanda tallies relatively low in other crucial governance areas such as human rights and citizen participation.⁴

The infamous case of hate-media as an instrument of Genocide has been guiding the discussion of the media sector. The state elites have exercised cautious approach towards the autonomy of media and, in broader sense, towards the freedom of speech due to the historical experience⁵.

Despite the public commitment to freedom of speech and media independency, the fear that media can be misused and manipulated shapes the general approach to the sector.

*In 2015, Rwanda has made a remarkable progress, especially in areas of **safety & rule of law** and **sustainable economic opportunity**. Area of [citizen] **participation & human development** scores lowest. Overall, Rwanda ranks 11th in Africa.*

<http://www.moibrahimfoundation.org/iiag/data-portal/>

Source: Mo Ibrahim Foundation, 2015

Article 34 of Rwanda's Constitution stipulates:

"freedom of the press and freedom of information are recognized and guaranteed by the state." (Rwanda, 2000).

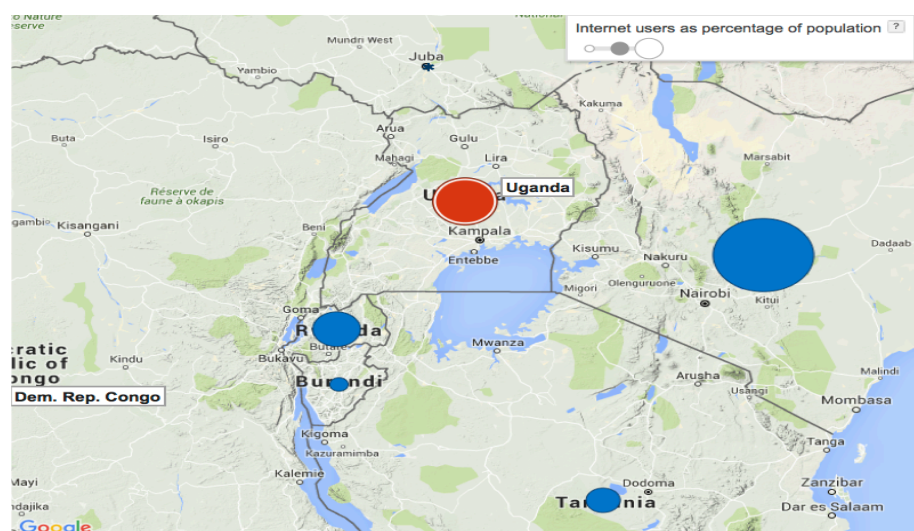
However, other clauses vaguely define circumstances under which this right can be withheld. The media law sets out strict regulations, accreditation requirements, and licensing procedures, as well as requirements for journalists to reveal their sources to the government for the purposes of criminal investigations and proceedings.

Despite developed legal framework such as recently passed Public Information Act, the 'media culture' and also mindset of not requesting information (from journalists) and hesitating to provide information (from authorities/ private businesses) hampers the 'investigative' and 'watchdog' element of media work in Rwanda. The 'mindset' of journalists and other media practitioners might be a decisive factor in moving from 'informative' media to more 'investigative' journalism.

⁴ See e.g. Mo Ibrahim Index 2015; <http://www.moibrahimfoundation.org/iiag/data-portal/>

⁵ Thomson, A. (2007) The media and the Rwandan Genocide, IDRC, London.

From the policy framework perspective, the government has made communication and information technology a strategic priority. ICT development as well as telecommunication has enjoyed high level of public and private investment including the expansion of broadband access as well as high political priority. A high-speed broadband network – 4G LTE was launched in 2014. Some innovative projects such as SMART Kigali have won international awards for innovation and ICT development.⁶



Source: World Bank Data, 2013

Promoting technology, including access to the Internet, is an important policy priority in the EDPRS2. It constitutes also a pillar for High Learning Institutions in Rwanda. There are ten Internet service providers and three telephone operators, with mobile penetration at 64% percent⁷. The online atmosphere remains generally open, and the websites of most news outlets are freely available. Social media platforms such as Facebook and Twitter can also be accessed without any restrictions.

The mobile broadband penetration is high. The network coverage accounts for 99.79% of the country and the current subscriber base is at 63.5% (6,689,158 subscribers December 2013)⁸.

Most Rwandans receive information through radio. In 2014, 60% of households owned a radio set. TVs are still a privilege of the urban population with only around 10% of households owning a TV set. According to the EICV 4⁹, around 9% of households have access to the Internet (including through mobile phones), up from 4% in 2010/11. Internet is unsurprisingly concentrated to the urban population, 33%

⁶ E.g. Global Telecom Business Magazine, on May 14, where Rwanda's Public Private Partnership was recognized in innovative market structure through single wholesale network, and speed of rollout across the country.

⁷ Integrated Household Living Conditions Survey [EICV] 2013/2014

⁸ Data from Rwanda development Board, accessed on the 5th of October, 2015

⁹ Integrated Household Living Conditions Survey [EICV] 2013/2014



of Kigali households have access to Internet at home. However, less than 5% of rural population can access Internet. One-third of households in urban areas have Internet access compared to 4% in rural areas.

The importance of a radio in information dissemination and receiving cannot be underscored enough. According to the Rwanda Media Barometer (2012), radio broadcast proved the most important channel (95.5%) through which people receive information, followed by community meetings/umuganda/churches (59.2%), television (26%), newspapers (15.3%) and Internet/social media (9.4%).

It is important to note that the usage of different media channels is strongly divided by urban/rural affiliation, welfare levels, educational background but also language (French/ English/ Kinyarwanda) proficiency. In the general absence of '*reading culture*'¹⁰, radio and, to much limited extent, TV are channels of choice for people above 30. Young, urban and educated use increasingly Internet, and social media as a communication medium but also to access news and information.

2.2. Political Environment of the media landscape

Concerning the regulatory model for media,¹¹ Rwanda has chosen self-regulation model.

There is a myriad of institutions mandated by the law to regulate the media sector. Some of them have regulatory responsibility while others are meant to play a promotion role to help developing media:

- **Rwanda Media Commission (RMC):** provided for by the Law N°02/2013 of 08/02/2013 Regulating Media. Art.2 mentions a "Media Self-Regulatory Body", which is "an organ set up by journalists themselves whose responsibility is to ensure compliance with the principles governing media and to defend the general interest". In its art.3, the media law indicates "a Rwandan journalist, whether exercising the profession of journalism in a registered media company or a freelance, or a representative of a foreign media organ in Rwanda, shall be given accreditation by the Media Self-Regulatory Body". Moreover, art.4. states that "the daily functioning of media and the conduct of journalists shall be regulated by the Media Self-Regulatory Body".
- **Rwanda Utilities Regulatory Agency (RURA):** Although established by a different law, this public institution is mentioned by the Law N°02/2013 of 08/02/2013 Regulating Media Art. 2, paragraph 2 states that the national

¹⁰ USAID, 2014

¹¹ See e.g. McQuail, 2003 who outline three types of media regulatory regimes: i) Statutory Regulation, ii) Co-regulation and iii) Self-regulation



utilities statutory regulator shall also carry out the regulation of audio, audio-visual media and Internet. In this regard, art. 18 provides that “An audio, visual or audio-visual media organ may broadcast on its line a program of another audio, visual or audio-visual media organ in accordance with modalities set by a national utilities statutory regulator”.

- **Media High Council:** established by the Law N°03/2013 of 08/02/2013 Determining the Responsibilities, Organisation, and Functioning of the Media High Council (MHC). Art.2 states that MHC “is an independent institution responsible for media capacity building”. Some of its responsibilities include:
 1. to advocate for media capacity building;
 2. to build partnership with other institutions in a bid to mobilize resources for media capacity building;
 3. to conduct regular research enabling to build media capacities;
 4. to participate in initiating and implementing policies and strategies to develop the media sector;
- **Rwanda Governance Board (RGB)** Established by the law No 41/2011 of 30/09/2011, RGB is managed in accordance with Organic law No 06/2009 of 21st December 2009 establishing general provisions governing public institutions functioning and administration. RGB plays an oversight central government role of media sector policy development in Rwanda. This mandate is fulfilled under the department of “**Media development, advocacy and reforms**” which was transferred from the former Ministry of Information.

Regarding the reporting on the media context in Rwanda, it is to be noted that Rwandan ‘home-grown’ studies depict much different picture of Rwandan media compared to ‘Western-centered’ international sources. For example, perception-based Rwanda Media Barometer (TI-RW 2012) claims *the level of media development in Rwanda stands fairly high (60.7%). The system of regulation conducive to freedom of expression and media freedom is perceived slightly higher (71.5%)... (2012: p.5).*

In contrast, *Freedomhouse* declares in its annual ranking on press freedom Rwanda as *not free* due to strict legal, economic and political environment (Freedomhouse 2015). This conflicting picture is also prevailing in most debates concerning the media landscape in Rwanda.

Broadcasting media, especially community radios, have become platforms of expressing grievances of citizens, especially on issues pertaining community spaces. Corruption allegations, reports of mismanagement or accusations of poor service delivery are common occurrences. Critical comments on the national level are much less frequent. Issues concerning national security, party politics, etc. are discussed rarely. According to the media practitioners themselves, ‘self-censorship’ is very common and characteristic to the attitude towards reporting.¹²

¹² Matthaei, 2014



Thereof, the media context and the development trajectory of the media sector is somewhat mixed. Relatively liberal laws are accompanied by the opening up of the societal climate albeit gradually. Media space regarding reporting on public service delivery including negative aspects such as corruption, inefficiency or incompetency is rather increasing and is a subject of vibrant public debate, with media playing an important role. Media professionals are even encouraged by state authorities to report such cases through public channels. Investigative and analytical media coverage is still underdeveloped due to the mix of individual incompetencies and the overall political climate. Informative and descriptive approach to media coverage is rather dominant in the industry.

2.3. Economic Environment

Rwandan media disseminate information in English, French, and Kinyarwanda. Although more than 50 print publications were registered with the government in 2014, fewer than 10 publish regularly. Radio stations dominate by far the media dissemination channels in terms of the share of population. Eight of the country's more than 30 radio stations are government-owned. Two private stations in 2012—the first private television channels to operate since 1994, joined the main government-run television station. Four privately owned television channels were on the air during 2014.¹³

Market entry for media outlets remains expensive, but the government eliminated taxes on imported media equipment and removed sales tax on domestic media materials to decrease costs and spur future investment. Most newspapers are printed in Uganda, where printing costs are much cheaper than services provided by Rwanda's government-owned printing facility, the Rwanda Printing and Publishing Company (RPPC). This is deemed to be a major impediment for the media sector development. In February 2014, the government privatized the RPPC, handing over 70 percent of shares to a Kenyan printing firm and Rwandan public relations firm. Investment in media is still scarce.

As suggested by the recent report on Survey on corruption in media in Rwanda (TI-RW, 2015), the sector is not free of corruption. Gathered perceptions indicate that the *prevalence of corruption*, both by journalists and media stakeholders, is high. 29% of media practitioners and 17% of media stakeholders acknowledged personal experience with corruption in media. Corruption seems to be prevalent especially on the demand (media) side. Out of those acknowledging awareness about corruption (around 25% of all respondents), 76% of media practitioners ask for bribes.

When analysing concrete *channels of corruption* in media, accessing adverts emerged as the area most prone to corruption according to media practitioners' perception (45.1%) and stakeholder's perception (34.4%). It has been reported that it is a

¹³ Source: Rwanda Media High Council, 2015

common practice that advert contracts with private companies have usually a clause of never publishing anything that can tarnish their image. A special area in this regard is promotion of artists. “*Gutanga hit*” is a commonly used expression meaning that artists are obliged to award journalists in one way or another in order to be regularly invited for a TV show or their masterpiece to be given priority of being aired on radio, TV or online.

The report further concludes that economic vulnerability seems to be a real cause of many forms of corruption in media. Journalists and media professionals don’t enjoy economic security and even basic working conditions such as working contracts are not available. This coupled with high professional demands and political sensitivity degrades the attractiveness of the industry even further.

Perceived forms of corruption by journalists and their levels in the Rwandan media

	Forms of corruptions in Media in Rwanda	Not Existing	Very Low	Low	High	Very High	Score
Journalists	Money	9.70%	4.60%	25.20%	30.90%	29.50%	66.50%
	Gift-giving (in kind)	32.00%	13.30%	26.70%	19.60%	8.40%	39.80%
	Sex based corruption	26.90%	13.30%	28.40%	20.10%	11.40%	43.90%
	Favouritism	19.60%	8.50%	26.20%	26.20%	19.60%	54.40%
	Nepotism	19.20%	5.30%	19.90%	24.90%	30.60%	60.60%
	Coercion/extortion	33.70%	16.90%	21.80%	17.70%	9.90%	38.30%

Source: TI-RW (2015) Survey on corruption on media in Rwanda

Importantly, *Gender-based corruption*¹⁴ is present in media. This type of corruption seems to be widespread and a real impediment for the development of media industry. The survey reports that around 30% of respondents from media professionals think that this type of corruption is high or very high in the industry. This may also explain why media in Rwanda has a reputation of *men’s industry*. 77% of journalists accredited with RMC are men.¹⁵ This is further supported by yet another study from MHC (2014) which states that in online media overwhelming majority (90.5%) of employees are male. In print media, 24.1% female journalists are to be found according the survey. 28.1% female journalists are radio stations. The highest proportion of female journalists is in TV 40%. In executive positions, the ratio is even much worse. For example amongst editors, 94.7% are men while only 5.3% are female.

¹⁴ Throughout this report Gender Based Corruption (GBC) is operationally defined by Transparency International (TI) as a type of corruption, which abuses entrusted power for private gain in reference to the cultural distinction between social roles, psychological attributes and identities of men and women. Whereas sex is invariant, gender can be modified by a political action (see TI-RW report *Gender-based corruption is present in Rwandan workplaces 2011*)

¹⁵ RMC data, 2014



3. CAPACITY BUILDING ANALYSES OF THE MEDIA SECTOR IN RWANDA

Capacity building of media community is fundamental in promoting democracy and accountability in the society. There is no doubt that professionalism and capacity of media community are essential to effectively engage the government and public in the interest of their daily life.

The government of Rwanda has shown its commitment to capacitate media sector through the media policy reforms, among which the establishment of the Media High Council (MHC) in 2013¹⁶, whose responsibility includes to building the capacity of the media sector in Rwanda. This chapter intends to give an overview on capacity building of the media in Rwanda as perceived by media stakeholders or achieved by the MHC and partners.

In 2003, the report of International Media Support observed that Rwanda's press is considered mediocre because of its lack of professional training and because journalists do not check their sources of information well enough (Mpambara, 2003). 12 years on, MHC in charge of capacity building of the media sector, restates the same while describing low level of professionalism in the industry, limitations to sustainability and viability of media organisations/businesses and limited knowledge of media reach and its potential as the main challenges of the media industry in Rwanda (MHC, 2014).

Due to the political context of the media sector in Rwanda and also given the fact that many development partners promote the role of media under the label Good Governance, several international actors have been involved in the press-sector from 1994 and onwards. Among contributors are professional international organizations such as Reporters sans Frontières, Media Action International, Panos, Fondation Hirondelle, Article 19, journalist-schools, etc. Bilateral and multilateral development partners (UNDP, DFID, the Dutch embassy, SIDA...) have also made considerable investments in the sector.

Despite the general rhetoric of '*lack of educational opportunities*', especially short courses on *development topics* (gender, corruption, etc.) are periodically available. A report from MHC (2014) provides a list of nine training courses, which offered over 900 training opportunities to mostly Rwandan journalists between 2010-2014¹⁷. These efforts are however poorly coordinated and their effect on the quality of media output rather limited. Further on, 42% of journalists surveyed benefited from trainings through short courses while still at their work. 28.4 % trained themselves without formal certification.

¹⁶ Official gazette no 10 of 11 March 2013

¹⁷ (MHC, 2014), p.51-55.



Studies have been done on the part played by the media in the genocide, help has been given to rebuild the destroyed media-sector, expatriate professionals have been sent to train journalists, trainers assisted in starting the school of journalism, support has been given to the creation of a press-house, financial and material resources, professional advice have been given to strengthen independent media. Still, same capacity building challenges, especially at the individual level, seem to prevail despite considerable human and capital investment in the sector over the last two decades.

The main capacity building challenges are to be linked to two distinctive media areas. The first is media **content creation** with the responsibility to generate factual, unbiased and accurate news, events etc. in a timely manner. Second weak area is **business management** of media houses and entities which includes professionals, business processes and models and entities in the business environment covering business operations, finance, sales and marketing, logistics and other commercial aspects of the media organisation.

The interviews with managers of media houses reveal that content creation and business management are intertwined and cannot be separated. If content is weak, financial sustainability is threatened due to lack of readership/ viewership. On the other hand, inefficient and incompetent business processes lead to weak financial capacity to retain qualified staff. Interviews reveal that most journalists do not have fixed contractual arrangement with their employers. Even journalists or media professionals educated abroad, often through generous and expensive scholarships, do not stay in the industry due to general financial insecurity.¹⁸

Under content creation, three main challenges seem to influence the quality of the media content:

1) *Lack of working experience* – According to a large survey amongst journalists, almost half of them are 29 or younger. Graduates in particular complain that there is no one to learn from, as most of the ‘so called’ professionals are fresh graduates or people with no journalistic background at all. This seems to be also a problem while doing internships as the lack of professionalism within media houses diminishes the added value of an internship, as ‘*there is no one to learn from*’¹⁹.

2) *Low level of technical skills/ professionalism* – according MHC survey (2014) only 50% of the media professionals have academic qualifications at the graduate or postgraduate level. Only a fraction of them have actually studied journalism or media related subjects.

The problem of transferring skills starts already at the High Learning Institutions, HLIs. As one student sums up, many academic staff have very little or no experience with practicing journalism in Rwanda or anywhere else:

¹⁸ Background paper 8: Analysis of priority training needs for media practitioners , 2015

¹⁹ *ibid*

‘Because some of the lecturers are not conversant with the practical side,[...] I can point a case in point where a former student who completed school just a year ago was brought back to help us with adobe design. While this was helpful, it would be necessary to have permanent technical staff to help in the areas of computer designs, photography, camera operations and such like areas.’²⁰

Similar view is expressed by media employers who decry elementary knowledge gaps of the graduates. One radio editor complains that *‘the students from the school of journalism have no idea at all of a radio set up. We try our best to help them out when they come for internship but there is hardly any time to start from the basics’²¹.*

Besides the lack of good examples, the exposure to ‘bad’ practices might constitute other risk linked to internships or practical experience. As one key informant puts it:

“Sometimes journalists are corrupt and except money that is offered to them in order to publish specific opinions or cover specific topics” (KII, RMC official)²²

Unfortunately, this is not an individual case. Report on *Corruption in Media in Rwanda* (2015) hints that these practices are rather wide spread due to general economic insecurity in media.

3) *Lack of general knowledge* - Many key informants but also journalists and other stakeholders decry the low level of general knowledge of journalists and media practitioners. In the absence of *specialised journalists*, there is most of the time no *expert coverage* on a topic covered. Factual errors of basic nature are common. Before publishing, draft articles or other outputs are most of the time sent for review to ‘correct’ or outright create media coverage. Needless to say, this practice undermines the objectivity of media coverage.

“The quality of journalism is still low, [journalists] don’t even master the general knowledge. Imagine someone calling Beirut the capital of Syria?” (KII, online journalist)

As the aspect of lack of general knowledge is rather out of the scope of this programme, it needs to be taken into consideration when analysing the persistently low level of professionalism in the media sector despite sustained investment in the last decade.

Limited formal education and training courses and the general unattractiveness of employment opportunities in the media sector are significant contributors to the limited professionalism in the media sector.

²⁰ Background paper 2: Analysis of teaching practices at SJC, 2015

²¹ *ibid*

²² Background paper 6: Sample analysis of media practitioners view on skills gaps. 2015



3.1. Media practitioners and managers' access to training appropriate to their needs

In any organization, training is needed to ensure employees are equipped with the required skills and knowledge to complete their work and assist the organization meet its goals. The media sector is not free from this belief. The Rwanda Media Barometer 2013²³ revealed that in-house trainings prove to be most available to media professionals while local, international, and regional/international exchanges programmes remain rare. The report highlights that the majority of media practitioners (close to 7 in 10 respondents) have received training opportunities aimed at developing skills in line with their professional needs including ethics and media professionalism, media and corruption, media and elections, sports and entertainment reporting.

Despite a growing number of institutions which have so far organized trainings for media practitioners (*Media High Council; the School of Journalism and Communication/GLMC; Syfia Grands Lacs; Paxpress, European Union; the Rwanda Initiative (a partnership between the National University of Rwanda and Carleton University/Canada); the Commonwealth Secretariat; Deutsche Welle Akademie; Reporters sans Frontières, Media Action International, Panos Paris, Fondation Hirondelle, Transparency International Rwanda and international cooperation agencies such as UNDP, DFID, the Dutch Embassy, Sida/Sweden, UNESCO, UNFPA, Rwanda Development Board, USAID, REFO, and ARFEM*), the 2013 Rwanda Media Barometer evoked inequality among media practitioners in availing training opportunities to media whereby some are invited to trainings, seminars conferences; get scholarships out of the country, while others are not.

In an assessment on the state of media freedom, professionalism and development in Rwanda undertaken in 2011, it was found that *“Faculty teaching staff numbers in training institutions is inadequate and they have limited educational qualifications. Most of these staff have not spent time in performing such roles in any kind of media organization. While these resources are supplemented by visiting lecturers, the efficacy of the training programs remains limited. Further, it was found that only 50% of the media professionals have academic qualifications at the Graduate or Post Graduate level. The knowledge of the constitution and relevant laws was also found to be limited”*.²⁴

²³ RGB: Rwanda Media Barometer, 2013

²⁴ MHC: Strategic capacity building plan for media, 2013 :A five-year strategy developed for the Media High Council, Rwanda, 2013



Year	Themes
December 2006	<ul style="list-style-type: none"> • Media power, Conflict, Conflict Management and Processes of Democratization in Africa; • Law, Ethics, Media Responsibility and Society; • Editorial principles, Newsroom practice and Editing; • MediaManagement; • Situational leadership; • Investigative Journalism and round table debates, discussions and/or program moderation; • Opinion writing and writing for influence; • Beat reporting and interpretive reporting.
August 2007	<ul style="list-style-type: none"> • Principles behind the development of democratic media; • Why the media matter. • The importance of different media and forms of communication in society and for development: An international and an African perspective. • The meaning and significance of “in the public interest”? • What is social responsibility in relation to the media? • The position and role of the local media in an integrated East African society. • Ethical standards in the media in general and in journalism in particular. • Forms of regulation: Economic, political and/or ethical. • The need for and relevance of Media monitoring, regulation and self-regulation in the media in the East Africa sub-region. • The position of a journalist in low intensity conflict situations (the 5th dimension of warfare). <ul style="list-style-type: none"> - The status of information; • The actors, means, fields (terrain), target and the impact on society



May-June 2008	The role of the media in development; <ul style="list-style-type: none"> - The rights and responsibilities of different authorities in the performance of journalists; - Rights and responsibilities of journalists in the performance of different authorities; - The national media policy; - Media Code of conduct and media law.
August 2008	1. Media and Democracy; 2. The electoral process: the experience of the NEC; 3. Press freedom and electoral process; 4. Electoral campaign and media coverage; 5. Political parties and the electoral process; 6. Campaign and security; 7. Press freedom and electoral process; 8. Code of conduct for journalists during the election process.
August – September 2009	Training on labor law in Rwanda and law against corruption in Rwanda (<i>“this training has been organized to help media managers to get knowledge on staff management. This idea came after observing a problem of a big number of journalists of private media in Rwanda who work without contract and this means that the rights and obligations of both journalists and management were not respected. This mismanagement end by having journalists who request facilities elsewhere and this is compared to corruption”</i>).
2010	Training to enhance and ensure fair and professional coverage of 2010 presidential elections in Rwanda

Source: Desk analyses, MHC 2010, 2011

A Baseline Research on Cultural and Local Content Production in the Media Sector²⁵ indicated that training institutions in Rwanda use curricula that are generally focused on theoretical journalism training and ethics than emphasizing on practical technical skills such as film directing, cinematography, production, screen writing, editing, sound engineering, location scouting, lighting, set management, etc. mainly due to the lack of financial resources to purchase adequate equipment needed to offer more practical trainings to students.

This baseline corroborates the 2013 RMB in that theoretical journalism training and ethics are the topic on which the large majority of media practitioners (80.7%) were trained in while in their duties. The 2013 RMB revealed that important topics covered by a significant proportion of media practitioners include media's role in fostering democracy and human rights, media and genocide ideology, gender and development, skills in reporting the perspectives of marginalized groups, etc. It clear that most of these topics relate to the post-genocide context in Rwanda.

²⁵ MHC: Baseline research on cultural and local content production in Rwanda's media sector, 2013



The media sector like any other enterprise is obliged to undertake activities meant to support its business environment. Media managers should therefore have opportunities for training in managerial skills such as marketing and financial management. Media High Council is tasked with the mandate to capacitate media managers, and other media practitioners in-order to build a strong foundation for financially viable media.

Availability of resources for trainings, especially from ‘domestic sources’ remains a significant challenge for institutions tasked with capacity development, notably MHC. Between 2006 and 2010, MHC has organized trainings for media managers including public and private journalists. The table below presents the selected themes²⁶.

The focus of training offered to media managers between 2006 and 2010 was more related to the general knowledge of theory in journalism and less linked to managerial skills. This may be explained by the fact that the training targeted both managers and ordinary journalists. It is important to mention that recently (from 24-26 September 2015), the Media High Council in collaboration with UNDP organized the first phase of training for print and online media houses managers on “Strategies of media enterprise profitability”²⁷. The training aimed at promoting and heightening media enterprise productivity, putting up the media sector on high level of enterprise profitability among others sector of business, showing up the opportunities and strategies of profitability in media sector.

3.2. Media practitioners and managers capacity gaps assessments

The capacity gap analysis provided below applies to the expertise of journalists and media managers in terms of education, IT skills, editorial skills, language ability and financial capacity to pay for training. With regard to education, a study commissioned by the MHC (2014)²⁸ indicated that 39.3% of journalists and 35.5% of media managers did journalism in their studies and that only 22% of managers learned business studies or management. This indicates that majority of journalists and media managers have not acquired enough skills in running media related business.

²⁶ <http://www.mhc.gov.rw/index.php?id=146>

²⁷ http://www.mhc.gov.rw/index.php?id=83&tx_ttnews%5Btt_news%5D=287&cHash=5bdf0f9d6cbd3dea1de139a16606e2e2

²⁸ MHC: *Media business growth and transformational challenges with capacity building needs assessment*, 2014.



ICT constitutes a wide field where content, information and data are processed and distributed through various channels of production. ICT skills, especially graphic arts and media production in print media prove to be a condition to fit in the modern media setting in which internet, social media, Ipad, computer, telephone, etc. remain vital platforms. However, the 2013 Rwanda Media Barometer revealed an important proportion of media practitioners (50%) without such skills, which is a big gap that should be filled.

Language or linguistic inability may act as a barrier to communication. In diverse workplace, it is very likely to have employees who do not speak or write correctly the language commonly used in the organization. Language barriers make it difficult to share your expectations or give feedback to those with whom you cannot communicate effectively. According to the Training Needs Assessments report and Training program collateral for print media content creators²⁹ *“staff in the different print media houses in Rwanda are at different skills levels. There are those who are weak in English language skills given their background in French (and vice versa)”*. In fact, the language barrier remains a constraint in writing a good journalistic story or editing their stories, interviews skills, journalist sourcing news, etc. Students at SJC also expressed their frustration on their inability to follow SJC curriculum and provided learning resources if they do not come from an ‘English background’³⁰.

Similarly, editorial weaknesses in print media were highlighted in the above mentioned Training Need Assessment report such as poorly constructed headings and subheadings (sometimes very confusing or misleading, sensational and too long, etc), poorly designed newspaper, lacking in story quality, grammatical errors, ethical inconsideration in some stories, incoherent story structures, etc. According to the report, some trainees in journalism expressed a deep interest in investigative reporting and story structures, while evoked the need of skills in design and layout of newspapers and photojournalism.

It is obvious to highlight that the financial capability is a pre-requisite to build media professionalism. A Rwandan media expert maintained *“I have consistently argued that the biggest challenge that the media in Rwanda faces is not the lack of freedom but lack of skills and financial muscle to ably hold government and others accountable”*³¹.

A prototype business plan for media enterprise in Rwanda³² corroborate this argument *whereby media experts* said that media cannot succeed in the new business environment by only relying on the traditional, unidirectional and probably unpredictable and uncontrollable way or sourcing revenues from advertisers. The Media business growth and transformational challenges with capacity building needs

²⁹ MHC: Training needs assessments report and Training program collateral for print media content creators , 2014

³⁰ Focus Group discussions, Background paper 2: Analysis of teaching practices at SJC

³¹ <http://www.newtimes.co.rw/section/article/2013-12-28/71898/>

³² MHC: *Developing prototype business plans for media enterprises in Rwanda (print and broadcast)*, 2014



assessment Report³³ showed that 68 % of print media outlets were not able to pay for trainings of its staff.

In conclusion, the media sector in Rwanda is facing challenges in terms of lack of absorption capacity from provided trainings to enhance its professional capacity. Despite a significant investment into trainings of various length and focus readily available to journalists and media practitioners, fundamental challenges such as weak economic environment surrounding media, low general knowledge and weak education at individual level do not enable translating obtained skills into higher quality journalism in Rwanda. SJC and the FOJO programme may be realistic on challenges that can be tackled within the relative short window of four years. As e.g. UNDP's programme (launched in 2011), which supports the media sector reforms as part of its good governance programmes to enhance access to information, freedom of expression and media professionalism shows, sustaining systematic changes in the media sector is challenging. Learning from the past, especially why substantial investment into trainings of various kinds have translated only marginally into higher professionalism in media, have to be critically assessed.

³³ Idem

4. ANALYSES OF THE MEDIA AND JOURNALISM EDUCATION OPPORTUNITIES IN RWANDA, IN PARTICULAR AT THE SCHOOL OF JOURNALISM AND COMMUNICATION AT THE UNIVERSITY OF RWANDA

Besides, the four-year bachelor degree and evening courses for professionals at SJC, there are opportunities at public and private institutions to pursue education linked to media and communication.

The Catholic Institute of Kabgayi is a private HLI with a Faculty of Journalism and Communication. The programme offers bachelor degree in media and communication. More than 200 students have graduated so far. The tuition fees are considerably lower compared to SJC. Students pay 370 000 RWF for first two years and 400 000 RWF for third and fourth year.

Mount Kenya University, Kigali branch of a Kenyan university based in Nairobi, offers bachelor degree in Media and Communication and Diploma in Journalism and Mass Media Communication. The first batch has graduated this year.

There is no Master degree programme in media and journalism in Rwanda.

