



**TRAINING NEEDS
ASSESSMENT REPORT
&
TRAINING PROGRAM
COLLATERAL FOR
PRINT MEDIA
CONTENT CREATORS**

**Presented to:
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EXECUTIVE SUMMARY

The Government of Rwanda is committed to the growth and development of a strong and effective Media sector that can deliver quality media services to the public. It's against this background that law number N° 03/2013 of 08/02/2013 determining the responsibilities, organization, and functioning of the Media High Council-MHC (Official Gazette n° 10 of 11 March 2013) gives the MHC a cardinal responsibility of building the capacity of the Media sector in Rwanda.

In line with the above duties, the MHC has contracted New Media Communication Pvt, to develop a training program for print media content creators basing on the existing needs of the industry. This assignment is implementing the five year strategic capacity building plan that was developed by the MHC and adopted by the Media stakeholders.

This report is therefore an outcome of a survey done among print media content creators and mainly journalists, trainees, managers and editors to identify the current needs of print media content creators to upscale their skill sets. The aim is to use the report in the development of a comprehensive training program that will guide the MHC and other stakeholders in investing their efforts in capacity building initiatives for the print media

Through interviews, observation, questionnaires and focus group discussions, respondents gave a wide range of views on the current weaknesses of print media content creation and their remedies.

The consultant categorized the identified specific skills sets and their outputs. The categorizations are Basic, Intermediate and Advanced levels of Journalism, Investigative Journalism, Photo Journalism, Newspaper and Magazine design and layout, and lastly the training the trainers required skill sets.

The next stage will be to elaborate these among other skills into a training program with a series of activities under each skills set.

SECTION 1: INTRODUCTION

Background to the Study

The study was limited to identifying the training needs in order to develop print media training materials that will specifically build capacity for trainees at their basic, intermediate and advanced levels. Training materials will, therefore, be developed in line with identified needs per category of trainees. Thus it will be expected that they would be developed in such a way that gives trainees a progressive approach to mastering the art of print news production.

Rational of the TNA survey

The essence of a Training Needs Assessment (TNA) is to identify the needed hands on skills for practicing journalist in Print media that will guide the designing of a training program to deliver trainings relating to the needs. The outcome of such TNA is a document that shows what the target population lacks to perform optimally.

SECTION 2: METHODOLOGY OF THE TRAINING NEEDS ANALYSIS (TNA)

The methodology used by the lead consultant in partnership with MHC staffs to identify the training needs involved: data collection through questionnaires, interviews, focal group discussions, observations, and literature reviews and data analysis.

Journalism training skills were assessed at Individual, organizational and environmental levels of analysis and guidance drawn from the MHC 5-Year Strategic Capacity Building Plan.

For spatio-temporal reasons, the study was focused on print media that are produced and distributed in Kigali City. Incidentally, this is where most publications are concentrated. Newspaper and magazine readership is also believed to be higher in Kigali than in other parts of Rwanda. The simple explanation of this is the low level of media literacy (especially newspaper readership) in most parts of the country.

Justification of Target Groups

From literature and in practice, the personnel directly in charge of print media content creation fall under the following profile descriptions:

Media Managers

Part of the job of managing media operations is to establish and monitor performance benchmarks and media cost. In print media, he or she would be charged with ensuring news is produced that sells and that journalists are well trained to handle reporting and writing assignments.

Reporters

These gather information and present it in a written or spoken form in news stories, feature articles or documentaries. Reporters may work on the staff of news organizations, but may also work freelance, writing stories for whoever pays them. General reporters cover all sorts of news stories, but some journalists specialize in certain areas such as reporting sport, politics or agriculture.

Sub-Editors

Sub-editors take the stories written by reporters and put them into a form which suits the special needs of their particular newspaper, magazine, bulletin or web page. Sub-editors do not usually gather information themselves. Their job is to concentrate on how the story can best be presented to their audience. They are often called subs. The person in charge of them is called the chief sub-editor, usually shortened to chief sub.

Photojournalists

These use photographs to tell the news. They either cover events with a reporter, taking photographs to illustrate the written story, or attend news events on their own, presenting both the pictures and a story or caption.

The Editor

This is usually the person who makes the final decision about what is included in the newspaper, magazine or news bulletins. He or she is responsible for all the content and all the journalists. Editors may have deputies and assistants to help them.

In small organizations, the news editor may make all the decisions about what stories to cover and who will do the work. In larger organizations, the news editor may have a deputy, often called the chief of staff, whose special job is to assign reporters to the stories selected.

Feature Writers

Work for newspapers and magazines, writing longer stories which usually give background to the news. In small organizations the reporters themselves will write feature articles. The person in charge of features is usually called the features editor.

Specialist Writers

These may be employed to produce personal commentary columns or reviews of things such as books, films, art or performances. They are usually selected for their knowledge about certain subjects or their ability to write well. Again, small organizations may use general reporters for some or all of these tasks.

Newspaper Designers

Newspaper designers are caught between the world of graphic design and journalism. They must make the paper visually appealing to the eye, but also tell/show the importance of the story through their designs. Luckily, these designers have a set of basic tools that accomplish this goal.

METHODS OF DATA COLLECTION

A variety of methods was used to gain insight into the training needs of journalists in the print media industry. The combination of qualitative data and quantitative data was used. These are discussed below.

Interviews: These were carried out with media managers, editors, and sub editors in the purposively selected print media houses to identify their perceptions on the skills needed in the print media content creation chain. The questionnaires for interview are annexed to this report.

Focus Group Discussions: During a one-day workshop, Focus Group Discussions (FGDs) were also held to facilitate the examination of critical issues affecting print content creation. These 5-member groups included staff from training institutions, the media houses, Rwanda Media Commission, Media development partners, the Rwanda Journalists Associations among others. An attempt was also made to reach out to winners of past awards in print stories so as to benefit from their views and perceptions on what it took to write professional winning stories. In total, 30 members participated.

This exercise involved a critical examination of sampled print publications drawn from Rwanda and from the region. Using professional criteria derived from literature (best practice), participants in the FGDs interrogated the content of Rwandan newspapers and magazines and made judgments on the strengths and weaknesses inherent in the content, design, use of images, depth of coverage, etc. The essence of including regional papers such as the New Vision, the Daily Nation, the Standard, the Monitor, etc was to use them as gauge for professional print journalism. (See list of FGD participants attached and photos of the participants during the workshop).

Evaluation criteria used in the FGDs

- Depth of coverage – do stories seem to be well researched with adequate reliable sources (articles)
- Images - used with appropriate captions, relevant/purposeful, sharp and well composed
- Headlines and sub-heads – informative and invite readers to read in; typographical details consistent and professional looking; short and interesting?
- Variety of stories – appeal to a broad range of readers
- Design – attractive, professional
- Interesting stories – people would want to buy

- Well investigated stories
- Interpretative stories
- Few or no errors in grammar, punctuation, spelling..
- Stories for all audiences
- Professional arrangement of articles
- Good balance of local, international, regional news..
- News display – is the reader easily guided through the paper?
- Are types and words easy to read/understand and images effectively portray the news
- Headlines too long or too short and confusing?
- Well-balanced articles – all sides to a story?
- Stories based on fact or opinion?

