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MAASTRICHT SCHOOL OF MANAGEMENT

CAPACITY BUILDING AS A TOOL FOR MEDIA DEVELOPMENT IN RWANDA:
Case of The New Times and Flash Fm

BY

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2014

SUPERVISED BY: Dr. Chika A. EZEANYA

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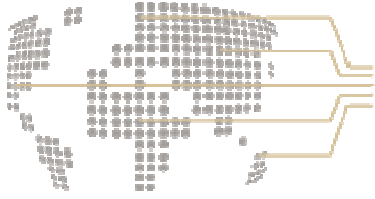## *Case of The New Times and Flash Fm*

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UWIZEYE Solange, RWSFB/PM/040810

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This paper was submitted in partial fulfillment of the requirements for the Master of Business Administration (MBA) degree at the Maastricht School of Management (MSM), Maastricht, the Netherlands, 2014.

DEDICATION

In memory of my Beloved Father who
instilled in me the importance of education.

To my dearest family members;
My Lovely Mother, Brothers, Sisters,
In-laws, Nephews and Nieces.

I dedicate this work.

ACKNOWLEDGMENT

Glory and honour to God who made everything to happen.

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It is my pleasure and honour to extend my heartfelt gratitude to all those who have walked with me through this path of Academia, especially my supervisor. She was there to cheer me on and sure, she stood by me, giving all the encouragement and motivation that I required. Thank you **Dr. Chika A. EZEANYA** for your valuable guidance, the time and patience with me all those days and at time going out of your busy schedule to make me accomplish this work.

Many thanks go to the media practitioners interviewed, their Managers and all people who contributed to the completion of this work.

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To all of them, I want to express my appreciation.

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ABBREVIATIONS

ABASIRWA: Abanyamakuru Barwanya Sida mu Rwanda

AHON: Association Horizon Nature

AJSPOR: Association des Journalistes de Sport au Rwanda

ARFEM: Association Rwandaise des Femmes des Medias

ARJ: Association Rwandaise des Journalistes

CSOs: Civil Society Organizations

EAJA: East African Journalists Association

EJC: Ecole de Journalisme et de Communication

GLMC: Great Lakes Media Centre

HCP: High Council of the Press

ICK: Institut Catholique de Kabgayi

IFJ: International Federation of Journalists

MBA: Master of Business Administration

MDR: Mouvement Démocratique Républicain

MHC: Media High Council

MININFOR: Ministry of Information

MPH: Press House

MSM: Maastricht School of Management

NUR: National University of Rwanda

ORINFOR: Office Rwandais d'Information

PSB: Public Service Broadcasting

REFO: Rwanda Editors Forum

RMEC: Rwanda Media Ethics Committee

RPF: Rwandese Patriotic Front

RTLM: Radio Télévision Libre des Mille Collines

RURA: Rwanda Utilities Regulatory Agency

TNT: The New Times

TRAFIPRO: Travail, Fidélité, Progrès

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Declining performance in institutional framework is mostly a consequence of poor management style on one side and absence of proficient skills on the other side. This leads to decreasing institutional performance and poor staff motivation. The level of professional qualification of media practitioners in Rwanda presents a gap that ends up by affecting their results and making professional mistakes. On the issue of getting experience in media sector, there is a high level of staff turnover. As this should affect the development of the sector, this study seeks to examine the effect of capacity building on media development in Rwanda. The study takes on a cross-sectional research design using both qualitative and quantitative methods of data collection, key informant interviews, document review and a mini-survey in order to validate the research hypothesis. From the study, it is evident that there is still great need and room for improvement on the level of professionalism in the media in Rwanda. This is necessary if the media are to effectively play their role of holding authorities accountable, stir debate among citizens on issues affecting them, generally inform citizens in a manner that helps them make informed decisions in their daily lives, and specifically to hold the fourth estate status.

Chapter I: GENERAL INTRODUCTION

1.1. Background of the study

Mark Twain, a U.S. humorist, author, writer, and lecturer (1835-1910) said that only two forces can carry light to all the corners of the globe. Those forces are the sun in the heavens' area and press on the earth down here. How bold the statement is! This seems to be true. The issue is to know whether media will carry the sun or the darkness.

Before discussing whether this statement is true, it is worth to define what media is. As defined by John Hartley, media (the plural of medium) is any material through which information may be transmitted. (Hartley, 2002). According to Balle F, the word media is used in multiple directions. A newspaper is a media to the same as a TV channel, a radio station, a poster, a novel or a film. What is designated in such case, it is means of communication and news transmission, each with its appropriate technical equipment and its professional staff (Balle, 2005). In a lay man's language, media can be defined as means of transmitting a message from one person to another or a group of people.

When it comes to media as an industry, it becomes more complex. For example, according to Annet A, and Jacques B, what is generally spoken of as the media industry covers in reality a wide range of businesses, which differ not only in their scope of activities but also in their development state (Annet, 2005). Borrowing from those definitions, media has been there as long as man has been there. The only difference with time is technology.

When one talks about media in Rwanda, some people's recent memories are not as supportive as the boldness of Mark Twain is towards media. According to Thompson A, the new media played a crucial role in the 1994 Rwanda genocide: local media fuelled the killings, while the international media either ignored or seriously misconstrued what was happening (Thompson, 2007).

Owing to its complicity in the execution of the genocide, the media faced a most difficult period in the post genocide era in Rwanda. A study conducted in 2006 by "*Raporteurs Sans Frontiers*" seriously underlines the fact that media had suffered a lot in terms of human capital and infrastructure. Recent reports portray severe disenchantment towards the media in Rwanda especially on the part of government. Media practitioners have been shown to be lacking in professionalism, and are known for displaying unethical conducts etc. Some efforts have been put in place to boost the capacity of media professionals in Rwanda. These include the setting up

of a regulatory body, Media High Council (MHC), trainings organised by different bodies, amendment of a media law, schools of Journalism, etc.

Despite the efforts mentioned, the media in Rwanda is still adjudged as being far behind in comparison to their contemporaries in East Africa and elsewhere. Factors that have been voiced to be contributing to poor media representation in Rwanda include the professionalism level of practicing journalists and financial level of private media houses. This research is concerned with capacity building as a tool for the development of the media industry in Rwanda.

1.2. Problem definition

The media has left a negative image among Rwandans due to their active role in the orchestration and execution of the genocide of 1994. After the genocide, the Rwandan media has had to squarely face the onerous challenges involved in the rehabilitation of lost public trust, a shattered image, dilapidated infrastructure, human capital, etc. There is, moreover, a serious dissatisfaction among many Rwandan officials for lack of ethics, enough academic qualifications, and professionalism among media practitioners.

However, despite some capacity building initiatives and several interventions made to address this issue, the sector remains lacking in professionalism and quality output. The researcher's interest is focused on the exploration of how much progress has been made and how much needs to be done in capacity building of the media practitioners to contribute to the development of Rwanda in a sustainable fashion.

1.3. Objectives of the study

The objectives of this study are double: there is a general objective and the specific ones.

1.3.1. General objective

This study is meant to study capacity building as a tool for media development in Rwanda.

1.3.2. Specific objectives

- To analyse capacity building initiatives and see whether they are likely to bring about changes in the state of media industry;
- To study the motivation and turnover among the media employees;
- To provide relevant recommendations promoting the media industry in Rwanda.

1.4.   Research questions

- How is the current status of professionalism level in media sector?
- Are existing capacity building initiatives likely to bring about changes in the current state of the media industry? How effective and efficient are they?
- How motivated are the media industry employees? How high is staff turnover?

1.5.   Significance of the study

This study is significant in a number of ways as follows:

1.5.1. To the researcher

This research has been initiated as a response to the MSM MBA requirements. It has to be conducted as partial fulfillment of MBA degree.

1.5.2. To the media practitioners

Media practitioners are either business people or employees. Since both of them are interested in the development of their business, this research will avail them with quality information which will help them look forward in a more objective way.

1.5.3. To the government of Rwanda

It is the responsibility of the government to guarantee a proper business environment for the benefit of her citizens. The Government of Rwanda will benefit in that it will be provided with information that will help in decision making.

1.6.   Research limitation

This research essentially covers capacity building for media practitioners. It will, however, be limited to 2 local media houses operating in Rwanda as case study (one radio and one newspaper). The research will cover a time frame of four years, between 2008 – 2011.

1.7.   Research methodology

This looks at how data of the study will be collected, analyzed and presented.

1.7.1. Scope

Due to time and financial constraints involved in research, the scope of this research will be 60 people (media practitioners) from both broadcasting and printing local media houses operating in Rwanda. Indeed, they will be Radio Flash Fm and The New Times newspaper.

1.7.2. Data collection instruments

Data collection instruments will be interview guide questionnaires and literature review. Interview guide questionnaires will be administered to employees of selected media institutions. Interview will be semi structured to allow more probing questions. Reports will be read and analyzed.

1.7.3. Data analysis and presentation

After data have been collected, they will be treated using appropriate software. Analysis will be both qualitative and quantitative where applicable. As for presentation, the information will be presented and interpreted in many ways: text, tables and graphs.

1.8.   Thesis structure

This research comprises the following major chapters:

Chapter I. General introduction:

This chapter shows the explanation of this subject and provides a general outline/structure of the research topic. It talks about the genesis and background, then underlines the scope of this study. More to that, it provides information related to the research problem, research questions, objectives and significance of the study.

Chapter II. Literature review:

It examines the main items in relation with the subject problem of this research. It will be focused on media development and capacity building theories and practices.

Chapter III. Research Methodology:

This chapter provides and explains methods, means and research tools through which data were collected, entered, analyzed, interpreted and presented.

Chapter IV. Data analysis, interpretation and presentation:

This chapter presents and analyzes the data gathered during the phase of collection and will be used to propose appropriate, feasible and actionable conclusions and recommendations.

Chapter V. Conclusion and Recommendations:

This chapter recapitulates findings from the chapter on data analysis, interpretation and presentation. Using the findings of this study, specifically the chapter IV, the researcher will here present conclusion and provide appropriate and relevant recommendations.

Chapter II: LITERATURE REVIEW

2.1. INTRODUCTION

This chapter peruses the main concepts related to the subject matter of this study. It will give an overview of the available literature and discuss theories in line with media development. After a long journey through different books, journals, reports and journals, the researcher will determine gaps in the available literature and therefore, this will be validate the importance and relevancy of this this study and the reason why it has to continue.

2.2. HISTORICAL CONTEXT OF THE MEDIA IN RWANDA

As explained in the previous chapter, media are combination of tools specifically designed to reach a large audience with a certain message. The term was created in the 1920s with the beginning of nationwide radio networks, mass-circulation newspapers and magazines. However, some forms of mass media, as it is explained now, such as books, posters and manuscripts have already been in use even before that time (Ying, 2009). In other words, media (plural of medium) are the grouping of transmission channels or tools used to distribute different kind of information and keep their records. They are referred to as equal to mass media or news media, but may refer to one medium used to communicate any type of information for any purpose (Walker, 2009). The Rwandan Ministry of Information on its side, (MININFOR, 2004) said that before white colonialists settled in the country, Rwandans had their own way of transmitting information called "traditional media" or "ancestors' media". This mechanism could transmit information through words (transmitting words from person to person until the news was spread all across the land) or traditional instruments such as drums, horns, and flutes.