School of Journalism and Communication (SJC)

The School of Journalism and Communication was founded in 1996 at the National University of Rwanda. In 2000, the school changed its name, its goals and its program of study to better reflect the changing world of communication and to adapt to the Rwandan context.

In 2011, SJC relocated from Huye to Nyarugenge campus in Kigali (former Camp Kigali). According to the SJC, in the academic year 2014/15, 260 students were enrolled in four years:

LIST OF MODULES

Level 1 (Year 1)
1. Introduction to communication studies
2. Introduction to media studies
3. Introduction to research methods
4. Rwandan society
5. Writing for the media
6. Liberal arts
Level 2 (Year 2)
1. Media and society
2. Print media skills
3. Broadcast journalism skills
4. Intercultural communication and international relations
5. Public relations and advertising
6. Media in the global world
Level 3 and 4 (Year 3, i.e. 1st & 2nd Sem resp.)
1. Communication research methods
2. Online journalism and communication
3. Science journalism and communication
Development Communication Strategies (Communication Option)
4. Media management (Journalism Option);
5. Practicum
6. Internship
Level 5 (Year 4)
1. Specialized Reporting and Communication Public Relations Campaigns and Communication Strategies (Communication Option)
2. Journalism Workshop (Journalism Option);
3. Practicum
4. Internship
5. Research project

Source: SJC curriculum for 3-years bachelor programme

Student Enrolment 2014/15:

Year 1 – 90 students
Year 2 – 39 students
Year 3 – 78 students
Year 4 – 53 students

The tuition fee for the bachelor degree is set at 600 000 RWF per year. This is significantly more expensive than bachelor degree at the Faculty of Journalism and Communication at the Catholic Institute of Kabgayi with tuition fees set at 370,000RWF.

SJC also offers a 2-year *Higher Diploma of Education in Media Studies*, which enrolls around 30 students annually.

As everywhere at public universities in Rwanda, 2014 marked a year of steep cuts in students' applications due to sharp rise of tuition fees. This has had an impact especially as working journalists find it difficult to meet as they are not eligible for Government scholarships as other university students. The school does not offer a master programme at the moment despite stated intention to offer a master degree in *near future*.

University	Degree	Tuition Fees	Place
School of Journalism and Communication	- BA in Journalism and Communication - Higher Diploma of Education in Media Studies	600 000RWF per year (BA)	Kigali
The Catholic Institute of Kabgayi, Faculty Journalism and Communication	BA in media and communication	370 000 RWF for first two years and 400 000 RWF for third and fourth year.	Gitarama
Mount Kenya University	BA in Media and Communication and Diploma in Journalism and Mass Media Communication	NA	Kigali

4.1. Analysis of teaching practices at SJC

According to *Background paper 2: Analysis of teaching practices at SJC* compiled for the purpose of this baseline study, teaching at SJC is mainly by coursework which involves face to face lectures, practical lessons and industrial attachment. Other methods that are used, albeit not consistently and to much lesser extent, are seminars, workshops and lectures through visiting lectures.

Interviews with the lecturers indicate differences in approaches from different lecturers and for different subjects but by and large, face to face lectures form a big chunk of teaching. Interviews and satisfaction survey with students consistently hint at a complain about lack of practical exposure, most feeling that the over reliance on theory is the main reason why they find it difficult to fit in the job market.



Students express high level of frustration about frequent skipping of classes by lectures and unannounced changes in the schedule. This is however refuted by one lecturer who points out that *‘students need to be aware that university education is a lot different from high school learning where a teacher must be in class for the students to learn. Here, a big chunk of the work depends on the student and they are required by design to do much of the work on their own and lecturers must not be there for this to happen,’*³⁴

Lecturers and students alike complain about lack of time for the school to engage students sufficiently, either because they are too many in class or because the lecturers are over-stretched and therefore do not have as much time with the students as may be necessary.

While SJC acknowledges the importance of seminars, workshops and more intense methods of interaction with students, there is an admission that circumstances have not allowed the school to organize innovative methods of delivery that would keep the students sufficiently engaged. Interviews with SJC students indicate that there is hardly any time for lecturers to provide sufficient feedback to individual students on their performances.

One of the key areas of contention for the students is the inadequate practical exposure. Students are of the opinion that the journalism course require more practice than theory and decry the insufficient time allocated to practical lessons. The need to recruit more technical staff to handle the practical aspects of the training has been echoed not only by students but also by SJC staff and by media stakeholders who work with SJC graduates. Among more practical proposals on how to address this problem, it is suggested to move school’s radio station to Kigali from Huye where it is currently located.

The *‘General Academic Regulations for Undergraduate Programs for the University of Rwanda of October 2014’* sets out the regulations guiding undergraduate programs leading to awards of bachelor’s degree with honours. In the introductory pages it states thus; *‘the 30 week academic year is divided into two semesters,...each notionally comprising fifteen weeks of learning, teaching and assessment; twelve weeks of teaching, a week of revision, and two weeks of examination.’* It goes on to state thus *“where program requirements include a period of internship/industrial placement ... achieving a pass on this will be a requirement for progression/graduation”*.

Insufficient supervision of internships is an other point of concern. Whereas students are required to take an internship, the quality of these placements is rather poor and generally not monitored at all. Most students complain about lack of interests from the school about the added value provided to students of these internships.³⁵

³⁴ Background paper 2: Analysis of teaching practices at SJC

³⁵ Ibid



The SJC management acknowledges the difficulty in supervising the students during their attachments but emphasizes that each lecturer is required to supervise their students on attachment.

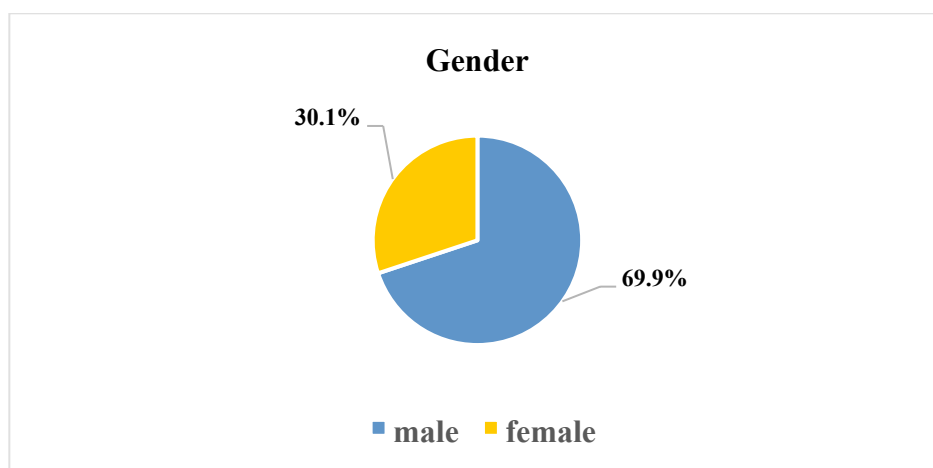
One aspect of teaching that seems to be missing at the SJC is an appreciation of diverse talents among students. The school has no way of identifying and promoting individual talents among the students. Students therefore go through their normal coursework and do not have an opportunity to discover the various talents they may have.

4.2. Analysis of students' satisfaction at SJC

As part of the baseline study, a satisfaction survey was organised amongst the SJC current students. The present study sought to establish the satisfaction of the School of Journalism and Communication, Rwanda. A sample size of 183 students was surveyed using a structured questionnaire, and the end result analyzed using SPSS and data presented using charts, graphs and tables.

There is a well-recognized and acknowledged gap between the overall perception and perceptions about specific issues as well as observations. Risks & assumptions in the baseline study draw attention to this issue under each proposed indicator for the programme relying on some degree of perceptions. Still, satisfaction surveys bring interesting findings when combined with qualitative data. Especially focus groups bring very interesting findings (see background papers & baseline study). This provides the rationale for analyzing and inclusion of satisfactions into the programme monitoring.

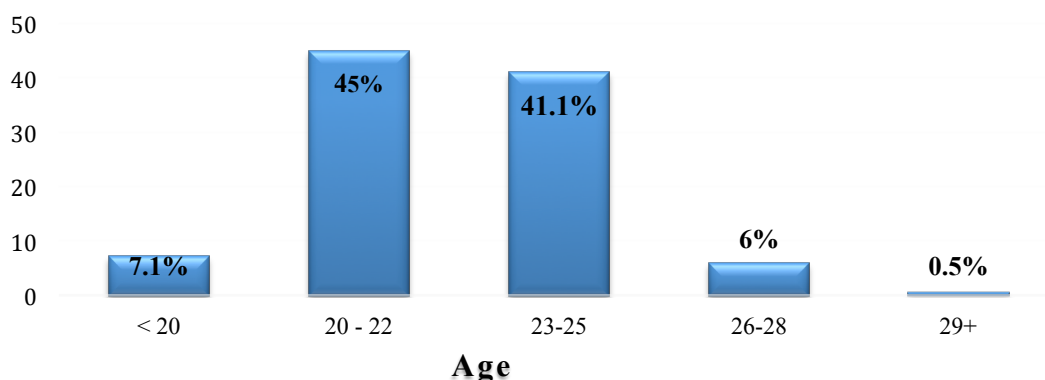
Among the surveyed respondents, 69.9% (128) were male while 30.1% (55) were female. The sample broadly represents the actual gender distribution at SJC.





Age of the Respondents

The ages of the respondents surveyed varied from below 20 to over 29 years of age. The absolute majority of students are in the age between 20-25 years.



4.3. Contribution of the Education to Students' Ability

When asked how education at SJC has contributed to their ability to think critically, creatively and independently; 14.2% reported average ability, 9.7% reported maximum ability while 12.5% feel they are least able to think critically, creatively and independently. In general, 40.4% of the respondents reported below average ability whereas 45.5% reported above average ability to think critically, creatively and independently based on the education they are receiving from SJC.

When asked how well the education has contributed to their ability to prepare content for news media outlets; 13.2% reported average ability, 10.3% reported maximum ability while 11.5 reported that they were least able to do this. In general 36.2 reported below average ability while 50.5 reported above average ability to prepare content for news media outlets based on the education they are receiving from SJC.

Based on the education they are receiving from SJC, 14.2% of the respondents feel they have average ability to carry out journalistic research and interviews, 9.7% feel they have maximum ability while 12.5% feel they are least able to carry out journalistic research and interviews. In general, 40.4% of the respondents feel they have below average ability while 45.5% feel they have above average ability to carry out journalistic research and interviews based the education they are receiving from SJC.

When asked about ability to think critically, 30.6% of the students feel they have below average ability while 49.1% of the students feel they have above average ability to critically appraise information and sources for news value based on the education they are receiving from SJC.

In general, 38.5% of the students feel the education they are receiving at SJC has below average improved their ability to meet deadlines while 49.7% of the students feel the education has above averagely improved their ability to meet deadlines.



5. CONTRIBUTION OF THE SJC TRAINING TO ACQUISITION OF THE KNOWLEDGE AND SKILLS

In order to establish the students' perception on the how the SJC training has contributed to acquisition of knowledge and skills in various tasks performance, they were asked to rate the attributes in a scale of 1-10, where 1 indicates 'not at all contributed' and 10 indicates 'fully contributed'.

Generally, the responses were varied across the scale with majority of the respondents showing general low level or no contribution at all at scale 1. Specifically, among the attributes, majority (13.6%) of the students reported one (1), that is no contribution at all, while 8.3% reported full contribution to broadcast reporting and writing (radio and TV). According to the table below, 16.4% (majority) indicated 'no contribution at all' while 7.3% indicated 'full contribution' to print or broadcast editing, design and production; 17.4% indicated 'no contribution at all' while 7.5% indicated 'full contribution' to news media management.

Based on the findings of this question, it is clear that the students feel that the training they have received at SJC has not largely contributed to improving key competencies that are considered in journalism. SJC can therefore focus on those areas and improve the students' experiences, opportunities and training approaches in order to prepare them for the job market requirements. Hypothetically, if a student goes through education and training and the employer does not find him/her competent enough to handle the job responsibilities, then there likely to be a negative attitude towards the college with a view that 'it does not produce well-trained graduates.'

5.1. Challenges Affecting Journalists in Rwanda

When asked to mention the challenges affecting journalists in Rwanda, the students listed various challenges based on their perception (without pre-selection). Insufficient journalistic materials seem to stand out (27.5%) followed by lack of media freedom (17.1%), poverty (9%), low salary (6.5%), employment of unprofessional journalists (6%), political challenges/influence (6%), Low levels of technology in Rwanda (4%), inadequate practice (3%) and other challenges.

Challenges	Percentage (%)
Insufficient materials	27.5
Fear of expressing ideas/Lack of media freedom	17.1
High levels of poverty	9
Low Salary	6.5
Employment of people who lack journalistic skills	6



Political challenges/Influence	6
Low Level of Technology	4
Financial means (Financially poor media Institutions)	3
Lack of practice	3
Ways of sources of information	3
Narrow market/Lack of jobs	3
Insufficient training	2
Corruption in job offering	1.5
Illiterate community	1.5
Lack of connection	1
Lack of skills	1
Poor education background	1
Lack of general security	1
Others	2.9

Other challenges mentioned include insufficient financial capital, transport difficulties, Rwandan history, poor working conditions, low investment in journalism field, low connection to the media outlets, lack of information about journalism standards, lack of public awareness, hindrances when collecting news from the field, high number of journalists, poor curriculum, censorship, lack of respect to them, lack of specialization in any career, a lot of media have only entertainment programs, inability to visit media stations, bad application of laws, among others.

5.2. Students' Confidence in Various Tasks

49.7% of students and 46.2% reported 'moderately confident' to fully understand the laws relating to journalism and media in Rwanda and to understand the significance of media regulation in Rwanda respectively.

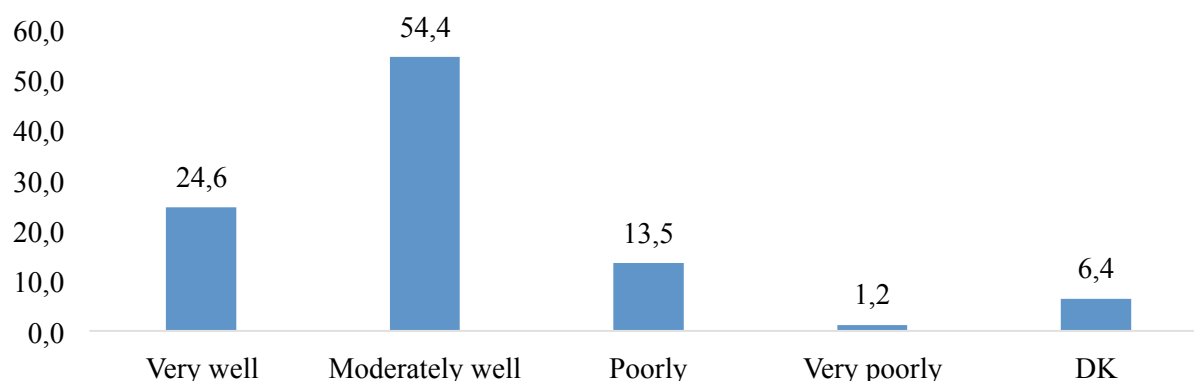
<i>All figures in %</i>	Very confident	Moderately confident	Not at all confident	Don't Know	N
Confident to explain the importance of journalism in RDA and its contribution for the positive development of your country	57.2	34.1	5.8	1.7	173
Confident to fully understand the laws relating to journalism and media in Rwanda	22.5	49.7	21.4	4.0	173
Confident to understand the significance of media regulation in RDA	23.1	46.2	19.7	9.2	173
Confident to explain the rights and responsibility of journalists in RDA	41.0	35.8	15.0	6.9	173



Among the respondents, significant percentages reported complete lack of confidence. SJC should seek to build the confidence of the students by putting in place appropriate measures, organizing forums and platforms whereby the students can improve their confidence.

5.3. Preparation of the Students

The survey sought to establish how well SJC has prepared the students to effectively operate in a diverse, multi-cultural and modern work place. Majority (54.4%) the respondents indicated that SJC has prepared them moderately well, followed by those who reported 'very well'. However, 13.5% and 1.2% reported that SJC has prepared them poorly and very poorly respectively.



5.4. Level of Satisfaction with Various SJC Issues

Among the surveyed satisfaction attributes, the quality of teachers recorded a higher level of satisfaction among students with 48.9% reporting 'satisfied' and 24.4% reporting 'very satisfied'. This was followed by the quantity of teachers with 37.2% and 18.6% of the respondents reporting 'satisfied' and 'very satisfied' respectively with the quantity (number) of teachers. A small percentage of the respondents reported 'not at all satisfied' with the quality and quantity of the teachers with 5.1% and 5.8% mention respectively.

However, there are attributes, which notably recorded dissatisfaction levels among the students. For instance, 50.6% reported 'not satisfied' and 23.6% 'not at all satisfied' with the school's library and reference materials.

Level of satisfaction:						
* all figures in %	Very satisfied	Satisfied	Not satisfied	Not at all satisfied	No answer	N
Level of satisfaction in the quality of teachers	24.4	48.9	19.9	1.7	5.1	176
Level of satisfaction in the quantity of teachers	18.6	37.2	32.0	6.4	5.8	171
Level of satisfaction in the school library and reference	5.7	16.7	50.6	23.6	3.4	174

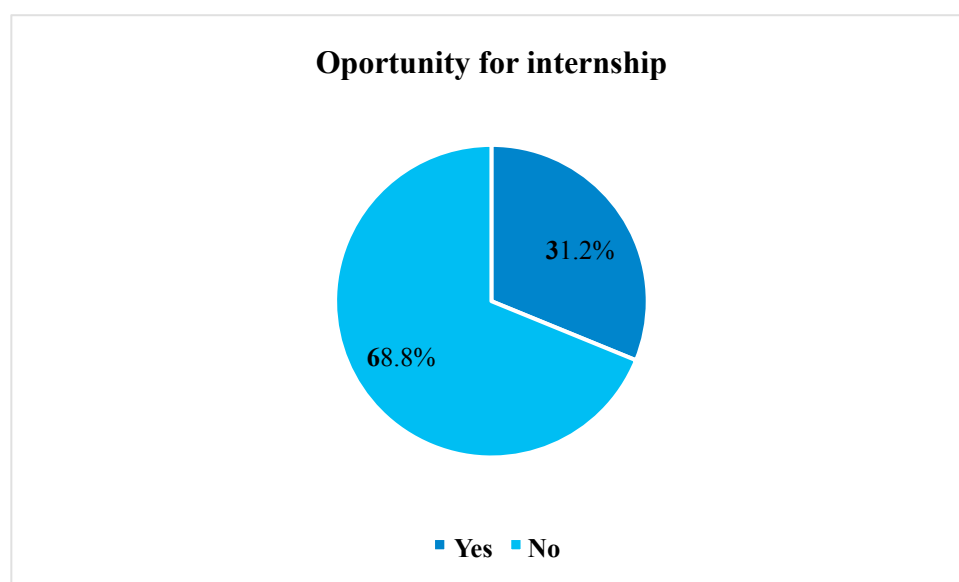


materials						
Level of satisfaction in the laboratory	.6	11.9	38.1	32.1	17.3	168
Level of satisfaction in cameras	.6	4.7	42.1	35.1	17.5	171
Level of satisfaction in the infrastructure	11.6	32.9	37.0	12.7	5.8	173
Level of satisfaction in computers, internet	4.6	12.6	37.1	34.9	10.9	175

The respondents reported a significant dissatisfaction with the SJC's laboratory, cameras, infrastructure, computers and Internet with over 37% 'not satisfied' mention in each case. In particular, 38.1% and 32.1% of the respondents reported 'not satisfied' and 'not at all satisfied' with the laboratory and only 0.6% reporting 'very satisfied' with the same. Further, 37% of the respondents reported 'not satisfied' with the infrastructure, 37.1% with the computers and internet and only 11.6% and 4.6% reporting 'very satisfied' with infrastructure and computer/internet respectively.

5.5. Internship Opportunity

Among the surveyed respondents, 68.8% did not have internship opportunity while 31.2% had. Those who got the opportunities were asked to mention the names of the particular institutions.





5.6. Institutions for Internship among the Students

Among the interviewed students, those who got opportunities for internships were based in various institutions/companies. Rwanda Broadcasting Agency absorbed majority of the students (24.4%), followed by RC Rubavu (6.7%), Radio Salus (6.7%), and other diverse responses with 4.4% and 2.2% responses.

Generally among the surveyed respondents, majority reported 'satisfied' and 'very satisfied' with the overall internship experience, relevance in ones preferred career and the relevance of assignments. Specifically, 26.4% and 34.5% reported 'very satisfied' and 'satisfied' with the overall internship experience while 2.3% reported 'not satisfied at all'.

<i>*All figures in %</i>	Very satisfied	Satisfied	Not satisfied	Not satisfied at all	No answer	N
How satisfied with overall experience	26.4	34.5	10.3	2.3	26.4	87
How satisfied with the relevance in your preferred career	25.9	31.8	14.1	4.7	23.5	85
How satisfied with relevance of assignments	23.8	31.0	16.7	4.8	23.8	84

Asked how satisfied with the relevance in ones preferred career, 31.8% and 25.9% of the students reported 'satisfied' and 'very satisfied' while a significant percentage of 14.1% and 23.5% reported 'not satisfied' and 'no answer' respectively. Almost similar scenario was reported in the students' satisfaction with the relevance of assignments where 23.8% and 31.0% reported 'very satisfied' and 'satisfied' while 4.8% reported 'not satisfied at all'.

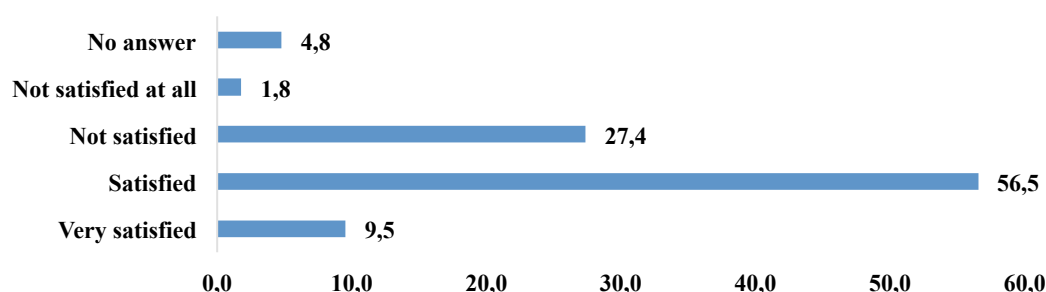
There are significant percentages of students (above 10% in each case) who feel that the internship experience has not been satisfactory; and SJC can offer advisory opportunities to the students when choosing internship opportunities so as to improve their experiences and ensure that they choose opportunities that are relevant to their career and assignments.

5.7. Overall Satisfaction with Education at SJC

Among the surveyed respondents, majority (56.5%) were reported 'satisfied' while 9.5% reported 'very satisfied'. A significant percentage (27.4%) indicated 'not satisfied' while 4.8% indicated no answer.



Overall satisfaction (%)



It is to be noted that the satisfaction decreases over the four years of the bachelor programme. The fourth-year students are considerably more dissatisfied than their first-year colleagues.

5.8. Gender dimension at SJC

A UN Women report in 2014³⁶ observed that Rwanda has made specific efforts to increase women's participation in the media, including ensuring equal treatment in the workplace. However, evidence shows that in spite of these efforts, there are very few female journalists in Rwanda, and the country has far more male practicing journalists (over 70%) than female (about 29%) (Media High Council, 2011³⁷).

It appears that professional growth and upward movement within the industry for women is also limited. Studies in 2013 and 2014 by the Media High Council (GMS, 2013³⁸, 2014³⁹) found that there was limited representation of women in decision-making positions, professionals, chief editors and journalists. The 2014 study found that there was at that time no female head in any of the mainstream print media, radio or television. Key informants interviewed in our study agreed that even today, opportunities for women journalists to grow professionally in Rwanda are still limited.

A 2005 report by the Global Media Monitoring Project (GMMP 2005⁴⁰) found that in Rwanda, of the women reporters in the sample, a larger proportion were concentrated in reporting social and legal issues (40%), and very few were covering economy and

³⁶ Rwanda country report on the implementation of the Beijing Declaration and Platform for Action (1995) and the outcomes of the 23rd Special Session of the UN General Assembly (2000). Available at http://www.unwomen.org/~media/headquarters/attachments/sections/csw/59/national_reviews/rwanda_review_beijing20.ashx

³⁷ Media High Council. 2011. The State of media freedom, professionalism and development in Rwanda: an assessment.

³⁸ Media High Council. 2013. Gender Mainstreaming in the Media. Available at http://mhc.gov.rw/fileadmin/templates/PdfDocuments/Reports_and_Publications/Research_Works/5_Year_GMS.pdf

³⁹ Media High Council. 2014. Media business growth with capacity assessment. Available at http://mhc.gov.rw/fileadmin/templates/PdfDocuments/Reports_and_Publications/Research_Works/MEDIA_BUSINESS_GROWTH_FINAL_REPORT_MAY_14.pdf

⁴⁰ Global Media Monitoring Project. 2005 Who Makes the News? Report by Margaret Gallagher. Available at <http://whomakesthenews.org/gmmp/gmmp-reports>



business (17%) and crime and violence (17%). At the same time, it appears that print is less favoured by the women in the media – the GMMP report found that of the male and female journalists in the total sample, most worked as TV reporter (57%), radio presenter (71%) or radio reporter (50%), and only 13% worked as newspaper reporters.

In our interviews, it was reported that none of the media houses had any policies or mechanisms in place to ensure sustainable promotion of gender equality in recruitment and promotion. While we didn't find any reports of gender-based harassment in the newsroom, we did find out that none of the media houses has put in place measures to curb it.

In terms of content, media can promote gender and diversity through specific actions such as assigning space for content related to the rights of women as well as vulnerable groups, and running content about the importance of gender integration in development. However, in 2005, the GMMP report (GMMP, 2005) noted that, in spite of having one of the highest numbers of women in politics, women as newsmakers were under-represented in Rwanda and only 13% of politicians in the news were women. Ten years later, our study found that this is still largely the case:

“Male politicians make the headlines...women, you see them in fashion news” (KII)

But there were feelings that the general coverage of gender-related news in the country has improved vastly, that gender was a ‘sexy’ topic for the media:

“I’m quite satisfied with the coverage of gender in the news. Gender is a sexy topic in Rwanda. The high ranking [of Rwanda in global gender index] is reflected in the media reporting. ...there are also several partners working on the topic, which means it is receiving significant attention and there has been significant resources invested in helping journalists handle the subject” (KII, stakeholder/Dominique).

“Rwanda media give gender issues adequate coverage ...but the main issue is women’s reticence in volunteering information on some issues, such as domestic abuse as a result of cultural considerations” (Participant, 3rd year FGD).

There is also some optimism regarding the trend of employment of women in media. One interview revealed that with of development partners, it is noticed that women capacities have improved and women start playing ‘bigger roles’.

There are testimonies of women giving accounts of how far they have come over the years. We still have a long way to see more women occupy more leadership positions in media houses but, at least, there are some examples nowadays (KII).

In our study, representatives of media practitioners claimed that none of the media houses had any policies or mechanisms in place to ensure sustainable promotion of gender equality in recruitment and promotion. Whereby public institutions in Rwanda



usually have a gender-based strategy (albeit sometimes not fully implemented), private institutions do not invest in strategies promoting gender⁴¹.

While we didn't find any reports of gender-based harassment in the newsroom, our study did find out that none of the media houses has put in place measures to curb it. The 2013 study by MHC found that there were no guidelines for journalists on gender sensitive collecting and publishing of news.

Stereotypes and prejudices are wide spread even amongst the journalists themselves.

"... after training, women prefer to work in companies.... maybe they are not somehow ready to struggle in the field ... they are given equal opportunity in education and jobs, but they prefer going for easy life" (KII, journalist)

"The industry is a bit too demanding for women, late nights, travel... there are efforts to encourage women to join the profession but the numbers are still low" (KII, SJC)

"It seems like the women are easily absorbed into other fields after journalism training ... the [journalist's] job itself sometimes does not favour women –especially if there's insecurity ... Women face greater challenges, especially insecurity, if they do this job." (KII).

A special attention might be given to the issue of gender-based corruption in Rwandan media. A study by TI-RW on *Corruption in media in Rwanda* has identified gender-based corruption⁴², as significant form of corruption next to other forms like nepotism, favoritism. Around 30% of media professionals responded that gender- or sex-based corruption is high or very high within the sector. According to the survey, 8% of the media practitioners, exclusively women, have personally experienced gender-based corruption. Such a corruption occurs very frequently when applying for jobs when managers ask for sexual favors as precondition for employment offer. The survey also indicates that these issues are well known (and discussed), which might influence the low number of female media professionals and also female students at SJC.

The fact remains that media is not a very attractive industry and even less so for women. This is also reflected in students' enrolment figures in journalism training: among the 41 students enrolled in the 2014/2015 Fourth Year Class at the SJC, only 10 were female. On the teaching staff at SJC, there is only one woman of the eight teaching staff. Other classes at SJC have also much smaller proportion of women than men.

⁴¹ See Gender Monitoring Office annual report

⁴² Manifested mainly through issues such as choosing men over women, preference of young women for only certain positions and sexual harassment (TI-RW, 2015, *Corruption in media in Rwanda*)

The interpretation of the gender dimension based on figures has to be treated with caution, however. When comparing to other HLIs, the ratio of female students and SJC staff is somewhat proportioned in relations to other teaching institutions in Rwanda. According to the 2012 Education Statistics Year Book, the average female enrollment was about 50.8% in Primary schools and 50.2% in Secondary schools. However, at the tertiary level, the average female enrollment was 33% in Public HLIs and 53.4% in the Private HLIs⁴³. This is still a little higher than the SJC average of enrollment, still, the difference is not enormous.

Even the low ration of women amongst SJC staff (one woman...) is in proportion to the HLI average in Rwanda. In general, women are grossly under-represented amongst PhD students and teaching staff: of the 52 professors in public institutions, only 7 are women, and of 120 senior lecturers only 13 are women⁴⁴.