Questionnaires: For working journalists and journalist trainees (students) from the different media houses and training schools, questionnaires were administered. These sought to identify the levels and types of print reporting skills training respondents have undertaken and if they thought the trainings have adequately prepared them to reporting and write for the print media. Ten (10) media houses and 30 students (10 from each of the media training institutions in Rwanda) were responded to the questionnaires. The questionnaires used to gather data are annexed.

Gender and language balance in data collection: During data collection, a conscious effort was made to create a balance of representation. About half of participants that responded were from each gender. Similarly, journalists were drawn from publications that publish stories in English, Kinyarwanda and French.

Choice and justification of respondents: The choice of respondents for this TNA was deliberate. We identified sources that are directly involved in print media content creation.

SECTION 3: ANALYSIS OF TRAINING NEEDS/REQUIREMENTS

Data processing and analysis

The gathered quantitative data was entered, stored, and processed for output through the use of SPSS software.

Upon analysis, several needs were identified ranging from the training needs required by practicing journalists to the methods of delivery they suggest that would be most effective in empowering them to get equipped for effective delivery. The overview of the data analysis indicates that most journalists need hands-on skills and their mode of delivery should be much focused on in-house and on-job training. The details of the analysis are discussed below.

Content vs Resources of the Newspaper

Most media managers interviewed confirmed that they had plenty of stories to cover. The main hindrance was getting journalists who could report and write these stories professionally. This implies that the qualified reporters/journalists are very few for a daily paper to function (the case of New Times Ltd). The few that are available are overworked, and this compromises content.

Sometimes newspapers depend on the content generated and shared by the citizenry (citizen journalism reporting) through blogs, twitter, etc.

Other problems affecting content include poor writing style, poor design of newspaper, and carelessness in use of appropriate language words as well as inadequate financial and logistic resources.

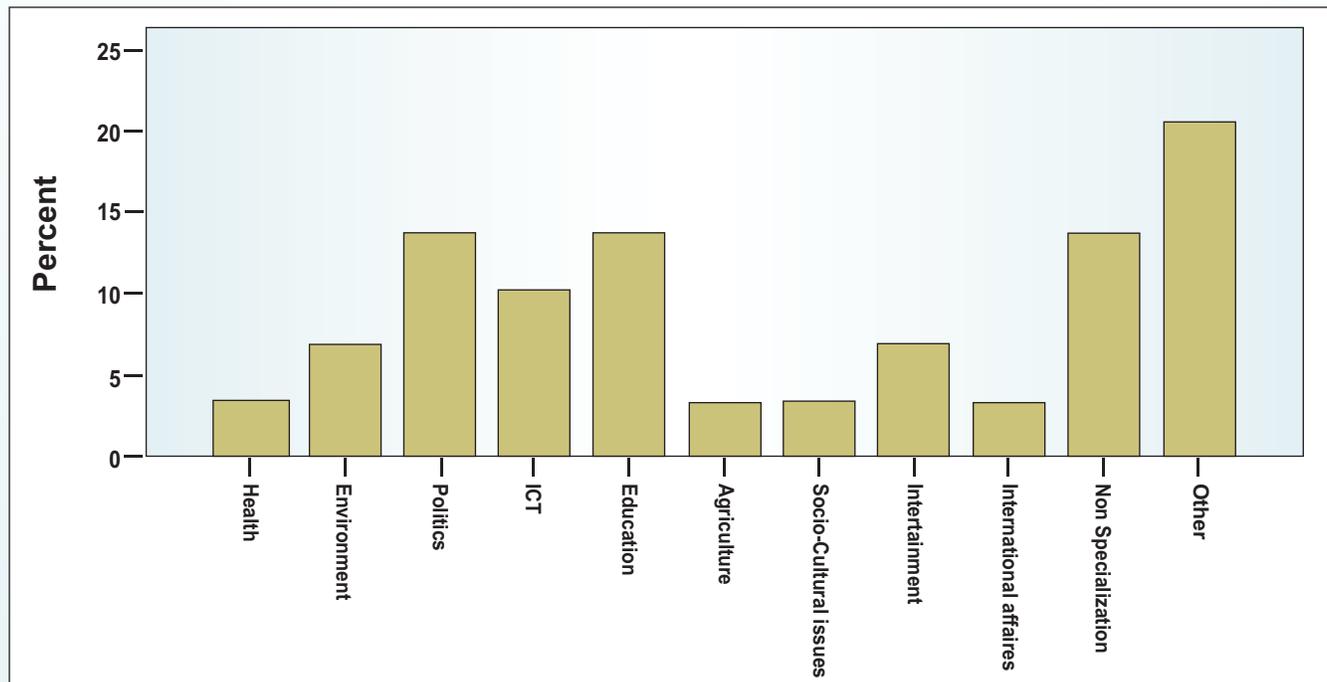
Through Focus Group Discussions, it was evident that most of the stories are centered on politics and culture. On the other hand, the regional media that were used for comparison had a variety of stories across almost all reporting rubrics (health, economy, culture, entertainment, education, etc). Majority of the FGD members were of the opinion that these regional newspapers had the financial resources to engage many journalists to cover these broad areas. They were also considered more professional by virtue of having trained and experienced journalists.

An assessment of the level of specialization among journalist trainees shows that majority of them, 4(14%) specialize in writing political and education stories. Another 3 (10%) are specialists in ICT reporting. A quick glance at the figures indicates that only handfuls are specialist journalists. Most are generalists!

Table 1. If you write specialist stories, what is your specialization?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Health	1	3.4	3.4	3.4
	Environment	2	6.9	6.9	10.3
	Politics	4	13.8	13.8	24.1
	ICT	3	10.3	10.3	34.5
	Education	4	13.8	13.8	48.3
	Agriculture	1	3.4	3.4	51.7
	Socio-cultural issues	1	3.4	3.4	55.2
	Entertainment	2	6.9	6.9	62.1
	International affaires	1	3.4	3.4	65.5
	Non specialization	4	13.8	13.8	79.3
	Other	6	20.7	20.7	100.0
	Total	29	100.0	100.0	

If you write specialist stories, what is your specialization?



Majority of the journalist trainees received this specialist training in workshops/seminars offered outside the classroom. Nine of them (31%) got the training on-the-job while 7 (24%) have attended short courses on the same.

Table 2. Training modality for the specialist course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On job training	9	31.0	31.0	31.0
	Short term certificate courses	7	24.1	24.1	55.2
	Workshop and seminars	10	34.5	34.5	89.7
	Non training	1	3.4	3.4	93.1
	Others	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

The Concept of a Good Print News Story

Respondents felt that a good print news story has the following qualities:

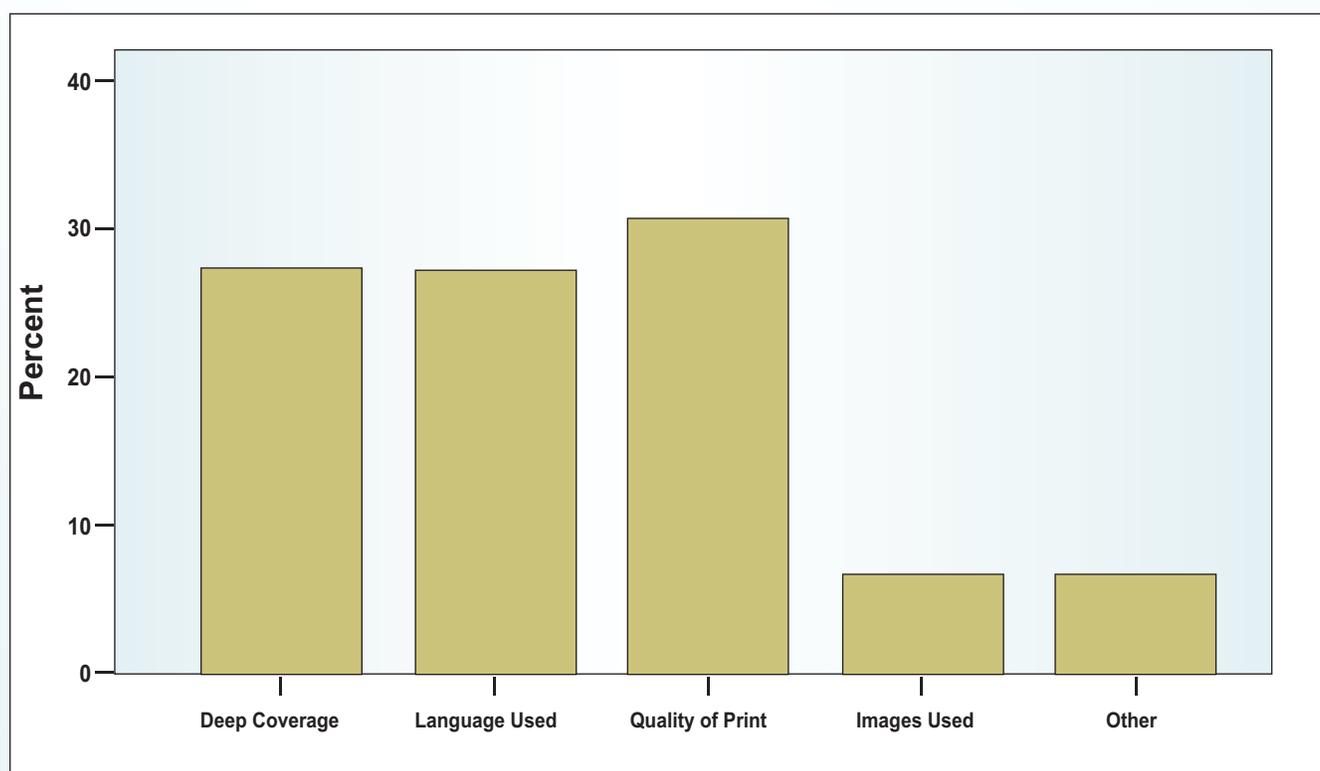
- It has to be well researched, have background, have multiple voices, it has to be balanced, and it has to be relevant.
- It has to respond to the expectations of readers, be diversified, not censored, be objective and accurate.
- Such a story is well articulated with sources, facts and not biased
- Good stories should avoid unnecessary repetition of the ideas
- A good story should have a well structured introduction, tag titles, and well developed body.
- It has to be well researched from at last two sources (individuals).
- Stories have to be factual

From the print media journalist trainees, the idea of a professional story was assessed on depth of coverage, language use, quality of print, use of images among other factors. They were asked to indicate their most favourable print media in Rwanda and assess its professionalism. Nine (31%) of the respondents considered the quality of stories as the most paramount. An equal number 8 (28%) thought deep coverage and language used in stories matters most when evaluating professional stories. Two (7%) were of the opinion that images add the spice and professionalism in a print story.

Table 3. For the chosen print media, why do you think it is professional?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Deep coverage	8	27.6	27.6	27.6
	Language used	8	27.6	27.6	55.2
	Quality of print	9	31.0	31.0	86.2
	Images used	2	6.9	6.9	93.1
	Other	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

For the Chosen Print Media, why do you think it is professional?



What skills are critical to print media content creation?

Given that journalism is all about how to tell a story, respondents asserted that skills delivered at both basic and intermediate level should focus at equipping journalists with the right skills so that they can be in position to produce a quality story. They may range from writing skills, to interviewing skills, research skills, analytical skills, language skills, read skills, etc.

According to some media managers, emphasis needs to be on-the-job training from experienced journalists, who will come in as trainers to the news room and work with journalists. This means trainers should, of necessity, be experienced so that they can impart practical skills to the young journalists.

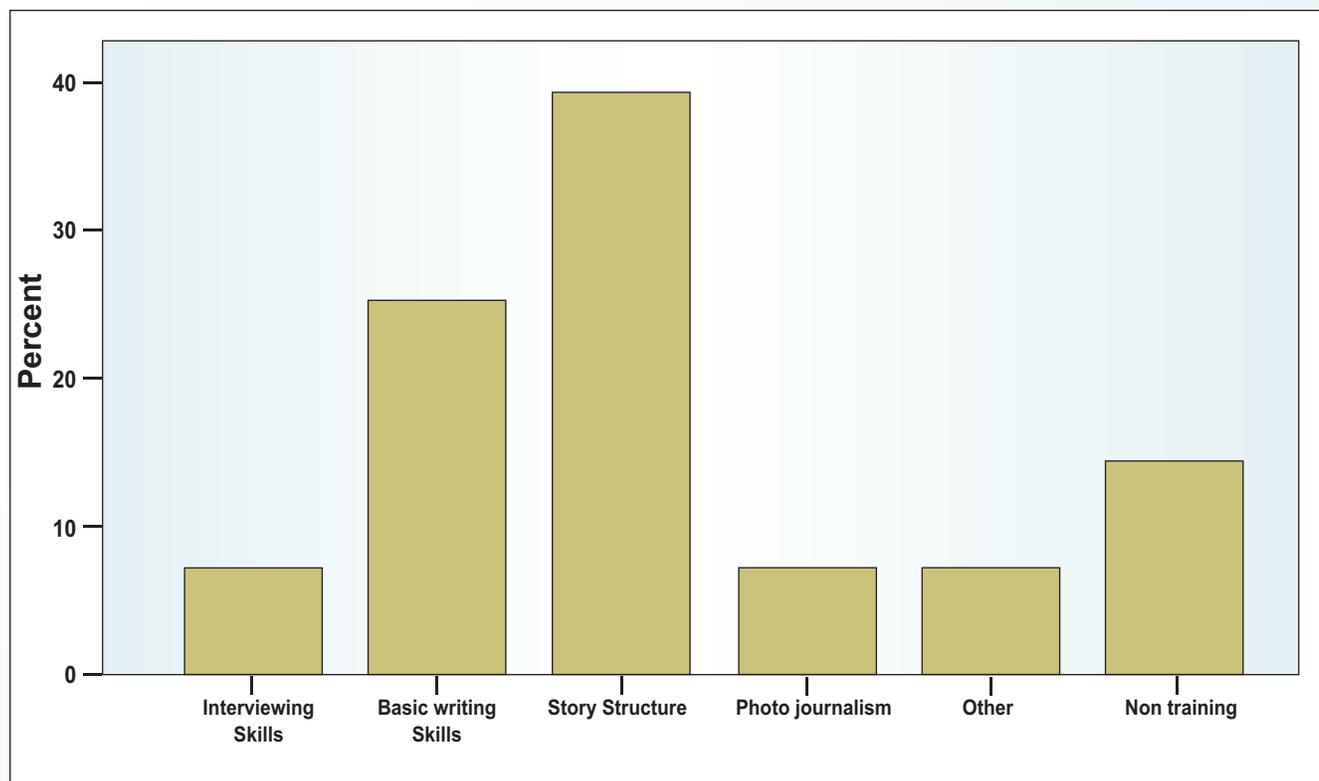
It was also mentioned that skills are required for generating advertising incomes from different corporate institutions.