During the colonial period and until 1994, there was a contemporary media or more advanced media. This means print media, radios and television stations. During the colonial era, there were only newspapers and the radio opened in 1962 while the television started in 1993. As shown by the media policy of the Republic of Rwanda (MININFOR, 2004), those newspapers were created in the following order:

- In 1933, the first newspaper called **"KINYAMATEKA"** was introduced by White Missionaries at Kabgayi, Gitarama Province. At the start, KINYAMATEKA used to focus on catholic teachings, but in the 60's, it started writing political articles.

- In 1954, another newspaper was born: "**Temps nouveaux d'Afrique"** or "New Times of Africa". It reported news from the sub-region including Rwanda, Burundi and the eastern part of former Belgian Congo.

- In 1954, Bishop BIGIRUMWAMI Aloys created a child magazine called **"HOBE".**

- In 1959, Government media opened its doors with **"Imvaho"** (currently called "Imvaho Nshya") as the first State-owned newspaper. It was printed in the Office of the Belgian Resident in Rwanda.

- In 1961 came Radio Rwanda.

After independence, the two Republics that followed never allowed the media to work freely. This is common in all dictatorial leaderships where press freedom is usually suppressed to prevent mass uprising. In other words, the press is automatically oppressed. For over three decades after Independence, only three newspapers were allowed to operate in Rwanda.

These were:

- **"Urumuri rwa Demokarasi"** (The Light of Democracy) owned by a political party (MDR Parmehutu). It came into existence in 1963. It closed down in 1973 and reopened in 1991 by the new MDR.

- **"Le Coopérateur-Umunyamuryango"** (the Co-operator) introduced by TRAFIPRO in 1965 and closed down in 1985.

- In 1963 came **"Rwanda Carrefour d'Afrique"** printed in three languages. French, English and Swahili. In 1973, the newspaper was replaced with **"La Relève",** currently called **"La Nouvelle Relève".**

According to Collette Braeckman, (Braeckman, 1994), from 1973-1989, the newspapers in existence were discouraged, some of them disappeared, and journalists began facing trouble. However in 1990, especially when the former RPF-INKOTANYI launched the struggle to liberate the country, newspapers increased and reached 60 in the year 1993. From that time, people began to talk freely, and then the leaders decided to sow sectarianism and ethnic divisions

among people through government media. The notorious Radio Television Libre de Mille Collines (RTLM) came in just to make the sparkle fly. RPF-owned radio **(Muhabura Radio)** was another important radio to mention when talking about media in Rwanda. Whereas Muhabura Radio was sensitizing people to join in the struggle to liberate the country, media stations such as Radio RTLM were busy sowing conflicts among Rwandans.

For private media, things were even worse. All newspapers were influenced by political parties. Furthermore, newspapers were used as loudspeakers where politicians could freely express their views. For instance Kangura newspaper (1990) wrote an article outlining 10 anti-Tutsis rules that Hutus were supposed to follow, and many other biased articles were written by its journalists such as NGEZE Hassan, NYABYENDA Issa, HITIMANA Noël and their colleagues. RTLM was particularly set up to incite and help people implement the genocide, and it succeeded because whoever was finger-pointed by RTLM was meant to die (Braeckman, 1994).

2.3. MEDIA AND SOCIETY

Since longtime, the interrelationships between the media and society had been so noticeable. Mutual influences were not only appeared between the media (old and new mixed) and the nature of social linkage, but also how society has designated itself as a whole or as an association composed by certain norms and values (Terestchenko, 2005).

2.3.1. The role of media in society

It is commonly known that after the three powers (Legislative, the Executive and the Judicial) media is the fourth one. This means that when media achieves its responsibilities in a proper manner, it promotes sustainable development by updating the citizens about what happens in their living area/region and all over the world. It also gives them the chance to be aware on what is valuable and useful in comparison with what is not. More to that, it facilitates them to participate in country development and contribute to their own prosperity. The implication of this statement is that above all else, the media must play a key role in promoting peace. In regard of these objectives and their achievement, media has to possess a well-structured rules, if not, it would turn into a devastating situation.

A good example is the destructive role played by media in the 1994 genocide against Tutsi in Rwanda.

Common duties of media

In general, media has duties and important responsibilities to fulfill in society. They are the eyes and ears of the masses. As explained by Paul Traudt (Traudt, 2005), the main mission of the media can be summarized in three essential points, here below:

- **To inform:** the media have to inform the people about what goes on inside and outside the country in order to give them a chance to stay informed wherever they are and without interrupting their activities.

- **To educate:** the media reach various people from different walks of life. Therefore, they should teach them, educate them and train them. For educated ones, media should help them acquire more knowledge, whereas for uneducated ones it should be an opportunity to learn new things.

- **To entertain**: the media have the task of entertaining and helping people to relax so as to prevent them from hanging around pubs. They have to keep them company and allow them to learn more important relaxing things.

Media, Family and School

The media share with others policies the power to inform. The beginning of modern media on the eve of the twentieth century had spared the world of childhood and thus, they did not seem compromising the exclusive influence on the family. For the same reasons, the appearance of the media did not inspire any anxiety to parents or other professionals of education. On the influence of media on the relationship between parents and children, a survey conducted in 1954 as cited by Jean Cazeneuve (Cazeneuve, 1972) revealed that two thirds (2/3) of the sample reported more often stay at home after the television was installed. Sociologist notes in effect that the appearance of the media in families causes a significant increase in the time spent at home. Finally, the media can influence the family by presenting to it a certain valorizing image for each of its members (Belson, 1968).

But on the other side, when it was about media and school, the related opposition always appeared at high level. The school environment had a long list of various concerns against media, in different categories. The media are therefore vectors of a foreign civilization doomed

to the production and consumption without sorting the most important (Akoun, 1997). By cons, with the arrival of multimedia, the school has not met with this anxiety because access to knowledge was facilitated by media. Is was believed to make class using camera eye, and it was thought to transmit knowledge through television, newspapers or useing films and cinema as case study (Gonnet, 1999).

The role of media in Rwandan society

Since 1990, Rwanda was shaken by the democratic wind which blew on the African continent. With the start of the liberation war by the RPF in October 1990, Rwanda undergone tremendous changes in political pluralism and media. During the political combat for democratic change, propagandist press appeared. Many newspapers were created. The number of newspapers reached sixty in 1993. The time comprised between 1990 and 1994 can be referred to as "the spring of the press in Rwanda" which favored multi-party system and was characterized by a combative press. The growing of newspapers was also supported by a network of workshops of press, the highest ever recorded in the sub-region. (Braeckman, 1994).

There were two tendencies in the media, one pro-government that supported the genocide ideology (for example Radio Television Libre des Mille Collines/RTLM, Kangura, etc), and another that was pro-opposition (example Radio Muhabura, and opposition newspapers). The first trend, on the one hand, was the most virulent as 'hate media' were very influential in preparing and implementing the genocide. On the other hand, the second trend comprised of the media that supported the RPF and fought the then Government. However, the first trend was by and large the most powerful and destructive. Hate media were driven by a strong ideology, control over strong mass media, populism, and demagogy by the then Government. Psychological preparation to hate and call to violence was another important hallmark of the hate media. (Thompson, 2007).

Amongst all the media, radio was by far the most instrumental to the conflict and genocide in Rwanda. A large number of Rwandans were illiterate; the broadcasting was therefore a significant tool used by the administration to disseminate messages and communicate to its people. Radio Rwanda, in addition to the usual news, was openly used by the government in 1992 to promote killings of Tutsis. When civilians were mobilized to hate and kill Tutsis, Radio Rwanda was also used in the so-called self-defense effort. Of all the media that fuelled hatred in the country, the Radio Television Libre des Milles Collines (RTLM) and Kangura Newspaper

were doubtlessly the main driving forces. The RTLM was created in 1993 by so many ruling elites and other media think tanks such as Ferdinand Nahimana who was well acquainted with the power of the radio. This radio was created in a bid to become the voice of the ordinary citizens, which translated in its programming. Its programs centered on topics that underlined differences between Tutsis and Hutus; it therefore also called Hutus to be alert to Tutsi plots and possible attacks. No wonder then if RTLM was seen as the voice of the devil, a conversation among Rwandans who knew each other well, the sole source of authority for interpreting meaning, bullets in a gun, a textbook case of broadcasting genocide, which in part can explain its influence over many listeners in Rwanda (Braeckman, 1994).

When the genocide started in April 1994, RTLM and Radio Rwanda were used by authorities as tools to guide killers and coerce citizens who initially resisted the killings. Citizens were pushed to kill via the radio by authorities supporting the genocide. For instance, one official even told his citizens to obey messages from the radio as if they were his own orders. Decision makers believed that RTLM was a 'democratic alibi', in that sense that journalists and stakeholders of RTLM justified their actions by saying that whatever was broadcast on the radio was in line with the right of expression. In 1994, there were many efforts to stop the RTLM but in vain. The Human Rights Watch, the US and other organizations showed willingness to halt this 'unconscionable incitement to genocide' in radio, but these organisations were reluctant to engage in the jamming of RTLM which they found 'expensive, ineffective' and hence could cause problems (Maoundonodji, 2005). In addition, it was noted that the international media misreported the genocide, either because they lacked information or simply undermined it as an event. Alan Kuperman stated: "Western media blame the international community for not intervening quickly, but the media must share blame for not immediately recognizing the extent of the carnage and mobilizing world attention to it" (Kuperman, 2001). The media fraternity – around 500 journalists who were gathered in Goma, DRC – gave a wide coverage of the large exodus of people who were fleeing Rwanda. However, it is surprising that the public knew less on the political causes of this exodus. This was seen as dangerous to cover and difficult to understand. Although the genocide was a big story, however it was not taken as a massive one. The inaccurate reporting of the genocide by the Western media can also be imputed to the fact that the British and American media were taken by surprise by the April events in Rwanda.

Briefly, it is worth noting that, similarly to any other sector in the country, the media sector suffered so heavy consequences from the Genocide. Amongst other things, the sector deplored

about 48 journalists who were killed and many others were jailed or fled the country. The media-sector was physically and financially destroyed: printing-facilities were severely damaged, the economy was in ashes, and investors had disappeared. Against this background, media in Rwanda have to play another important role because of their negative contribution in sowing divisions that led to genocide. The media Policy of the Republic of Rwanda (MININFOR, 2004) says that apart from the common duties of media as highlighted above, the media in Rwanda should:

- *Participate in the construction and development of a new Rwanda:*

As clearly indicated in government programme, media has the role of rebuilding the country. Both public and private media have to always keep this role in mind, and if necessary both media will be reminded of this role so as to work hand in hand with other organs in this programme. This will for sure prevent media from failing as it did in 1994.