The gender aspect in SJC has to be considered in the

Summary of challenges identified in MHC 2013 gender situation analysis:

- Media sector policy is not gender mainstreamed;
- Paternal leave is not always favoured
- No childcare services available
- No anti-harassment measures are in place in the media houses
- No mechanisms in place to ensure sustainable promotion of gender equality in recruitment and promotion;
- Limited representation of women in decision making positions, professionals, chief editors and journalists
- The language used is not women and gender friendly;
- The images used usually present women as inferiors and subject to subordination
- Gender issues is hardly considered in collecting and publishing news especially in private media
- Gender biased mindset among some journalists (e.g.: misuse of women's image as a tool for publicity);
- Limited knowledge on gender by all categories of media actors (owners of media houses, managers, journalists and editors)
- No specific room/space for gender in majority of newspapers.
- News reported on gender issues are put in the middle of the newspaper or news broadcast. We only can find gender news on front pages in case of breaking news.
- Inexistence of gender sensitive guidelines to be used by journalists in collecting, editing and publishing gender sensitive news
- Limited data disaggregated by sex and gender provided by media programs
- No system of collecting sex disaggregated data and gender sensitive data;
- No reporting system which help to capture sex and gender sensitive data;
- Limited skills and knowledge among staff on gender mainstreaming and budgeting;
- Misconception of gender and women;
- Gender is rarely considered in the courses to be offered to media students
- Absence of gender capacity building plan of all media houses;
- Limited financial means for the journalist association for women;
- Most of the programs that talk on women displays them as objects to violence and sexuality
- Fewer programs in media houses are focusing on women's rights and gender issues

⁴³ Ministry of Education (2013) EDUCATION STATISTICAL YEARBOOK

⁴⁴ UNICEF, Ministry of Education (2015) Education Sector Strategic Plan 2015



wider context of gender challenges in the media sector in Rwanda. Key informants interviewed agree that women do not prefer a career in media:

“In our career, ladies are so few. At the school, first year, second year, you find good numbers, but then I don’t know what happens... may be they go to PR or to work as communication officers. In general, the numbers are still low,” (KII, journalist).⁴⁵

“[There is] no gender [balance] in the media, it is only males in the field ... When we are studying in the school, the women are there, but after training, women prefer to work in companies” (KII, journalist).

Due to the established admission and hiring protocols at the University, the SJC does not have any influence in the admissions of its undergraduate students and hiring of its staff to ensure gender balance in its programmes. However, the university in general adheres to a policy that requires it to observe a minimum one-third rule in admissions in favour of women:

“We have to maintain the one-third requirement in favour of women in our school, but anything else is beyond us because we don’t admit. However, we are supposed to be all inclusive, we don’t turn away any women or vulnerable students” (KII, SJC).

Study participants thought that the factors that lead to the low numbers of women in journalism schools include perceived social barriers, the perception that the career does not pay well, and that the media sector is too hectic for women:

“Cultural backgrounds inhibit women from joining certain careers, based perceptions about what men and women can do. There are perceptions that a journalist needs to be rough, hard” [Participant, FGD, 3rd year].

“There are perceptions that the journalism career suits men more...the running, the tough nature of the job...” [Participant, FGD, 3rd year].

“The number of female journalists is low in enrolment ... and even the few who finish don’t end up in the media, because maybe media in Rwanda is not sexy enough, not well paying” [KII, clement].

A review of the SJC curriculum also did not find evidences that gender and diversity training is considered in the courses offered to students. However, key informants revealed that the SJC intends to offer training on reporting on gender issues as a topic, even if not a full module.

On enrolment, a key informant indicated that the school can influence the selection of students for its evening school programme offered at SJC “where we decide on the criteria”. It is not clear if this has resulted in more enrolment for women. In this connection, it is worth mentioning that there are periodic short courses offered for

⁴⁵ Background paper 7: Gender and diversity analysis on capacity building for women



journalists on gender-based violence, gender-based corruption, etc. Still, reporting on gender is rather poor and based on stereotypes or confined to certain sectors, mainly politics and in particular related to the number of women parliamentarians⁴⁶.

The relative low number of women students at SJC seems to be a rather general problem of public High Learning Institutions in Rwanda. Schools' admission charter does not allow 'affirmative' action to boost numbers of female students. It is rather the content of the curricula and the composition of subjects as well as the delivery of the teaching content, which could promote the topic of gender at SJC.

Aspects of gender-balanced media coverage and reporting as well as specific issues faced by women in the media sector, such as gender-based corruption, might be promoted. Attention to available research on gender shall be duly reflected in the SJC' media coverage and additional seminars or workshops to this topic can be organized as a form of awareness rising but also prevention of discrimination against women in media.

Encouraging female students to pursue career paths dominated at the moment by men (editors, managers, cameramen...) might be also an alternative approach as there are positive examples on female role models from other sectors. Invitations of women leaders, e.g. through existing frameworks such as Rwanda Women Leaders Network⁴⁷, could help to narrow the gap between the good examples at the national level and lack of guidance and mentoring at the individual level.

Student awards on gender-related assignments and targeted feedback from experts on gender reporting might help to raise the quality bar on gender-related media coverage.

⁴⁶ Media High Council. 2014. Media business growth with capacity assessment. Available at http://mhc.gov.rw/fileadmin/templates/PdfDocuments/Reports_and_Publications/Research_Works/MEDIA_BUSINESS_GROWTH_-_FINAL_REPORT_MAY_14.pdf

⁴⁷ The Rwanda Women Leaders Network was launched on Saturday 17th December 2011 at a dinner hosted by the Ministry of Gender and Family Promotion and the One UN Rwanda. It encompasses around 250 women leaders from government sectors, private organizations, civil society, the media and Rwandan women from the diaspora.



6. DESCRIPTION OF THE RESULTS CHAIN AND THEORY OF CHANGE OF THE FOJO PROGRAMME AGAINST THE IDENTIFIED CHALLENGES, DESCRIPTION OF THE INTENDED OVERALL OBJECTIVE AND POTENTIAL LONG-TERM IMPACT

The theory of change of the programme rests on the UNESCO's Media Development Indicators. The programme is conceived, and in line with relevant Rwandan strategies, in view of the need for state intervention and media development assistance to promote a media environment. The existing legal background in Rwanda is characterized by relatively liberal laws supporting in theory freedom of expression, pluralism and diversity and economic playing field in the media sector. However, the political context, weak economic environment and mindset of 'self-regulation' do not exploit the potential of the media sector in the contribution to democratic principles and Good Governance.

Therefore the main objective of this programme *“On a long-term basis, contribute to building sustainable capacity for the development of an independent, balanced and professional Rwandan media that allow for increased democratic participation among media producers, citizens and other stakeholders”* is valid and in line of the country's development priorities as well as the needs of the media sector and society at large.

The theory of change for this programme is based on the assumption that well-resourced and functioning SJC will contribute to the professionalization of Rwandan media sector, which in turn leads to increased democratic participation of citizens. Obviously, the **attribution gap** between the main and specific objective is significant. For one, SJC provides only a fraction of students to Rwandan media industry and has therefore obvious *outreach limits*. Secondly, media sector is regulated through *formal laws and regulations* but also shaped by unhealthy economic environment of most media outlets, which significantly influence all media stakeholders including SJC (e.g. low motivation of students). Thirdly, *informal cultural norms* (e.g. self-censorship) and historical background of media in Rwanda have significant effect on how media and other stakeholders behave and interact with each other. It is important to state that these factors are *outside* of the programme's scope but will decisively influence the programme, especially at the level of the main objective.

Specific objective of the programme aims at strengthening SJC through *Journalism education and training at SJC that is more adapted to the needs of professional demands from the media industry as well as the Rwandan audiences' right to professional, independent and relevant reporting, addressing identified capacity gaps for the increasing opportunities provided by Rwanda's growing media infrastructure and policy reforms.*

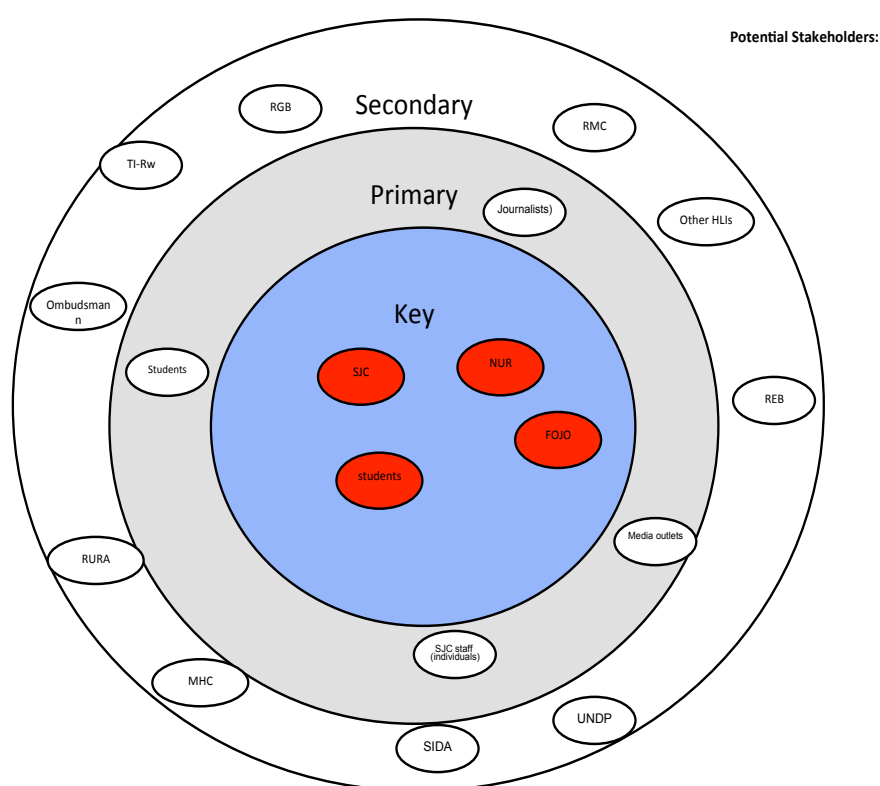
Four outcomes of the programme support attaining of the specific objective through increased quality of education (outcome 1), reinforcing of students' understanding and their exercising of rights and responsibilities as media professionals (outcome 2), more intense relationship between SJC and the media industry (outcome 3) and supporting infrastructure ('soft' - human capital & resources and hard-building, IT, equipment, etc.) – outcome 4.

The research confirms that **all outcomes are highly relevant** for attaining the specific objective. SJC staff and students call for greater hands-on approach to teaching as opposed to hitherto theoretical take (outcome 1 & 3). Low level of professionalism of the media industry means that citizens and other stakeholders do not see media as a ‘voice of democracy’ (outcome 2). Students are worried about being detached from the ‘media reality’ and not fit for professional career in media (outcome 3). SJC staff and equipment struggle to cope with growing number and requirements of students on the expense of research activity (outcome 1 & 4).

It seems reasonable that technical and financial investment will lead to high achievements under outcome 1 and 4 as they fall fully within the scope of the programme and can lead to stipulated changes relatively fast. Outcomes 2 and 3 might be harder to achieve as they rely on outside factors such as media context in Rwanda (outcome 2) or economic conditions of media houses to receive graduates/ interns (outcome 3).

6.1. Programme main stakeholders

Stakeholder Map: Capacity Building of the School of Journalism and Communication, University of Rwanda



09/11/2015



Key stakeholders

“Actors who are able to use their skills, knowledge or position of power to significantly influence a project (...)”. UR, SJC, Fojo and SJC students are key stakeholders of the programme. SJC and students will be the ultimate target group. FOJO is the fund manager and principal agent in programme implementation together with SJC. UR provides a frame condition for SJC including provision of key technical and human resources. The admission policy, management of SJC and other key aspects are outside of SJC authority.

Primary stakeholders

“(...) actors who are directly affected by the project, either as designated project beneficiaries, or because they stand to gain – or lose – power and privilege, or because they are negatively affected by the project in some other way (...)”. The ultimate target group of the programme are SJC students but potentially also students of other media and journalism HLIs. Media practitioners, SJC individual staff and media houses are also on the receiving end of the theory of change of the programme.

Secondary stakeholders

“(...) actors whose involvement in the project is only indirect or temporary (...)”

The myriad of the regulatory institutions headed by MHC, RGB, RMC and RURA are of imminent importance of the programme due to their mandate to regulate the media sector. Current changes in MHC have shown the impact on the media sector. The programme has to ‘get the cooperation with these institutions right’ if the stipulated results are about to be achieved. SIDA is the ultimate development partner of the programme. UNDP is taken rather as a representative of the cohort of development partners providing ad-hoc media support, e.g. in the form of short courses. The risk of overlapping of some components of the project shall be monitored. TI-RW comes as a sub-supplier of monitoring data and this baseline.

Veto players

“(...) actors without whose support and participation the targeted results of a project normally cannot be achieved, or who may even be able to veto the project (...)”

MHC, RGB, RMC, RURA, UR and potentially SIDA and SJC are all veto players who have the potential to influence the success or failure of the programme substantially. These players also have the power to bring the programme to standstill or even closure.



7. PROPOSED RESULTS FRAMEWORK AND REVISION OF THE PROPOSED INDICATORS

Outcome 1: SJC provide high quality education to enrolled students and contribute to the international research field of professional journalism.

The students' satisfaction with the education at SJC is moderately high (Year 2: 72% satisfied, Year 3, 52% satisfied, year 4: 46% satisfied). It is apparent that the level of satisfaction decreases in higher classes. Male students tend to be slightly more satisfied (57%) than women (51%).

When asked specifically about the satisfaction with the teaching style of the students in second year, 85% are satisfied, in third year 57% are satisfied and in year 4, 67% claim being satisfied. There are indications, both from students and media industry, that the SJC teaching approach is rather theoretical. Most of teaching comes in the format of lectures with little time for workshops, seminars or individual approach to students.

In view of above and also given the fact that the SJC curricula has not been reviewed for long time⁴⁸, an important milestone of the programme will be to adjust the curricula, preferably towards more practical content delivered in a more individual way to the students.

An important achievement of the programme will also contribute to the research capacity of the SJC staff and/or students in producing academic contribution to the topic of *media and journalism*. An important benchmark will be the publishing and presentation of research outputs at regional and international venues, which will expose the School to international standards and new trends in the media industry. SJC staff shall be also given sufficient time to work on research. At the moment, ten staff have only little or no time for research as administrative tasks and teaching commitments leave little time for research-related work.

In the absence of master programme in Rwanda, the support of FOJO to SJC shall lead to higher number of SJC graduates pursuing their master programme in media and communication. This has been also an important point made by the representatives of the media practitioners who urged professionalization of the industry through high-calibre graduates with advanced degrees.

To address identified issues under the first Outcome, these indicators are thus proposed:

⁴⁸ Background paper 1: Analysis of present SJC curricula

**Outcome 1: Indicators & Baselines**

Indicators	Baseline values
(A)1.1. % of students satisfied overall with the education at SJC (disaggregated by gender/ academic year)	Academic year 2014/15
	1.1.1. Year 1: N/A
	1.1.2. Year 2: 72% satisfied; 56% of women/ 72% of men satisfied
	1.1.3. Year 3: 52% satisfied; 57% of women/ 51% of men satisfied
	1.1.4. Year 4: 46% satisfied; 40% of women/ 50% of men satisfied
(A)1.2. Number of SJC graduates enrolled in Master/ PhD programs at regional and international universities	1.2.1. Year 2015: 5
(A)1.3. % of students satisfied with the quality and teaching style of the academic staff at SJC	1.3. Y2, Y3, Y4: 73% satisfied, 72% of women/ 74% of men
	1.3.1. Year 1: N/A
	1.3.2. Year 2: 85% satisfied
	1.3.3. Year 3: 57% satisfied
(A)1.4. Revised SJC curriculum matches students' needs	<u>Comment:</u> Students require teachers/ academic staff with practical experience with work in media sector in Rwanda
	1.4.1. Students and media practitioners require hands-on, practical curricula with emphasis on i) content creation, ii) business & management of media. Gender is at the moment not specifically mentioned in the curriculum under any subject. There is no subject related specifically to gender or diversity at the work place in media.
(A) 1.5. Number of classes/ subjects using new media and ICT tools in teaching	1.5.1. The exact number is not at disposal, however, students voice dissatisfaction with 'passive' teaching with little interaction in classes and lack of seminars/ workshops
(A) 1.6. Proportion of time that teachers can dedicate to i) teaching, ii) research and iii) counseling of students	1.6.1. Teachers claim not having even basic conditions for conducting more fundamental research. Teaching consumes most of the time given only little time for preparations and more individual approach to students through counseling
(A)1.7. % of students who have received individual feedback on their performance in the academic year	1.7.1. % is not at disposal but students highlight non-existent feedback from lecturers, whereas lecturers admit lack of time and resources for individual feedback
(B)1.8. Number of staff/students' papers presented at regional or international research venues on professional journalism	1.8.1. Year 2015: : Only 1 SJC staff is at the moment engaged in research type of work, which is largely self-funded. SJC has no human and financial resources to engage in research more substantially
(B) 1.9. Number of staff/students' published articles in regional or international journals on professional journalism	1.9.1. Some staff publish articles but most of the time in Rwanda. Only few articles are published abroad. Staff funds these activities largely through private initiatives.



Outcome 2: Students understand media's social, economic and political role in a democracy and are able to produce professional journalism in a converged media landscape

This outcome aims at two distinct goals. Firstly, equipping students with knowledge on understanding the role of media in a democracy is an important deliverable of the programme. Secondly, professionalism in 'converged' media landscape shall be improved. Whereas the first aim might be rather theoretical and can be addressed through the adjustment of the SJC curriculum, the second is invariably influenced by external media landscape and is thus not fully attainable by the programme.

In our view, to strengthen the understanding of the role of media in Rwanda means to explain and train students on the 'watchdog' role that media play in a society. Provided poor skills' base and also given the 'converged' media space, media professionals agree that investigative journalism is still underdeveloped in Rwanda. The research has confirmed that this is not fully attributed to the 'political context' but also to individual gaps in knowledge of journalists, especially in print media.

Despite the relatively high satisfaction of SJC students that they are confident to explain rights and responsibilities of journalists in Rwanda, the qualitative part of research has revealed that there is in general a lack of confidence on the potential of journalism/ media to 'influence issues in the society'. Frequent objections of students are linked to the perception of lack of financial means to produce quality journalism, lack of training, interference of private business and government. Some perceptions on why journalism and media cannot shape public opinion cite high levels of corruption in media and general lack of interests about 'general wellbeing' in the society.

There is also a prevailing opinion that media community exercises high level of self-censorship, especially in matters linked to political coverage and security issues. It is repeatedly confirmed that many of these fears stem from the lack of technical knowledge and lack of knowledge about legal and regulatory requirements of the industry.

To address identified issues under the first Outcome, these indicators are thus proposed:

**Outcome 2: Indicators & Baselines**

Indicators	Baseline values
2.1. Number of students passing investigative journalism module/ course	2.1.1. There is no investigative journalism course in the curricula/ students, teachers and media professionals require course on investigative journalism as a precondition for higher quality journalism
2.2. Level of confidence of students to explain rights and responsibilities of journalists	2.2.2. 8% of current students are somewhat confident that they can explain rights and responsibilities of journalists in Rwanda. 10% of males students/ 6% of female students are somewhat confident
2.3. Level of confidence of media practitioners that SJC students understand (and can apply) their rights and responsibilities as journalists	2.3.1.% is not available, however, media practitioners complain about i) poor general knowledge of SJC students, ii) very little or no technical skills, iii) lack of knowledge about ethical legal rights and responsibilities
2.4. Number and quality of texts/ organized debates/ documentaries/ professional blogs produced by SJC staff/students, dealing with socio-political or economic coverage in Rwanda	2.4.1. Media practitioners, SJC graduates/ students have low confidence about the ability to cover political issues in Rwanda due to self-censorship, no experience, lack of willingness to confront authorities
2.5. Level of confidence of students (4th year)to carry out journalistic research and interviews	2.5.1. Students in their 4th year are confident on level of average 5.45 (10 maximum) that they can carry out research & interviews
2.6. Level of confidence of students (4th year) with media entrepreneurship skills	2.6.1. Students in their 4th year are confident on level of average 5.65 (10 maximum) that they have media entrepreneurship skills (4.63 women/ 6.4 men)
2.7. Number and quality of local/regional/international partners/lecturers/volunteers/consultants	
2.8. Number and quality of exchange programmes	
2.9. Media reward schemes developed	
2.10. Number and quality of regional internships	
2.11. Extent of social/ digital media content in the SJC curriculum	2.7.1. The review of curriculum, teaching methods and no other means hinted that this subject would be considered within the scope of teaching. In Rwanda however, social media is wide spread and widely used, especially by governmental institutions.
2.12. Number of regional partnerships and networks created with HLIs	Some partnerships already exist



Outcome 3: A strong mutual relationship developed between SJC and the media industry, where the two influence each other to jointly professionalise Rwandan media and bridge the gap between academia and practice

SJC students and also graduates of the School demand more practical orientation of the SJC curriculum and teaching style. There are two direct interfaces of SJC with the media industry. First, every student at SJC is expected to pass an internship at the end of the third year. Second interface comes through evening courses at SJC attended mainly by media professionals.

In general, there is still a high appetite for short, certified, professional courses amongst media professionals. Despite numerous ad-hoc courses for media provided through various entities, practical and specific courses at SJC are supported.

It is through the evening courses where supporting enrolment of women professionals can decisively support gender. The School can adjust enrolment criteria in this respect. An offer of language courses, especially English, would also be an option as additional course. Both media professionals and students claim that lack of knowledge of English is a major hindrance in pursuing career in media or elsewhere in today's Rwanda.

Another emerging capacity gap are managerial skills in the sector of media. Most of the managers have no business background and complain that even basic instruments for managing a media house such as a business plan are absent. Also management of human resources needs acute improvements. Even management of internships shows that basic concepts of performance leadership are not applied and constitute a decisive hindrance for the development of media industry.

For current SJC students, the internship system is a mandatory UR requirement. The data show that SJC staff have at the moment only little time to monitor internships, let alone provide guidance for students. According to students' and graduates' perceptions, internships must be more closely guided and a meaningful exposure of students to the practice needs to be safeguarded.



Indicators	Baseline values
3.1. % of students having had an opportunity of an internship and the quality of the internship experience	3.1.1. Year 4: 77 % of students have had an opportunity Comment: Whereas most students in the 4th year have had an opportunity for internship, FGs, SJC staff and also media practitioners acknowledge the need to accompany students more closely to provide a meaningful experience during internship
3.2. Level of satisfaction of media practitioners with SJC graduates	3.2.1. Based on selected interviews with some media practitioners, it is reported that graduates do not bring even rudimentary knowledge to their practical placements. i) poor general knowledge of SJC students, ii) very little or no technical skills, iii) lack of knowledge about ethical legal rights and responsibilities
3.3. Number of SJC graduates having an official employment status within the scope of SJC curriculum	3.3.1. There are no statistics available about % of SJC graduates working in the field of studies. It is reported that many graduates look for non-media related jobs due to low attractiveness of the sector. Most journalists & technicians do not have an official employment contract.
3.4. Number of media professionals successfully completing short courses offered at SJC	3.4.1. Year 2015: Annual intake around 30 professionals.
3.5. Extent of addressing capacity building needs of media professionals through short courses at SJC	3.5.1. Year 2015: Despite of 84% of media professionals having attended a professional course, the quality and focus does not correspond with their needs. Capacities are needed in i) content creation: Investigative journalism, TV & Radio production and business management: media marketing, business development, digital media management
3.6. Number of offered language classes at SJC through evening classes or extra curricula teaching	3.6.1. Year 2015: SJC's teaching is in English. However, many students don't come from English background and struggle at School and later on in the career. Many media professionals also require additional language classes in the media context.
3.7. Number and extent of management related courses offered at SJC for media professionals	3.7.1. Year 2015: No such course is offered at the moment.
3.8. Number of media practitioners enrolled in course for management skills, including fundraising competence and institutional networking	Not available



Outcome 4: A well-functioning media institute efficiently and effectively delivering services to students and staff.

An important precondition for the success of the programme is the management structure and basic infrastructure in place. A crosscheck between students and SJC staff (10 staff in total) reveals that SJC staff feel overwhelmed given the administrative and academic tasks. Individual approach to students, research or teaching methods other than lectures are not frequently organised or in short supply.

Despite these challenges, the School has the basic infrastructure with classes, laboratory with reasonable equipment, some computers and library to be completed. Current SJC students, however, find the SJC infrastructure, especially access to computers, laboratory and library as insufficient. This is in particular worrying given that access to media & communication is absolutely vital and needs to be supported.

Under ‘well-functioning’ is hereafter understood the infrastructural capacity at SJC as well as human resource capacity.

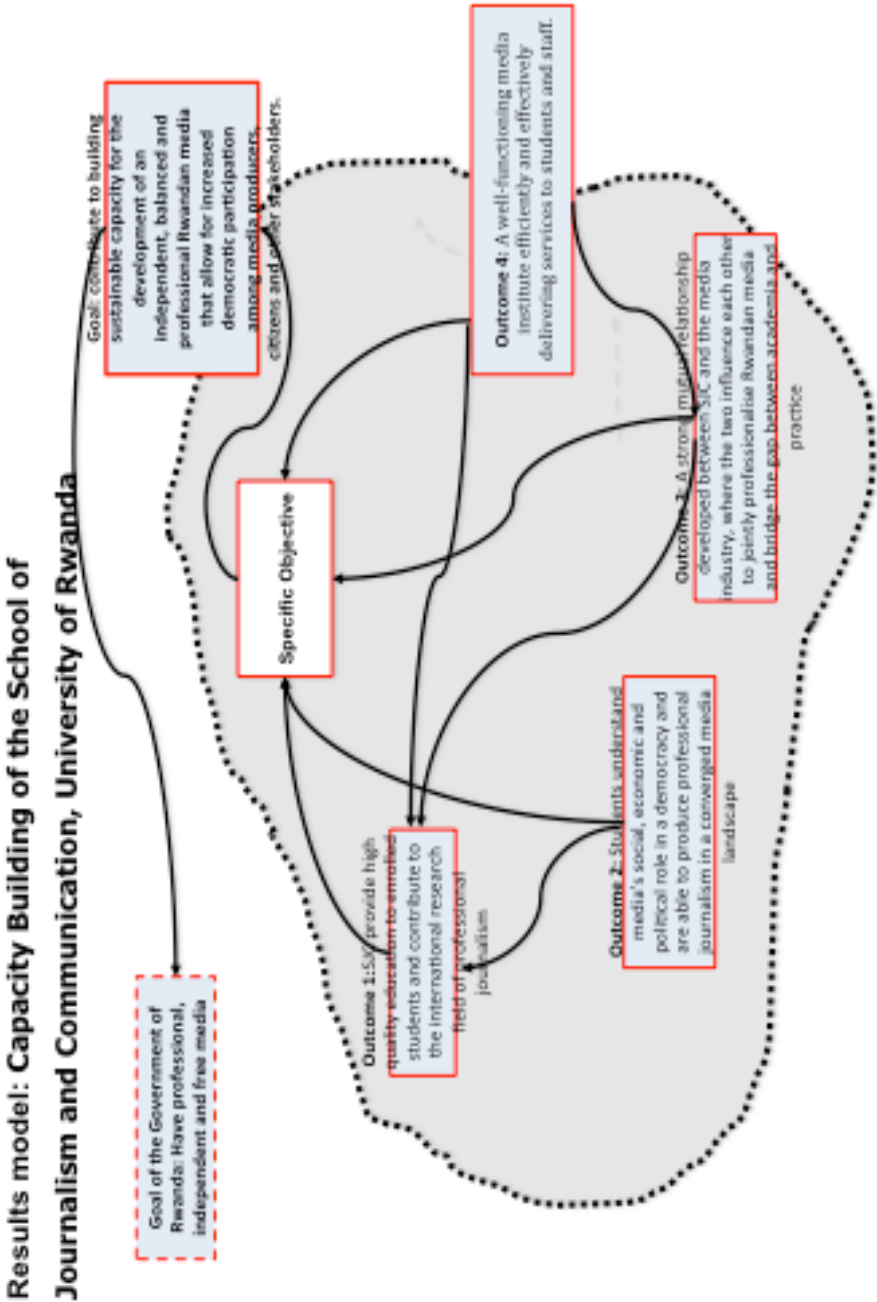
Indicators	Baseline values
4.1. % of students satisfied with the infrastructure at SJC	4.1.1. Year 2015: only 47% of SJC students are somewhat satisfied with infrastructure at SJC. Men are satisfied to 43%, women to 49%. 80% of SJC students are (strongly) dissatisfied with the access to computers and internet. Lack of and long distance to accommodation is also a great concern leading to frequent absences or even drop-outs
4.2. Students/ academic staff ratio at SJC (bachelor programme)	4.2.1. Year 2014/15: 26
4.3. % of students satisfied with the library & AND ACCESS TO reference materials	4.3.1. Year 2015: Only 23% of SJC students is satisfied with the library& reference materials. Men are satisfied at 18%/ women at 32%.
4.4. % of students satisfied with RADIO/TV/COMPUTER laboratory	4.4.1. Year 2015: Only 17 % of students are satisfied with the laboratory. 12% of male students/ 17% of female students are satisfied
4.5. computers with access to internet / student ratio/STUDENT ACCESS TO COMPUTERS AND INTERNET	4.5.1. Year 2015: 72 % of students are (strongly) dissatisfied with access to computers with internet. Number of computers is to be determined. 77% of men are dissatisfied/ 58% women are dissatisfied.
4.6. Number of trainings and mentoring for administrators in administrative skills carried out	4.6.1. No trainings have been carried out
4.7. Number of relevant administrative/financial computer programs installed and staff capacitated on the programs	4.7.1. Not available



7.1. Results- model

It is important to realise that whereas all outcomes contribute to the specific objectives. Each objective influences also the level of achievement of another outcome. These dependencies do not apply to all outcomes and work sometimes only in one way. These dependencies are depicted in the chart below.

It is important to realise that outcome 1&4 are less dependent on external factors, whereas outcome 2&3 are linked to outside factors. For example, under outcome 2, to produce professional journalism in converged media landscape it to great extent outside of the scope of the programme. The same can be said about outcome 3, where intertwining with media industry depends on media houses, which have at the moment very weak financial and human capacities as reported above. These issues might be taken into consideration throughout the programme and shall be reflected in the monitoring and quality assurance throughout the programme.





8. PROPOSED MONITORING AND EVALUATION PLAN RESULTING FROM THE RESULTS CHAIN

8.1. Monitoring

The research at SJC shows that the administrative structures are relatively weak and SJC staff has little resources and capacity for School management. Therefore, the proposed monitoring system rests on the principal of simplicity and time-efficiency. It is however recommended that SJC staff (administrative and academic) is involved to the extent possible in programme monitoring, evaluation and, naturally programme steering. This could result in sustaining established management processes beyond the programme cycle.

The monitoring of the programme will be an on-going process throughout the entire implementation period.