Majority of the journalist trainees, 11(38%) have already been trained on story structure, 7(24) are now conversant with basic writing skills, while 2(7%) are trained in photojournalism and interviewing skills.

Table 4. What specific skills in print media reporting were you trained on?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Interviewing skills	2	6.9	7.1	7.1
	Basic writing skills	7	24.1	25.0	32.1
	Story structure	11	37.9	39.3	71.4
	Photojournalism	2	6.9	7.1	78.6
	Other	2	6.9	7.1	85.7
	Non training	4	13.8	14.3	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total	29	100.0			

What specific skills in print media reporting were you trained on?



How Editors Make Decisions on Content

All the editors interviewed confirmed that their media houses do not yet have a formal house style (editors' style guide manual). The New Times is in the process of developing one. Currently, editors are guided by set of internal principles of the format of the newspaper and content as outlined in the Rwanda Journalists Code of Ethics.

In the absence of a house style, most media managers mentioned that their editorial decisions are also guided by the constructive role of the media and stories that interest and appeal to the audience. For example, the New Times specialized edition such as education news magazine is guided by the relevance of the story, how timely is the story and diversified voices represented in the story.

In general, managers try to check if every step is respected. Different sides of a good story like introduction, tag title, body, and conclusion guide them to what to do after proofreading the drafted story by a journalist.

According to some editors, the value of news and its benefits to the audience are paramount. The bottom line is: will it add value to readership and to the paper? Also the stories must have the right angle by the newspapers' standards and orientation.

Many of them try to evaluate what is specifically said in the story just to make sure that a story is objective and at the end minimize errors as much as they can.

How do media managers and editors evaluate their staff capacity?

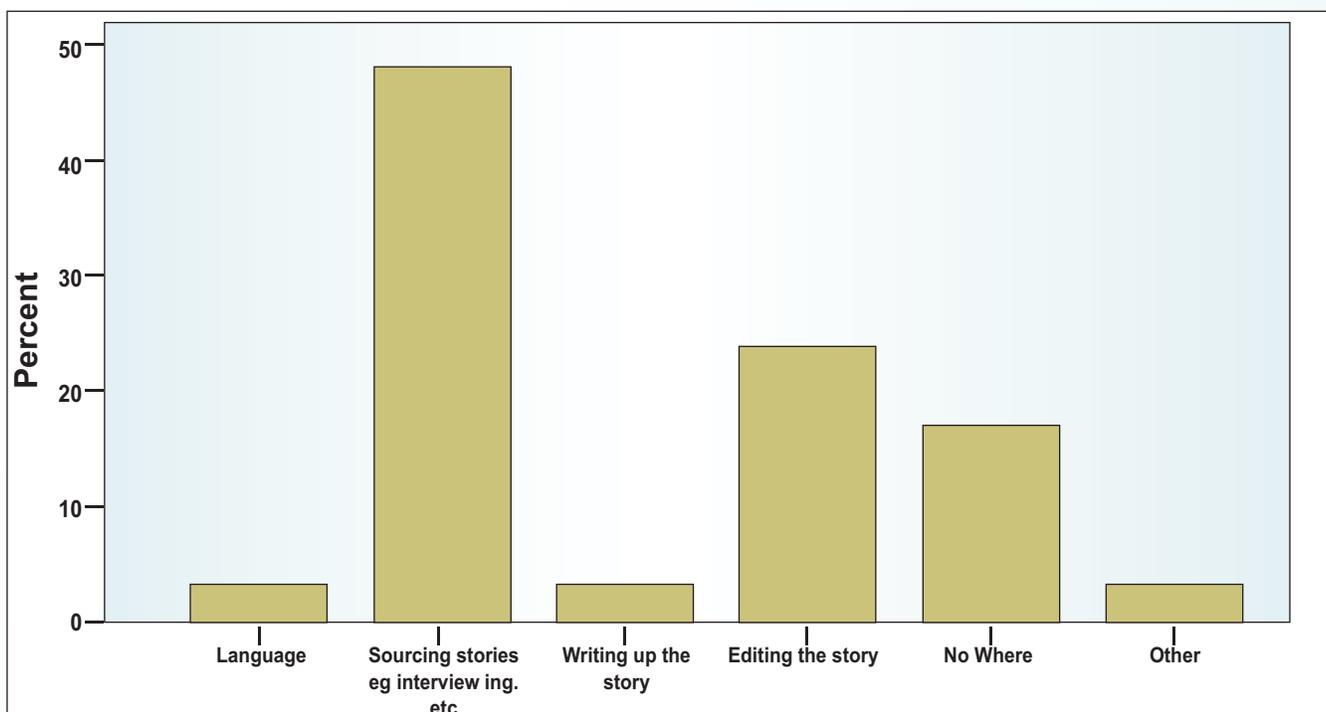
Generally, staff in the different print media houses are at different skills levels. There are those who are weak in English language skills given their background in French (and vice versa). However, this is not the major worry. According to editors, if these journalists had good journalistic skills, the language gap would be bridged by the editors and sub editors. They assert that language is gained through experience. The main challenge is about writing a good journalistic story. From observing the work of journalists, a lot is required in research and interviews skills.

Journalist trainees reported a major problem in sourcing news. Fourteen (48%) indicated that getting the cooperation of interview sources is hectic. Seven (24%) of them had problems with editing their stories, while only 1 had problems with language and writing up the stories.

Table 5: What would you say is your greatest challenge in print media reporting?

		Frequency	Percent	Valid Percent
Valid	Language	1	3.4	3.4
	Sourcing stories eg interviewing, etc	14	48.3	48.3
	Writing up the story	1	3.4	3.4
	Editing the story	7	24.1	24.1
	No where	5	17.2	17.2
	Other	1	3.4	3.4
	Total	29	100.0	100.0

What would you say is your greatest challenge in print media reporting?



Among journalists, contextualizing a story is a challenge. You find most journalists lacking that skill of reporting in context of the milieu they are operating in so as to be most relevant to the audience.

Some editors also think that most journalists prefer to be arm chair journalists where by going to the field to dig for facts to enrich their stories field based data becomes a problem. Such journalist will always produce ‘dry stories’. The other challenge is that media practitioners like editors with basic editorial skills obtained in GLMC need to go for further training to master the skill.

From the errors in stories presented by their journalists, editors are of the view that still a lot needs to be done as far as capacity building for journalists is concerned. Among the areas required include: Writing skills, having an Eye for news, Creative writing, Ethical reporting skills, Basic editing skills, Basic photo journalism and language skills among others.

Journalists reported a number of errors that editors pick from their stories. Top among them is poor story structure and weak vocabulary. Misplaced images and poor captioning are also common errors.

Table 6. What critical problems does the editor usually pick up from stories?

		Frequency	Percent	Valid Percent
Valid	Poor language	2	6.9	6.9
	Poor story structure	5	17.2	17.2
	Weak vocabulary	5	17.2	17.2
	Inadequate information	3	10.3	10.3
	Poor images	7	24.1	24.1
	Other	7	24.1	24.1
	Total	29	100.0	100.0

Respondents opine that it will take the right attitude and willingness to learn, which most journalists lack. According to one editor, they try to provide journalists with necessary basic hand on skills like writing in good language of Kinyarwanda, seeking a story, judging a good story, but still we lack lot to produce professional media content.