- *Promote reconciliation in Rwanda:*

Media have to collaborate with other concerned bodies in building up a new unified nation, with sustainable development and social welfare.

- *Promote the culture of democracy:*

Rwanda has made tremendous progress, especially in democracy as demonstrated during recent elections and through the current policy of good governance. The media are requested to use its freedom and uphold this good culture.

All these responsibilities can only be achieved when there is a professional and developed media industry.

2.3.2. Influence of media in society

Addressing these different observations on the relationship between the media and the social order, investigations clarify for several years, the role of personal contacts in the development of individual opinions and, by the same time, the limitations or obstacles met by media when spreading messages to their recipients. These obstacles are either influence of people or other stimulus. It is tempting to evaluate the influence of communication by demonstrating the coincidence between the frequentation of some media and adherence to the ideas they are

favorites vectors. In his study, Paul Lazarsfeld highlights the role played by some people between major information organs and electors. This allows to specify the way in which to combine the influence of media and opinion leaders as well as the respective issues of this influence with people (Lazarsfeld, 2005). As an example, for the first time between May and November 1960, the TV seems to have played a decisive role in a presidential election: the John F. Kennedy faced his opponent Richard Nixon (Graber, 2007).

2.4. THE STATUS OF MEDIA DEVELOPMENT INDICATORS IN RWANDA

On 27 March 2008, UNESCO adopted a set of "media development indicators". These indicators help in determining national strategies within the overall context of national media development on country level. The indicators are rooted in the structure established by the five UNESCO declarations on Promoting Independent and Pluralistic Media (UNESCO, 2008).

As those indicators have been adopted to be used in Rwanda, they are used in this study to measure the level of media development in Rwanda by interpreting them within the Rwandan context. They are categorized within five major categories that are used to evaluate the level of media development. As presented by UNESCO (UNESCO, 2008), those categories include:

➢ A system of regulation and control conducive to freedom of expression, pluralism and diversity of the media;

➢ Plurality and diversity of media, a level economic playing field and transparency of ownership;

➢ Media as a platform for democratic discourse;

➢ Professional capacity building and supporting institutions that underpins freedom of expression, pluralism and diversity;

➢ Infrastructural capacity is sufficient to support independent and pluralistic media.

Professional Capacity Building, a media development indicator

Among 5 categories of media development listed above, Professional Capacity Building is one of them and it is identified as:

a) Availability of professional media training

Professional training in media sector includes different activities and are done in different ways and approaches, from structured short courses and qualification programmes for media

practitioners to on-the-job training, internships, mentorship and distance learning. Those training can be provided by: company managers, professional institutions in charge of various training, universities, professional associations or other international organizations (Ivancevich, 2004).

In regard to access to training opportunities for the media, journalism courses are offered in three institutions of higher learning in Rwanda. There is a school of journalism and communication at the National University of Rwanda, the faculty of journalism at the Kabgayi Catholic University and the Great Lakes Media Centre. The centre particularly targets practicing journalists with the purpose of enhancing their professional skills. There are also various training programs for both practicing and student journalists. These trainings are in most cases conducted by local and foreign trainers under the sponsorship of various media stakeholders. But, as recommended by the High Council of the Press (HCP, 2008), the problem of professionalism in media sector is still serious and must be taken into consideration.

b) Presence of trade unions and professional organisations

It would be good for media professionals to exercise right to establish trade unions, without panic of punishment. This could bring positive help by providing direct advocacy, support and promotion on the interest of media practitioners in relation to biased dismissal, protection of sources of their articles and having a free speech. The associations could improve professional standards by providing trainings, establish conducive codes of ethics and create opportunities of forums for debate. It is also important for media practitioners to obtain appropriate payment compared with other professions (MHC, 2010). The right to associate is a constitutional right in Rwanda (*Constitution of the Republic of Rwanda*, 04 June 2003, as it is amended today, art.29).

To date, there are several media Associations in Rwanda. However, these associations are struggling to keep the balance. Their membership is unstable and members hardly pay their contributions. Almost all associations' operations depend on either the government or donors' funds which may not necessarily be available. Generally, media associations operate under severe circumstances; are under resourced, under staffed, have no permanent physical infrastructure, all of which affect the good cause for which they were created. Consequently their intended objectives are compromised (MHC, 2010).

c) Presence of civil society organisations

Civil Society Organizations (CSOs) are energetic organs of strong media network, making available the related support. The CSOs can provide contribution by conducting content monitoring; providing straight advocacy on freedom of expression, journalism safety and media regulation; capacity building and helping communities to access information and make their voices heard (UNESCO, 2008).

The role of CSOs in developing the media seems to be lacking in Rwanda. This goes hand in hand with lack of established framework related to media content monitoring and ownership in order to promote pluralism, diversity and professionalism of the media (HCP, 2008).

2.5. PROFESSIONAL CAPACITY BUILDING INITIATIVES IN RWANDAN MEDIA

2.5.1. Definition

Capacity building is defined as the process of developing and strengthening skills and abilities that societies, organizations and communities need to survive, adapt, and increase in the fast-changing society (Oprean C. et al. , 2010).

According to Ann Philbin (Philbin, 1996), capacity building is much more than training and includes the following:

- Human resource development, the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.
- Organizational development, the elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and sectors (public, private and community).
- Institutional and legal framework development, making legal and regulatory changes to enable organizations, institutions and agencies at all levels and in all sectors to enhance their capacities.

It often refers to assistance which is provided to entities which have a need to develop a certain skill or competence, or for general upgrading of performance ability. (Atsushi, 2006).

For the case of this research, capacity building helps to improve the professionalism level of media professionals and practitioners. As shown above, the media professionalism as one of the media development indicators contributes also to the sustainability of the media.

2.5.2. Initiatives of media capacity building and achievements in Rwanda

a) The role of media capacity building

Professional journalism come in the response to the capitalist imperative of consolidation. As many independent newspapers which existed at the turn of the century often with a radical agenda and with no presumption of balance or objectivity were acquired, the larger resulting newspapers understood they needed to appear balanced and objective to their audience and advertisers. Thus, professional training institutions as well as professional media institutions have been put in place to cater to these new practical approaches (McChesney, 1997).

Professional training institutions

- **The School of Journalism and Communication (EJC)**

Contrary to many other countries where professional journalism started in the 20th century, in Rwanda this imperative can be traced to just over a decade, precisely after 1994. Although no formal journalism training institutions existed in the country, even the few who had acquired training from outside and practiced in the country to gain experience perished in 1994 Tutsi Genocide. To overcome the reputation left in media profession by the mass extinction and to foster a more professional and responsible media sector, a school of journalism was established at the National University of Rwanda in Butare 1996, offering a five year training programme (Bachelor's Degree) in journalism and communication. The year 2008 saw an increase in the school's intake from just twenty (20) to eighty students (80) per year. Thus by January 2009, the total population of this school was 208 students in all (MHC, 2010). Although this is an important development for the media industry, the impact will take long to be felt since most graduates of the school still wander away from mainstream journalism in search of greener pastures, leaving the noble profession in the hands of amateurs.

- **The Catholic Institute of Kabgayi (ICK):**

In 2002 the Catholic Institute of Kabgayi in the southern province also introduced a four year course of social communication, with a specialty in journalism. Since its inception until the end of 2008, a total of 87 students have completed (MHC, 20108). Most finalists from ICK also end up falling for better paying jobs away from main stream media. But the few who have stayed are reportedly professional models.

- **The Great Lakes Media Centre (GLMC):**

At the end of 2007, the school of journalism at the NUR also gave birth to the Great Lakes Media Centre, a more practice oriented institution established in Kigali to cater for practicing journalists without formal journalism training. The intake of 30 students per year for this institution remains very small in relation to the number of journalists with potential to benefit from the programs offered. At the end of 2008, only 29 students were enrolled at the GLMC from both the print and electronic media, while another 30 students enrolled in the first quarter of 2009. This brings the total current student population to 59. Each of the intakes can either do a two years diploma programme or one year certificate programme in journalism. The GLMC is expected to be at the centre of bridging the skills gap in the profession of journalism despite the fact that its capacities are still very limited (ICK, 2009). The school is highly subsidized by government to the extent that all its students pay a half of the overall cost of the course. It is an evening programme that enables working students to conveniently take part without having to give up their jobs.

Professional Associations

Aiming to enhance their careers and to improve their professional knowledge, Rwandan media practitioners have created various professional associations. Their ultimate goal is to augment collective capacity to fulfill their mission of gathering and disseminating news and information in an effective manner. In this regard, 9 media associations have been created until the beginning of 2010. According to MHC, (MHC, 2010), these associations are:

1. Association Rwandaise des Journalistes (ARJ) to promote media freedom and professionalism;

2. Association Rwandaise des Femmes des Media (ARFEM) to promote women journalists;

3. Abanyamakuru Barwanya Sida mu Rwanda (ABASIRWA) to fight against HIV/AIDS;

4. Association des Journalistes de Sport au Rwanda (AJSPOR) to promote sport and leisure;

5. Press House (MPH) to promote Journalists interactions;

6. Rwanda Media Ethics Commission (RMEC) to arbitrate, mediate and advise on issues related to ethical practice in the media;

7. Association Horizon Nature (AHON) to contribute to the protection of environment via the media, and last

8. The Rwanda Editors Forum (REFO) to improve the editors' skills.

Despite being many in number, in practice most of these professional associations are very passive or some are completely there by name but not active. Most of those that try to function are financially dependent on irregular donations from international agencies or government handouts. Whatever resources these associations manage to mobilize are spent mainly on administrative activities, leaving little for a few training sessions whose impact on the ground will hardly be felt. The most important achievement for the Rwanda Journalists Association in 2008 was its partial admission to the International Federation of Journalists (IFJ) after its prior admission to the Eastern Africa Journalists Association in the same year (EAJA). Such memberships if effectively harnessed could be an important opportunity for the practitioners to share experiences and learn from their colleagues' best practices to enhance their professional capabilities and advocacy for respect of their freedoms (HCP, 2008).

Also the fact that these associations are still incoherent, rarely working together on any issues of professional importance, means that whatever resources (and they are always a trickle) each gets are put to multiple usage with no considerable impact on their memberships.

2.6. THE CURRENT STATUS OF MEDIA SECTOR IN RWANDA

2.6.1. Legal framework

Currently, the media in Rwanda is governed by the law n°22/2009 of 12/08/2009 and this replaces the law n°18/2002 of 11/05/2002 on Press. Many articles under the stated laws

emphasize autonomy and independence of the media. In addition, training sessions are regularly organized for journalists to enhance their interpretation to ensure compliance.