8.2. Methods of data collection

For monitoring of the outcomes, four main data collection methods are suggested.

i) Student satisfaction survey – as conducted at the stage of the baseline, satisfactions of students are very important gauge of the impact of the programme. A number of indicators draw variables from this survey. Despite the obvious limitations, notably the gap between perceptions and the reality, the survey revealed a number of useful findings. It is also recommended to combine the semi-quantitative survey with a small number of focus groups, one per students' year. The survey shall be conducted in each of the four students' years. The frequency is suggested once a year. The timing might be set for the beginning of calendar year as the beginning of the academic year proved to be very challenging time for an organisation of the survey. The second update of the current satisfaction survey can be conducted in 2017 as the current baseline has been conducted in October, 2015.

ii) Desk review of SJC official records – a limited number of indicators rests on SJC academic and administrative records. For example, indicator 1.2. *Number of staff/students' contributions (academic papers, conference presentations, etc.) presented at regional or international research venues on professional journalism* needs to be tracked by the School itself. External monitoring would be very costly and inefficient. The School might delegate a focal point, which is trained and periodically reminded about keeping the track records. No such evidence is currently in place. As this tracking is relatively simple and inexpensive, it can be done on a quarterly basis



together with regular reporting on activities and financial & administrative aspects of the programme.

iii) Tracer study – a simplified Graduates Tracer Study (GTS)⁴⁹ is an important element of the programme's monitoring. At the moment, there is no formalised (and a little informal) feedback from graduates to the School. The findings reveal that a majority of SJC graduates do not enter job market in the media sector for various reasons. A simple tracking of graduates through a periodic survey will considerably help understanding the impact of the programme. Despite no quantified variables for baseline (e.g. number of SJC graduates with employment contract in the media industry), the GTS will be an important element of outcome monitoring under a number of indicators. Data collection can be done through a structured questionnaire complemented with a small number of focus groups. Annual frequency starting from January 2017 is proposed.

iv) Focus Groups with media professionals – a small number of indicators, notably *3.5. Extent of addressing capacity building needs of media professionals through short courses at SJC*, can profit from a short survey/ focus groups with selected media professionals who have participated in SJC activities, notably short courses. A background paper targeting media professionals revealed important findings. Furthermore, this data collection method will strengthen the link between SJC and the media sector. An annual frequency beginning in January 2017 is suggested.

For monitoring of activities and financial monitoring, quarterly and annual progress reports are proposed. These will be rather descriptive on the activity level with no monitoring of outcome indicators.

v) Quarterly (QPR)- and Annual Progress Reports (APR) – the main purpose of this monitoring is to list all programme-funded activities and link them to the financial monitoring. QPRs and APRs will be an important input for outcome monitoring and evaluation.

8.3. Evaluation

Whereas monitoring is an on-going process, evaluation comes in pre-specified moments within the programme cycle. For this programme, mid-term and final evaluation are recommended.

i) Mid-term evaluation – given the fast changing context of media and programme's dependency on many external factors and internal assumptions, an evaluation in the half of the implementation cycle is recommended. This evaluation shall be internal

⁴⁹ ILO (2011) Tracer studies get their name from the primary activity involved, which is to trace, find or locate a group of individuals. The actual task of tracing the former beneficiaries may be complicated since information on their whereabouts may be dated or incomplete. With tracer studies, a large part of the effort is spent tracing the interviewee. Tracer studies are sometimes referred to as follow-up studies because they trace individuals some time after an event has taken place, and follow up on what has happened in their lives since then.



and shall review existing management and administrative processes established so far in addition to the five standard DAC criteria.⁵⁰

ii) Final evaluation – at the end of the implementation phase, a final evaluation shall be conducted by an external evaluator. This evaluation shall be summative⁵¹ (immediately after completion) in order to inform stakeholders about the successes and challenges and sustain the established momentum in planning further steps or generating further support.

Monitoring calendar

Programme Year 2,3,4	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
QPR			X			X			X			
APR												X
Student satisfaction Survey	X											
Desk review of SJC official records	X											
Tracer study	X											
FGs with media professionals	X											

⁵⁰ OECD, accessed on the 5th of October, 2015, 5 standard DAC criteria for evaluation are i) *Relevance*, ii) *Effectiveness*, iii) *Efficiency*, iv) *Impact*, v) *Sustainability*

⁵¹ This evaluation type is also known as the end-term evaluation or the project completion evaluation. It is intended to be carried out immediately at project conclusion. Summative evaluation is carried out to establish project outputs and immediate outcomes, with results of the evaluation compared to the results at baseline. This evaluation generally informs stakeholders on the project success and is important for documenting success stories and lessons learnt.

9. TESTING OF ASSUMPTIONS AND ANALYSIS OF POTENTIAL RISKS FOR THE PROGRAMME AND ITS COMPONENTS

This chapter attempts analysing risks and assumptions for the programme. It deals only with *operational risks* linked to envisaged programme activities. Fiduciary and management risks are not analysed.

Risks linked to the main objective of this programme “*On a long-term basis, contribute to building sustainable capacity for the development of an independent, balanced and professional Rwandan media that allow for increased democratic participation among media producers, citizens and other stakeholders*” are almost exclusively outside of the scope of the programme and therefore not considered as preventable (see 2.2). The main concern is that the media sector in Rwanda is not considered as perspective and economically viable for most. Therefore, students do not prefer this career path and even those who study journalism opt for other professions if the opportunity is given.

Specific objective of the programme aims at strengthening SJC through *Journalism education and training at SJC that is more adapted to the needs of professional demands from the media industry as well as the Rwandan audiences’ right to professional, independent and relevant reporting, addressing identified capacity gaps for the increasing opportunities provided by Rwanda’s growing media infrastructure and policy reforms*.

The first underlining concern for attaining the specific objective is linked with the *institutional strength* of SJC. The School seems to be under resourced to the extent of not being able to invest in research, hands-on teaching approach and more individual approach to teaching. As these are common challenges of the tertiary education in Rwanda, there must be a realistic assessment what can be achieved in this respect. However, the assumption that the level of financial and human resource capacity of SJC stays at least at the current level is a precondition, which, if not met, can severally derail the ambitious objectives of the programme.

Another repeatedly stated concern from both SJC staff and students is linked to infrastructure. Especially the lack of reference materials such as books and scripts but also computers and Internet might affect the programme at the objective level. Students also complain about non-existence of students’ accommodation near campus, which leads to absenteeism and even dropouts. Some mitigations measures might be taken but, again, these are risks that are outside of the programme scope to a considerable length.

A substantial challenge seems to be the lack of motivation to pursue career in media. As described above, many SJC students acknowledge that they study media rather due

to lack of other options. Therefore, the objective of facilitate SJC students advanced degree studies, their willingness to engage in meaningful internships and their readiness to work more actively and 'hands-on' might need to be repeatedly tested. SJC, being a public institution, is also relatively expensive with tuition fees compared to other providers of media education in Rwanda.

Short courses and tailored made content for media professionals are high in demand but also high in supply. Unless understanding why provided knowledge is not utilised in practice, the SJC impact might be negligible. Right participants, e.g. those who do not have access to offered courses and appropriate and realistic content are pre-conditions of a desirable effect of these courses.

Lastly, sustainability of the 4-year programme must be considered throughout the programme cycle. Given the weak SJC capacities, the absorption potential of innovations and reforms must be realistic. SJC may profit in a long-term only if know-how transfer is ensured. There again, sufficient infrastructure and a critical number of SJC staff available will be elementary for the success of the programme.

Specific objective	Risks	Risk level	Assumptions
<i>Journalism education and training at SJC that is more adapted to the needs of professional demands from the media industry as well as the Rwandan audiences' right to professional, independent and relevant reporting, addressing identified capacity gaps for the increasing opportunities provided by Rwanda's growing media infrastructure and policy reforms</i>	Human resources too scarce to cover academic, administrative and research requirements	Moderate	- SJC is provided with minimum human and financial resources from UR/ Ministry of Education; - Sufficient number of academic staff at SJC is motivated and qualified
	Infrastructure (library, laboratory, computers...) are not available to all SJC students	High	- Resource are available to cover basic infrastructure
	Students are not motivated to pursue media career	High	- Media sector can absorb at least some SJC graduates
	The tuition fees are too high for vulnerable students, especially women (compared to private institutions)	Moderate	
	Media professionals cannot utilise gained skills and their knowledge in practice	Moderate	Short courses are tailored to the needs of media professionals and the Rwandan context
	SJC will not be able to internalise introduced innovations so that programme is sustainable	High	Transfer of capacity is ensured to SJC, programme is not run externally

Risks & Assumption for Outcome 1:

No	Indicator	Risks	Risk level	Assumptions
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1.1	% of students satisfied overall with the education at SJC (disaggregated by gender/ academic year)	<ul style="list-style-type: none"> - The students' satisfaction fluctuates significantly when disaggregated amongst different aspects of SJC. The highest dissatisfaction is with infrastructure (classrooms, computers, library, etc.) - The satisfaction of higher classes (2nd/ 3rd) is significantly lower 	Moderate	- Satisfaction is an accurate gauge of students' feedback. FGs and interviews gave much more critical feedback than a semi-empirical perception survey
1.2.	Number of staff/students' contributions (academic papers, conference presentations, etc.) presented at regional or international research venues on professional journalism	- Research capacity of SJC staff is constrained by number of administrative duties and teaching commitments	High	<ul style="list-style-type: none"> - Funding associated with traveling & research, ect. Is available or facilitated - A critical number of SJC staff (academic/ administrative) is provided for management & teaching functionalities of SJC
1.3.	Number of SJC graduates enrolled in Master/ PhD programmes at regional and international universities	- There is no Master/ PhD programme within the scope of SJC curriculum in Rwanda. Students, especially women, might find it difficult to relocate	High	- The quality of SJC graduates is sufficient for enrolment into Master/ PhD programmes
1.4.	% of students satisfied with the quality and teaching style of the academic staff at SJC	Satisfaction is an inaccurate gauge of students' feedback. FGs and interviews gave much more critical feedback than a semi-empirical perception survey	Moderate	
1.5.	Revised SJC curriculum matches students' needs and the capacity building needs of the media sector in Rwanda	<ul style="list-style-type: none"> - The technical & administrative process of curriculum adjustment takes too long - The final approval is delayed 	Moderate	
1.6.	% of students who have received individual feedback on their performance in the academic year	<ul style="list-style-type: none"> - SJC staff might not be conversant with the provision & individual guidance to individuals, - SJC staff don't perceive individual feedback a priority 	High	- SJC staff avail sufficient time for individual feedback to each student

Risks and Assumptions for Outcome 2:

No	Indicator	Risks	Risk level	Assumptions
2.1	Number of students passing investigative journalism module/ course	- Quality teaching capacity for such a module/ course might not be available	Low	- The curriculum / or SJC extra-curriculum program will include the course



2.2.	Level of confidence of students to explain rights and responsibilities of journalists	- The reliability of the quantified confidence level might be not precise. Focus groups and/or interviews might be necessary to gauge the real impact on students' ability/ reflect on students' concerns under the theme of understanding right and responsibilities of journalists in Rwanda	Moderate	- The historical background and local context are taken into consideration
2.3.	Level of confidence of media practitioners that SJC students understand (and can apply) their rights and responsibilities as journalists	Ibid	Moderate	- This indicator serves as a counterfactual from practice on how students (through internships...) and SJC graduates can apply their rights and adhere to their responsibilities
2.4.	Number and quality of texts/ organised debates/ documentaries produced by SJC staff/graduates/ students dealing with socio-political or economic coverage in Rwanda	Lack of time and individual capacity to produce outputs	Moderate	SJC management recognises the importance and avails infrastructure and staff
2.5.	Level of confidence of students (4th year) to carry out journalistic research and interviews	The same as 2.2.	Moderate	
2.6.	Level of confidence of students (4th year) with media entrepreneurship skills	Ibid	Moderate	
2.7.	Level of confidence of students to master social/ digital media	Ibid	Moderate	

Risks and Assumptions for Outcome 3

No	Indicator	Risks	Risk level	Assumptions
3.1	3.1. % of students satisfied with their internships	Employers of interns have insufficient or unavailable staff who could accompany interns	High	SJC staff has enough resources and time to guide students and check the quality of internships
3.2.	Level of satisfaction of media professionals with SJC graduates	The professionalism within media industry is low. Management gives graduates only low-level, uninspiring tasks	High	Tracer study is regularly conducted and part of the monitoring system
3.3.	Number of SJC graduates having an official employment status within the scope of SJC curriculum	No or limited employment opportunities in the sector	High	Sufficient number of graduates sees employment in the sector

3.4.	Number of media professionals successfully completing short courses offered at SJC			Courses have relevant content to the capacity building needs of media professionals
3.5.	Extent of addressing capacity building needs of media professionals through short courses at SJC	SJC cannot offer courses according to the expectations of media professionals	Low	Trainers and/ or SJC staff available for delivering of short courses at SJC
3.6.	Number of offered language classes at SJC through evening classes or extra curricula teaching	Outside of the scope of the programme	Low	Trainers and/ or SJC staff available for delivering of short courses at SJC
3.7.	Number and extent of management related courses offered at SJC for media professionals	Low readiness of managers/ prospective managers to take part	Low	Trainers and/ or SJC staff available for delivering of short courses at SJC

Risks and Assumptions for Outcome 4

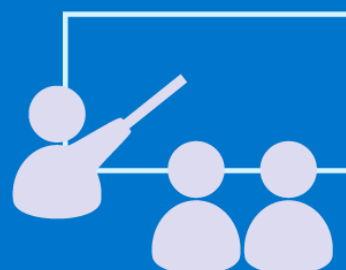
No	Indicator	Risks	Risk level	Assumptions
4.1	% of students satisfied with the infrastructure at SJC			Minimum budget to provide and maintain infrastructure
4.2.	Level of responsiveness of SJC curricula to the expectations of students and requirements of the media industry	Expectations of media industry differ from SJC students and SJC academic standards	Low	
4.3.	Students/ academic staff ratio at SJC (bachelor programme)			Minimum budget & HR to cover academic staff
4.4.	Number of permanent SJC academic/ administrative staff			Minimum budget & HR to cover academic staff
4.5.	% of students satisfied with the library & reference materials	Insufficient/ no reference materials available	High	Minimum budget to equip library available
4.6.	Year 2015: % of students satisfied with the laboratory at SJC	Insufficient equipment for students	Moderate	Minimum budget to equip and keep laboratory maintained
4.7.	Indicator: 4.7. Computers with access to internet / student ratio	Insufficient equipment for students	Moderate	Minimum budget to maintain computers

ANALYSIS OF THE SJC CURRICULA

Background Paper No. 1



**Capacity Building of the School of
Journalism and Communication,
University of Rwanda**



ANALYSIS OF THE SJC CURRICULA

Background paper No.1

Background

The background paper on the SJC curricula is meant to provide an analysis of the content of the SJC curricula to establish the core subjects taught and to determine their appropriateness and ability to meet the core competencies in journalism and the capacity building goals: provision of high quality education to the students of journalism; and students' understanding

Content Quality: the paper will analyse the content of the SJC training curricula to establish the core subjects taught, and to determine their appropriateness and ability to meet the core competencies in journalism and the capacity building goals, corresponding to Outcome 1 and 2.

Specifically, the paper will analyse the following among other factors:

- Student enrolment qualifications
- how the curriculum is organised (duration, format etc);
- the range of content vis-à-vis the capacity requirements set out in the MHC's 5yr Strategic Capacity Building Plan and modern market needs;
- The quality of content, assessed via depth of material and type of resources provided, and theoretical foundations
- The quality of context vis-à-vis other (regional, international) journalists' university level institutes
- The content vis-à-vis the professional requirements of journalists in Rwanda.

Introduction to Curriculum Analysis

The word curriculum derives from the Latin *currere* meaning 'to run'. This implies that one of the functions of a curriculum is to provide a template or design, which enables learning to take place. Curricula usually define the learning that is expected to take place during a course or program of study in terms of knowledge, skills and attitude. They should provide an indication of the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course.

There are two types of curriculum; official or formal and hidden. A formal curriculum is published as a course documentation while the hidden curricula describes those aspects of the educational environment and student learning (such as values and expectations that students acquire as a result of going through an educational process) which are not formally or explicitly stated but which relate to the culture and ethos of an organization.

In analyzing the SJC curriculum, this background paper looks at, among other things, the qualifications for student enrollment to the program; how the curriculum is designed and organized; the content of the curriculum and how it addressed the market needs; availability of resources for the implementation of the curriculum; quality and suitability of the SJC graduates and recommendations from the main stakeholders on curriculum improvement.

The state of media freedom, professionalism and development in Rwanda report of 2011 by the Media High Council (Council, 2011)¹ list as one of the main challenges of media development in Rwanda as ‘uncoordinated training of journalists and claims of trainings not based on proper assessment of needs of journalists and media houses. Besides the SJC, Kabgayi Journalism and communication department, Mount Kenya University and Catholic University offer academic degrees in journalism and communication.

The quality of journalism in Rwanda therefore depends, to a large extent, on the development and implementation of a curriculum that will address the current and emerging needs of the media industry in Rwanda.

Admission to SJC

The admission requirements for the School of Journalism and Communication (SJC) is contained in the ‘General Academic Regulations for Undergraduate Programmes, 2014,’ of the University of Rwanda (UR) which stipulates that ‘the regulations shall apply to all UR programmes leading to various awards as stipulated in the National Qualifications Frameworks up to Bachelor’s degree with honours.’ The general admission criteria to be admitted to the first year of an undergraduate programme is to an Advanced Level Certificate of Secondary Education or equivalent, with at least two principal passes permitting entry to Higher Education. Applicants must also demonstrate sufficient competence in English to study at a Higher Education level. Previously, the admission to the school was ‘for those who achieved top marks in their secondary school examination but this has since been relaxed to allow those with lower grades to join the school.

‘The school was prestigious as only those with top marks were allowed entry but now we have students who did not perform well in the examinations but are allowed to apply and pass an interview. This lowers the prestige of the school,’ third year student. Interviews are in compliance with valid admission regulations at NUR. However, the selection procedure based on the interviews is not entirely transparent and inadequately documented. Out of 2014/15, 260 students were enrolled in four years. Women make up around 30% of students enrolled.

Other schools of journalism in the region have almost similar admission requirements with those who manage to get the minimum university entry requirements expected to apply for admission to the school of journalism. At the University of Nairobi, the minimum university entry of C+ and a written application to the school is required before admission.

Tuition fees and reduced rates for students with vulnerable backgrounds are regulated by the University of Rwanda (see table below). Vulnerable students (students from families affected by poverty, genocide survivors, etc.) benefit from reduced rates. There are no other scholarships available.

¹ The state of media freedom, professionalism and development in Rwanda: an assessment, Media High Council, 2011.

Payment Schedule for New Students enrolled at UR in Academic Year 2014 – 2015					
Student Categories	1st Installment				Total (Rwf)
	Tuition Fees (Rwf)	Registration Fees (Rwf)	Caution Fees (Rwf)	Student Welfare Fees (Rwf)	
Self-sponsored students	200,000	25,000	25,000	8,000	258,000
Students under categories 5&6 of Ubudehe	200,000	25,000	25,000	8,000	258,000
Students under categories 3&4 of Ubudehe	100,000	25,000	25,000	8,000	158,000
Students under categories 1&2 of Ubudehe	0	25,000	25,000	8,000	58,000
Payment Schedule for Ongoing Students enrolled at UR in Academic Year 2014 – 2015					
Student Categories	1st Installment				Total (Rwf)
	Tuition Fees (Rwf)	Registration Fees (Rwf)	Caution Fees (Rwf)	Student Welfare Fees (Rwf)	
Self-sponsored students	200,000	25,000		8,000	233,000
Students under categories 5&6 of Ubudehe	200,000	25,000		8,000	233,000
Students under categories 3&4 of Ubudehe	100,000	25,000		8,000	133,000
Students under categories 1&2 of Ubudehe	0	25,000		8,000	33,000
Payment Schedule for All Students enrolled at UR in Academic Year 2014 – 2015					
Student categories	2nd Installment		3rd Installment		
	Tuition Fees (Rwf)		Tuition Fees (Rwf)		
Self-sponsored students	200,000		200,000		
Students under categories 5&6 of Ubudehe	200,000		200,000		
Students under categories 3&4 of Ubudehe	100,000		200,000		
Students under categories 1&2 of Ubudehe	0		0		

Course Design and content

The course design, delivery and management is centralized, with key decisions affecting the school taken at the faculty level. This does not allow the school to address students' needs and concerns as decisions on staffing, timing and approaches have to be discussed and approved at the faculty level and this can sometimes take very long.

There is a feeling among some employers that the SJC course is not designed to meet the needs of the Rwandan market. *'Most of the SJC graduates can hardly meet our expectations and we have to practically retrain those in our employ so that they can meet our expectations. I would wish to see a situation where the school is in constant touch with the industry players who can then make contributions to the development of the curriculum and can even take time to be guest lecturers at the school. This will help in bringing out employable graduates,'* media owner and employer.

The development of a good curriculum for the School of Journalism and Communication (SJC) will require, first, the development of aims and learning outcomes to ensure that the goal of producing competent graduates is achieved. One of the main goals of the SJC is to produce graduates with professional values and attitudes to meet the Rwandan market needs. There is need for a proper interpretation of the learning outcomes which is expected on the one hand to guide the lecturers on what is expected of the students on completion of their training and on the other guide students on what they are expected to do in terms of knowledge, skills and attitudes so as to get the appropriate learning and teaching methods. Interviews with the SJC students indicate serious disaffection with the teaching methods at the school. Students are unanimous in their verdict that the school cannot achieve much unless more emphasis is placed on practical training rather than the theory that the school currently employs.

'We have serious gap in training because we are hardly exposed to practical training. The entire course is theoretical; yet we know that the practice of journalism requires practical skills in the areas of photography, radio production, television production and others. We feel seriously incompetent because we do not have the necessary skills to be good journalists,' fourth year student. The complaint about the absence of practical experience was replicated by third and second year students some claiming that they had not even stepped in the school's lab. Indeed there were claims that even some of the lecturers who are supposed to take them through their practicals were themselves not skilled. *'There is a case where a student who just completed his studies at the school was brought back to take us through a practical class meaning that the lecturer himself did not have the skills to teach us,'* third year student.

Ideally the SJC curriculum content should be designed to reflect a selection of knowledge, skills, values and attitudes relevant to the journalism profession and responsive to the market needs in Rwanda. The curriculum content should reflect the job that the students will be expected to do after training; relates directly to the learning outcomes; total time given to each unit of the course is appropriate; and balance between theory and practice is appropriate. According to the SJC dean, the school has a set curriculum that is meant to impart the students with the necessary skills to meet the market demands of Rwanda. Even though the curriculum does not contain some of the required modules², lecturers are *'encouraged to expound on the modules and may cover some of the missing items even though they may not be listed in the curriculum.* The curriculum has some clear gaps that need to be filled. An example is under foundation of journalism, it does not address topics such as media regulation and political and cultural aspects of journalism. The other topics that are currently not covered by the curriculum include media sustainability, data journalism, community radio, global journalism, gender and journalism, humanitarian journalism and reporting human trafficking.

In fact, the course on gender and journalism is recommended by UNESCO³ in its Model Curricula for Journalism Education. According to Dominique Payette and Estelle Lebel,⁴ *"the objective of this course is to allow for reflection on the importance of gender, not only in society, but also in the content of stories and information supplied by the media. Therefore, the management of the media, especially issues concerning governance, form an intrinsic part of the course".*

² SJC curriculum by years (1,2,3,4) are at disposal and accessible at SJC or at Ti-Rwanda. Due to extensive length, the full curricula cannot be attached.

³ UNESCO: Model Curricula for journalism Education, 2013

⁴ Idem

Teaching Method

The SJC curriculum is structured in a syllabus format with each lecturer required to develop the syllabus outline for each module to ensure that they are in line with the original course description. This is then shared with the head of quality control in Huye. *'The ideal requirement is that a booklet that is developed from the syllabus is shared with the students at the beginning of each semester so that they know what to expect. However this has not been happening,'* director SJC.

The main teaching method at the SJC is through lecturing face-to-face, tutorials and group work. Lab work is supposed to be used for subjects that require practical exposure. Seminars are not commonly used as a method of teaching even though it has been repeatedly discussed at the school. The school has signed an MOU with the New Times to help the school in producing a publication that will provide further practical exercise to the students in the school but this will depend on whether the school can get sponsorship for the paper. Online studies has not been used by the school this far but there are cases where the school takes exceptional productions by students and use them as case studies in the subsequent years. Students at the school express moderate satisfaction with the theoretical training offered by the school but decry the inadequate practical exposure making it difficult to fit in the job market. Students, at the same time, point to the fact that there are lecturers who skip too many classes leaving them to study on their own. According to one lecturer at the school, this should be the norm at the university level and the students need to understand that much of the work needs to be done by the students themselves and not by the lecturers. While this may be true, there is need for the students to be orientated to understand the arrangements and also given sufficient resources to be able to research on their own. Students feel incompetent to work on their own with employers saying that the learning at the school currently do not promote critical and logical thinking by the students.

Constraints to implementation

Constraints to learning at the school are numerous, both on the part of the students and lecturers. Resources are greatly inadequate with the school supposed to depend on the school library, which is grossly understocked. *'Lecturers are supposed to submit a list of books and reference materials they would wish the university to purchase. Experience is however that such requests are rarely met leaving lecturers to seek other sources to meet their teaching needs,'* lecturer. Lecturers largely depend on the Internet to obtain materials and develop content. While this is an important source for enrichment of content, it depends on the stability and reliability of internet connection. At the moment, the school's server is in Huye and this means frequent interferences making it difficult for lecturers and doubly difficult for students who do not have access to the internet for research purposes. A reliable Internet connection would allow lecturers to introduce more innovative learning methods and allow learning to be more flexible as students would make better use of their free time. With proper connectivity, lectures can be given over the internet or via video conferencing reducing the need for students and teachers to travel to be at one place at any given time.

Learning resources at the school are seriously constrained. The school does not have sufficient lecturers and the available ones have to work long hours, which do not allow time for research and development. While the available staff are skilled to handle most of the courses, there are areas where extra strength and skills are needed especially in the lab where technicians should

be available to take the students through their practical lessons with the support of the relevant lecturer. The school does not have the human resources that would help in conducting research on behalf of the lecturers. Other areas of constraints include inadequate equipment including IT equipment, books, journals and multimedia resources.

Assessment

Assessment methods that measure student's performance and linked to the stated learning outcomes is core to any academic curriculum. Assessments must check that students have achieved the learning outcomes. Teaching and learning methods must support the assessment strategy. While the SJC students are regularly assessed through continuous assessment tests, examinations and projects, there is need for such assessment to ensure that lecturers check the following aspects relating to assessment:

- Whether assessment methods which relate to the assessment of knowledge, skills and attitudes are appropriate
- Whether teaching and learning methods support the assessment strategy
- Whether assessment methods are reliable, valid and sufficient
- Whether regulations governing assessment procedures and awards are clear and easy to follow and are being applied appropriately and consistently.

The students are of the view that the assessment methods they are subjected to are sufficient and effectively gauge their knowledge and skills but not much on attitudes. They do not express any complaints of bias indicating an acceptable level of integrity and consistency.

SJC Curriculum review

Peyton and Peyton (1998) note that the curricular cycle 'involves development through needs assessment, design and implementation phases...The dynamic curriculum requires change and resource management.'

Ideally the school curriculum should be reviewed every five years. *'No curriculum review has happened for the entire duration that I have been at the school and this is therefore long overdue. This will allow the school to keep up with the dynamism of the media sector. The project therefore comes at a crucial time and the review of the curriculum will make the school take a very important step in her life cycle'* director SJC.

Recommendations:

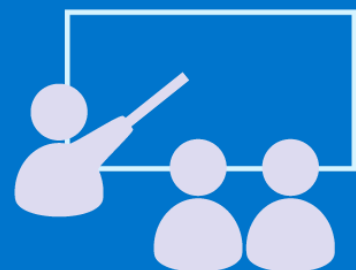
- First and foremost, the SJC curriculum needs to be revised;
- Topics to be added include media sustainability, data journalism, community radio, global journalism, gender and journalism, humanitarian journalism and reporting human trafficking;
- Investigative journalism course shall be strengthened;
- Learning resources at the school need to be profoundly strengthened.
- Lecturers need more time for research and development;
- lectures can be given over the internet or via video conferencing reducing the need for students and teachers to travel to be at one place at any given time. This could also address limited accessibility of lecturers to some students who reside far away.

Analysis of teaching practices at SJC

Background Paper No. 2



**Capacity Building of the School of
Journalism and Communication,
University of Rwanda**



ANALYSING OF TEACHING PRACTICE AT SJC

Background paper No.2

Introduction

Teaching practice refer to a broad range of effective actions teachers take, and requisite conditions teachers establish, to facilitate learning. While the general method for the attainment of a degree may be spelt out in the general academic regulations, the lecturer bears responsibility for designing an appropriate method that will provide the best learning for students taking cognizance of the prevailing environment and circumstances.

The ‘*General Academic Regulations for Undergraduate Programs for the University of Rwanda of October 2014*’ sets out the regulations guiding undergraduate programs leading to awards of bachelor’s degree with honours. In the introductory pages it states thus; ‘the 30 week academic year is divided into two semesters,...each notionally comprising fifteen weeks of learning, teaching and assessment; twelve weeks of teaching, a week of revision, and two weeks of examination.’ It goes on to state thus “*where program requirements include a period of internship/industrial placement ... achieving a pass on this will be a requirement for progression/graduation*”.

Teaching practices at SJC

Teaching at SJC is mainly by coursework which involves face to face lectures, practical lessons and industrial attachment. Other methods that are used, albeit not consistently are seminars, workshops and visiting lectures. Interviews with the lecturers indicate differences in approaches from different lecturers and for different subjects but by and large, face to face lectures form a big chunk of teaching. Students however complain a lot about the lack of practical exposure, most feeling that the over reliance on theory is the main reason why they find it difficult to fit in the job market.

‘I am in my third year at this school but I have not had any opportunity to attend any practical lessons and this is going to definitely impact on my performance when I eventually go out to the market. In fact, this lack of practical exposure is one of the main reasons a number of students opt for the communications rather than journalism,’ third year student.

One of the best practices in learning at undergraduate level is frequent student faculty contact in and out of classes which encourages student motivation and involvement. At the SJC, there is minimal contact between the students and lecturers a fact that students blame on the accommodation arrangements and the location of the school away from the main university 120 kilometers away in Huye. Many administrative functions such as accommodation arrangements, financial issues, etc. are still located in Huye. The lack of cheap accommodation around the main campus makes the

transaction costs and presence of the students challenging. Late teaching hours make it also difficult especially for women to follow.

'We cannot have much time with the lecturers because we stay very far from the campus and most of us are either running to or from the university because we come from far. Indeed many of us can only afford to come to the school when we have a class because most times you will not even get to see your lecturer who have to frequently move between the school in Kigali and Huye,' second year student.

One of the complaints the students have is that a number of lecturers skip their classes and the students therefore do not have the necessary exposure even in class, a fact that one of lecturers responds to; *'The students need to be aware that university education is a lot different from high school learning where a teacher must be in class for the students to learn. Here, a big chunk of the work depends on the student and they are required by design to do much of the work on their own and lecturers must not be there for this to happen,'* lecturer.