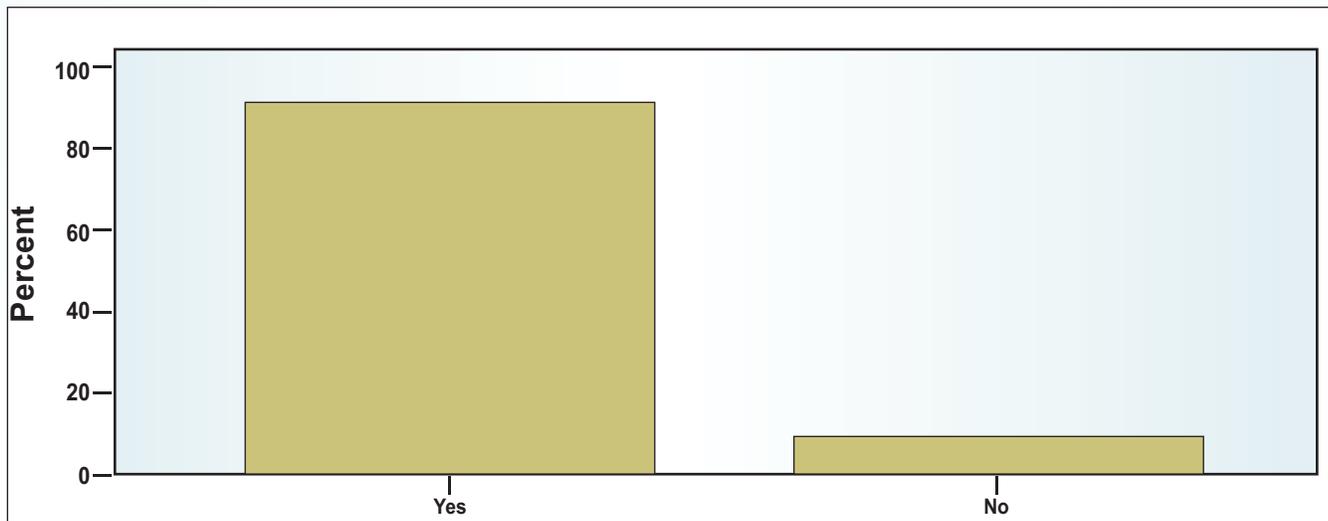
According to the editors, in-house trainings should be emphasized and conducted by practicing senior and experienced journalists, and also implement coaching or mentorships programs in transferring hands-on skills across all services involved in the production chain of a news paper. This should consider skills in layout and graphic design skills as well.

The above analysis by editors contradicts views from journalist trainees on their perceived readiness to effectively handle print media reporting and writing assignments after school. 28 (70%) of the respondents are ready to face and professionally write stories for the print media.

Table 7. If you are a final year student, do you now feel to effectively handle print media writing assignments?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	70.0	90.3	90.3
	No	3	7.5	9.7	100.0
	Total	31	77.5	100.0	
Missing	System	9	22.5		
Total	40	100.0			

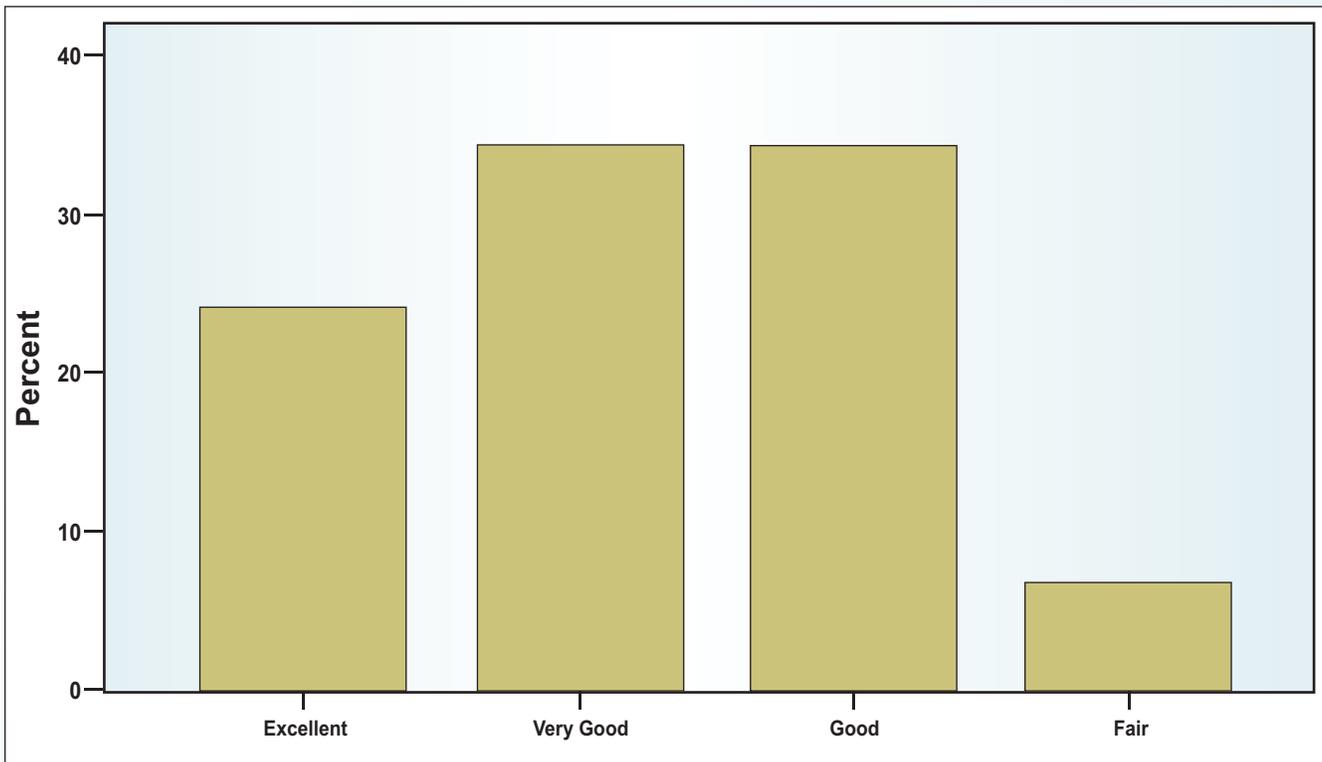
If you are a final year student, do you now feel to effectively handle print media writing assignments?



If you are a final year student, do you now feel to effectively handle print media writing assignments?

On the question of rating their current ability to write hard news, features, opinion stories, pictorials, reviews, etc. majority of the trainees gave a comfortable rating of ‘Very Good’. Only issues such as design of newspaper, doing cartoons and developing ads for print were rated lowly. Trainees also considered themselves comfortable in developing good headlines for stories.

Rate your ability to do DEVELOP GOOD HEADLINES/HEADINGS



One can only presume the current crop of students is better prepared than their predecessors!

Editorial Skills and Training

Most editors have learnt the editing skill on the job though some have attended some formal editing classes. Most expressed the need to have customized hands-on skills for editors to better improve on the editing skills and also develop a cadre of professional journalists as a special work force in the media industry especially the print media. In effect there should be a continuous training approach of developing the editorial staff to ensure quality products from the News room.