Several other legal texts, laws and orders that have been adopted are all aimed at promoting press freedom and ensure its autonomy. These include:
- **The Constitution of the Republic of Rwanda of 04 June 2003 as it is amended today;**
- **Law n°44/2001 of 30/11/2001 on telecommunications;**
- **Law n°30/2009 of 16/09/2009 determining the mission, organization and functioning of the Media High Council;**
- **Law n°6/2002 of 6/03/2002 modifying and complementing the law-decree of 9 October 1974 establishing Rwanda Information Agency;**
- **Law n°32/2002 of 02/10/2002 establishing Rwanda Information and Technology Agency.** (MININFOR, 2004).

Ten years after a halt to genocide, the number of newspapers both publicly and privately owned is increasing on a daily basis. The positive aspect of this increase is that all newspapers are eager to play a key role in rebuilding the Country and strengthening social ties among Rwandan citizens. Private radio stations have been operational since the end of transitional government in Rwanda in 2003. Private national and foreign operators have set up radio stations, as well. Although these radio stations are commercial, community or confessional, their programmes aim at collaborating with other organs in rebuilding and developing the Nation. According to HCP, (HCP, 2008), to date one television, 27 Radio stations and 37 newspapers fulfill the legal requirements to operate in Rwanda (the list is annexed at the end of this research).

2.6.2. Professionalism in Media Sector

According to the report published in December 2008 by the Media High Council, there were 427 practicing journalists in Rwanda. The same report specifies that only 13% of the journalists studied journalism at least to the university degree, even though 68.38 % hold a university degree and beyond (HCP, 2008).

Table 2.1: Professionalism in Media Sector

FIELD	NUMBER	%
Journalism	55	12.88
Communication	40	9.368
Journalism & Communication	22	5.152
Literature	55	12.88
Others	219	51.29
Not Specified	36	8.431
TOTAL	**427**	**100**

Source: HCP, (December 2008). Data on Education Level of Rwandan Journalists, Kigali, p.9.

Chart 2.1: Professionalism in Media Sector
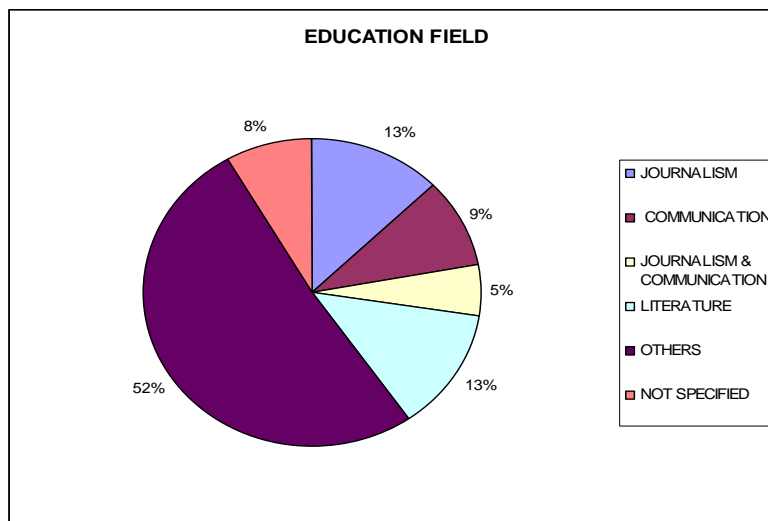
Source: HCP, (December 2008). Data on Education Level of Rwandan Journalists, Kigali, p.9.

In addition, most media outlets, especially in the private sector, do not have the capacity to offer on job training programs for staff. This means that a large percentage of media practitioners in Rwanda are not well trained and are lacking in necessary skills. The consequence is repeated unprofessional and unethical practices which affect not only the journalists themselves, but also the audiences. Due to lack of skills and means, many journalists produce non-factual, unbalanced and biased stories. This can be seen from the monitoring reports and also from the increasing numbers of complaints to the MHC by the people affected. As result also, journalists are exposed to manipulation by various groups of people including announcers, politicians (mostly during elections), etc. The other consequence is the fact that the audiences consume poor content which does not inform or educate them at all. This means that many journalists and the media outlets they are serving actually are not fulfilling their role in the society (MHC, October 2008).

2.6.3. Status of media houses used as case study

a) Radio Flash

Radio Flash is one of the private commercial radio stations operating in Rwanda. It was created in 2004 and it was the second private radio station opened in Rwanda, among 27 private radios stations operating in Rwanda and has the highest audience as shown by the Audience Study conducted by MHC in 2010 (MHC, December 2010). During this research, the researcher revealed that Radio Flash has 30 staff members in different departments; among them, 22 work as journalists. According to the MHC Report, this total number of journalists of Radio Flash occupies 5.1% of the total number of 427 journalists operating in Rwanda (Flash FM, 2010).

- **Functioning**

Radio Flash is a commercial radio station that serves as a link between the two market parties i.e. producer and the consumer and it is here to provide an opportunity to make business known through world class advertisement, promotion and reporting. Radio Flash Fm covers the North, East, West and Southern parts of Rwanda as well as North and North Eastern parts of Burundi on the frequency 89.2MHz. Its target audience comprises over 5 million people in both urban and rural areas. Radio Flash avails the entertainment musical programs, news updates and information as well as a space for its listeners to express their views. Its target clients are audience and companies ranging from small, medium and big that provide products and services ranging from government bodies, public organizations to privately owned ones (Flash FM, 2008).

- **Broadcasting time/hours**

Radio Flash broadcasts on a daily basis throughout the week i.e. Monday to Sunday, all 24 hours and all 7days. Languages used during the broadcast include Kinyarwanda covering 80% and other languages such as English, Luganda and Kiswahili sharing the 20%. This is done in order to reach all its target audience across the country (Flash FM, 2008).

- **Journalists of Radio Flash**

According to the findings of this study, among 22 journalists of Radio Flash there are 22.7% females and 77.3% males. The journalists qualified in Journalism/Communication are 40.9%

while 59.1% have other various fields. In Radio Flash, all its 22 journalists responded to the questionnaire of this research.

b) The New Times Newspaper

The New Times is the first daily newspaper operating in Rwanda among other 37 newspapers accredited in Rwanda.

- **Background**

Started in 1995, The New Times Publications SARL is a registered Rwandan private media outlet with that publishes in English. It was established just less than one year after the end of the 1994 Rwanda genocide and the return of over a million Rwanda refugees from mainly neighbouring countries of Uganda, Burundi, Democratic Republic of Congo (former Zaire), Tanzania and Kenya. The New Times started as a simple paper publishing once in two weeks. In 1998 it started to publish a weekly newspaper and then in 1999 it started producing a bi-weekly publication until mid-March 2004 when it increased the newspaper frequency to three times a week. In September 2005, The New Times began producing the four editions a week until early April 2006 when it started producing a daily newspaper. On the other hand, since 2003 The New Times started the online edition of the newspaper (TNT, 2000).

- **Editorial, mission and vision**

The Newspaper's editorial is based on fair and balanced reporting without any confrontational tones, political or otherwise.

Its mission is to help become an exemplary and constructive media house while its vision is to grow into a media group, with daily publications in English, Kinyarwanda and French and to help inculcate a reading culture in the Rwandan society (TNT, 2006).

- **Journalists of The New Times**

The total number of staff members working in The New Times is 68 and among them, 46 are journalists i.e. 13 (28.3%) females and 33 (71.7%) males. This research reveals that their qualification field is presented by 47.8% journalists qualified in Journalism/Communication and 52.2% journalists qualified in other fields different from the professional one. Note that in The New Times, only 38 people participated in this research. (TNT, 2010).

2.6.4. Status of the journalists of the case study

2.6.4.1. The number of journalists per media houses

Given the objectives of this research and its questions, the population of this research would have been all different media stakeholders in Rwanda, i.e. practicing journalists and media houses' managers. But due to time and budget constraints, the researcher preferred to use a scope of 2 media houses as case study, i.e. one newspaper and one radio station.

Table 2.2: The number of journalists of the media houses selected

Items	Number	Percentage
Radio Flash	22	32.4
The New Times	46	67.6
TOTAL	**68**	**100**

Source: MHC, (2011), The State of the media report, Kigali, p.5.

As explained above, the case study of this research is one newspaper known as The New Times and one radio station called Radio Flash. The total number of the journalists of these media houses is 68 and among them, Radio Flash has 32.4% (22) and The New Times has 67.6% (46). These figures say that in the population of this study The New Times is more represented than Radio Flash. The figure below is presenting this situation.

Chart 2.2: The number of journalists of the media houses selected
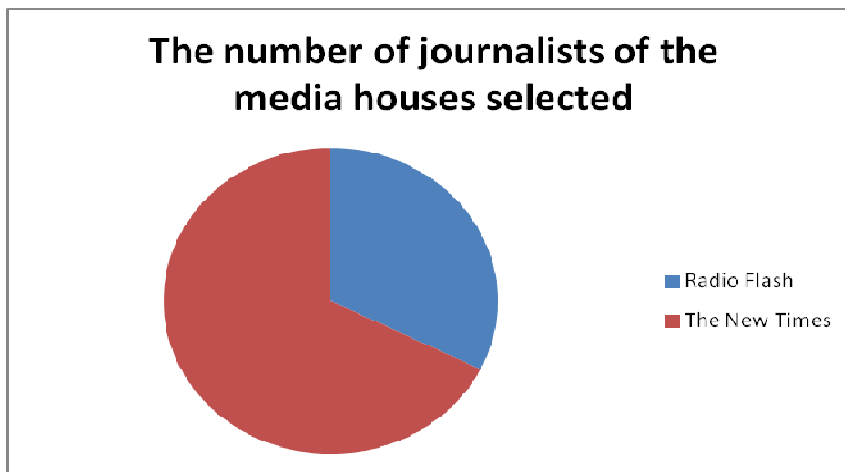
Source: MHC, (2011), The State of the media report, Kigali.

2.6.4.2. The education field of journalists of the media houses selected

The aspect of field of study was considered by this research. This is due to the fact that a discipline of study related to journalism and communication would be relevant to analysis of the role of capacity building in media sector development. The fields of study are presented in the table below.

Table 2.3: The educational field of journalists of the media houses selected

Items	Number	Percentage
Journ&Commun.	31	45.6
Others	37	54.4
TOTAL	**68**	**100**

Source: MHC, (2011), The State of the media report, Kigali.

From table above, it is quite impressive that only a little number of the journalists involved in this case study have a relevant field of study related to journalism and communication (45.6 %), whereas others (54.4) have different fields not related to journalism. The fields of study are also presented in the bar graph below.