Students suggest that if they were to have accommodation in the campus or close to it, it would be much easier to make contact with faculty staff and make necessary follow ups with the academic staff on areas where they may need further advice and this would enhance their intellectual commitment and encourage them to think of their plans as journalists. Staying together would also greatly add value to their learning by encouraging reciprocity and cooperation among the students. According to Chickering and Gamson¹, developing reciprocity and cooperation among students enhances learning 'when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding'.

Some students feel that the teaching practice at the school do not engage them sufficiently either because they are too many in class or because the lecturers are over-stretched and therefore do not have as much time with the students as may be necessary.

'One of the classes have close to eighty students and it becomes practically impossible to give them the kind of attention that may be necessary but as lecturers we still try and give them the best we can under the circumstances,' lecturer.

Suggestions to improve modality of teaching at SJC

Chickering and Gamson argue that 'Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves'. Such opportunities would be provided through seminars that would encourage debate and interrogations between the students themselves and with the faculty staff. While SJC acknowledges the importance of such

¹ Seven Principles for good practice in undergraduate education, Arthur Chickering and Zelda Gamson (1987)

methods, there is an admission that circumstances have not allowed the school to organize for seminars and other innovative methods of delivery that would keep the students engaged.

'We have occasionally whenever possible invited guest lecturers to encourage students to have discussions among themselves and with industry players but this has not happened as regularly as we would wish,' faculty staff.

This position is reiterated by a player in the industry who suggests that *'the school must allow the students to interact more with those with experience in the media industry in Rwanda. It must not necessarily be the top managers, even though this may be more desirable, but also former students who are already practicing journalists. They can learn a lot from such people and this would greatly enhance their understanding of what journalism and communication entails.'*

Another best practice in teaching according to Chickering and Gamson is for teachers to give 'Prompt Feedback Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.'

Interviews with SJC students indicate that there is hardly any time for lecturers to provide sufficient feedback to individual students on their performances.

'Our assignments are marked and marks given but there isn't much by way of feedback from the lecturers and so we are left on our own to know why one has performed poorly,' third year student.

One of the key areas of contention for the students is the inadequate practical exposure. Students are of the opinion that the journalism course require more practice than theory and decry the insufficient time allocated to practical lessons. Indeed, some students suggest that there is need to recruit more technical staff to handle the practical aspects of the training. In addition they suggest that the school's radio station which would help them in practical lessons should be moved to Kigali from Huye where it is currently located.

'Because some of the lecturers are not conversant with the practical side, it would be important to hire those with practical knowledge to help us out. I can point a case in point where a former student who completed school just a year ago was brought back to help us with adobe design. While this was helpful, it would be necessary to have permanent technical staff to help in the areas of computer designs, photography, camera operations and such like areas. This is the only way that we can perform the functions that we are expected to perform out there,' fourth year student.

A practicing journalist who is an editor at one of the radio stations concur with this position; *'the students from the school of journalism have no idea at all of a radio set up. We try our best to help them out when they come for internship but there is hardly any*

time to start from the basics. It would be good if they came with some rudimentary knowledge so that we can only help to polish it,' radio editor.

While the internships are a requirement for the undergraduate program, there is a feeling among some students that the school does not place much emphasis on the attachments. According to the university regulations, a student is required to obtain a pass in industrial attachment before they can be awarded a degree. The students, however feel that the school can do much more to strengthen this aspect of learning.

'Sometimes we feel that the school do not care much about attachments. The student is required to find their own placement and is hardly evaluated during their time of attachment. Most times, it is the student who informs the lecturer that they have completed their attachment and they have no way of knowing if the student actually attended the attachment, let alone how they performed,' fourth year student.

The SJC dean acknowledges the difficulty in supervising the students during their attachments but emphasizes that each lecturer is required to supervise their students on attachment. *'Even though we may be stretched, supervision of students on attachment is fundamental and we try our level best to ensure that students are properly assessed on this score,'* director SJC.

One aspect of teaching that seems to be missing at the SJC is an appreciation of diverse talents among students. According to the students, the school has no way of identifying and promoting individual talents among the students. Students therefore go through their normal coursework and do not have an opportunity to discover the various talents they may have.

'I wanted to be a radio journalist because I believe in my natural talent as a radio announcer but I was surprised when I was placed in a communication class. This placement did not take into account my area of interest. I still believe I will be a radio journalist because that is where my talent lies,' third year student.

Assessment of the students by way of examinations or continuous assessment tests (CATS) is another aspect of teaching that must be strengthened. According to the students, there is not much complaint about how the tests are examined or marked.

'We have not seen cases where we would say that a lecturer is openly biased or favoring a certain student. Obviously when one fails an examination, they may feel aggrieved but this is human nature. We would wish that fairness in setting and marking examinations continue and we do not have cases where students feel that a particular lecturer is biased,' fourth year student.

There has been no evidence that women are treated differently through teachers or are disadvantaged in some other way. The proportion of women at SJC (around 30%) is comparable to other HLIs in Rwanda. Most gender issues come up when commenting on gender discrimination in the wider media industry, not specifically linking gender issues to SJC or the teaching style. It is however assumed that some factors affecting teaching influence female students more than their male counterparts. For example the issue of accommodation might limit women more as they tend to be more cautious when moving after dark.

The SJC curricula is not at the moment gender cautious. There has been little evidence of gender specific issues being taught at SJC. Many practitioners recommend in this respect inclusion of some kind of gender aspect, especially given the prominence of the topic in Rwandan media.

Satisfaction levels of teaching practices do not vary significantly between men and women at SJC (see Background paper 6).

Conclusion

The School of Journalism and Communication needs to strengthen the areas where obvious weaknesses have been observed by the stakeholders. There is need to recognize that journalism is fundamentally a practical course that requires a lot of practical exposure. The need for strengthening of the staff layout to include more staff that would handle the practical aspects of the training cannot be overemphasized. While recognizing the transition from Huye to Kigali and the handicaps the school faces with respect to inability to make certain decisions without consulting the faculty and the university, there are areas where the school must strengthen to continue offering quality services to students.

Recommendations

1. More emphasis be placed on practical lessons so that the graduates of the school can compete with other graduates from schools in Rwanda and the region. The school needs to enlist the services of technically competent staff to handle the practical lessons to complement the theoretical work that is currently being offered at the school.
2. Proper supervision of students on attachment must be ensured. This must begin with working with the students to identify appropriate and relevant institutions that can add value to the education of the students. Performance during the industrial attachment must be graded and form part of the award of the degree.
3. Seminars, workshops and guest lectures would add value to the education at the school. Seminars would allow the students to critique and interrogate their work and that of their lecturers, an important aspect of university education.
4. There must be a system of identifying talents among the students of the school. While one may not be the best in class work, he may be one of the best talents in field reporting, productions etc. It is important that the school puts in place a system that would allow such talents to thrive.
5. Feedback must be prompt and regular to make the students aware of where they stand with respect to the course. It is not enough to offer examinations or

assignments but not have time to either, individually or collectively, to provide useful feedback to the students.

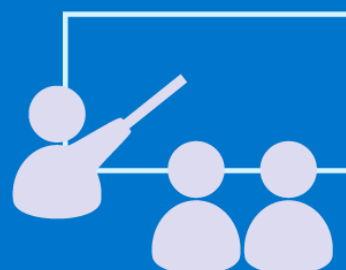
6. Teachers at SJC should ensure that all students are given equal opportunity in receiving feedback, advice, mentoring and classroom discussions.

ANALYSIS OF PRESENT ADMINISTRATIVE AND MANAGEMENT SYSTEM OF SJC

Background Paper No. 3



**Capacity Building of the School of
Journalism and Communication,
University of Rwanda**



ANALYSIS OF PRESENT ADMINISTRATIVE AND MANAGEMENT SYSTEM OF SJC

Background paper No.3

Administrative management is concerned with the design and management of an organization that calls for a formalized structure, clear division of labor and delegation of power and authority to administrators relevant to their areas of responsibilities. The governance structure of an institution shows how the stakeholders (head, staff, students, parents, government) communicate with each other; who is accountable to whom, how they are held accountable and for what. It is the functioning of this system that allows the institution to:

1. Respond appropriately to the needs of the society
2. Demonstrate that the public funds they receive are being used responsibly
3. Maintain standards of excellence in teaching and research.

Even though universities adopt various administrative and management set-ups, a typical university system has an executive head answerable to an academic body, usually the University Council and a decision making body, in most cases a senate that comprises heads of different colleges of the university. Below the college heads/principals are the deans and directors of schools who are responsible for the overall management of their faculties in consultation with faculty members. How the institutional head, boards and faculty contribute to and engage one another in institutional governance speaks to the health of the university as well as to the broader principles of autonomy, self-regulation and accountability.

The School of Journalism and Communication of the University of Rwanda has been set up as a faculty in the college of social sciences and is headed by a dean who is appointed for a specific period of time from among the faculty members. The school has the teaching, technical and administrative staff. While deans were traditionally elected as a representative of the academic staff of the faculty, with great influence and little power, deans are now appointed and exercise budgetary and other managerial functions and must balance the traditional role of protecting the interests of the academic staff with strengthened managerial role. The dean/director is expected to allocate responsibilities to faculty members to help in managing the school. However, there is little or no direct incentive for taking up responsibilities other than teaching. There is no release time from workload and compensation for such responsibilities.

Most universities model their management and administrative systems on shared governance, understood as the principle that the final institutional authority resides ultimately in the governing board, and that the board entrusts day to day administration to the institutional head who then delegates specific decision making powers to the faculty in their areas of expertise.

The school of Journalism and Communication of the University of Rwanda has an appointed director responsible for the management of the school. The school has a faculty board whose traditional role should be that of 'policy influencing.' Interviews with the faculty members pointed at the need to have a 'functional' faculty board that would be active in policy making and not merely advisory with 'most of the decisions affecting the schools made at college level and handed down to the school for implementation.'

"Even though the set-up is such that the school should be independent and autonomous, the truth is that currently we don't have much muscle and have to implement decisions handed down to us from the college level. Our recommendations on how the school should be run do not hold much water and some of us are resigned to the fact that the school's direction is not in our hands and we have to do the bidding of the administration. Unless the destiny of the school is placed in the hands of the faculty members then we cannot move in the correct direction and with the speed that is required," faculty member.

Faculty members at the school of Journalism and Communication feel left out in the management of the university and are hardly represented in the institution wide committees that make decisions affecting the entire university and the school. In a climate where interaction between the faculty members and administrators is poor, there cannot be much in terms of consultations. While the school is in Kigali, the administrative office is still in Huye, hundreds of kilometers away and there is not much by way of interaction. In the words of a faculty member at SJC,

"the school should be the hub of activities on matters affecting it including; curricula innovation, establishment of new teaching activities, recruitment of staff, promotions and career development and operational management of funding."

The feelings of SJC faculty members towards the university administration is typified in a study conducted by the Association of Governing Boards of Universities and Colleges that found

common themes among respondents' comments describing negative and bad interactions between faculty members and their boards/trustees:

- Interaction between faculty and trustees is infrequent and contentious when issues arise
- Trustees are viewed by faculty through an adversarial labor vs management lens
- Faculty are viewed by trustees as privileged, too powerful and overpaid
- There is no structure to develop strong relationships or to interact
- The faculty body isn't structured properly and fails to make meaningful recommendations to the board
- The contact faculty do have with trustees is used to lobby for personal interests or to complain which turns trustees off
- There's not enough time – board members are out of town between board meetings and agendas leave little time for interactions at meetings
- There's confusion about the respective roles and lack of knowledge about respective activities
- Faculty respect the board but sense that the board doesn't respect the role of faculty in governance.

Besides the faculty members, the SJC has administrative staff whose responsibilities include handling all the administrative issues of the school including liaising with the University administration on issues of the school management. The administrative staff are hired by the university and placed to the SJC ideally according to the staff requirements of the SJC. Besides the administrative staff, there are the technical staff members who have the responsibility of handling, together with the responsible faculty members, the technical aspects of the training such as design, graphics, photography including development of photographs, software such as adobe and carol draw etc. These are supposed to be specialists in their respective areas who are supposed to handle the practical aspects of the courses. In interviews with the SJC students, one of the areas where they express serious dissatisfaction with the school is the absence of technicians to help them with the technical aspects of the training at the school.

'It is unfortunate that the school had to hire a student who finished his studies at the school only a year ago to help the current students with the use of a very important soft-ware because the school do not have the technical capacity to manage it,' third year student.

While the SJC presents her staffing requirements to the university, more often than not, the staff allocation is not sufficient both in terms of number and skills. Ideally, the SJC should be fully responsible for identifying and recruiting such staff but the functions are still help by the human resource department of the university with minimal input from SJC. This has forced the school to sometimes find other means of meeting such deficits including working with former students in a mentorship program but this has not worked very well. There is need for the SJC to have competent technical staff to work with the faculty in offering technical expertise to the students.

One other area where the SJC has experienced serious difficulties is in the area of archiving and records management. Archiving and records management recognizes that the activities of individuals and organizations leave documentary traces such as reports, photographs, maps, email messages, videos etc, that will inform the future about contemporary life. Documentary heritage is essential for developing appropriate policies, promoting organizational sustainability, conveying social memory and allowing individual students to understand their own identities in relation to the past. The importance of referencing past records in journalism cannot be over-emphasized as stories are developed in relation to past events and then placed in perspective. Good practice therefore requires that a journalist must, not only have access to archives but must also be able to understand how to access such materials. The SJC does not have any form of archiving and records management and still has to rely on the overstretched university library to access relevant materials and records.

Conclusion.

The administrative and management functions at SJC would be better strengthened if the following concerns would be sufficiently addressed:

1. More time to allow for more interactions among faculty members and between faculty members, administrative staff and the board so that issues affecting the school could be more meaningfully discussed and addressed. The faculty members hardly have time to devote to non-teaching assignments and therefore there would be need for some form of release time from workload to enable them participate more effectively in matters of administration and management.

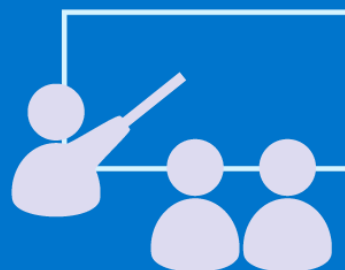
2. An atmosphere of understanding and respect between the faculty and board that will appreciate the roles and responsibilities on either side while recognizing the challenges and expectations that are faced by both sides
3. The development of governance policies that are understood and respected across board. The need to involve faculty members in the development of such policies is of paramount importance if they are to be expected to implement the same.
4. Increase level of interest particularly among faculty members to participate in administrative and management activities by offering incentives.
5. While there is the recognition that the SJC operates under the overall UR system, there is need for the School to be fully involved in making decisions such as who should be recruited to work in the school's technical and administrative departments. There is serious understaffing in this area and the school has operated at the bare minimum.
6. There is need for serious capacity building for both faculty members, technical and administrative staff to understand their roles and responsibilities at SJC.
7. There is need for the establishment of an archiving and records management unit at the school to provide the much needed reference materials for both students and faculty staff besides using it for purposes of training students on records management and its access.

Analysis of SJC student perceptions on the quality of training and education and own prospects in the job market

Background Paper No. 4



**Capacity Building of the School of
Journalism and Communication,
University of Rwanda**



Analysis of SJC student perceptions on the quality of training and education and own prospects in the job market

Background paper No.4

Introduction

The perceived poor quality of journalism in Rwanda has been blamed on the training offered in the local institutions¹. As highlighted in Background papers 5,7 and 8 in this series, journalism in Rwanda is characterised by poor quality reporting, poor professional ethics, lack of specialization and poor use of research and in-depth analysis of issues, among other issues. One published report blamed the quality of training for this state of affairs. The 2012 MSI report (IREX 2012²) concluded that although Rwanda has quality media training institutions, “most of them put more emphasis on theoretical training than practical. As a result, they graduate students who are unprepared and face a lot of resistance when they go out looking for jobs” (pg 330).

This paper presents the findings of SJC student’s perceptions about the quality of the training received at the SJC and their subsequent job prospects in the Rwanda media sector. The findings are the result of four focus group discussions with students from the different classes at the school and a questionnaire filled in by 183 students.

Perception survey about students’ satisfaction at SJC

The present study sought to establish the satisfaction of the School of Journalism and Communication, Rwanda. A sample size of 183 students was surveyed using a structured questionnaire, and the end result analyzed using SPSS and data presented using charts, graphs and tables.

This report presents the respondents’ demographics, contribution of the SJC education and training to improving or acquisition of certain competencies, challenges affecting journalism industry in Rwanda, students’ confidence working in various subsets within the industry, availability of internship opportunities, attributes of the students’ satisfaction and the overall satisfaction indices.

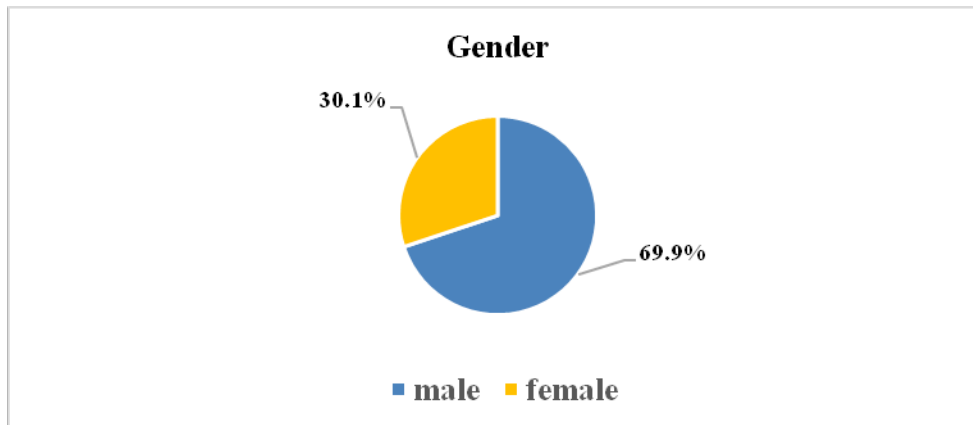
Demographics

Respondents’ Gender

Among the surveyed respondents, 69.9% (128) were male while 30.1% (55) were female. Since the survey was randomized, this means that majority of the student population enrolled at SJC are males.

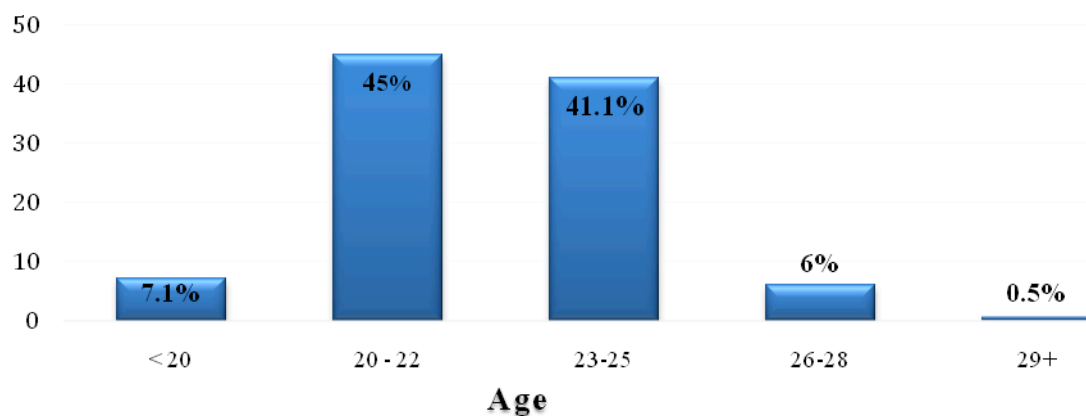
¹See eg, The State of media freedom, professionalism and development in Rwanda: an assessment (2011, 2014) Media High Council

²IREX, 2012. Media Sustainability Index 2012. Accessed at <https://www.irex.org/sites/default/files/u128/Rwanda.pdf>



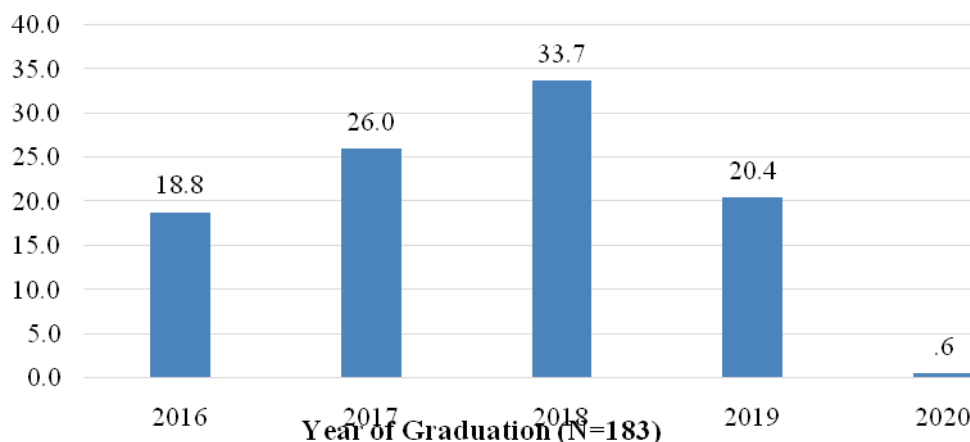
Age of the Respondents

The ages of the respondents surveyed varied from below 20 to over 29 years of age. The absolute majority of students are in the age between 20-25 years.

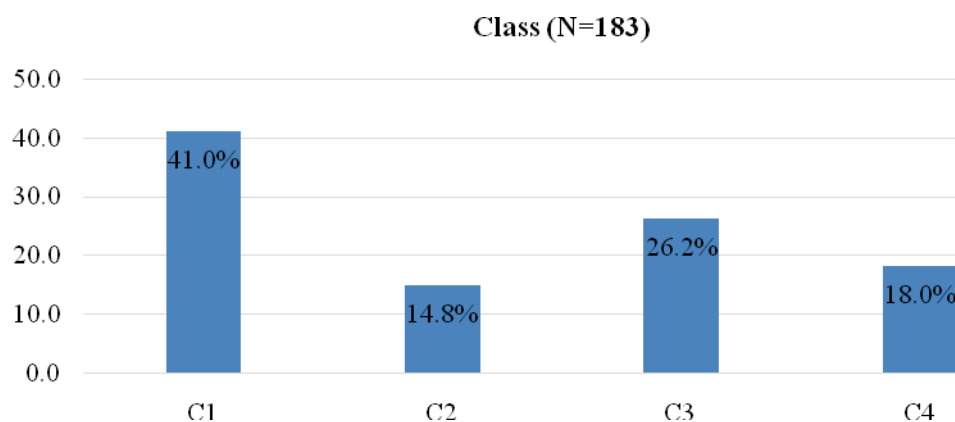


Respondents Expected Year of Graduation

Among the surveyed SJC respondents studying in the bachelor programme 18.8% expect to graduate in 2016, 26% of the respondents expect to graduate in 2017, 33.7% expect to graduate in 2018 while 20.4% in 2019. Since majority of the students are expected to graduate in more than two years time, the college can put in place appropriate measures to address the issues affecting the students and thus improve their satisfaction and experiences.



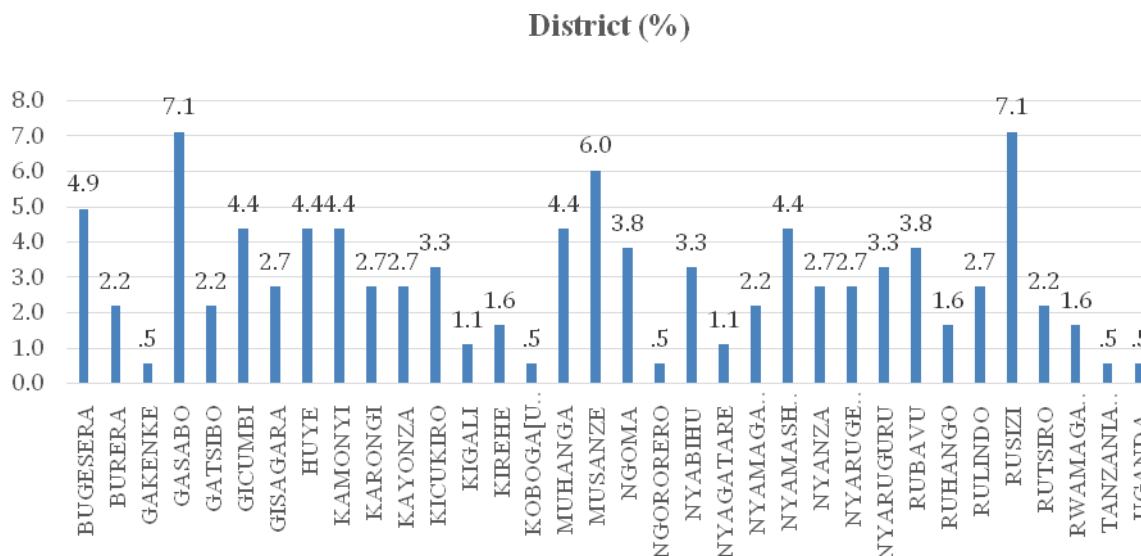
Among the surveyed respondents, 41.0% were from class in the first year (Y1), 14.8% from Y2, 26.2% from Y3 and 18% were from class Y4. Majority of the respondents being in First Year of study helps to establish factors affecting their satisfaction, which is the college entry point, but the representativeness in the other years of study (2, 3 and 4) also unveils crucial information that the college can act on.



Respondents' District of Origin

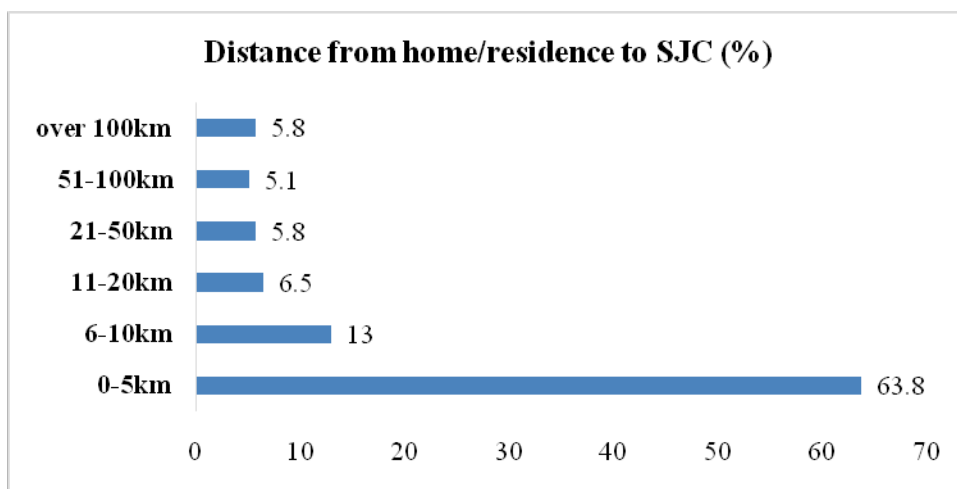
Asked where they come from, respondents reported in terms of districts within Rwanda while the international students mentioned their country. Majority of the students come from various districts such as Gasabo in Kigali and Rusizi with 7.1%; Musanze (6.0%); Bugesera (4.9%); Gicumbi, Huye and Kamonyi with 4.4% response each. Minority of the student population come from Gakenke and Ngororero Districts within Rwanda, each with 0.5%. A small percentage of the students' population makes up the international community with 0.5% coming from Uganda and 0.5% from Tanzania. There is no significant deviation between students coming from rural and urban districts.

Based on the students' demographic characteristics, the college can utilize this information to focus on expanding its market within Rwanda, across East Africa and the entire African continent.



Distance from Home/Residence to SJC

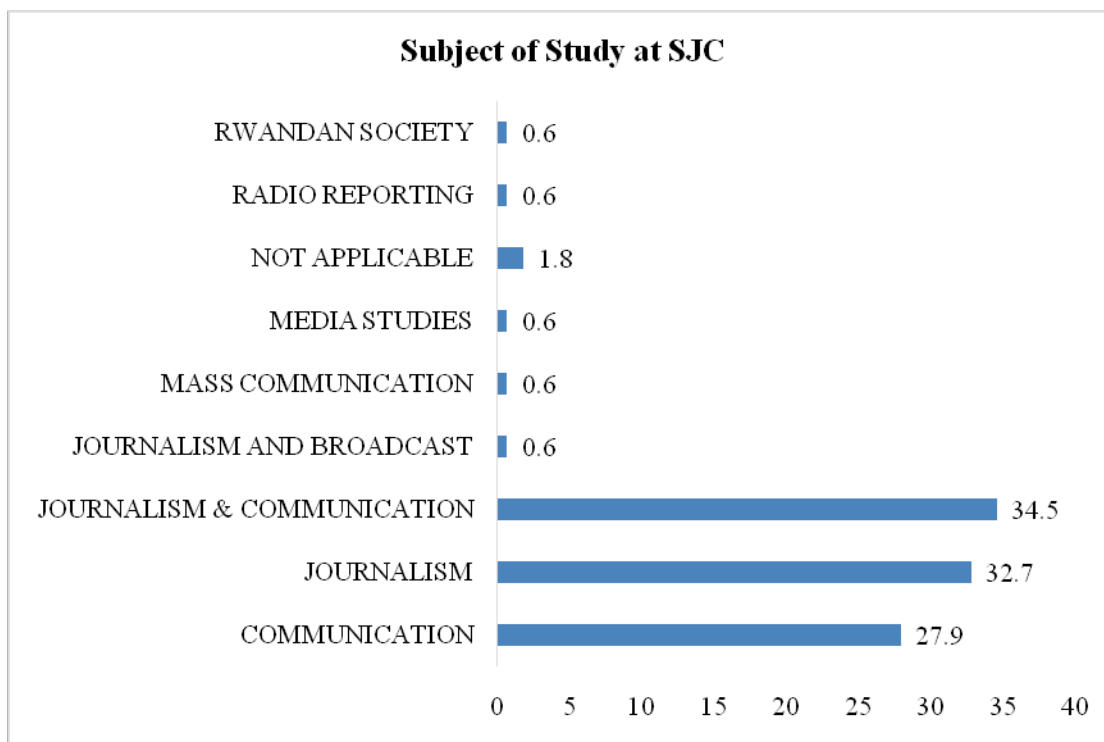
In order to establish how far they come from, the respondents were asked to state the distance to SJC from home or area of residence in terms of kilometers. Majority (63.8%) of the respondents reported to reside within (0-5km), followed by those who reside within 6-10km at 13% mention.



A significant percentage (5.8%) reported their home/residential place to be located over 100km from SJC.