Some sub-editors confirm to have undertaken several trainings in editorial services, but other colleagues have not had those skills. Of those who have attended some training, they credit training at the Great Lakes Media Center (GLMC) where they gained skills in proof reading stories thanks to the many class exercises and assignments given.

From the Focus Group Discussions, the following skills were highlighted as critically missing in the samples of newspapers analysed:

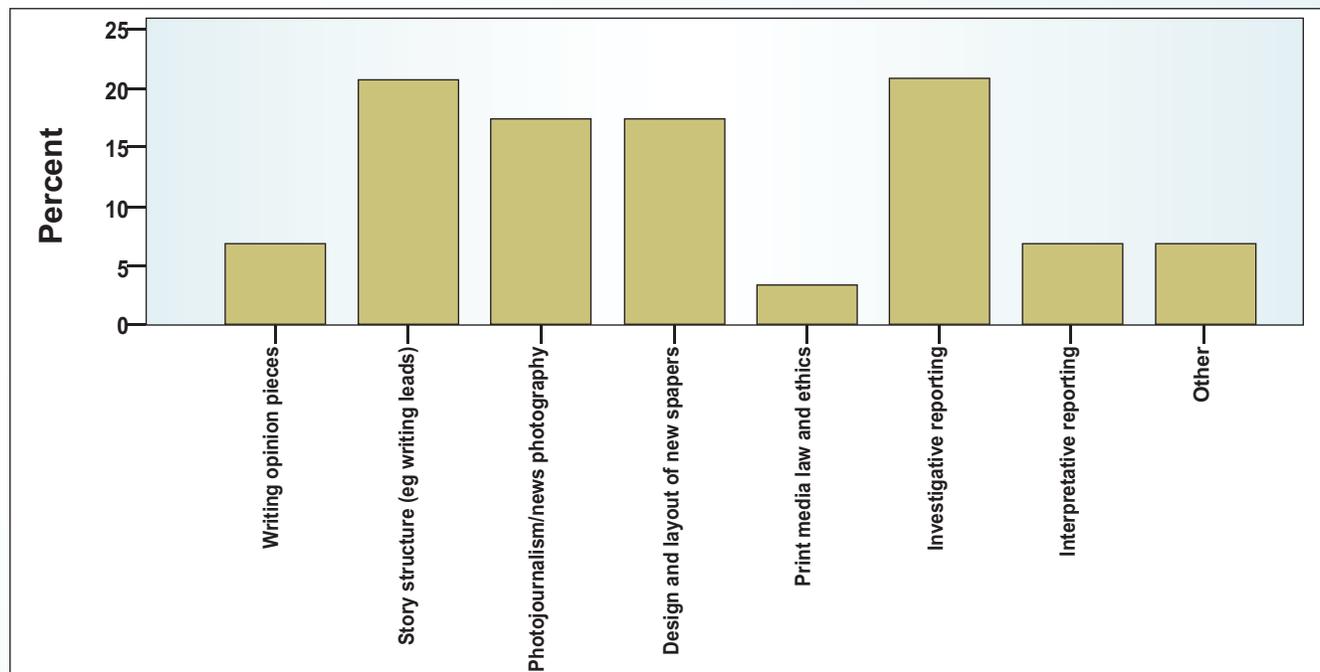
- poorly constructed headings and subheadings (sometimes very confusing or misleading, sensational and too long, etc)
- scant story variety – most stories are only on politics, culture, sports, etc
- poorly designed newspaper – information and images too crowded on the front page of some newspapers, images unnecessarily taking up huge spaces, poor colour mixing, etc
- lacking in story quality – some news are too opinionated yet presented as hard news; sources are too few and in some cases unreliable, story structures are incoherent, etc. (principles of news story writing are missing)
- grammatical errors, ethical inconsideration among some stories, etc
- images – poorly or wrongly captioned, invisible, misplaced, etc

Trainees in journalism expressed a deep interest in investigative reporting and story structures (21%). Others (17%) are in need of skills in design and layout of newspapers and photojournalism. One of the respondents expressed interest in media law and ethics.

Table 8. What training do you urgently need to improve your print news production skills?

		Frequency	Percent	Valid Percent
Valid	Writing opinion pieces	2	6.9	6.9
	Story structure (eg writing leads)	6	20.7	20.7
	Photojournalism/news photography	5	17.2	17.2
	Design and layout of newspapers	5	17.2	17.2
	Print media law and ethics	1	3.4	3.4
	Investigative reporting	6	20.7	20.7
	Interpretative reporting	2	6.9	6.9
	Other	2	6.9	6.9
	Total	29	100.0	100.0

What training do you urgently need to improve your print news production skills?



Needs to Improve Print Content

To the editor of the New Times, ‘making good reporters who can write quality content is all we need’. Nevertheless, most media houses have a challenge of retaining the good reporters they make. Media houses should be in a position to train journalists and retain them, otherwise they end up being seed beds for others or a transit place. Retention of good reporters is what most media houses need that will in effect be models to new practitioners and an inspiration. There is also a challenge of passionate journalists. Writing should start with students in first year, and have them exposed to newsroom and hopefully this will instill passion. Students should be facilitated to be familiar with the media at an early stage implying that by the time they finish they are fully integrated and passionate to serve with their professionally acquired skills.

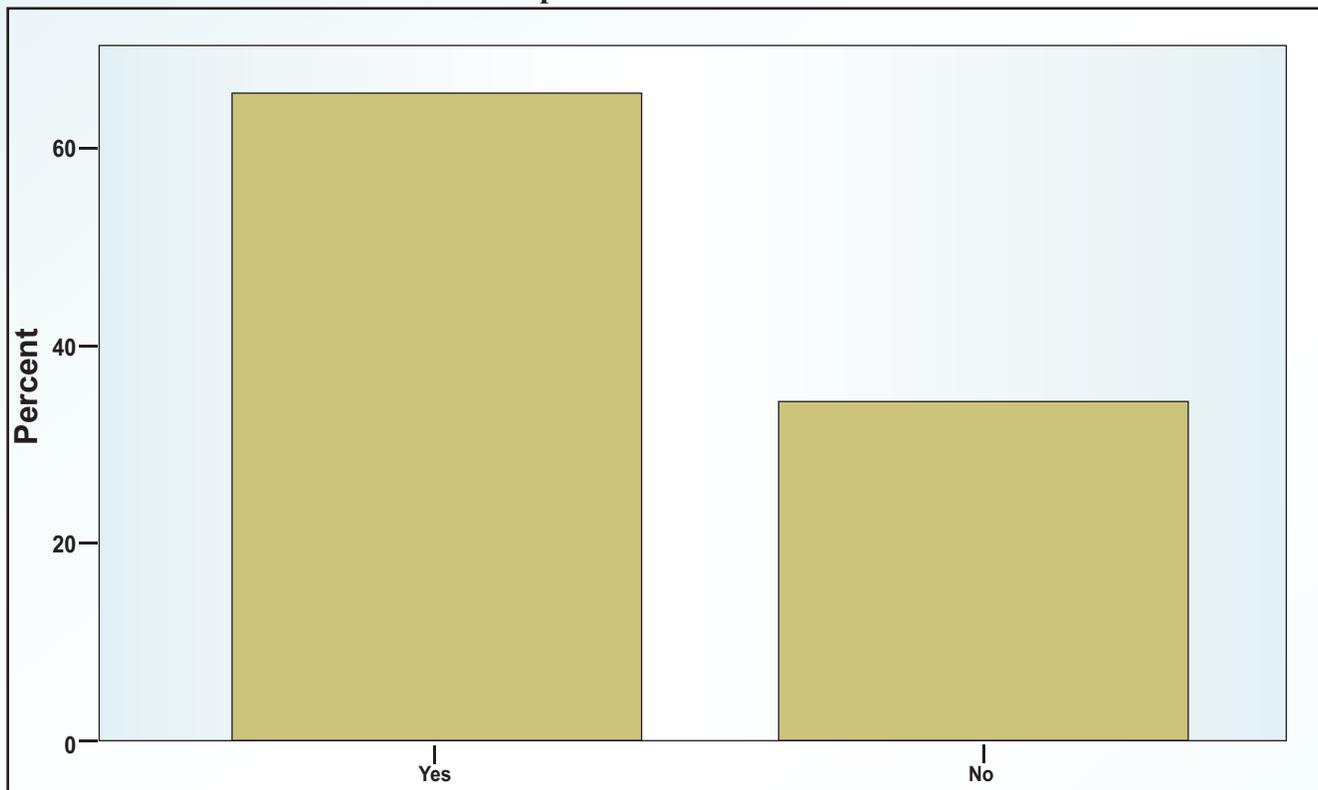
Media houses must employ constant trainings, in Newsroom, in Editorial meetings, etc. They must also employ, weekly or monthly Editors’ Board Peer Review mechanisms where by learning from one another’s mistakes and success can impart knowledge to better improve on individual publications.