Chart 2.3: The educational field of journalists of the media houses selected
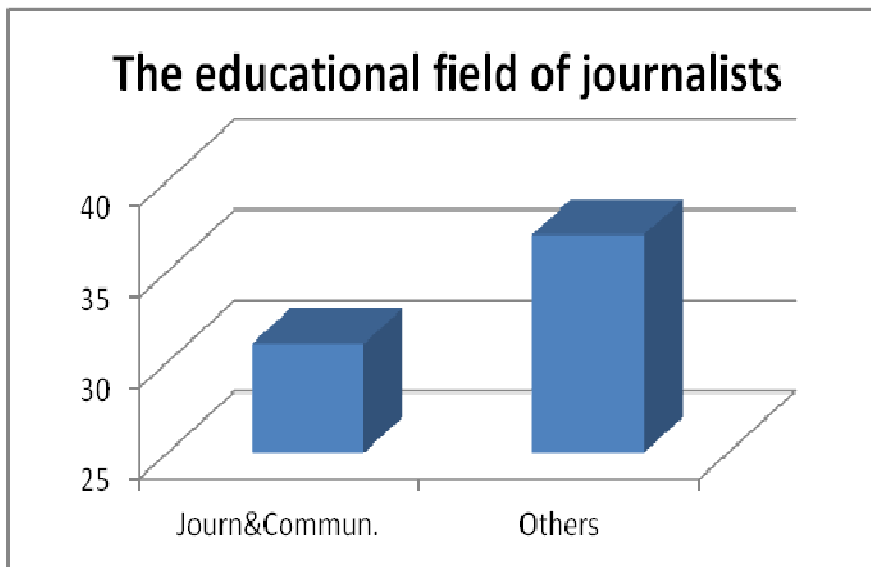
Source: MHC, (2011), The State of the media report, Kigali.

2.6.4.3. The education level of journalists of the media houses selected

The educational level of journalists matters since the profession requires related knowledge and understanding. The journalists' level of are thus summarized in the table below.

Table 2.4: The educational level of journalists of the media houses selected

Items	Number	Percentage
PHD	0	0.0
Masters	0	0.0
Bachelors	36	52.9
Diploma	27	39.7
Others	5	7.4
TOTAL	**68**	**100**

Source: HCP, (December 2008). Data on Education Level of Rwandan Journalists, Kigali.

The chart below reveals that none of the journalists holds a Ph.D. or Masters level of qualification. The table indicates that majority of the journalist (52.9%) are educated up to university level and thus hold a Bachelors' Degree. The university level of education is quite obvious as far as thinking capacity and standards of interpretation are concerned. The table indicates also that those with Diploma are 39.7% and 7.4% are below, i.e the secondary education level and others. For better visibility, the education level of journalists in Rwanda is also presented by form of bar graph below.

Chart 2.4: The educational level of journalists of the media houses selected
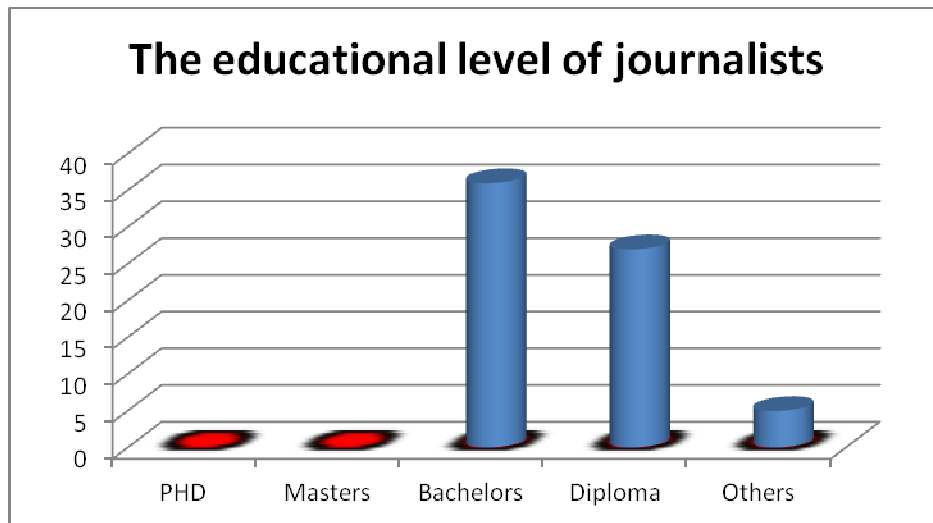
Source: HCP, (December 2008). Data on Education Level of Rwandan Journalists, Kigali.

The level of staff turnover

In order to know the level on the staff turnover, the researcher observed the number of journalists who resigned in the selected media houses in a period of four years (2008 - 2011).

As shown by the table and chart below, the average number of journalists who resigned is 18.2% during all four years but they reduced year by year. In 2008 they were 33.3%, in 2009 they reduced and become 25%, and they were 2.9%.

Table 2.5: The status of staff turnover in selected media houses

Items	All journalists	Resigned	Percentage
In 2008	60	20	33.3
In 2009	64	16	25
In 2010	70	8	11.4
In 2011	70	2	2.9
AVERAGE			**18.2**

Source: MHC, (2011), The State of the media report, Kigali

Chart 2.5: The staff turnover in selected media houses
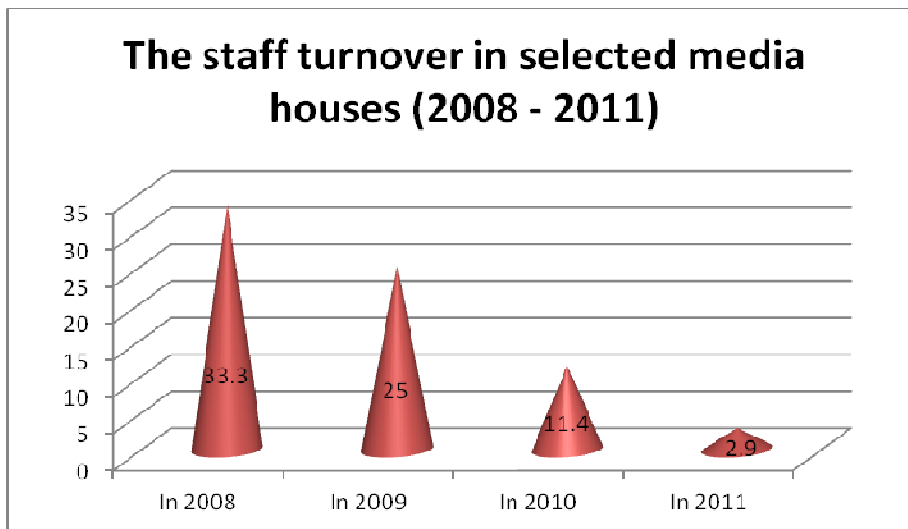
Source: MHC, (2011), The State of the media report, Kigali

2.7. GAPS IN LITTERATURE REVIEW

Despite the existence of several training institutions in Rwanda since 1994, the report published in 2011 by the Media High Council states that there were only 427 practicing journalists. The same report specifies that only 13% of the journalists studied journalism at least to the university degree, even though 68.38 % hold a university degree and beyond.

Due to lack of skills and means, many journalists produce non-factual, unbalanced and biased stories. This can be seen from the monitoring reports but also from the increasing numbers of complaints to the MHC by the people affected. They are also exposed to manipulation by various groups of people including announcers, politicians, etc. In addition, most of media outlets, especially in the private sector, do not have the capacity to provide on job training mechanisms. This means that the huge majority of media practitioners in Rwanda is not well trained and are lacking in necessary skills. The repeated consequence is unprofessional and unethical practices which affect the journalists themselves but also the audiences. Another consequence is the proliferation of low quality content and the consumption by the Rwandan audience of what does not inform or educate them. This means many journalists, and the media outlets they are serving actually, are not fulfilling their role in the society.

To fulfill their mission fully and effectively, it is anticipated that the media practitioners in Rwanda may need a strong and diverse intellectual and professional knowledge, that's why the trainings of journalists are important to help them to maintain and/or to improve their capacity. But, when we look at different information and data got through our literature review, we only find the status of professionalism level in media sector and the existing capacity building initiatives. Therefore, we still consider a big gap on the role or change of those initiatives in media sector, their effectiveness and impact on institutional development. More to that, the researcher didn't see the reason of motivation and/or discouragement of media practitioners/employees and the level of their retention or turnover. The explanation of this situation is actually the justification of the existence of this research.

Chapter III: RESEARCH METHODOLOGY

This chapter deals with the methodology to be used in data collection, analysis and interpretation during this study. It gives clarifications on how tools and methods will be used during the phase of data gathering, analysis, interpretation and presentation. A subdivision of this chapter presents the research design, research scope (population size and sample size), data collection and data analysis & presentation.

3.1.RESEARCH DESIGN

This research has the following principal phases:
   a) A review of the literature in order to find information and knowledge from other related works as shown in the previous chapter (chapter II);
   b) Redaction and development of a research questionnaire based on findings of literature review, gap in the literature review and research questions;
   c) To conduct a survey by contacting respondents and interviewing them;
   d) Analysis, interpretation and presentation of findings from survey and interviews;
   e) To avail and present recommendations proposed from the findings of this research.

3.2.RESEARCH SCOPE (POPULATION AND SAMPLE)

Normally, the research population is the group that the researcher wishes to generalize to in his study while sample is the units from a population of interest and on which conducting research. But, due to time and financial constraints involved in research, the researcher decided to use the scope of 2 media houses operating in Rwanda as case study. These are Flash Fm Radio and The New Times Newspaper and their selection was based on the following reasons:

   1. The representation of both media types (broadcasting and printing media);
   2. The fact that Flash Fm Radio had the highest audience in Rwanda (MHC, 2010, 9);
   3. The fact that The New Times newspaper is the only daily newspaper and thus has an increased number of employees compared with other media houses in Rwanda.

In this regards, the research scope will be 60 media practitioners (reporters and editors) from both media houses mentioned above. This number of 60 is different from the total number of all journalists (68) because the researcher is not sure about the availability of all of them. The selection of these people will be done randomly.

3.3. DATA COLLECTION

In this research, most of the needed information has been provided by a combination of face-to-face interview and written questionnaires. The data was collected by means of a semi-structured interview questionnaire. Because all respondents were alphabets, it was possible to let them fill the questionnaire but in order to escape any misinterpretation or confusion, the researcher tried her best to provide relevant explanations and clarifications to all respondents. The questionnaire was composed by 15 questions which allowed the respondents to express their opinions with regard to the analysed problem under research (see appendix 1). The questionnaire has been answered by 60 respondents, all practicing journalists among whom 57 were reporters and 3 others were editors. After that, additional information has been provided by using available information, especially different reports from the Media High Council, reports from media houses that composed the case study, internet and other publications as well as newspapers.

3.4. DATA ANALYSIS AND PRESENTATION

Briefly, in this step of data analysis and presentation, the sustainability of media industries has been done through assessment of how capacity building initiatives can generate necessary and adequate skills for media development. Using the appropriate software commonly known as SPSS, data analysis and its interpretation have been both qualitative and quantitative where applicable. As for presentation, the information has been presented in different following ways: tables, graphs and text.

Chapter IV: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents and analyses the data collected by means of questionnaires and analysed using appropriate software of statistics known as SPSS. The presentation and analysis of these data will help us to reach viable recommendations and conclusions in the last chapter of this work. As media in Rwanda are grouped in two types (broadcasting media and written media), those data have been collected considering those types and thus, I selected the scope composed by one broadcasting media house which has the highest audience (Radio Flash Fm) and one print media house which is the only daily (The New Times Newspaper). The data collection has taken into consideration both editors and reporters of the case study.