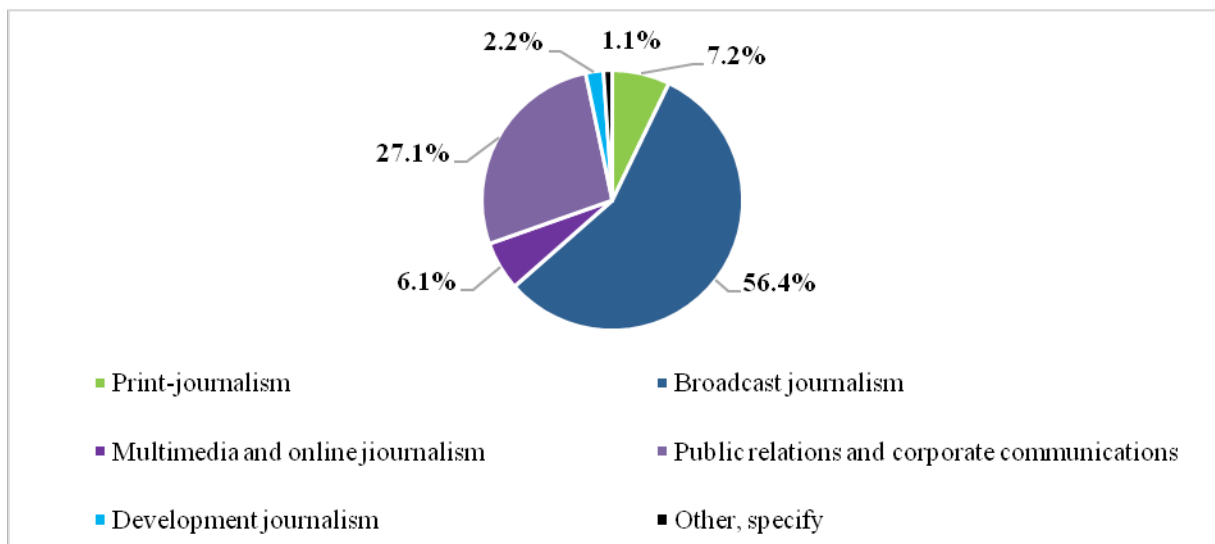
Subject of study at SJC

Among the surveyed respondents, majority (34.5%) are studying journalism and communications, followed closely by those are studying purely journalism with 32.7% and at third by communication students at 27.9%. Smaller percentages reported undertaking various subjects such as Rwandan society, radio reporting, media studies, journalism and broadcast, each with 0.6% response. These are mostly part-time students.



Respondents' Line of Career after Studies

Asked which line of career one would like to pursue after studies, 56.4% of the respondents reported their interest to pursue broadcast journalism, 27.1% in public relations and corporate communications, while the least reporting their interest in other lines of career with 1.1% mention.



Contribution of the Education to Students' Ability

One of the objectives of this survey was to explore how the education that the students are receiving at SJC has contributed to their ability or competencies in journalistic and professional thinking and task performance. It must be mentioned that these findings are based on students' perceptions and may deviate from the actual reality, in some cases extensively. However, the perceptions are still an interesting inside into the students' assessment of various aspects of education at SJC.

In examining this construct, the students were asked how education at SJC has contributed to their ability to think critically, creatively and independently; 14.2% reported average ability, 9.7% reported maximum ability while 12.5% feel they are least able to think critically, creatively and independently. So in general, 40.4% of the respondents reported below average ability whereas 45.5% reported above average ability to think critically, creatively and independently based on the education they are receiving from SJC.

When asked how well the education has contributed to their ability to prepare content for news media outlets; 13.2% reported average ability, 10.3% reported maximum ability while 11.5% reported that they were least able to do this. In general 36.2% reported below average ability while 50.5% reported above average ability to prepare content for news media outlets based on the education they are receiving from SJC.

How well would you say the education you are receiving at SJC has contributed to your ability to:											
* all data in %	1	2	3	4	5	6	7	8	9	10	N
The education you are receiving at SJC has contributed to your ability to think critically, creatively and independently (scale of 1 to 10)	12.5	8.5	11.4	8.0	14.2	10.8	12.5	6.8	5.7	9.7	176
Ability to express myself clearly, both in writing and orally	3.4	4.5	7.4	4.5	12.5	12.5	15.3	14.2	13.6	11.9	176
Ability to prepare content for news media outlets	11.5	4.6	8.6	11.5	13.2	8.6	11.5	12.6	7.5	10.3	174
Ability to carry out journalistic research and interviews	12.5	8.5	11.4	8.0	14.2	10.8	12.5	6.8	5.7	9.7	176
Ability to critically appraise information and sources for news value	5.8	5.2	7.5	12.1	20.2	10.4	6.9	11.0	8.7	12.1	173
Ability to meet deadlines	12.4	7.7	8.9	9.5	11.8	12.4	6.5	10.7	5.9	14.2	169
Ability to competently use technology appropriate to the medium	20.2	10.4	14.5	11.6	8.7	5.8	6.9	5.8	7.5	8.7	173
Ability to have media entrepreneurship skills	20.1	8.6	10.9	9.8	10.9	9.8	7.5	6.9	4.0	11.5	174

Based on the education they are receiving from SJC, 14.2% of the respondents feel they have average ability to carry out journalistic research and interviews, 9.7% feel they have maximum ability while 12.5% feel they are least able to carry out journalistic research and interviews. So in general 40.4% of the respondents feel they have below average ability while 45.5% feel they have above average ability to carry out journalistic research and interviews based on the education they are receiving from SJC.

When asked about their ability to critically appraise information and sources for news value based on the education they are receiving from SJC, 20.2% of the students reported average ability, 12.1% feel they are maximum ability while 5.8% of the students feel they are least able to critically appraise information and sources for news value. Generally 30.6% of

the students feel they have below average ability while 49.1% of the students feel they have above average ability to critically appraise information and sources for news value based on the education they are receiving from SJC.

On ability to meet deadlines, 11.8% of the students interviewed feel the education they are receiving from SJC has contributed to their average ability to meet deadlines, 14.2% feel it has contributed greatest to their ability to meet deadlines while 12.4% of the students interviewed feel it has least contributed to their ability to meet deadlines. In general, 38.5% of the students feel the education they are receiving at SJC has below average improved their ability to meet deadlines while 49.7% of the students feel the education has above averagely improved their ability to meet deadlines.

Contribution of the SJC Training to Acquisition of the Knowledge and Skills

In order to establish the students' perception on how the SJC training has contributed to acquisition of knowledge and skills in various tasks performance, they were asked to rate the attributes in a scale of 1-10, where 1 indicates 'not at all contributed' and 10 indicates 'fully contributed'.

Generally, the responses were varied across the scale with majority of the respondents showing general low level or no contribution at all at scale 1. Specifically, among the attributes, majority (13.6%) of the students reported one (1), that is no contribution at all, while 8.3% reported full contribution to broadcast reporting and writing (radio and TV). According to the table below, 16.4% (majority) indicated 'no contribution at all' while 7.3% indicated 'full contribution' to print or broadcast editing, design and production; 17.4% indicated 'no contribution at all' while 7.5% indicated 'full contribution' to news media management.

How did the training at SJC contribute to acquiring knowledge and skills											
* all figures in %	1	2	3	4	5	6	7	8	9	10	N
How training at SJC contribute to broadcast reporting and writing (radio and TV)	13.6	8.9	7.1	10.7	9.5	10.7	11.8	10.7	8.9	8.3	169
Training contribute to print or broadcast editing, design and production	16.4	10.9	9.7	9.7	15.2	6.7	6.7	9.7	7.9	7.3	165
Training contribute to online multimedia writing, editing and production	15.3	11.0	8.6	13.5	14.1	10.4	8.6	9.2	6.1	3.1	163
Training contribute to magazine writing and production	13.6	12.3	12.3	10.5	14.8	10.5	6.2	7.4	6.2	6.2	162
Training contribute to news media management	17.4	13.0	7.5	9.3	13.0	8.1	10.6	8.1	5.6	7.5	161

Training contribute to public relations	10.5	3.7	4.9	5.6	14.8	11.1	6.2	16.0	15.4	11.7	162
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Among the attributes however, contribution of the training to magazine writing and production had majority of the respondents recorded average (scale 5) with 14.8% mention, followed by 13.6% who indicated 'not contributed at all'. Further and exceptionally, 11.7% of the respondents reported 'full contribution' of the training at SJC to public relation skills. Generally in this attribute, the respondents reported above average (between scale 5-10), indicated by the highest percentage (15.4%) above the scale 5.

Based on the findings of this question, it is clear that the students feel that the training they have received at SJC has not largely contributed to improving key competencies that are considered in journalism. SJC can therefore focus on those areas and improve the students' experiences, opportunities and training approaches in order to prepare them for the job market requirements. Hypothetically, if a student goes through education and training and the employer does not find him/her competent enough to handle the job responsibilities, then there likely to be a negative attitude towards the college with a view that 'it does not produce well-trained graduates.'

Challenges Affecting Journalists in Rwanda

When asked about challenges affecting journalists in Rwanda, the students were asked to list three main challenges for media in Rwanda. As the biggest challenge, students ranked insufficient journalistic materials (27.5%), followed by lack of media freedom (17.1%), poverty (9%), low salary (6.5%), employment of unprofessional journalists (6%), political challenges/influence (6%), Low levels of technology in Rwanda (4%), inadequate practice (3%) and other challenges as outlined in the table below.

Challenges	Percentage (%)
Insufficient materials	27.5
Fear of expressing ideas/Lack of media freedom	17.1
Poverty	9
Low Salary	6.5
Employment of people who lack journalistic skills	6
Political challenges/Influence	6
Low Level of Technology	4
Financial means (Financially poor media Institutions)	3
Lack of practice during education	3
Ways of sources of information	3
Narrow market/Lack of jobs	3
Insufficient training	2
Corruption in job offering	1.5
Illiterate community	1.5
Lack of connection	1
Lack of skills	1
Poor education background	1
Lack of security	1
Others	2.9

Other challenges cited included independence, injustice, insufficient funds, and lack of scholarships and poor financial capacity of media houses, each at 0.5% mention.

Ways to Overcome the Challenges

When asked about the various ways of overcoming these challenges, majority of students (17.1%) cited regular practice, improvement of training in media institutions (15.3%), creation of media freedom (14.6%), provision of journalism materials (9.4%), creation of self-employment opportunities by journalists (4.4%), creation of more media houses (3.9%), improvement of technology (2.8%) and other various mechanisms as in the table below.

Solution to challenges	Percentage (%)
Practice Regularly	17.1
Improve on training/Employ qualified lecturers in training institutions	15.3
Reduce Political Influence on the media/Create media freedom	14.6
Provision of Journalism materials	9.4
Create Self-employment opportunities	4.4
Create more media houses/Induce competition/Widen media Industry	3.9
Improve on the technology	2.8
Attracting financiers of media industry/Government should invest more in the media	2.8
Journalists should expand their search area of information	2.8
Nothing	2.8
Acquire the journalism codes of ethics	2.2
Seek opinion of leaders	1.7
Create public trust/Awareness	1.7
Increase salaries of journalists	1.7
Journalists should be patient	1.1
Provision of employment opportunities	1.1
Others	14.6

Among the others category, various issues cited here include: journalists should identify areas of specialization, journalist to learn more on the environment they are working in, Reduce poverty/Improve public's living standards, Fight Corruption, Provision of press cards, among others. Each of these at 0.5% mentioned.

Students' Confidence in Various Tasks

According to Table below, 57.2% and 5.8% of the surveyed respondents reported 'very confident' and 'not at all confident' respectively to explain the importance of journalism in Rwanda and its contribution for the positive development of the country. Further, 49.7% and 46.2% reported 'moderately confident' to fully understand the laws relating to journalism and media in Rwanda and to understand the significance of media regulation in Rwanda respectively.

* all data in %	Very confident	Moderately confident	Not at all confident	Don't Know	N
Confident to explain the importance of journalism in RDA and its contribution for the positive development of your country	57.2	34.1	5.8	1.7	173
Confident to fully understand the laws relating to journalism and media in	22.5	49.7	21.4	4.0	173

Rwanda					
Confident to understand the significance of media regulation in RDA	23.1	46.2	19.7	9.2	173
Confident to explain the rights and responsibility of journalists in RDA	41.0	35.8	15.0	6.9	173

Among the respondents, significant percentages reported complete lack of confidence; meaning that this category of cannot effectively understand or explain the various aspects as related to media in Rwanda- a key component that education and training should contribute to. SJC should seek to build the confidence of the students by putting in place appropriate measures, organizing forums and platforms whereby the students can improve their confidence.

Preparation of the Students

The survey sought to establish how well SJC has prepared the students to effectively operate in a diverse, multi-cultural and modern work place. Majority (54.4%) the respondents indicated that SJC has prepared them moderately well, followed by those who reported 'very well'. However, 13.5% and 1.2% reported that SJC has prepared them poorly and very poorly respectively.



Students' Confidence working in Various Areas

When asked about their confidence working in the various areas within the journalism industry, majority of the students reported above average (scale 5-10) confidence. Notably, 35.5% and 23.1% of the respondents reported high confidence (scale 10) working in the broadcast journalism and in public relations and corporate communications respectively.

Please rate (on a scale of 1 to 10) your confidence working in the following areas (%)											
	1	2	3	4	5	6	7	8	9	10	N
Working in print journalist	6.0	6.0	7.7	11.3	19.0	10.1	11.9	14.9	6.0	7.1	168
In broadcast journalism	3.6	1.8	3.6	3.6	10.8	3.6	8.4	15.7	13.3	35.5	166
In multimedia and online journalism	6.0	3.6	6.0	12.5	11.9	11.9	11.9	16.7	10.1	9.5	168
In public relation and corporate communications	3.6	4.1	5.3	6.5	14.8	8.3	13.0	12.4	8.9	23.1	169

In development journalist	7.1	6.5	10.1	5.4	11.9	12.5	11.9	14.9	9.5	10.1	168
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Some of the respondents also indicated low confidence working in the print journalism and development journalism with 6.0% and 7.1% respectively. Further, low confidence levels were reported working in broadcast journalism and public relation and corporate communications, each with 3.6% response. SJC can work towards ensuring that the students' confidence is improved working in their areas of specialization and have holistic development of knowledge, skills, abilities and competencies.

Level of Satisfaction with Various SJC Issues

Among the surveyed satisfaction attributes, the quality of teachers recorded a higher level of satisfaction among students with 48.9% reporting 'satisfied' and 24.4% reporting 'very satisfied'. This was followed by the quantity of teachers with 37.2% and 18.6% of the respondents reporting 'satisfied' and 'very satisfied' respectively with the quantity (number) of teachers. A small percentage of the respondents reported 'not at all satisfied' with the quality and quantity of the teachers with 5.1% and 5.8% mention respectively.

However, there are attributes, which notably recorded dissatisfaction levels among the students. For instance, 50.6% reported 'not satisfied' and 23.6% 'not at all satisfied' with the school's library and reference materials.

Level of satisfaction in %:						
	Very satisfied	Satisfied	Not satisfied	Not at all satisfied	No answer	N
Level of satisfaction in the quality of teachers	24.4	48.9	19.9	1.7	5.1	176
Level of satisfaction in the quantity of teachers	18.6	37.2	32.0	6.4	5.8	171
Level of satisfaction in the school library and reference materials	5.7	16.7	50.6	23.6	3.4	174
Level of satisfaction in the laboratory	.6	11.9	38.1	32.1	17.3	168
Level of satisfaction in cameras	.6	4.7	42.1	35.1	17.5	171
Level of satisfaction in the infrastructure	11.6	32.9	37.0	12.7	5.8	173
Level of satisfaction in computers, internet	4.6	12.6	37.1	34.9	10.9	175

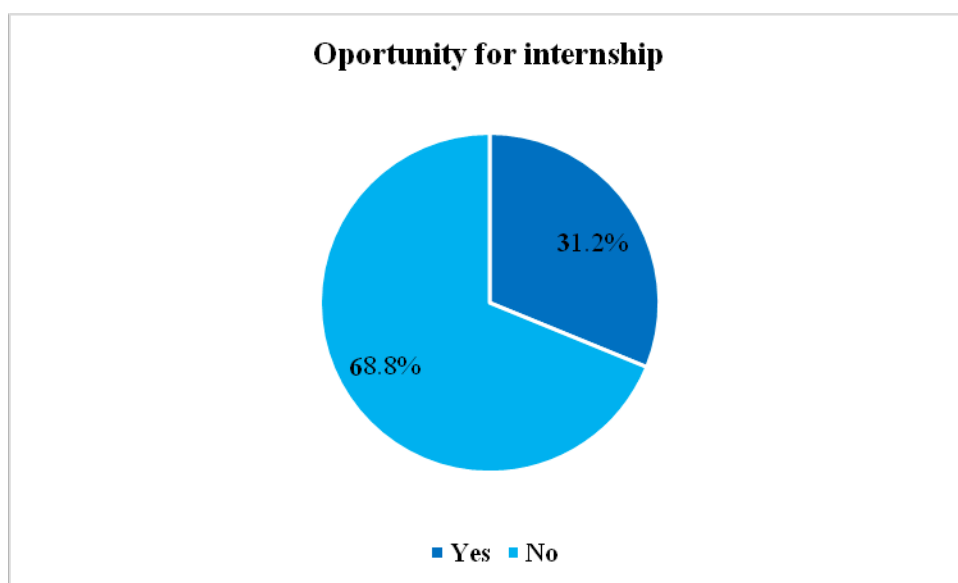
The respondents reported a significant dissatisfaction with the SJC's laboratory, cameras, infrastructure, computers and Internet with over 37% 'not satisfied' mention in each case. In particular, 38.1% and 32.1% of the respondents reported 'not satisfied' and 'not at all satisfied' with the laboratory and only 0.6% reporting 'very satisfied' with the same. Further, 37% of the respondents reported 'not satisfied' with the infrastructure, 37.1% with the computers and internet and only 11.6% and 4.6% reporting 'very satisfied' with infrastructure and computer/internet respectively.

SJC can capitalize on the issues that recorded higher dissatisfaction levels among the students such as the school library and reference materials, laboratory, cameras, infrastructure, computers and Internet. These are very crucial components that shape the

students' competencies, skills and abilities, and lack of their performance in career can be affected by their availability or lack thereof.

Internship Opportunity

Among the surveyed respondents, 68.8% did not have internship opportunity while 31.2% had. Those who got the opportunities were asked to mention the names of the particular institutions. However, in the fourth year, almost all students indicated having done an internship.



Institutions for Internship among the Students

Among the interviewed students, those who got opportunities for internships were based in various institutions/companies. Rwanda Broadcasting Agency absorbed majority of the students (24.4%), followed by RC Rubavu (6.7%), Radio Salus (6.7%), and other diverse responses with 4.4% and 2.2% responses.

Institution	Frequency	Percentage
Rwanda Broadcasting Agency	11	24.4
Radio Salus	3	6.7
Rc Rubavu	3	6.7
The New Times	3	6.7
Contact FM	2	4.4
Flash FM	2	4.4
Radio Huguka	2	4.4
Voice of Africa 94.7 FM	2	4.4
Amazing Grace Christian Radio	1	2.2
Association Mwana Ukundwa	1	2.2
Authentic Radio	1	2.2
District Office	1	2.2
Hope Magazine	1	2.2
Igihe Ltd	1	2.2

Ijwi Ry'ibyiringiro	1	2.2
Makuruki.Rw	1	2.2
Ministry Of Good Governance	1	2.2
Radio 10	1	2.2
Radio Isangano	1	2.2
Radio Rwanda	1	2.2
Radio Voice Of Hope	1	2.2
Rc Musanze	1	2.2
Rc Rusizi	1	2.2
Rssb(rwanda Social Security Board), Midimar(Ministry of Disaster Management and Refugee Affair)	1	2.2
Ifatizo	1	2.2
	45	100

How satisfied are you:

Generally among the surveyed respondents, majority reported 'satisfied' and 'very satisfied' with the overall internship experience, relevance in ones preferred career and the relevance of assignments. Specifically, 26.4% and 34.5% reported 'very satisfied' and 'satisfied' with the overall internship experience while 2.3% reported 'not satisfied at all'.

* all figures in %	Very satisfied	Satisfied	Not satisfied	Not satisfied at all	No answer	N
How satisfied with overall experience	26.4	34.5	10.3	2.3	26.4	87
How satisfied with the relevance in your preferred career	25.9	31.8	14.1	4.7	23.5	85
How satisfied with relevance of assignments	23.8	31.0	16.7	4.8	23.8	84

Asked how satisfied with the relevance in ones preferred career, 31.8% and 25.9% of the students reported 'satisfied' and 'very satisfied' while a significant percentage of 14.1% and 23.5% reported 'not satisfied' and 'no answer' respectively. Almost similar scenario was reported in the students' satisfaction with the relevance of assignments where 23.8% and 31.0% reported 'very satisfied' and 'satisfied' while 4.8% reported 'not satisfied at all'.

There are significant percentages of students (above 10% in each case) who feel that the internship experience has not been satisfactory; and SJC can offer advisory opportunities to the students when choosing internship opportunities so as to improve their experiences and ensure that they choose opportunities that are relevant to their career and assignments.

How satisfied are you with:

Asked how satisfied they are with the registration process, issuance of official documents, exams and guest speakers at SJC, the students generally indicated varied satisfaction and dissatisfaction levels. In particular, 43.0% reported dissatisfaction with issuance of official documents and 36.7% with participation of guest speakers.

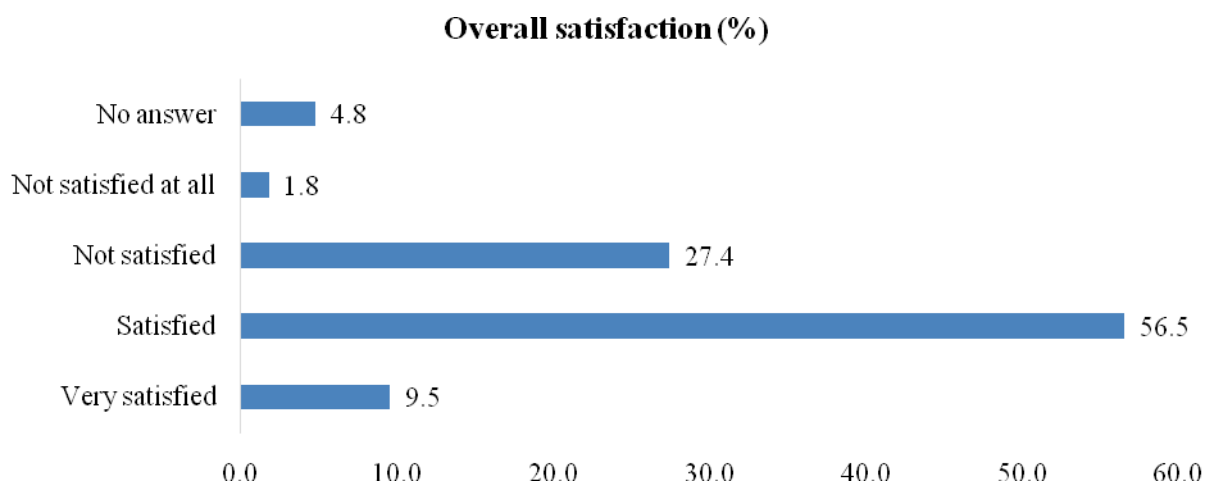
How satisfied are you with the following (%):

	Very satisfied	Satisfied	Not satisfied	Not satisfied at all	No answer	N
How satisfied with registration	19.2	39.0	20.9	17.4	3.5	172.0
How satisfied with official documents	6.7	29.7	43.0	10.3	10.3	165.0
How satisfied with exams	10.8	47.6	16.3	6.0	19.3	166.0
How satisfied with guest speakers	3.0	28.9	36.7	10.8	20.5	166.0

Among the respondents, 39% indicated 'satisfied' with registration process while 19.2% reported 'very satisfied' with the same. Further, 47.6% and 10.8% reported 'satisfied' and 'very satisfied' with exams respectively.

Overall Satisfaction with Education at SJC

Among the surveyed respondents, majority (56.5%) were reported 'satisfied' while 9.5% reported 'very satisfied'. A significant percentage (27.4%) indicated 'not satisfied' while 4.8% indicated no answer.



This dissatisfaction levels may be explained by the various issues surveyed and have been described earlier. The table below presents the overall students' satisfaction by gender.

			Overall satisfaction by gender					Total
			Very satisfied	Satisfied	Not satisfied	Not satisfied at all	No answer	
Gender	Female	Count	3	28	12	0	5	48
		% within Gender	6.20%	58.30%	25.00%	0.00%	10.40%	100.00%
	Male	Count	13	67	34	3	3	120
		% within Gender	10.80%	55.80%	28.30%	2.50%	2.50%	100.00%
	Total	Count	16	95	46	3	8	168
		% within Gender	9.50%	56.50%	27.40%	1.80%	4.80%	100.00%

It has emerged from the table above that there is no significant difference between male and female students' overall satisfaction with the education at SJC. However, the baseline suggests some specific issues where a relatively significant difference between male and female perception exists. These include:

- Male are more satisfied(61.3%) than female(41.7%) in the quantity of teachers
- Female are more satisfied (32%) than male (18.5%) in the school library
- Female are more satisfied (28%) than male (12.8%) in computers and internet
- Female are more satisfied (49%) than male (42.8%) in the infrastructure

The above gender disaggregation data indicates that females' students at SJC are likely to be less demanding than males with regard to school library, computers, internet and infrastructure. This may be linked to some extent to cultural barriers in relation to the literacy skills.

It has to be mentioned that these figures are in contrast to other findings, especially obtained through focus group discussions. These figures shall thus be interpreted with caution. Partial explanation can be that especially Y1 students tend to express very high levels of satisfaction, whereas subsequent years are more critical.

Focus Groups' discussions about students' satisfaction

To complement the semi-structured questionnaires, we asked the Focus Group Discussion(FGD) participants to describe what they considered 1. The most pressing challenges facing journalists in Rwanda. 2. Their views on the quality of education offered at SJC.

1. The most pressing challenges facing journalists in Rwanda

Two key challenges emerged - lack of employment opportunities and a perceived limitation on freedom of expression.

Perceived lack of freedom to operate:

“One is that it is not free for journalists to talk about things.” (FGD participant, 1st Yr)

”And also the kind of security in Rwanda, some journalists still have fear of what they can say” (FGD participant, 2nd Yr)

Interviews with other stakeholders also pointed out this limitation as affecting quality, which they described as too much self-censorship, which impedes the ability to explore and report in-depth or even to touch some issues.

Lack of employment opportunities was also repeatedly cited as a bigger challenge, along with poor pay for those lucky enough to get a job:

“...sometimes students like us when we finish we still have long time to wait to get recruited or to get engaged by some strong institution instead of relying on government, the government as we say doesn't have enough investments to future journalists” (FGD participant, 1st Yr)

Students also felt that some employers prefer untrained people because trained journalists are seen as expensive:

“I think that [unemployment] has affected the journalists because the media houses ... are able to afford people who are not equipped with journalist skills. Because they are not expensive.” (FGD participant, 2nd Yr)

On the poor pay, students felt that the sector in general offers little incentive for excellence and professional conduct:

“Sincerely speaking the media houses pay the journalists little salary so sometimes when the journalist have some function like press conferences or big functions for institutions, the researcher is paid some money so that he report it quickly.” (FGD participant, 3rd Yr)

Student satisfaction with the quality of education offered SJC

The students interviewed felt confident that they are getting good training at SJC, which can allow them to get journalism and communication jobs elsewhere. Although they had specific concerns about some issues as detailed in the following sections, overall, they did not feel that they were getting an inferior education at SJC, compared to other journalism schools in Rwanda.

“I am confident because I have been looking at the levels of other universities that are teaching journalism and mass communication, they teach the same subjects ... When you manage to approach those who have finished [at other institutions], and when you get the chance of internship, we are somehow on the same level.” (FGD participant, 4th year)

“If we practice what we have learnt here, then we can do our jobs” (FGD participant, 4th year)

Concerns expressed about the quality of the training offered at SJC

i) Lack of pre-admission information on the courses offered:

Some students felt that they were **not given enough information about the journalism course** they were selected to study, and about the career itself. This is perhaps a reflection of the larger admissions policies and procedures of the university and the career preparedness education given to high school students.

“Since they want students to choose what they are going to study, let the government put instructions of what people need to know before setting the students mind that they will attend the school before they get the instruction of knowing/choosing what they will do in the University.” (FGD participant, 1st Yr)

ii) Lack of education and training materials:

Students felt that **the school does not have enough educational resources (books, journals and internet):**

“in our library there are no books including dictionary.” (FGD participant, 1st Yr)

“Sometimes the teacher tells us to go to the library and make research about something but by the time we get to the library, we get one book in the library that

contains that information that you need ... one book amongst 200 students” (FGD participant, 2nd Yr).