Asked if they get professional help and mentorship from senior editors, most journalist trainees affirmed. Nineteen (66%) of them are professionally mentored to produce good stories for publication.

Table 9. Do you get the required mentoring from senior print media professionals to improve your professional skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	65.5	65.5	65.5
	No	10	34.5	34.5	100.0
	Total	29	100.0	100.0	

Do you get the required mentoring from senior print media professionals to improve your professional skills?



Media houses should also categories the journalists into levels of their professionalism with the help of the editors’ board and ensure that each practitioner is empowered with skills relevant to their level of professionalism (basic, intermediate and advanced).

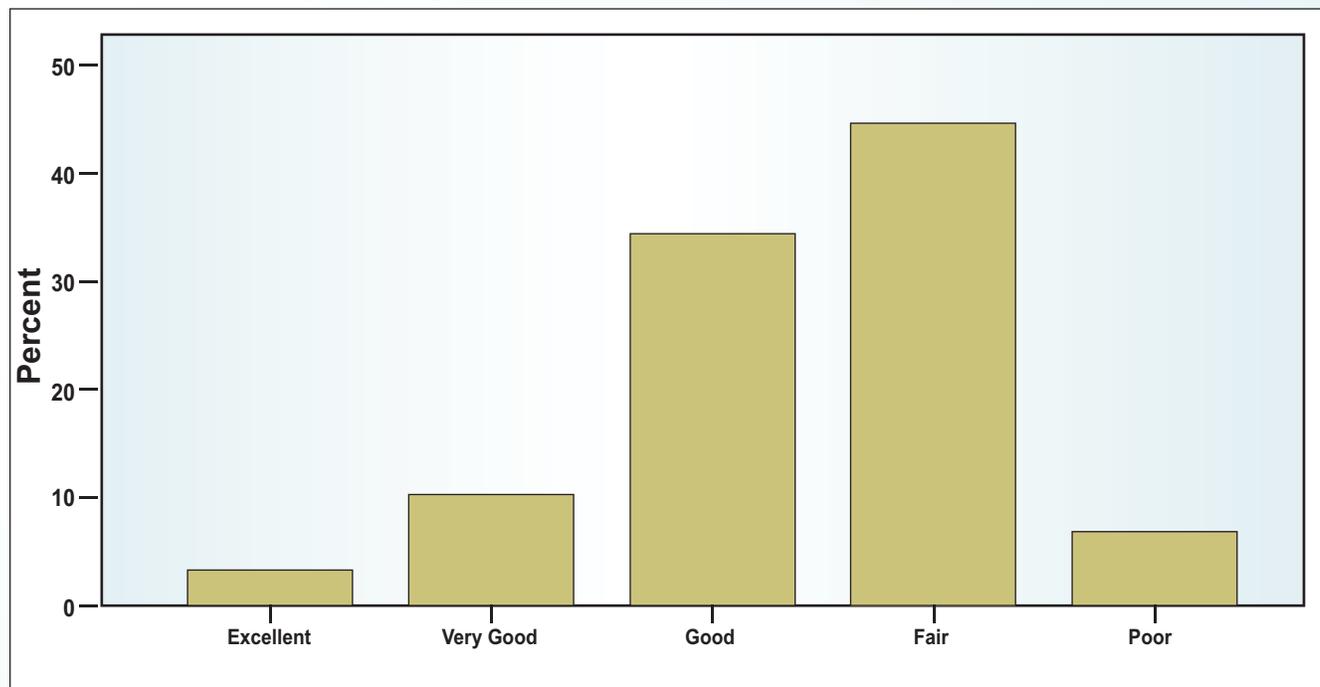
Also creativity should be instilled among journalists. This can be done by learning from the stories/ publications of other more professional publications such as the Jeane Afrique,etc. In effect skills are instilled through learning by comparison. A structured learning approach through comparison should be developed and implemented in the newsrooms.

Thirteen (13) Trainee journalists (including working journalists who are studying and students), rated the quality of print media reporting and writing as ‘fair’. This is 45% of the respondents. Ten (35%) of them evaluated the print stories as ‘Good’ while only 1 (3%) considered reporting in print media ‘Excellent’.

Table 10. How do you rate the quality of print media stories in Rwandan print media?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	3.4	3.4	3.4
	Very Good	3	10.3	10.3	13.8
	Good	10	34.5	34.5	48.3
	Fair	13	44.8	44.8	93.1
	Poor	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