4.1. DATA ANALYSIS AND INTERPRETATION

The media practitioners from 2 media houses used as case study (Radio Flash and The New Times Newspaper) filled the questionnaire and their responses are presented in the following points.

4.1.1. Identification of respondents

The research investigated 60 respondents form the case study (Radio Flash and The New Times). Before deferring their perception on media capacity building and its role in media professionalism and development, the research took into consideration gender, position, media experience, field of study and level of education.

The gender
The sex composition of the respondents of this research is provided in the table and chart below:

Table 4.1: Respondents' Sex

Items	Number	Percentage
Female	14	23.3
Male	46	76.7
TOTAL	**60**	**100**

Source*: Primary Data*

Chart 4.1: Respondents' Sex
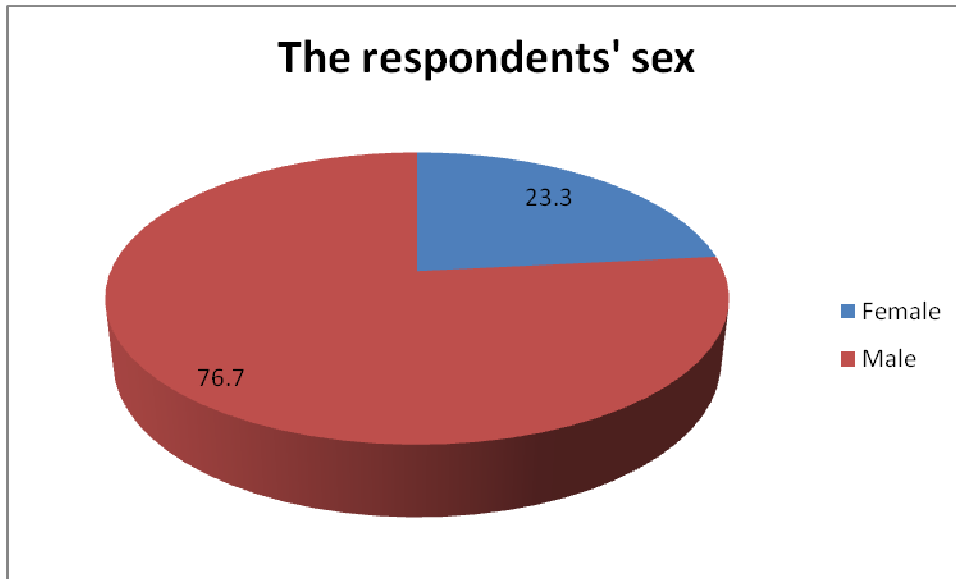
Source: Primary Data

From the chart above, it is clear that this study have more male respondents or journalists (76.7%) while female respondents constitute 23.3%. However, this level of female and male participants is comparable to the number of female to male journalists in actual practice of the case study where the total number of all journalists (68) is constituted by 18 females who are equivalent to 26.5% and 50 males who equivalent to 73.5%.

Respondents' positions in their respective media houses

As shown by the table below, the respondents were all journalists but in terms of responsibilities, they were subdivided in two categories, i.e. the Editors and the Reporters. The Editors were 3 and were equivalent to 5% while the Reporters were 57 with a percentage of 95%.

The number of the editors was very small because they are normally not many on the organizational structure of a media house due to the nature of this career and their role.

Table 4.2: Respondents' Positions

Items	Number	Percentage
Editor	3	5
Reporter	57	95
TOTAL	**60**	**100**

Source: Primary Data

Respondent's experience in media sector

Another important element with regard to media development and professionalism is the experience in the career.

Table 4.3: Respondents' Experience in media sector

Items	Number	Percentage
1year	23	38.3
2 years	28	46.7
3 years	2	3.3
4 years	0	0
5 years	3	5
More than 5years	4	6.7
TOTAL	**60**	**100**

Source: Primary Data

When we look at the figures of this item, it is clear that a big number of respondents are journalists with an experience of at least two years. They are 28 with a percentage of 46.7%. On the second place there are 23 (38.3%) journalists with only one year of experience.

More to that, the data show that when we go beyond 2 years of experience, the number of journalists decreases as the number of years of experience increases. This situation is well presented by the bar graph below:

Chart 4.2: Respondents' Experience in media sector
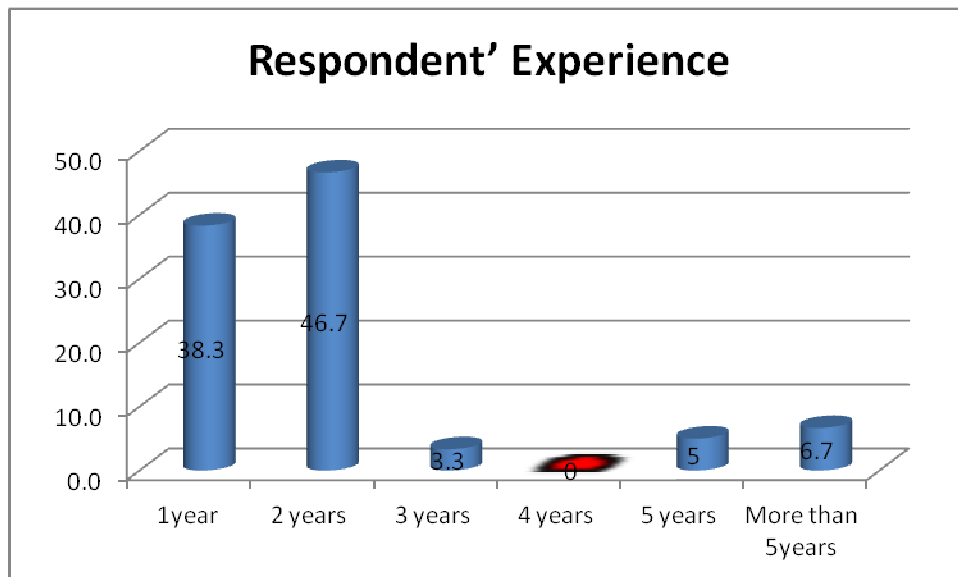
Source: Primary Data

Respondents' Education field and education level

As illustrated by the charts below, the practicing journalists who are qualified in journalism and/or communication are only 40% while 60% have various fields of education like arts (41.7%) and others (18.3%).

Chart 4.3: Respondents' Education field
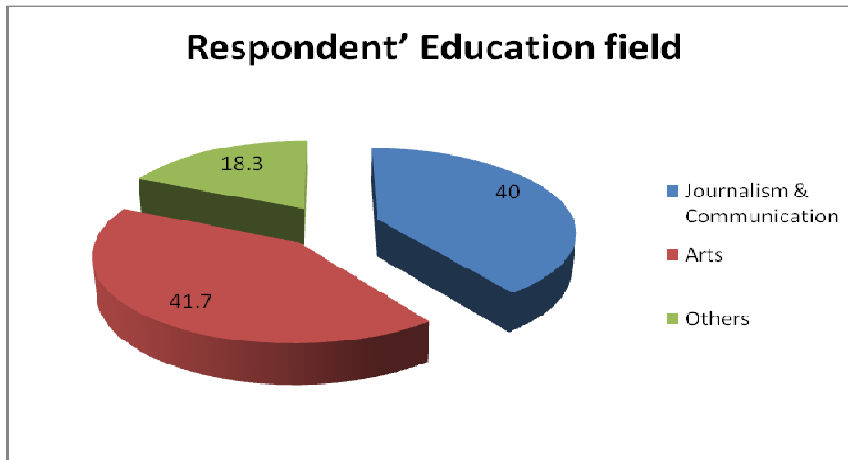
Source: Primary Data

When we look at their level of education, the data of this research show that the majority is represented by the journalists with a bachelors' degree (51.7%) and on the second place we have the journalists with a level of diploma (41.7%). This research shows that there are also journalists with only secondary level (6.6%).

Chart 4.4: Respondents' Education level
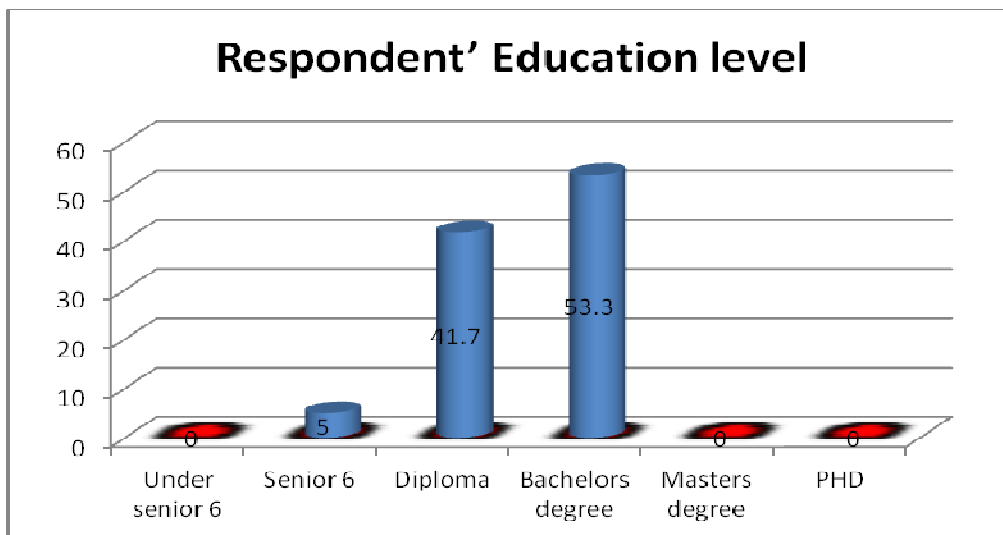
Source: Primary Data

Even if the majority has an interesting level of education (Bachelors' degree), it doesn't remove the existence of professional gap in this sector because on the education field, the majority is also represented by journalists without professional field.

4.1.2. Findings on professional capacity building

Professional trainings received

As noted in the previous findings above, most interviewees approved that there is low professionalism in the sector. Empirically, this is indicated by low levels of education in the sector. The results of this situation are observed in low levels of understanding of media governing laws by journalists, the low levels of understanding of code of conduct governing their profession, low ability to moderate talk-shows, low levels of news analysis among media practitioners, etc... (HCP, 2008).

In order to face this situation, it is necessary to help the practicing journalists by providing them with adequate professional trainings. Unfortunately, as shown by the following table, this research observed that only 38.3% journalists have access to that kind of training and the majority (61.7%) doesn't have access too professional trainings.

Table 4.4: Have you ever received any professional training?

Items	Number	Percentage
Yes	23	38.3
No	37	61.7
TOTAL	**60**	**100**

Source: Primary Data

Level of impact of received trainings on respondents' duties

This question was addressed to all respondents regardless the fact that they received training or not. It was a respondents' perception on the impact of professional training. Even if the number of journalists who have access to professional training is little, the majority of the respondents (60%) said that those trainings have a very good impact on their deliverables and 28.3% qualified that impact as "good". No one qualified the impact those trainings as poor. The table and bar graph below show clearly the responses given on this item.