They also felt that **the school does not have enough cameras and audio recorders, and that they have no access to radio and TV production equipment. The Internet connection** for students was also reported to be poor at the campus, and there are reportedly few computers in the lab:

“We don’t have enough equipment for example when having a TV production we only have two cameras for the whole class ... you are supposed to go to the field to capture a few things but how can you do that without equipment?” (FGD participant, 3rd Yr)

“There [the computer lab] are only 6 machines, I have counted them. Imagine all the 200 students can only use 6 machines, we don’t have a lab. When they [school administration] are speaking they are trying to give a good image. There are problems but they don’t solve them” (FGD participant, 1st Yr)

Except for a school newspaper, the student report that they have **no opportunities to do practicals during their course at all:**

“You asked me what I preferred and I said communication. It is very difficult to get journalism since you are not given practice. They are not practiced there. They should put it there so that people may want what they know” (FGD participant, 1st Yr)

“if you are studying production, radio production; things like that, taking photos, recording clips that we do not have a time when we really get the tools, we use them, we get time to go outside and have such experiments. For me actually, I’m studying the theory but in terms of practices there is a gap” (FGD participant, 2nd Yr)

This lack of exposure to practical assignments made some participants consider themselves inferior to graduates from GLMC:

“Yes by [GLMC] offering journalistic ethics and other things you actually find outside, those guys many of them perform well, more than you who attended the School of Journalism for 4 years and the guy attended for only two years ... the problem we have [at SJC] is all about the practice” (FGD participant, 3rd Yr)

iii) Concerns about the teaching staff/faculty:

Some students feel that **some of their teachers are not well prepared for their roles**, They feel some teachers **do not have the skills to teach:**

“I feel that the teachers themselves do not have the skills necessary to educate you in terms of practicals ... Yeah, because sometimes I think a few months ago in TV production in some of the things they have hired somebody outside for coming as to give some basic knowledge” (FGD participant, 2nd Yr)

The students were also concerned about the teachers’ commitment and availability to teach them. There were complaints that **teachers do not come to class when they should**, and that sometimes, a whole semester’s classes are taught in a rushed few days:

“The teachers’ availability ... You may have a situation where we are supposed to have a lecture in one month; a teacher is available for one or two weeks. That is a very important issue.” (FGD participant, 2nd Yr)

“How can a lecturer spend a whole week without coming to teach us? When you try to find out what is going on, you find he is teaching here, there, it’s like two schools at the same time. It’s a problem.” (FGD participant, 3rd Yr)

“Sometimes we study for 4 weeks and the lecturer is not available, he comes late in the semester and squeeze time, what we should learn for 3 weeks he teaches for only 3 days” (FGD participant, 3rd Yr)

The students were also concerned that some types of facilitators are lacking in their school:

“We don’t have [equipment] technicians in this school” (FGD participant, 2nd Yr);
“even the professionals to manipulate the software [in the computer lab] aren’t skilled. Some of them do not have the skills” (FGD participant, 4th Yr)

iv) *Somedesired core courses missing/not taught:*

Students expressed concerns that **some skills** that they feel are important in a successful journalism career **are not taught at the SJC**. These include **creative/production design, digital media, language proficiency and public speaking**:

“There are three things which are important for us in this school that we need out of the school that we don’t have. The first one is Adobe InDesign ... and Photoshop... we need it because you get work with print media where we need to design ... We also need Adobe Premiere, for TV and video, but it’s not there” (FGD participant, 2nd Yr)

On digital media and online journalism:

“I had to train myself how to use Twitter, Facebook sources, how to get some regular sources, as someone who has never studied journalism” (FGD participant, 4th Yr)

“For radio where I had opportunity to do hands on skills, I can say I am confident, but in video production, and online journalism, not so confident” (FGD participant, 4th Yr)

On language and public speaking skills:

“there is need for a bridging course in schools that brings up students’ skills in languages. Like we need Kiswahili and English classes” (FGD participant, 3rd Year)

“I don’t know if it is a curriculum problem, but for me, my language is French, I can’t speak English well. The curriculum doesn’t include training in all languages but they do so in private universities. I feel I cannot compete with other east African countries. We are limited in this way.” (FGD participant, 4th Year)

v) *Poor supervision during internship:*

The students interviewed highly valued internship because it gave them the opportunity to pick up practical skills that they did not get at the school, and also allowed them to interact with the real work world:

“when you go to the field and you spend more time in journalism, you are gaining experience on how you can produce a story that is worth.” (FGD participant, 3rd Year)

“I learnt many things, taking film and producing a good story that can be aired on TV.” (FGD participant, 3rd Year)

But there were several complaints about **poor supervision by the school faculty during internship**:

“What I have seen contrary to the students from another school is that their supervisor, they come and supervise you. When we started our internship in our school we were told that they would come and supervise us, they gave us a paper to write daily. I spent two months and no one came to supervise me.” (FGD participant, 3rd Year)

On their own employability – although the students felt that they could work well as journalists after their training, they felt that it **took extra effort on their own part and their employers to improve their employability**:

“Most of us are looking for opportunities in media houses. There is someone who I am working for, for their website, but reaching there, I was trained like someone who hadn’t done journalism” (FGD participant, 4th year)

“We didn’t not only miss the equipment but even our lecturers, if they were to critic our online journalism they didn’t have necessary skills. So what we learnt here isn’t enough to create our own job or work for another entrepreneur” (FGD participant, 4th year)

This echoes findings from key informants in the media sector, who felt that journalism graduates required a lot more training before they could work in the media:

“[Media owners] prefer to take them for training. You train yourself before they get engaged; they get ready for a job” (KII, media manager).

The FGDs did not hint at any gender issues specifically pertinent at SJC. Gender challenges were frequently mentioned in connection with wider problems in the media sector (e.g. widespread gender based corruption). Some students mentioned the urge to include specific gender-media reporting courses given the prominence of the topic in Rwandan media.

Conclusion and recommendations

The present study examined the level of students’ satisfaction with regard to the education received from the School of Journalism and Communication. Out of 260 students registered for the 2014-2015 academic year, 183 were taken as sample for this survey. The students’ satisfaction was measured through a structured questionnaire and complemented by focus group discussions, which capitulated the following key findings:

- Overall, the majority of surveyed students (56.5%) were satisfied with the education received at the SJC while 9.5% reported 'very satisfied'. However, a significant percentage (27.4%) indicated 'not satisfied'.
- The survey revealed that the quality of teachers recorded a higher level of satisfaction among students with 48.9% reporting 'satisfied' and 24.4% reporting 'very satisfied', followed by the quantity of teachers with 37.2% and 18.6% of the respondents reporting 'satisfied' and 'very satisfied' respectively with the quantity (number) of teachers. However, 50.6% of students reported 'not satisfied' and 23.6% 'not at all satisfied' with the school's library and reference materials, a significant dissatisfaction with the SJC's laboratory, cameras, infrastructure, computers and internet with over 37% students 'not satisfied' in each case.
- It is worth noting that among the surveyed respondents, 68.8% did not have internship opportunity while 31.2% had. Interestingly, for those who got internship opportunity, the majority of them reported 'satisfied' and 'very satisfied' with the overall internship experience. However, focus groups revealed significant challenges faced during and after internships. Lack of meaningful training and lack of feedback and guidance from SJC are the main concerns.
- Based on the education received at the SJC, the survey indicated that 40.4% of students reported below average (5 out of 10) ability to think critically, creatively and independently. When asked how well the education has contributed to their ability to prepare content for news media outlets; 36.2% of students reported below average ability while 50.5% reported above average ability. When reporting on concrete issues such as specific competencies, linkage to practical exposure, etc. it is clear that the students feel that the training they have received at SJC has not largely contributed to improving key competencies that are considered in journalism. This comes in contrast to the fact that most students (around 77%) report being satisfied with education at SJC. This is consistent with other perception-based researches in Rwanda where ranking of general statements tends to be disproportionately positive given the context.

Some challenges affecting journalists in Rwanda were also examined in this study including insufficient journalistic materials, lack of media freedom, poverty, low salary, employment of unprofessional journalists, political challenges/influence, low levels of technology, inadequate practice. Other challenges included commitment of lectures, corruption, few journalists, global change, history of Rwanda, lack of registration documents/job cards, lack of team work, inadequate exposure to the rest of the world, lack of volunteers, inadequate number of training institutions on journalism, difficulty accessing media facilities, low level of education among people, lack of communication skills, lack of awareness on media ethics, lack of capacity building, lack of awareness about the government, lack of respect from the public, poor security, small area of working, shortage of media houses in Rwanda, etc.

It is clear from these findings that even though the SJC graduates feel confident that they can launch successfully into a journalism career, the school needs to make certain improvements to increase the students' preparedness to fit in the market. Some of the actions that the school can take are as follows:

- a) Provide access to up to date resource materials (books, journals), to enhance student knowledge

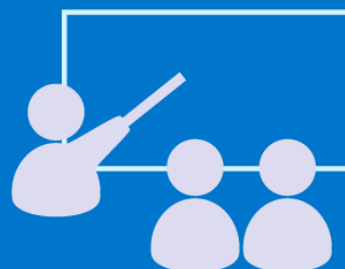
- b) Provide facilities for practical/experiential learning: this includes providing equipment required for practical assignments and for hands-on learning especially in production
- c) Offer training on creative/production design and opportunities for students to refine their language and public speaking skills
- d) Include digital media and online journalism in the curriculum, to enable the students respond to the emerging market trends
- e) Enforce teaching as provided for in the calendar. The students were concerned about the teachers' commitment and availability to teach them, with several reports about teachers who do not come to class when they should. This is unacceptable the SJC management must address this
- f) Improve student supervision during internship, to ensure that the students are learning.

Analysis of media stakeholder's perceptions on quality of journalism training at SJC

Background Paper No. 5



**Capacity Building of the School of
Journalism and Communication,
University of Rwanda**



September 2015

Analysis of media stakeholder's perceptions on quality of journalism training at SJC

Background paper No.5

Introduction

For journalism to play its role effectively and to have meaningful impact in a nation, media professionals need to be well trained and able to produce high quality work. The level of professionalism in a media is dependent on staff having the right training and qualifications, so that they are able to provide fair, objective and well-sourced coverage, observing the profession's ethical standards. Quality journalism enables citizens to make informed decisions about their society's development. It also works to expose injustice, corruption, and the abuse of power that can contribute to degradation of a nation's progress. In a developing country such as Rwanda, it is particularly important that the media is professional enough to support the country's development, and to remain credible in its role.

In the last few years, Rwanda has made commendable progress to strengthen the media, including putting in place institutions to support the growth of the sector. There are also several funded initiatives aiming to build the professional capacity of journalists. The School of Journalism, aware of its central role in upholding the quality of journalism in Rwanda, offers a range of programs to cater to both under- and post-graduate students, and in the recent past, collaborated with a Canadian university to give its students wider experience and access to more resources.

Still, concerns persist that the quality of journalism in the country is poor. To establish the perceptions of stakeholders regarding this issue, our study held discussions with key informants selected from agencies and sectors that have an interest in the media sector in Rwanda, and those who employ graduates from SJC. The discussions covered several topics including perceptions about the quality of training offered to journalists in Rwanda, and whether the skills taught match market demands. The following sections summarise the results of these discussions.

Stakeholder perceptions about quality of journalism in Rwanda

- a) *Poor quality reporting:* A report in 2012¹ noted that most media have poor quality reporting characterised with lack of objectivity, sloppy sourcing and "ethical lapses", which have seen advertorials frequently presented as news. The report noted that many journalists in Rwanda "carry out their sourcing from their desks, which often results in very one-sided reporting". In our discussions with key informants, it was pointed out that indeed, the quality of journalism is poor, with poor professional ethics and lack of balance in reporting:

¹ IREX, 2012. Media Sustainability Index 2012. Accessed at <https://www.irex.org/sites/default/files/u128/Rwanda.pdf>

“The needs are for the ethics of journalists that are underlying in the work are known, but there is no practice in using them [in Rwanda]. If you have information, you need to verify. What comes out of the Speaker’s office, the president et cetera is just one view. There might be other views. There is also permanent playing with the language, its bothering. I must say I think you can be close to a particular side, doesn’t have to be the government but professional ethics ask you to consider more than one angle.

“...*there is a need of, yes, diversifying and letting the reader decide what happens*” (KII, Swiss Embassy)

b) *Lack of specialization:*

The 2012 MSI report (IREX 2012) noted that ‘niche’ reporting in Rwanda is still in its infancy, and that while some journalists have received initial training, “they lack the confidence to practice their skills”. The report noted that some of the larger media houses were trying to invest in specialized reporting with training programs for their journalists. Our key informants agreed that there is a lack of/inadequate specialization and poor capacity for investigative journalism, perhaps the result of it not being taught well enough in journalism schools or due to the lack of personal motivation to pursue the field:

“*What we have are general journalists without much in terms of specialized areas in development journalism for example health, human rights and political coverage*” (KII, GIZ)

“The [Rwanda] media [needs] to specialize and research and analyze in different capacities because in the developed world we have media practitioners who specialize in economics for instance” (KII, NGO representative)

Some stakeholders thought that the lack of specialization is also a reflection of poor investment in certain areas by stakeholders:

“Not so many NGOs are for instance involved in [promoting] sport to journalists because they are also not maybe encouraged to or they don’t feel like it’s an area to go [into],” (KII, NGO representative)

c) *Poor use of research and in-depth analysis of issues lacking:* Stakeholders also felt that media in Rwanda rarely use research and analysis of issues to enrich their reporting:

“we do not have specialist journalists, perhaps because they do not have good research and analysis skills...most of the writing is just as it happened, no interpretation or analysis offered” (KII, NGO representative).

“... when you read the news how the reporters write about the whole thing as if they don’t really understand or they just write exactly what happened in the court with less analysis” (KII, NGO representative)

“I would say that the major challenge is that stories are not well investigated.” (KII, NGO representative).

d) *Too much self-censorship:* Several stakeholders felt that the quality is also affected by self-censorship, which they felt is too much in Rwanda, and which impedes the ability to explore and report in-depth or even to touch some issues.

“There are many journalists who self censor themselves and this is part of the history and part of the entire culture and simply part of the whole system. There are journalists

who say this, should I do this or should I not. He/she has information but is hesitant because of many reasons.” (KII, GIZ)

- e) *Lack of audience stratification and development of targeted communication products for the different audiences:* Some stakeholders feel that the media makes little investment in understanding their audiences and developing products to meet specific needs:

“...not everybody likes politics, some of us would like to receive other type of information and programs, but our media are not providing this.” (KII, NGO representative)

“the audience in Rwanda is not compact or monolithic and you have the youth, you have the elderly, you have the productive segment, you have the educated, et cetera. So, there is space for different radios because radios are extremely important in this part of the world and TV, but also written or print electronic.” (KII, SWISS Embassy)

“Analyses show that the media today should first of all be digital. If you want your products to be consumed, you should be digital, you should be women centered, it should be for the young especially because the biggest population, more than 70% of are in that region as well. So your product should be tailored to the needs of the market. Sometimes the media don't produce products that are not tailored to the needs,” (KII, NGO representative)

- f) *Gender based corruption in media Industry:* according to Transparency International Rwanda², within the media institutions, Sex-based corruption was mentioned as a form of corruption in the process of staff recruitment and grating of employment benefits in the media institutions. The SJC should strive to mainstreaming gender concerns including the right to equal job opportunities

Perceptions about possible reasons for the poor quality

The stakeholders advanced three key explanations on why the quality of journalism is so poor in Rwanda, compared to other East African countries: the quality of the training offered; poor investment in the media in general; and poor pay.

- a) *Quality of training offered in journalism schools*

A report by the Media High Council (2011³) argues that the quality of the training available in Rwanda is poor because “the capacity of media training institutions to deliver quality and quantity education and training is very limited” due to lack of adequate qualified staff (pg 17). The report also cites poor academic standards in the profession as contributing to the poor quality, and states that at the time of the survey, only half (51%) those interviewed had a bachelor's degree and 15% had only secondary school education. Only 90 of the 370 journalists interviewed had a university education.

² Transparency International Rwanda, Media and corruption, 2015

³ Media High Council. 2011. The State of media freedom, professionalism and development in Rwanda: an assessment. Accessed online at

http://mhc.gov.rw/fileadmin/templates/PdfDocuments/Reports_and_Publications/Research_Works/State_of_media_freedom_final_01.pdf

The report also concluded that there is a lack of “coordinated approach to training journalists” and that training programs are rarely based on clear needs assessment and evaluation of relevance (MHC, 2011), to which some stakeholders interviewed seem to agree:

“[The students] are not well prepared, they are superficial in everything. So because they go there [to journalism school] without maybe the passion because everybody is admitted without [an entrance] test and the large numbers. Even the guy who has passion who would be talented is affected because [of the large numbers]” (KII, Media manager/)

“How many students have graduated from the School of Journalism since 1996? Where are they? Why do we still have the challenges that we used to see in the late 90s and yet the school has been there for more than a decade? Is it because they are teaching theory or because the journalists who are graduating are not up to it?” (KII, Media owner/)

Stakeholders interviewed seem to agree with these findings, with some media employers expressing concern that they cannot seem to find the right talent:

“I have a very serious problem with the people who are graduating from these universities...When we came to this company, we found a situation like this and fired all of them...We were required to hire 126 employees as this newspaper is across the country. I called for a meeting and said that I am looking for 30 journalists to hire. I have only 11 out of 30 and am still struggling to get the remaining ones. I need quality, those who can deliver.” (KII, media owner/)

“[Media owners] prefer to take them for training. You train yourself before they get engaged; they get ready for a job” (Media manager/)

There were also concerns expressed that many journalists have no formal training in the career:

“Someone feels that he/she has a talent and just gets a microphone and goes on radio.” (KII, GIZ)

Some stakeholders also felt that the large classes in journalism schools led to poor teaching. In particular, there were criticisms that the large number of students in journalism classes resulted in inadequate exposure of the students to crucial practical skills:

“[because of the large classes] everyone do not have access to the little equipment such as the computer labs, the recorders ... One can graduate without having knowledge on Adobe, maybe they studied it for example Adobe In Design but where did he practice it?” (KII, Media manager)

“...during[our] time, we had trainers from [a university in Canada] in the project called Rwandan Initiative...They would link us with the international newspapers where we write some articles and see our articles in the international newspapers. So another thing was that the School of Journalism had a radio station, Radio Salus to do some practicals so that was the way I was prepared to become who I am nowadays.” (KII, Media manager)

The 2012 MSI report (IREX 2012) had similar findings, and concluded that although Rwanda has quality media training institutions, “most of them put more emphasis on theoretical training than practical. As a result, they graduate students who are unprepared and face a lot of resistance when they go out looking for jobs” (pg 330).

The 2011 MHC report found that reluctance by the media organizations to offer internship/practical training to students in the journalism schools also contributed to the poor quality. Stakeholders interviewed agreed that lack of internship opportunities compounds the problem of inadequate exposure to practical skills further:

“...you know our newspapers here in Kigali, they have no regularity. You can find it in the market today, tomorrow it’s not there. So those newspapers in such conditions how are they going to train students from the school of journalism?” (KII, Media manager)

b) Low investments and poor remuneration in the media sector

Poor investments and resources for the media sector overall in Rwanda are thought to be another reason affecting quality of journalism in the country. A report in 2011 (CPJ, 2011⁴) by the Committee to Protect Journalists quotes a respondent as saying: “It [quality] is very bad. Because it is a poor country, probably there was not enough focus on spending money and making [the] effort to train and invest. Media was not seen as a priority area in creating wealth and meeting targets”. The MSI report in 2012 also found that a lack of funding to give journalists the tools and support they need to work professionally affected quality, along with “greed and corruption” (IREX 2012).

Stakeholders interviewed agree that this is mostly the case:

“the investments (in the media) are low, affecting the attractiveness of the sector ... Rwanda is a small economy, not much advertising revenue to support a diversified and vibrant media ... I have so many friends here in radio stations but they frankly tell me that they are not breaking even. It’s very hard to find the adverts” (KII, NGO representative)

“[If] there is money in the sector then they can also choose who to engage and people actually have to be better qualified to become engaged as a journalist” (KII, NGO representative)

There are also perceptions that most media businesses are poorly managed in the country, and lack serious investors, making them unattractive to serious professionals, who would command higher salaries:

“Poor management, poor financial capacity, I think these are the biggest problems affecting media in Rwanda, which also affect the quality of work” (KII, media manager).

“...you know our newspapers here in Kigali they have no regularity. You can find it in the market today, tomorrow it’s not there” (Media manager)

The 2012 MSI report (IREX 2012) noted that pay for journalists remains very low in Rwanda, and is believed to affected the profession adversely, driving many of the most skilled journalists to seek better opportunities elsewhere (IREX 2012). The report noted that most private media owners do not pay their workers well, forcing many of them to seek other sources for survival, which has aided the increase of corruption in the media. The stakeholders interviewed for our study express similar concerns that salaries in the media are too low to attract and retain serious professionals. As a result, the “brightest and most ambitious journalists go to other areas, like working for companies [in corporate communications]” (KII, Media manager)

⁴Committee to Protect Journalists. 2011. Legacy of Rwanda genocide includes media restrictions, self-censorship. A special report by Anton Harber. Available at <https://cpj.org/reports/2014/12/legacy-of-rwanda-genocide-includes-media-restricti.php>

“I don’t think people leave journalism in Rwanda because of lack of freedom, this is not an issue in Rwanda. The problem is the poor pay” (KII, Media manager)

Perceptions about SJC and GLMC graduates’ ability to transfer learning to job performance (how do the students perform on job?)

Graduates from the SJC seen by some respondents as “often technically strong in some areas such as editing”, and are considered as “leading the [media] industry” in Rwanda. Key informants noted that *SJC students already possess the basics and their presence would boost the sales of a business and be an advantage for a media company*” (KII, media manager).

However, some key informants thought the graduates are weak in some areas, including foreign languages (especially English). SJC graduates are also seen as lacking practical skills and experience:

“[SJC] graduates possess good theoretical knowledge but do not understand very well how the media world functions in reality” (KII, RMC official).

“At SJC they need to teach more practical skills and provide hands-on training such as graphic design, how to work in a news room, video production, web design, social media skills” (KII, media manager/radio).

[SJC] graduates need to leave the school with better practical tools as they often lack editing skills for websites, are not able to use basic editing software, etc” (KII, media manager/radio).

Stakeholders’ recommendations

Stakeholders interviewed were asked to make recommendations on what the journalism training schools could do to improve the quality of journalism in Rwanda, which can be summarised as follows:

- i) Review admission criteria at SJC to give preference to only students interested in journalism as a career. Currently, the public university admit students based on pass marks on certain subjects. Stakeholders felt that this contributes to the poor quality as these graduates have no motivation to excel in the profession. It was also suggested that the school should consider administering an entrance exam as a further screening measure at admission.
- ii) Reinforce practical/hands on training: Much concern was expressed that current graduates may not be getting practical experience on their course. The SJC, for its contribution, should set up labs for newspaper and TV practicals.
- iii) The school should also support its graduates to access internships, perhaps by entering into collaborative agreements with employers in the media sector.
- iv) *Encourage specialization*: the school should provide specialised reporting training to its graduates: “Think of specialization, investigative journalism and think of technical skills to be provided by this school to be able to make an article that is to be objective” (KII, GIZ). This can be achieved by incorporating specialised topics such as human rights. “We have noted that the curriculum does not capture much about human rights reporting” (KII, NGO representative).

This can also be achieved if the journalism school pursues collaboration and partnerships with organisations involved in the respective specialised fields such as community development: “The journalists with whom I have worked with are the ones who were in the trainings in the former project. They really improved much. First of all, their perception changes when they are exposed to this kind of knowledge and the more it is the better reporting they do” (KII, GIZ).

- v) *Reinforce research and analysis skills during training:* there is need to train students to conduct research and issue analysis to enhance their reporting...[The school] should also contribute to research, more analysis, to train journalists who are good at critical thinking and who can use research to enrich their reporting”(KII, NGO representative).

- vi) *Modernise its curriculum to include new topics, including digital journalism and media entrepreneurship:*

“The education at SJC also needs to be modernized meaning that students need to learn how to ... engage in citizen education and produce journalists that helps citizens how to understand the political environment” (KII, RMC official)

“For journalists today it is very essential to be able to work with digital tools and social media, to handle ICT equipment, etc,” (KII, stakeholder)

“SJC should teach students how to set up their own business in the media industry, how to develop a business plan and come up with a business vision” (KII, stakeholder)

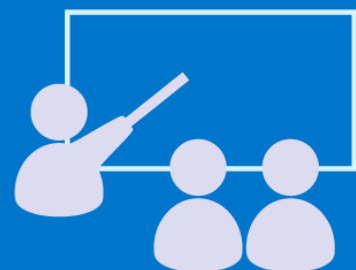
- vii) The SJC should strive to mainstreaming gender concerns including the right to equal job opportunities

Sample analysis of media audiences' views on quality of journalism in Rwanda, with focus on skills gaps evident in media programs

Background Paper No. 6



Capacity Building of the School of
Journalism and Communication,
University of Rwanda



Sample analysis of media audiences' views on quality of journalism in Rwanda, with focus on skills gaps evident in media programs

Background paper No.6

Introduction

For the media to have influence and to support national and community development, it must be credible and respected by its audiences. Often, the media in Africa fails to play its role effectively due to a myriad of factors. These include low level of technical capacity and poor standards; poor reach; having a selective approach to reporting due to self-censorship; lack of resources and a hostile environment, which make investigations difficult. Even outright bias and partisanship are not uncommon, which undermine media credibility. This paper examines the perceptions that the media audiences in Rwanda have towards the quality of journalism in the country, drawn from a review of the literature and interviews with main stakeholders.

Perceptions about the quality of coverage

There are indications that public perceptions of the quality of journalism in Rwanda are largely positive. The Rwanda Media Barometer report of 2012 (Transparency International, 2012¹) found that satisfaction with the media in Rwanda was high on several fronts, including agreement that the media reports on issues of real concern to the Rwandese people, that the media has a good balance of local and national news and information, and that the media plays its role in fighting corruption. In terms of perceptions of quality, the study found reported that majority of the respondents thought that the media's level of professionalism was high, that reporting was fair and objective (both public and private), and that local news reporting was factual, less biased and had depth.

Another study in 2013 (MHC 2013(a)²) on role of media in fighting corruption and crime reported high levels of quality in news reports. The study found that news reports on crime and corruption were well sourced and balanced, and that crime reporters took care to state the origin of what they published. Of the articles examined in the study, over 90% were found to have correct source attribution, and were accurate in the details.

¹http://www.rw.undp.org/content/dam/rwanda/docs/demgov/UNDP_RW_RMB_2014.pdf

²http://mhc.gov.rw/fileadmin/templates/PdfDocuments/Reports_and_Publications/Research_Works/Designed-Role_of_Media_in_Corruption_finalok.pdf

In our study, respondents concurred that there has been improvements in the quality of coverage in Rwanda media:

“The quality of the media is improving, media institutions are becoming more professional” (KII, RMC official)

“Now journalists do not focus exclusively on officials any more but also involve people and ordinary citizens, journalism has become more interactive and covers subjects that are interesting to citizens” (KII, media official)

However, interviews with key informants in the media sector indicate some lingering skepticism about the quality and the level of professionalism:

“The quality of journalism is still low, they don’t even master the general knowledge. Imagine someone calling Beirut the capital of Syria?” (KII, online journalist)

“The quality has improved, but there are still some challenges ... the quality may be hindered by the fact that most of the media houses depend on publicity and advertisements from big companies and government...so they cannot afford to criticize the only source of their income” (KII, MHC official).

Specific concerns voiced by the study participants include perceptions about lack of in-depth analysis or further investigation of the news reports beyond what sources say:

“... when you read the news how the reporters write about the whole thing as if they don’t really understand or they just write exactly what happened in the court with less analysis” (KII, stakeholder).

“I would say that the major challenge is that stories are not well investigated.” (KII, stakeholder)

One key informant thought that the local journalists also do not reflect a gender-sensitive approach to news:

“There is a gap in understanding how to handle information in a gender sensitive way, our media practitioners need a lot of capacity building in covering issues in ways that are sensitive to women” (KII, stakeholder/Clement)

Perceptions about trends in media coverage

The type and quality of content in the media also determines the level of influence the media would have in a society. It has been established in studies that the media in

Africa is used more for its entertainment value than its ability to inform or educate people how to improve their lives and change their communities. In most cases, the content is shallow and has little value besides entertainment. A 2009 audience survey conducted by the Media High Council (MHC 2009³) found that in Rwanda, music, news and drama/soap operas were the most preferred content by audiences, selected by 67%, 77% and 70% of the survey respondents respectively. Another report in 2012 by the organization, IREX⁴, concluded that FM station listeners tend to show more interest in music than news or information, and that radio stations that tend to broadcast more news have lost listenership.

Studies on the actual content carried in the media have also observed that in Rwanda, entertainment takes the most of the airtime in private broadcast media, but public broadcast media try to balance the time allocated to news and entertainment. On the other hand, in print media, news takes the biggest part and entertainment is given little space. In its analysis of audience preferences regarding local content in 2013⁵, the MHC reported that on average per week, news constitutes 49% of the content in the print media, and 50% and 55% of the content in online media and television respectively. On the other hand, 69% of radio content is entertainment. The study reported that gaps in content had been observed, noting that issues to do with human rights, relationships, and children programming had the lowest content. This same study reported that nearly a third of the respondents reported that they would like to see more content on local media on education, local news and health.

Regarding this trend in coverage, key informants interviewed for this study complained of over-reporting of some topics in the news over others, with one respondent noting that the media *“seems more enthusiastic to talk about some topics than others, especially sports which is well covered,”* (KII, stakeholder).

Another one noted that sometimes there tends to be over-reporting on certain topics, adding, *“For instance, not everybody likes politics, some of us would like to receive other type of information and programs, but our media are not providing this.”* (KII, stakeholder).

The Rwanda Media Barometer in 2012 also established gaps in coverage, where participants criticized local public radio broadcasters, especially, Radio Rwanda, for not giving adequate coverage to politics in Rwanda, arguing that this was the key reason that led audiences to tune in to foreign radio. The participants also complained about

³Rwanda Audience Survey, 2009. High Council of the Press. http://mhc.gov.rw/fileadmin/templates/PdfDocuments/Reports_and_Publications/Research_Works/Audience_Survey.pdf

⁴<https://www.irex.org/sites/default/files/u128/Rwanda.pdf>

⁵ MHC. 2013. Baseline Research On Cultural And Local Content Production In Rwanda's Media Sector. Kigali

the lack of political news on privately owned radio stations, noting that the stations “rarely have brainstorming political economic programmes discussing government policies and or current affairs”.

The study also noted that a similar trend is seen on television, where issues to do with national security receive the least coverage, followed by politics and governance, law and human rights. The IREX report of 2012⁶ observed that although media are relatively free to cover most key events, security issues “are considered off-limits and journalists who attempt to investigate security lapses may face serious problems”.

One key informant in our study pointed out that journalists in Rwanda “do no dare to organise serious political debates, they have personal fears to do that” (KII, RMC official). This also affects their ability to conduct investigation in some areas: “The reason is that investigation in Rwanda is very poor, journalists do not dare to conduct honest investigation” (KII, RMC Official).

Perceptions about Rwanda media ability to influence politics, government, business and the society

Writing in The New Times on December 6, 2014, Francis Kaboneka⁷ argued that “having a developed media sector is one of the means to attain accountable governance, and also a means to enhance democratic governance, economic progress and social transformation of our [Rwanda] society.” Despite the gaps in reporting and the poor quality observed in this and other studies, there is confidence that the media in Rwanda can influence politics, government, society and business in the country:

“The media are capable to influence. The recent Radio Broadcasters Awards where the audience was solely capable to elect the best radio journalists show how far the Rwanda society is influenced by those journalists” (KII, MHC official)

However, the political environment it operates in may hamper its performance of this role, especially in influencing politics. Key informants felt that the general lack of vibrant political dialogue in the country means that the media is not able to draw upon a variety of opinions because they are not there.

“There are not many people that the media can call to get a second opinion, there are not many active pressure groups and no vibrant civil society” (KII, print journalist)

⁶ International Research Exchange Board (IREX) <https://www.irex.org/sites/default/files/u128/Rwanda.pdf/>

⁷ OpEd published from speech delivered during the 6th Annual Nation Dialogue on Media Development, Kigali

“Even if the media in Rwanda is free to pressure the government, but the citizens are not free yet [to articulate different opinions]” (KII, radio journalist)

“The level and quality of journalism is dependent on how well civil society is developed and how dynamic it is, the quality of journalism will develop and improve together with the development of civil society” (KII, RMC official)

Another concern expressed was that the lack of financial sustainability also affects the media’s ability to influence issues in Rwanda. As is common in many African countries, the market for commercial media is thin, manifested by low audiences and poor advertiser base. The concentration is also overwhelmingly urban. Poor financial sustainability means that media owners and entrepreneurs can fold up business at any time as they have little or no dedicated means of support:

“...you know our newspapers here in Kigali, they have no regularity. You can find it in the market today, tomorrow it’s not there.” (KII, Media manager)

Some informants felt that the fact that the media depends on adverts for revenue also compromises their ability to influence issues in the society, because they have been known to run corporate advertorials as news in a bid to please advertisers and ensure financial sustainability.