Table 4.5: Respondents' perception about the trainings' impact on their duties

Items	Number	Percentage
Excellent	0	0
Very good	36	60
Good	17	28.3
Fair	7	11.7
Poor	0	0
N/A	0	0
TOTAL	**60**	**100**

Source: Primary Data

Chart 4.5: Respondents' perception about the trainings' impact on their duties

Source: Primary Data

Availability of institutional capacity building plan

The chart below clearly shows the situation related to the availability of capacity building plan in two media houses used as case study of this research. Even if there are some respondents (3.3%) who accepted the availability of this capacity building plan, the majority of respondents (74.3%) say that there is no capacity building plan in their media house while 23.3% didn't answer this question. This means that the role of the institutions to build the capacity of their employees, to improve their professional skills and to refresh their knowledge is critical because a big number of respondents confirmed the lack of capacity building plan in their institution.

Chart 4.6: Does your media house have an institutional capacity building plan?
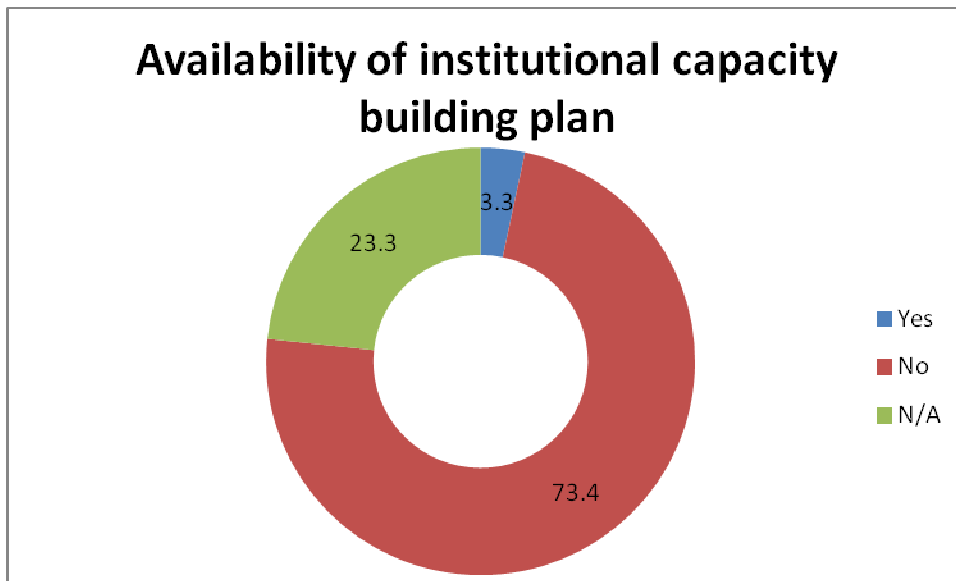
Source: Primary Data

Contribution of the existence capacity building plan to the media development

Respondents agree that capacity building plan can make a positive contribution to media development. This is justified by the percentage of 75% of respondents who said "yes" to this question as shown by the table below.

Table 4.6: Does capacity building plan have a positive contribution to the media development?

Items	Number	Percentage
Yes	45	75
No	2	3.3
N/A	13	21.7
TOTAL	**60**	**100**

Source: Primary Data

After agreeing on the positive contribution of capacity building to media development, the chart below shows that a big number of respondents (78.4%) accepted that this contribution is in terms of "Increase of professional performance and updates" and only 3.3% said that it has no impact while 18.3% did not provide response to this question.

Chart 4.7: What is the role of capacity building plan in journalists' duties?
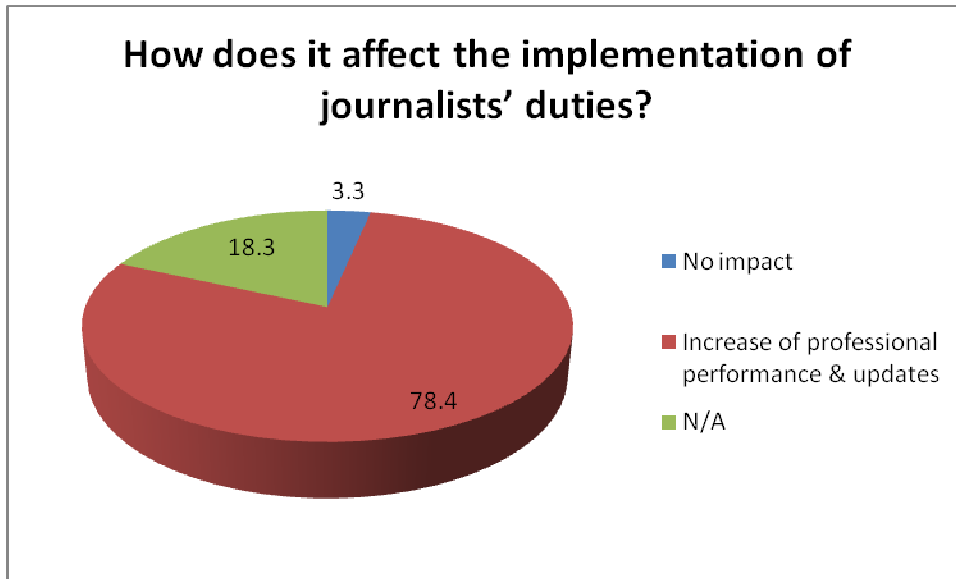
Source: Primary Data

Complaints related to the professional mistakes

As shown in the table below, the little number of respondents (36.7%) accepted that sometimes they make professional mistakes in their articles and the majority (55%) said that they did not.

Table 4.7: Have you ever received a complaint related to your articles?

Items	Number	Percentage
Yes	23	36.7
No	33	55
N/A	4	8.3
TOTAL	**60**	**100**

Source: Primary Data

Even if the number of journalists who make those mistakes are not dominant, the chart below shows some professional mistakes are frequent. Among various mistakes made by the journalists, defamation comes first. Data show that it is made by 56.7% while the mistakes of publishing unbalanced articles are made by 21.7%. These findings from primary data are confirmed by the MHC report (MHC, 2010) where the majority of the complaints received by MHC is related to defamation (slander).

Chart 4.8: The professional mistakes made by journalists

Source: Primary Data

4.1.3. The staff turnover

As the level of staff turnover has been clarified in the literature review, in this section the researcher was interesting by its reasons.

Reasons of staff turnover

The reasons for staff turnover are various. Some journalists resign because of poor remuneration (28.3%), others leave by looking for training accessibility (26.6%), equipments availability (16.7%), a favorable working environment (16.7%), and a legal framework (6.7%). The level of each one is presented in the chart below.

Chart 4.9: Reasons of staff turnover in selected media houses

Reasons of staff turnover

- Low salary: 28.3
- Training accessibility: 26.6
- Equipment availability: 16.7
- Legal framework: 6.7
- Working environment: 16.7
- N/A: 5.0
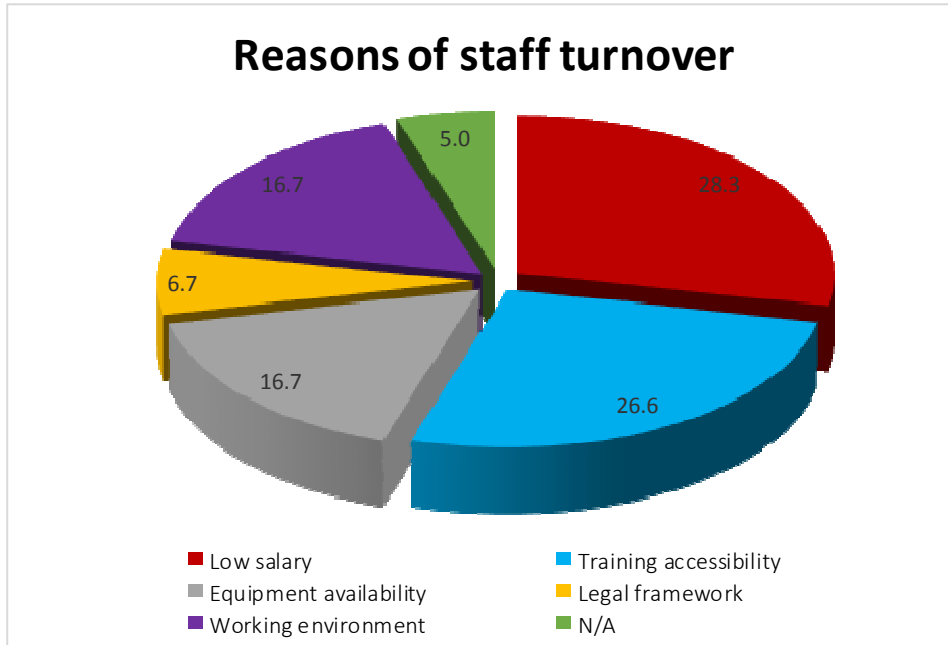
Source: Primary Data

As conclusion, this chapter presented, analysed and interpreted the research data. This has been done by analysing and interpreting data from the media houses that have been used as case study, data on the respondents, data on the professional capacity building and data on the staff turnover. It has used the findings of this study in order to validate the research questions, and continued by providing pertinent and appropriate recommendations. More to that, this research proposed the advice related to further research. Those recommendations and advice are presented in the following chapter.

Chapter V: GENERAL CONCLUSION AND RECOMMENDATIONS

5.1.   GENERAL CONCLUSION

In light of the details presented so far, media in Rwanda have made some progress in the areas of improving professionalism and the general development of the sector. Notable in this regard, as presented in the literature review, is a constitutional guarantee of media freedom, political will to support self-regulation and amendment of the media law to remove clauses and articles that are considered counterproductive to the greater advancement of the media sector, the availability of different schools of journalism and communication, the opening of media training center, etc.

But it is also evident that there is still great need and room for improvement on the level of professionalism in the media in Rwanda. This has become necessary if the media are to effectively play their role of holding authorities accountable, stir debate among citizens on issues affecting them and generally inform citizens in a manner that helps them make informed decisions in their daily lives, etc. All these are the efforts that need support and strengthening and only then would the media be proud holders of the fourth estate status. For the continued goodwill towards the press to properly reflect the practice corresponding to provisions of the national constitution and the national media law, the media capacity building must be strengthened.

Unfortunately, basing on the findings of this research as shown in the previous chapter, we observed that only 38.3% journalists have access to professional training and the big number (61.7%) doesn't have access to those trainings. Even if the number of journalists who have access to those training is little, the majority of the respondents (60%) approved that those trainings have a very interesting impact on their outputs and 28.3% qualified that impact as "good". No one qualified the impact those trainings as poor. On the availability of capacity building plan in two media houses used as case study, the majority of respondents (74.3%) said that there is no capacity building plan in their media houses. This means that the role of the institutions to build the capacity of their employees, to improve their professional skills and to refresh their knowledge is critical whereas 75% of respondents agreed that capacity building plan can make a positive contribution to media development.

The result of this situation is shown by the status of journalists' deliverables. Even if the number of journalists who make mistakes is not dominant, some professional mistakes are

frequent. Among various mistakes made by the journalists, defamation comes first where data show that it is made by 56.7% while the mistakes of publishing unbalanced articles are made by 21.7%. Another critical issue is the level of gender balance in media sector is very low (23.3% females and 76.7% males). This difference between the number of females and the number of males is very high and this is very unfortunate, reason why the decision makers must think twice on this issue.

Equally pertinent to proper media practice is the enactment of a law which gives out right permission to media practitioners and members of the public to access information from public institutions and obliges the latter to provide such information of public interest. The data of this research show that journalists don't exploit these legal rights because their knowledge in media law and other relevant laws presents some gaps. There is great need for media practitioners to be more sensitized on the observance of professional ethics as well as the Media Law. Different reports available at MHC have often indicated that print media more often than broadcast media contravene journalistic standards of fairness and balance while reporting. This is showcased in the publication of un-sourced, biased and defamatory stories. Furthermore, although the legal framework is appropriate, there is evidence pointing to the fact that many people in our society are not sure about the appropriate role of the media, the rights of journalists, obligations of public officials, law provisions pertaining to conduct of media practitioners, etc. This therefore calls for extensive sensitization programmes for all journalists, members of the public, government and civil society, on the rights and responsibilities of each as well as the usefulness of free and responsible media.

It has also been noted with concern that most private media organizations deliberately refuse to offer contracts and regular salaries to their staff. Because of this, journalists often miss out on such social services like salaried bank loans since no one is willing to believe they hold jobs. Often times it leaves journalists in double jeopardy since it is also common their employers do not pay wages on time, or even pay at all. It also compromises their independence when journalists fear they can be fired at will, given the fact there is no binding contract between them and their employer. This calls for a deliberate effort to protect journalists' rights and to reduce the staff turnover.

Considering the number of trained journalists, there is an apparent imbalance between professionally trained journalists and practicing journalists. Whereas it can be argued that the number of trained journalism is still low, conclusive evidence is that even those who

graduate from the schools of journalism do not find job security in the journalism profession and seek for greener pastures elsewhere consequently leaving their profession to amateurs. A critical analysis of existing training facilities, the quality of training as well as the reasons why trained journalists run away from their profession, the professional qualification of practicing journalists, the working environment of media houses, the level of gender balance in media sector, etc have been considered to provide relevant recommendations.

5.2.   RECOMMENDATIONS AND FURTHER RESEARCH

5.2.1. Recommendations

After going through different books, journals and reports used during the literature review, after observing the finding of this research as they are presented in chapter four, the researcher has formulated the pertinent and appropriate recommendations in order to strengthen the greater enjoyment of the media sector in Rwanda. The proposed recommendations are the following:

1. Consider increasing the salaries and remuneration of media practitioners to attract qualified personnel and retain them. This is in order to avoid the main causes of the staff turnover as showed by this research. It will also help the media practitioners to increase their professional experience because this research showed that more than a half have an experience not exceeding 2 years in their respective media houses.

2. Still on this point of attracting and retaining the media practitioners, managers have to be trained in institutional management, human resources management with an emphasis on the staff capacity building and staff motivation.

3. Government should consider attracting investors to make a heavy investment in the media sector, particularly in the print and TV media sector since, as it appears, not enough investors have invested here possibility for considered low purchasing power of Rwandans.

4. Government should scrap taxes on all media related materials such as papers, printing, etc. This would serve to lower the cost of printing, which would lower the cost of

newspapers making it affordable for citizens while encouraging investors to join the sector. It would also help to increase the wages of the journalists and other employees of the media sector in order to retain them.

5. As the institution now in charge of media capacity-building, the MHC should consider working together with all schools and training centres that teach journalism and communication and the Ministry of Education to put in place mechanisms to assess training needs, coordinate all media training programmes in the country to make sure they correctly tackle the skills gap in the media and evaluate them.

6. Based on the above, there is also need for evaluating the training programmes currently offered in the three schools of journalism in the country to ensure that they conform to the current needs of journalism labour market and changes in technology and allocate the graduates in different media houses.

7. Based on the mistake of "defamation" which is made by 56.7% of the respondents, it can be concluded that most journalists lack professional legal skills and this is why they should have access to a training in this field.

8. The MHC together with other relevant institutions, public and private, should start campaign to encourage women to join the media sector in order to address the gender imbalance in the sector.

9. Prioritize and increasing funding in the media sector. Such funding should go beyond capacity building to consider funding project proposals from viable media outlets ventures.

10. Professional equipments and infrastructure should be increased in quantity and quality because the media sector experiences a shortage of technical equipment. These in particular include vehicles for reporting, computers and appropriate software for text processing, cameras, recorders, etc. The journalists also don't have comfortable rooms for meetings, discussions and work. They also lack a resource centre for written documentation and sound works.

11. Last but not least, given the crucial role of the media in national development and nurturing of a nascent democratic culture in any society, more local and foreign investors should be encouraged to venture into the media sector, which overall depicts great potential.

5.2.2. Further research

Based on different findings of this research and their analysis, I propose that other researchers consider conducting a research on staff turnover in the media sector. This research could analyse this issue in depth and then propose feasible recommendations and solutions to the problems found.

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ANNEXES

ANNEX 1: QUESTIONNAIRE

In order to fulfil my Masters programme, I have to conduct a thesis research. The first idea has been to measure the impact of capacity building on media development.

In this regard, as one of the professionals in the media, you have been selected to give your opinion by completing this questionnaire. Your response to all the questions is very important and will be used to compile a report that will be used as baseline data of this research.

The aim of this questionnaire is to collect data that will enable the researcher to develop recommendations and conclusions on this matter. We assure you complete anonymity and your answers will only be used for the purpose described above.

1. Name (optional): ....

2. Type of Media organisation you work for: ....

3. Sex:
   - ☐ Female
   - ☐ Male

4. Position:

   - ☐ Deputy C.E.O.
   - ☐ Editor
   - ☐ Reporter

5. Experience in media sector:
   - ☐ 1year
   - ☐ 2 years
   - ☐ 3 years
   - ☐ 4years
   - ☐ 5 years
   - ☐ More than 5years

6. Education field:
   - ☐ Journalism
   - ☐ Communication
   - ☐ Literature
   - ☐ Sciences
   - ☐ Others: ....

7. Education level:
   - ☐ Under senior 6
   - ☐ Senior 6
   - ☐ Diploma

☐ Bachelors degree
☐ Masters degree
☐ PHD

8. Have you ever received a professional training?
    ☐ Yes
    ☐ No

9. If yes, what's the impact of received trainings on your deliverables?
    ☐ Excellent
    ☐ Very good
    ☐ Good
    ☐ Fair
    ☐ Poor

10. Does your media institution have a capacity building plan?
    ☐ Yes
    ☐ No

11. Does capacity building plan have a positive contribution to the media development?
    ☐ Yes
    ☐ No

12. What is the role of capacity building plan in journalists' duties?
………………………………………………………………………………………………
………………………………………………………………………………………………

13. Have you ever received a complaint related to your article?
    ☐ Yes
    ☐ No

14. If yes, what was the professional mistakes had you made?
....
....

15. According to you, what are the reasons of staff turnover in your media institution?
....
....

Thank you for your time for sharing information

ANNEX 2: ANALYSIS TABLES

Question 3: Respondents' Sex			
Items	Frequency	Percentage	Cumulative Percentage
Female	14	23.3	23.3
Male	46	76.7	100.0
TOTAL	60	100.0	

Question 4: Respondents' Position			
Items	Frequency	Percentage	Cumulative Percentage
CEO	0	0	0
Editor	3	5	5
Reporter	57	95	100.0
TOTAL	60	100.0	

Question 5: Respondents' Experience in media sector			
Items	Frequency	Percentage	Cumulative Percentage
1year	23	38.3	38.3
2 years	28	46.7	85
3 years	2	3.3	88.3
4 years	0	0	88.3
5 years	3	5	93.3
More than 5years	4	6.7	100.0
TOTAL	60	100.0	

Question 6: Respondent's Education field			
Items	Frequency	Percentage	Cumulative Percentage
Journalism & Communication	24	40.0	40
Arts	25	41.7	81.7
Others	11	18.3	100.0
TOTAL	60	100.0	

Question 7: Respondent's Education level			
Items	Frequency	Percentage	Cumulative Percentage
Under senior 6	0	0	0
Senior 6	4	5	5

Diploma	25	41.7	46.7
Bachelor's degree	31	53.3	100
Master's degree	0	0	100
PHD	0	0	100.0
TOTAL	60	100.00	

Question 8: Have you ever received any professional training?

Items	Frequency	Percentage	Cumulative Percentage
Yes	23	38.3	38.3
No	37	61.7	100.0
TOTAL	60	100.00	

Question 9: Respondents' perception about the trainings' impact on their duties

Items	Number	Percentage	Cumulative Percentage
Excellent	0	0	0
Very good	36	60	60
Good	17	28.3	88.3
Fair	7	11.7	100
Poor	0	0	100
N/A	0	0	100.0
TOTAL	60	100.0	

Question 10: Does your media house have an institutional capacity building plan?

Items	Number	Percentage	Cumulative Percentage
Yes	2	3.3	3.3
No	44	73.4	76.7
N/A	14	23.3	100.0
TOTAL	60	100.0	

Question 11: Does capacity building have a positive contribution to the media development?

Items	Number	Percentage	Cumulative Percentage
Yes	45	75.0	75.0
No	2	3.3	78.3
N/A	13	21.7	100.0
TOTAL	60	100.0	

Question 12: What is the role of capacity building plan in journalists' duties			
Items	Number	Percentage	Cumulative Percentage
No impact	2	3.3	3.3
Increase of professional performance & updates	47	78.4	81.7
N/A	11	18.3	100.0
TOTAL	60	100.0	

Question 13: Have you ever received a complaint related to your articles?			
Items	Number	Percentage	Cumulative Percentage
Yes	23	36.7	36.7
No	33	55	91.7
N/A	4	8.3	100.0
TOTAL	60	100	

Question 14: The professional mistakes made by journalists			
Items	Number	Percentage	Cumulative Percentage
Lack of source	7	11.7	11.7
Unbalanced article	13	21.7	33.4
Dispute	2	3.3	36.7
Diffamation	34	56.7	93.4
N/A	4	6.6	100.0
TOTAL	60	100.0	

Question 15: Reasons of staff turnover in selected media houses			
Items	Number	Percentage	Cumulative Percentage
Low salary	17	28.3	28.3
Training accessibility	16	26.6	54.9
Equipment availability	10	16.7	71.6
Legal framework	4	6.7	78.3
Working environment	10	16.7	95.0
N/A	3	5.0	100.0
TOTAL	60	100.0	