“Sometimes journalists are corrupt and except money that is offered to them in order to publish specific opinions or cover specific topics” (KII, RMC official)

In addition, poor financial resources mean that media houses are unable to hire and retain strong professionals thereby undermining their effectiveness as influencers.

“Media houses in Rwanda have a problem of not using strong professionals due to the lack of funds. Even those who enter the business industry providing big wages to the staff end up by failing to keep doing so” (KII, MHC official).

“If we need a strong media industry, journalists should be well paid. This is a big challenge for the industry and that’s the main cause of the lack of sustainability and poor quality” (KII, NGO stakeholder)

Lack of gender sensitivity in Media Campaigns: According to UN-Rwanda⁸, the lack of gender sensitivity in the media is evidenced by the failure to eradicate gender-based stereotyping. In Rwanda, a local NGO for women journalists (ARFEM) is struggling to promote wider social recognition of women's rights in Rwanda, and also to underline the important role women play in Rwanda's national development process.

Conclusions

This brief examines the perceptions of audiences in Rwanda about the quality of journalism in the country. Clearly, there are mixed perceptions about the quality of journalisms but also acknowledgement that it has improved. There is also agreement on the gaps in the coverage and trends in the media, which need to be addressed for the media to play its role effectively. To bridge these gaps, it is recommended that the School of Journalism should include units in the curriculum to enable local journalists increase accurate content on the neglected sectors.

Recommendations

- Skills and teaching, which would support critical thinking and analytical approach to assignments, is needed;
- Investigative approach to journalism needs to be promoted;
- The content of teaching shall touch upon wide range of topics, especially human rights, relationships, and children programming are almost non-existent in Rwandan media;
- The space for serious political debate shall be promoted. Appropriate skills shall be nurtured. Political discussions are almost unheard of due to the political context but also lack of skills and low demand from the public;
- Media content is urban-centered, rural topics might be promoted as the majority of Rwandans live in rural areas.
- The media industry should ensure gender sensitivity in all media campaigns to promote wider social recognition of women's rights in Rwanda.

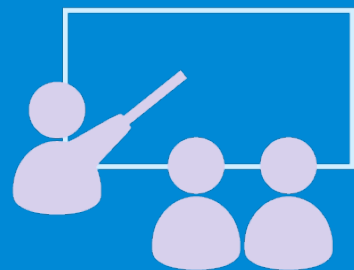
⁸ http://www.unrwanda.org/undp/gender_final.pdf

Gender and diversity analysis on capacity building for women and other vulnerable groups

Background Paper No. 7



Capacity Building of the School of
Journalism and Communication,
University of Rwanda



Gender and diversity analysis on capacity building for women and vulnerable groups

Background paper No.7

Introduction

Rwanda has long been lauded as a nation that promotes gender equality. In 2014, Rwanda was ranked 7 out of 142 countries on the global gender gap index¹, which measures gender-based gaps in access to resources and opportunities in individual countries. The index is analyzed on four key areas – health (life expectancy, etc), access to education, economic participation (salaries, job type and seniority) and political engagement.

This high rank indicates that Rwanda is one of the leading countries in Africa in achieving gender equality across the measurement indicators, a remarkable achievement resulting from concerted efforts, including putting in place supportive legislation, to deliberately eliminate discrimination based on gender. Rwanda has also made massive efforts to promote respect for social and cultural diversity, and the country is a signatory to the United Nations Declaration on Sexual Orientation and Gender Identity (respecting sexual diversity) (IRBC 2013²).

The Government of Rwanda is strongly committed to mainstream gender equality in all national development programs and activities, be it in public or private sector. The commitment to gender equality and the empowerment of women that Rwanda envisioned in promoting a human rights culture was concretely manifested in the 2003 National Constitution³. Another example is promotion of gender in traditionally 'male' domains such as police, army or aviation. Individual stories about female pilots, surgeons or peacekeepers are frequented in the media and start having considerable effect on the perception of women abilities.⁴

Rwanda's long-term developmental targets embodied in a document Vision 2020 and mid-term strategy *the Economic Development and Poverty Reduction Strategy 2013-2018 (EDPRS II)* consists of specific gender-related targets. Vision 2020, for example, states that women make

¹ World Economic Forum. 2014. The Global Gender Gap Report 2014.

² Immigration and Refugee Board of Canada. 2013. Rwanda: Situation of sexual minorities and treatment of this group by society and the authorities; legislation, state protection and support services (2011-August 2013). Available at: <http://www.refworld.org/docid/527b54c14.html> [accessed 23 August 2015]

³ Provisions for this have been made in Article 9.4 of the Constitution, which stipulates that women should constitute 30 per cent of all decision-making positions in the country.

⁴ See e.g. <http://www.newtimes.co.rw/section/article/2014-09-01/325/>

up 53% of the population and that they should therefore participate equitably in the development of the country.

Since the inception of the National Constitution, tremendous progress has been made on gender equality. In particular, Rwanda is lauded globally as having the highest number of women in national parliament (63,8%). Through the second Economic Development for Poverty Reduction Strategy (EDPRS II), the Government of Rwanda has committed itself to continue its drive for gender equality by reinforcing gender responsive budgeting across all public institutions.

In Rwanda, the Media High Council's five-year strategic plan⁵ has already identified gender as one of the areas where capacity building in the media is required. It recommends the promotion of actions to uphold positive gender portrayal in media content and gender balance in training. This paper examines how gender and diversity is observed in media and journalism in Rwanda in both practice and training, with a focus on inclusion of women and vulnerable groups in the sector.

Representation of women in the labor force

It is in particular the area of gender-equal opportunities in the economy and the private sector that are of concern. According to the recently published Rwanda Population and Housing Census (RPHC) in 2015, 94% of the Rwandan workforce is employed in the private sector, dominated by the employment in agriculture (84 % of workforce). **Females are predominant among the working-age population, making up 54% of all workers.** However, men are much more economically active (76%) than women (72%).

It is worth noting that the socio-economic empowerment of women in post genocide Rwanda has brought tangible changes in community perceptions of women. Specifically it has redefined roles and responsibilities for women and contributed to building lasting peace and restore reconciliation.

However, **males are progressing much faster towards a more diverse occupational structure than females.** In all categories other than agricultural and clerical support workers, the proportion of males was higher than the proportion of females. **Females are largely restricted to agriculture and services and sales work,** a kind of possible occupational segregation.

⁵ Undated

Table: Main occupation of men/ women

Main occupation	Count			Percentage		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Managers	10,589	5,442	16,031	0.5	0.3	0.4
Professionals	59,647	46,023	105,670	3	2.1	2.5
Technicians and associate professionals	21,431	12,840	34,271	1.1	0.6	0.8
Clerical support workers	7,227	8,021	15,248	0.4	0.4	0.4
Service and sales workers	202,993	159,694	362,687	10.2	7.4	8.7
Skilled agricultural, forestry and fishery workers		1,772,323	3,020,327	62.5	82.3	72.7
Craft and related trades workers	200,511	41,121	241,632	10	1.9	5.8
Plant and machine operators, and assemblers	68,650	2,117	70,767	3.4	0.1	1.7
Elementary occupations	136,918	70,709	207,627	6.9	3.3	5

Other/occupation not stated	42,042	36,380	78,422	2.1	1.7	1.9
Total: Rwanda		2,154,670	4,152,682	100	100	100

In the education sector, the National Equality and Diversity Policy for Higher Education in Rwanda (NCHE, 2007⁶) requires training institutions to have in place ‘non-discriminatory’ policies and practices, and to ensure that they promote procedures that “*promote and reinforce equality of opportunities and fair treatment for all*” (pg 3). Specifically, the policy demands that staff and students must be treated fairly, “and are not discriminated against on grounds of gender, marital status, disability, ethnicity, HIV/AIDS status, religion or belief, age, socio-economic background, family circumstances, or any other irrelevant distinction” (pg 3).

Gender disparity in the media is prevalent in several African countries, where cultural impediments to women fulfilling the role of journalist remain (e.g. travelling away from home, evening work and covering issues such as politics and sports, which are considered to fall within the masculine domain).

Representation of women in High Learning Institutions (HLIs) and media training schools

A UN Women report in 2014⁷ observed that Rwanda has made specific efforts to increase women’s participation in the media, including ensuring equal treatment in the workplace. However, evidence shows that in spite of these efforts, there are very few female journalists in Rwanda, and the country has far more male practicing journalists (over 70%) than female (about 29%) (Media High Council, 2011⁸). This is also reflected in student enrolment figures in journalism training: among the 41 students enrolled in the 2014/2015 Fourth Year Class at the School of Journalism and Communication (SJC), 10 were female. On the teaching staff at SJC,

⁶ National Council for Higher Education. 2007. National Equality and Diversity Policy for Higher Education in Rwanda. Republic of Rwanda

⁷ Rwanda country report on the implementation of the Beijing Declaration and Platform for Action (1995) and the outcomes of the 23rd Special Session of the UN General Assembly (2000). Available at http://www.unwomen.org/~media/headquarters/attachments/sections/csw/59/national_reviews/rwanda_review_beijing20.ashx

⁸ Media High Council. 2011. The State of media freedom, professionalism and development in Rwanda: an assessment.

there is only one woman of the eight teaching staff. Other classes at SJC have also much smaller proportion of women than men.

This ratio is however proportionate to the percentage of women studying at HLIs in Rwanda in general. According to the 2012 Education Statistics Year Book, the average female enrollment was about 50.8% in Primary schools and 50.2% in Secondary schools. However, at the tertiary level, the average female enrollment was 33% in Public HLIs and 53.4% in the Private HLIs⁹.

Furthermore, an analysis of the 2013 examination results shows that 46% of the candidates who got at least 2 principal passes, and, therefore, eligible for admission into the University, were female. Of those students who completed senior secondary school and were qualified to apply, only 30% of applicants for university education were female. It is also to be noted that female students prefer private HLIs to public universities possibly due to lower tuition fees.

Even the low ratio of women amongst SJC staff (one woman...) is in proportion to the HLI average in Rwanda. Women are grossly under-represented amongst PhD students and teaching staff: of the 52 professors in public institutions, only 7 are women, and of 120 senior lecturers only 13 are women¹⁰.

Key informants interviewed agree that women do not prefer a career in media:

"In our career, ladies are so few. At the school, first year, second year, you find good numbers, but then I don't know what happens... may be they go to PR or to work as communication officers. In general, the numbers are still low," (KII, journalist)

"[There is] no gender [balance] in the media, it is only males in the field ... When we are studying in the school, the women are there, but after training, women prefer to work in companies" (KII, journalist)

The poor representation of women in the journalism schools can be attributed to several factors. However, key informants agreed that the policy environment is indeed supportive of women:

"Our system of education encourages women to join schooling, so they stand more chances, but I think the low enrolment is about choices people make, not at policy level. The policy is very encouraging" (KII, SJC)

⁹ Ministry of Education (2013) EDUCATION STATISTICAL YEARBOOK

¹⁰ UNICEF, Ministry of Education (2015) Education Sector Strategic Plan 2015

Due to the established admission and hiring protocols at the University, the SJC does not have any influence in the admissions of its undergraduate students and hiring of its staff to ensure gender balance in its programmes. However, the university in general adheres to a policy that requires it to observe a minimum one-third rule in admissions in favour of women:

“We have to maintain the one-third requirement in favour of women in our school, but anything else is beyond us because we don’t admit. However, we are supposed to be all inclusive, we don’t turn away any women or vulnerable students” (KII, SJC).

Study participants thought that the factors that lead to the low numbers of women in journalism schools include perceived social barriers, the perception that the career does not pay well, and that the media sector is too hectic for women:

“Cultural backgrounds inhibit women from joining certain careers, based perceptions about what men and women can do. There are perceptions that a journalist needs to be rough, hard” [Participant, FGD, 3rd year].

“There are perceptions that the journalism career suits men more...the running, the tough nature of the job...” [Participant, FGD, 3rd year].

“The number of female journalists is low in enrolment ... and even the few who finish don’t end up in the media, because maybe media in Rwanda is not sexy enough, not well paying” [KII, clement].

A review of the SJC curriculum also did not find evidences that gender and diversity training is considered in the courses offered to students. However, key informants revealed that the SJC intends to offer training on reporting on gender issues as a topic, even if not a full module.

On enrolment, a key informant indicated that the school can influence the selection of students for its evening school programme offered at SJC “where we decide on the criteria”. It is not clear if this has resulted in more enrolment for women. In this connection, it is worth mentioning that there are periodic short courses offered for journalists on gender-based violence, gender-based corruption, etc. Still, reporting on gender is rather poor and based on stereotypes or confined to

certain sectors, mainly politics and in particular related to the number of women parliamentarians¹¹.

Perceptions about gender equality in the media in Rwanda

Having adequate numbers of women practicing as journalists is crucial because it is thought to influence reporting about women issues in general. Senior women journalists also offer good role models to young girls in their countries and contribute to the growth in numbers in the profession. However, when it comes to employment, in Rwanda, more women seem to prefer employment in other areas of communication and public relations than mainstream journalism.

It also appears that professional growth and upward movement within the industry for women is also limited. Studies in 2013 and 2014 by the Media High Council (GMS, 2013¹², 2014¹³) found that there was limited representation of women in decision-making positions, professionals, chief editors and journalists. The 2014 study found that there was at that time no female head in any of the mainstream print media, radio or television. Key informants interviewed in our study agreed that even today, opportunities for women journalists to grow professionally in Rwanda are still limited.

“... after training, women prefer to work in companies.... maybe they are not somehow ready to struggle in the field ... they are given equal opportunity in education and jobs, but they prefer going for easy life” (KII, (male) journalist)

“The industry is a bit too demanding for women, late nights, travel... there are efforts to encourage women to join the profession but the numbers are still low” (KII, SJC)

“It seems like the women are easily absorbed into other fields after journalism training ... the [journalist’s] job itself sometimes does not favour women –especially if there’s insecurity ... Women face greater challenges, especially insecurity, if they do this job.” (KII).

¹¹ Media High Council. 2014. Media business growth with capacity assessment. Available at http://mhc.gov.rw/fileadmin/templates/PdfDocuments/Reports_and_Publications/Research_Works/MEDIA_BUSINESS_GROWTH_-_FINAL_REPORT_MAY_14.pdf

¹² Media High Council. 2013. Gender Mainstreaming in the Media. Available at http://mhc.gov.rw/fileadmin/templates/PdfDocuments/Reports_and_Publications/Research_Works/5_Year_GMS.pdf

¹³ Media High Council. 2014. Media business growth with capacity assessment. Available at http://mhc.gov.rw/fileadmin/templates/PdfDocuments/Reports_and_Publications/Research_Works/MEDIA_BUSINESS_GROWTH_-_FINAL_REPORT_MAY_14.pdf

In media employment, it has been observed that throughout the world, female journalists are more likely to be assigned 'soft' subjects such as family, lifestyle, fashion and arts. The 'hard' news, politics and the economy, is much less likely to be written or covered by women. A 2005 report by the Global Media Monitoring Project (GMMP 2005¹⁴) found that in Rwanda, of the women reporters in the sample, a larger proportion were concentrated in reporting social and legal issues (40%), and very few were covering economy and business (17%) and crime and violence (17%). At the same time, it appears that print is less favoured by the women in the media – the GMMP report found that of the male and female journalists in the total sample, most worked as TV reporter (57%), radio presenter (71%) or radio reporter (50%), and only 13% worked as newspaper reporters.

In our interviews, it was reported that none of the media houses had any policies or mechanisms in place to ensure sustainable promotion of gender equality in recruitment and promotion. While we didn't find any reports of gender-based harassment in the newsroom, we did find out that none of the media houses has put in place measures to curb it.

In terms of content, media can promote gender and diversity through specific actions such as assigning space for content related to the rights of women and other vulnerable groups, and running content about the importance of gender integration in development. However, in 2005, the GMMP report (GMMP, 2005) noted that, in spite of having one of the highest numbers

Summary of challenges identified in MHC 2013 gender situation analysis:

- Media sector policy is not gender mainstreamed;
- Paternal leave is not always favoured
- No childcare services available
- No anti-harassment measures are in place in the media houses
- No mechanisms in place to ensure sustainable promotion of gender equality in recruitment and promotion;
- Limited representation of women in decision making positions, professionals, chief editors and journalists
- The language used is not women and gender friendly;
- The images used usually present women as inferiors and subject to subordination
- Gender issues is hardly considered in collecting and publishing news especially in private media
- Gender biased mindset among some journalists (e.g.: misuse of women's image as a tool for publicity);
- Limited knowledge on gender by all categories of media actors (owners of media houses, managers, journalists and editors)
- No specific room/space for gender in majority of newspapers.
- News reported on gender issues are put in the middle of the newspaper or news broadcast. We only can find gender news on front pages in case of breaking news.
- Inexistence of gender sensitive guidelines to be used by journalists in collecting, editing and publishing gender sensitive news
- Limited data disaggregated by sex and gender provided by media programs
- No system of collecting sex disaggregated data and gender sensitive data;
- No reporting system which help to capture sex and gender sensitive data;
- Limited skills and knowledge

¹⁴ Global Media Monitoring Project. 2005 Who Makes the News? Report by Margaret Gallagher. Available at <http://whomakesthenews.org/gmmp/gmmp-reports>

of women in politics, women as newsmakers were under-represented in Rwanda and only 13% of politicians in the news were women. Ten years later, this baseline study finds that this is still largely the case:

“Male politicians make the headlines...women, you see them in fashion news” (KII)

But there were feelings amongst some respondents that the general coverage of gender-related news in the country has improved vastly, that gender was a ‘sexy’ topic for the media:

“I’m quite satisfied with the coverage of gender in the news. Gender is a sexy topic in Rwanda. The high ranking [of Rwanda in global gender index] is reflected in the media reporting. ...there are also several partners working on the topic, which means it is receiving significant attention and there has been significant resources invested in helping journalists handle the subject” (KII, stakeholder/Dominique)

“Rwanda media give gender issues adequate coverage ...but the main issue is women’s reticence in volunteering information on some issues, such as domestic abuse as a result of cultural considerations” (Participant, 3rd year FGD).

There is also some optimism regarding the trend of employment of women in media. One interview revealed that with development partners, it is noticed that women capacities have improved and women start playing ‘bigger roles’.

There are testimonies of women giving accounts of how far they have come over the years. We still have a long way to see more women occupy more leadership positions in media houses but, at least, there are some examples nowadays (KII).

Existence of equal opportunity policies in Rwanda media and specific actions that have been implemented to increase women presence in media at all levels

To promote gender equality in the workplace, certain policy actions are expected in a corporate setting, which can include:

- Providing equal opportunity employment and transparent recruitment practices, and fair promotion policies, such as the existence of a quota system by gender
- Provision of family medical care, maternity leave and flexitime for new mothers
- Policies and provisions to curb sexual harassment
- Provision of staff training on gender issues and gender sensitive work practices
- Fairness in remuneration

- Safe working places for vulnerable communities

In our study, it was reported that none of the media houses had any policies or mechanisms in place to ensure sustainable promotion of gender equality in recruitment and promotion. While we didn't find any reports of gender-based harassment in the newsroom, our study did find out that none of the media houses has put in place measures to curb it. The 2013 study by MHC found that there were no guidelines for journalists on gender sensitive collecting and publishing of news.

A special attention might be given to the issue of sex-based corruption in Rwandan media. A study by TI-RW on *Corruption in media in Rwanda* has identified gender-based corruption as significant form of corruption next to other forms like nepotism, favoritism. Around 30% of media professionals responded that gender- or sex-based corruption is high or very high within the sector. According to the survey, 8% of the media practitioners, exclusively women, have personally experienced sex-based corruption. Such a corruption occurs very frequently when applying for jobs when managers ask for sexual favors as precondition for employment offer. The survey also indicates that these issues are well known (and discussed), which might influence the low number of female media professionals and also female students at SJC.

There has been very little data on other vulnerable groups (people with disability, students from poor background). SJC does not seem to have data on vulnerability students. As almost every building in Rwanda, access to people with disabilities to SJC School might be a challenge. There are no special arrangements in place in this regard.

Conclusion & recommendations

The relative low number of women students at SJC seems to be a rather general problem of public High Learning Institutions in Rwanda. Schools' admission charter does not allow 'affirmative' action to boost numbers of female students. It is rather the content of the curricula and the composition of subjects as well as the delivery of the teaching content, which could promote the topic of gender at SJC.

Aspects of gender-balanced media coverage and reporting as well as specific issues faced by women in the media sector, such as sex-based corruption..., might be promoted. Attention to available research on gender shall be duly reflected in the SJC' media coverage and additional

seminars or workshops to this topic can be organized as a form of awareness rising but also prevention of discrimination against women in media.

Encouraging female students to pursue career paths dominated at the moment by men (editors, managers, cameramen...) might be also an alternative approach as there are positive examples on female role models from other sectors. Invitations of women leaders, e.g. through existing frameworks such as Rwanda Women Leaders Network¹⁵, could help to narrow the gap between the good examples at the national level and lack of guidance and mentoring at the individual level.

Student awards on gender-related assignments and targeted feedback from experts on gender reporting might help to raise the quality bar on gender-related media coverage. Despite a number of trainings with specific content on gender for journalists, the quality of the media outputs is not adequate considering the effort.

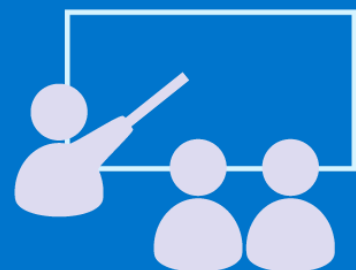
¹⁵ The Rwanda Women Leaders Network was launched on Saturday 17th December 2011 at a dinner hosted by the Ministry of Gender and Family Promotion and the One UN Rwanda. It encompasses around 250 women leaders from government sectors, private organizations, civil society, the media and Rwandan women from the diaspora.

Analysis of priority training needs for media practitioners who would like to attend mid-career courses at SJC

Background Paper No. 8



**Capacity Building of the School of
Journalism and Communication,
University of Rwanda**



Analysis of priority training needs for media practitioners who would like to attend mid-career courses at SJC

Background paper No.8

Introduction

Quality journalism enables citizens to make informed decisions about their society's development. It also works to expose injustice, corruption, and the abuse of power that can contribute to degradation of a nation's progress. In a developing country such as Rwanda, it is particularly important that the media is professional enough to support the country's development, and to remain credible in its role. However, there are times when the initial training offered to journalists is not adequate or comprehensive enough to cover the needs of the profession in certain settings. In these cases, in-service and other mid-career training is required, both to refresh skills and to bridge gaps not addressed at journalism school. The advantages of such training are numerous, and include the following:

- Staff acquire new skills, increasing their contribution to the business and building their self-esteem;
- The training enhances their professional growth, giving them better prospects and/or better pay;
- It keeps staff motivated and in touch with market trends and helps them avoid burnout.

In addition, the trained journalists can share their experiences and new skills with others in the newsroom, resulting in improved performance. This paper examines the training and other capacity building needs of journalists already in the profession in Rwanda. The findings are the results of key informant interviews held with journalists from different media in the country.

Capacity Building needs in Rwanda

Due to the political context of the media sector in Rwanda and also given the fact that many development partners promote the role of media under the label of Good Governance, there

is rather abundance of short- to medium trainings offered by a variety of development partners. Among contributors are professional international organizations such as Reporters sans Frontières, Media Action International, Panos, Fondation Hirondelle, Article 19, journalist-schools, etc. Bilateral and multilateral development partners (UNDP, DFID, the Dutch embassy, SIDA...) have also made considerable investments in the sector. However, these initiatives are poorly coordinated and the danger of over-supply and poor coordination is relatively high.

According to the MHC (2014)¹ report looking amongst others at individual capacity building needs, 83.3% of journalists surveyed agreed that they have undergone trainings, 16.7 % said that they did not. A significant number of journalists representing 42.4% benefited from their trainings in short courses while still at their work. 28.4 % benefited from them by training themselves. This case is similar to the one for managers representing 48.5% who did trainings by themselves.

Despite the relative high supply of trainings for practitioners, the demand is still relatively high. Journalists and media practitioners identified the need for structured training with the rigor of certification for meeting the goals of continuous effective training and leading to diplomas and improved career progression opportunities. Most offered included short terms courses, study tours and auto training on desk (on the job trainings).

26.9% of journalists and managers prefer to be trained abroad, 36.1% of managers preferred on job trainings, 13.9% journalists preferring on job training compared to 24.7% preferring short-term courses, and 19.3% for mentoring and coaching. Depending on the types of training method, business is linked to profitable method in terms of time consuming, money required and nature of training and its conducting place²;

According to the MHC reports and supported by our interviews, broadcast media professional prefer trainings in editing. Presentation skills come second (around 22%) and production at 22%. For print media the more needed areas to improve are camera/ filming, reporting, presentation, production, design and editing.

Willingness to attend short course training to further career

Interviews reported elsewhere in this series of papers reveal that perceptions exist that the quality of journalism is poor in Rwanda, as a result of inadequate exposure to even basic trainings. The data suggests that whereas the quantity of training opportunities is rather

¹ MHC (2014) Capacity Needs Assessment in Rwandan Media

² *ibid*

sufficient, the quality is inadequate. It seems that despite being trained, the trainings do not affect the persistent low quality of journalism.

Some of the gaps identified include general poor editorial practices, lack of specialization, over-concentration of reporting on a few areas, and poor media management.

“What we have are general journalists without much in terms of specialized areas in development journalism for example health, human rights and political coverage” (KII, stakeholder)

It is clear from our findings that journalists in practice acknowledge that they do indeed have these gaps in skills and would welcome in-service/mid-career training.

“Mid-career courses would be a good idea. They should teach journalists how to cover difficult areas such as justice and investigation” (KII, radio journalist)

“There are some journalists who are already practicing but who feel that there are certain gaps. Something that they really didn’t pick up at the school so if the school was to organize some short term courses for practicing journalism, they would be interested,” (KII, print journalist)

“[SJC] should provide specialized training for 6 months or less for people who are already in the sector, this is important” (KII, online journalist)

Some journalists who had already attended mid-career training elsewhere reported that it had helped them become better and diversify their skills and knowledge:

“I chose to go to do ... development studies because I found a link between communication and development” (KII, print journalist)

Preferred areas of training

Several areas were mentioned as those that they would like further training on:

- Radio production
- TV production: “if I get a chance, I shall attend for TV production because we didn’t have TV skills from the school” (KII, radio journalist)

- Media management, including media marketing and media business development:

“Most of the media houses lack a clear business plan and marketing strategy. They engage in the business without any clear market survey” (KII, media regulator)

“[SJC and GLMC] should teach students how to start their own business and [how] to start a media product” (KII, print journalist)

- Specialized reporting, including investigative reporting: “I always think of investigative journalism, it’s not easy to do it. So you can wish to do it but how are you going to practice it? I’d like to know how.” (KII, radio journalist)

“Journalism should have a specialization. Journalism is like medicine. A doctor may be generalist, but also specialized doctors are needed”. (KII, online journalist).

- New/digital media management:

“Today, the new media is taking over the [traditional] media. So people tend to go to websites rather than taking time to listen to the radio or going to buy a newspaper. Every a media house has to consider a new media aspect, otherwise it can’t succeed” (KII, online journalist).

The general economic insecurity of the media sector is also subscribed to poor management practices and skills of media houses. Indeed, most of printed or broadcasting media do not have business plans and financial feasibility studies. Therefore, additional skills needed are economic and business and advertising. In addition, social welfare, science and technology, politics and investigative journalism, entertainment, culture and show business are areas cited as lacking specialized expertise by media practitioners.

Preferred mode of study and scheduling

There is expressed preference for short-term duration for intensive, full-time courses, and evening and weekend classes for longer-term “specialized courses for people who are already in the sector”. The key informants described short courses as any course under one month long. Some key informants also recommended evening programs for their colleagues to advance their education:

“[Evening programs] would allow the school to teach even those who are already in the profession and allow them to get a bachelor’s degree. This would even help

[SJC] compete with other private universities which now have this evening program but are a bit expensive” (KII, MHC/stakeholder)

When considering evening courses, gender aspect may need to be given special attention. Studies and also experience shows that women tend to prefer rather weekends or day-hours due to family commitments. It was not possible to obtain figures on gender disaggregation of women in the evening courses at SJC but caution needs to be exercised so that women are not disadvantaged by evening courses.

Conclusions

There is clearly need for continuing education for journalists in Rwanda to improve the quality of the journalism and to build careers in the country. Journalism is a changing profession, and as has been observed elsewhere, while basic training is important, it is hardly enough to meet the needs of modern journalism. For instance, the rise of digital media has impact on the way journalists gather and deliver news and information. An evaluation of journalism training in the USA (Lynch, 2015³) concluded that with the birth of citizen journalism, journalists needed training on how to use people on the ground as a valuable resource, how to vet tweets, or how to vet people who write in to offer photos or quotes. “Part of journalism now is being able to discuss what’s going on with other people interested in the media space. Journalism schools need to be open to looking at [those] different models, to realizing that it’s not the same as it was 20 years ago,” argues the author.

It is recommended that both SJC consider setting up short-course programs (up to a month long) to target mid-career professionals, and to offer longer-term training programs, such as evening degree programs for people to advance their education. This can also be complemented with online study programs/e-learning projects, to ensure that those journalists not able to attend classes physically can still access learning. Coordination of the content of these courses and also deciding on target audience might be coordinated with MHC to avoid duplications with other media-support programmes.

Identified capacity building challenges are to be categorized into two distinctive media areas. The first is media **content creation** with the responsibility to generate factual, unbiased and accurate news, events etc. in a timely manner. Second weak area is **business management** of media houses and entities which includes professionals, business processes and models and entities in the business environment covering business

³ Dianne Lynch. 2015. Above and Beyond - Looking at the Future of Journalism Education. Knight Foundation

operations, finance, sales and marketing, logistics and other commercial aspects of the media organisation.

These main priority needs are identified for future trainings:

Content creation	Business management
Investigative journalism;	Media business development;
Radio production;	Media business development
TV production;	Media marketing;

Recommendations

- Awareness about other capacity building opportunities for journalists must be ensured to avoid duplications;
- There is still high demand for short courses (certified) amongst journalists and media practitioners;
- Online study programs/e-learning projects might be considered as complimentary to 'physical' courses delivered at SJC. Especially for Kigali where Internet connection is very good and where most of the media industry is located is this a feasibility;
- More topic-oriented content (e.g. gender, poverty, management,..) can be addressed through the extra-curricula courses;
- Priority of admission may be given to groups of media professionals with decreased access to short courses. These groups can be women, low-ranking professionals from established media houses, journalists from rural areas;
- Preferred areas of short-time courses are Investigative journalism, Radio/ TV production, Media business development, Media business development, Media marketing;
- The gender-related content shall maintain gender parity as women frequently report upon gender issues. Coverage of gender issues by men might help challenge gender stereotypes in the industry.