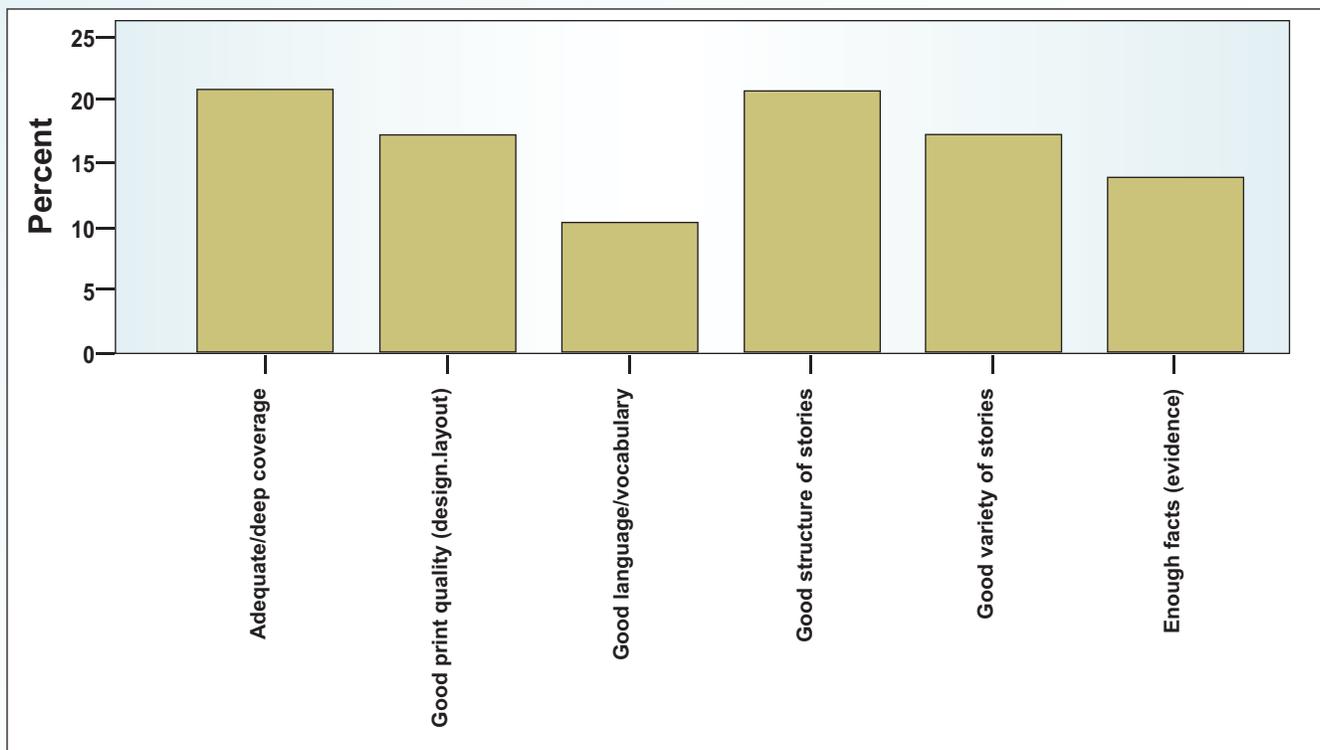
How do you rate the quality of print media stories in Rwandan print media?



Most Journalist trainees considered variety of stories and quality of their presentation as the main barriers to professional print media reporting and writing. Other factors that were highly considered include depth of coverage of stories as well as the story structures. Only 3(10%) view language or vocabulary as a barrier.

Table 11. In your opinion, what professional skills are lacking in the quality and quantity of print media stories?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate/deep coverage	6	20.7	20.7	20.7
	Good print quality (design/layout)	5	17.2	17.2	37.9
	Good language/vocabulary	3	10.3	10.3	48.3
	Good structure of stories	6	20.7	20.7	69.0
	Good variety of stories	5	17.2	17.2	86.2
	Enough facts (evidence)	4	13.8	13.8	100.0
	Total	29	100.0	100.0	



An Ideal Training Plan

Most respondents were of the view that the plan should accommodate both theory and practical skills that are relevant to modern journalistic demands. The schools of journalism should review their curricula and modules in delivering theoretical skills to journalists that can help them apply themselves in the rapidly changing media landscape. Some media houses like the New Times have a weekly training program whereby the editors do the trainings within the news room to the Journalists. It’s usually in the form of peer review. Also the New Times recommends on job training to the editors, but in a more customized manner.

Delivering the Skills to Bridge Capacity Gaps

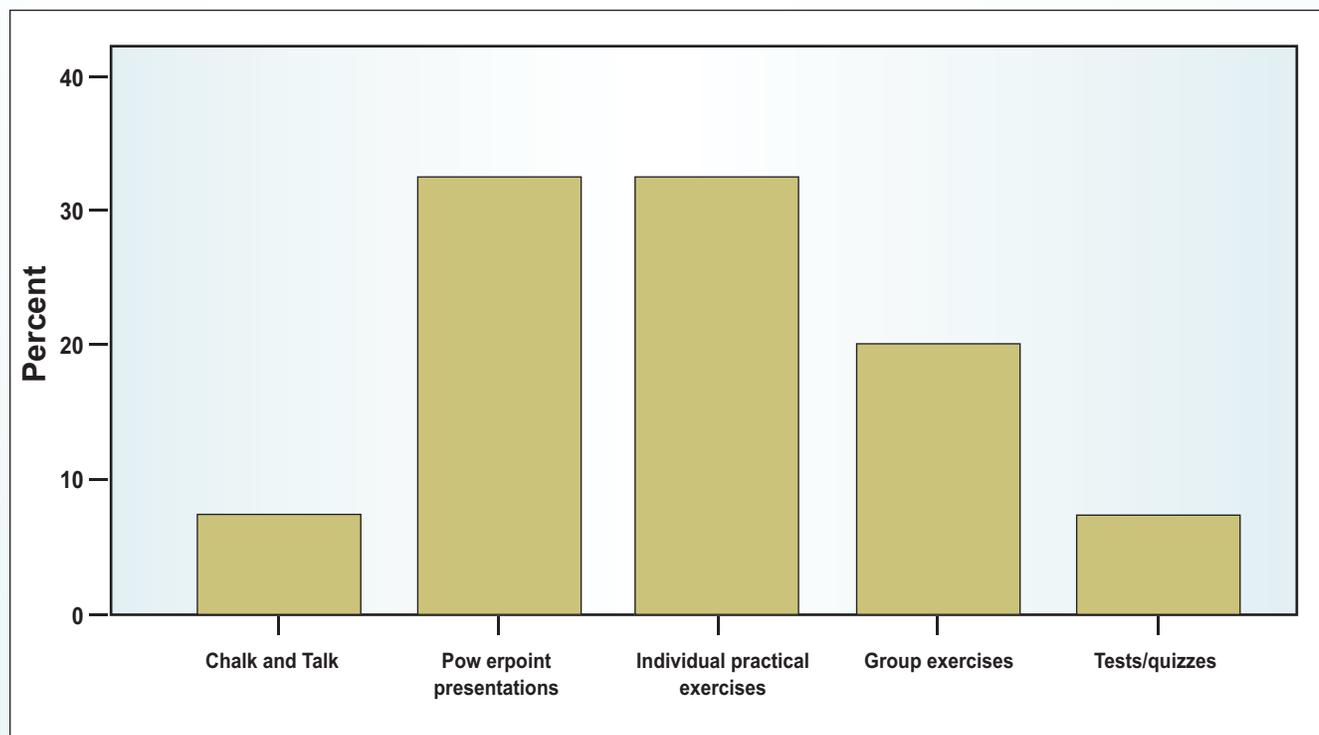
As far as training methods are concerned, 13 (33%) of the journalist trainees expressed satisfaction with the use of powerpoint presentations and individual exercises (case studies). Chalk and talk and tests were the least favourable methods with only 3(8%) of the respondents preferring these methods.

Table 12. What teaching methods made you acquire the skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chalk and Talk	3	7.5	7.5	7.5
	Powerpoint presentations	13	32.5	32.5	40.0
	Individual practical exercises	13	32.5	32.5	72.5
	Group exercises	8	20.0	20.0	92.5
	Tests/quizzes	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

1. What teaching methods made you acquire the skills?

What teaching methods made you acquire the skills?



For the editors, managers and members of the FGDs, the most preferred method of training delivery among respondents is on the job training approach, including coaching, mentorships, etc. According to some respondents, senior and experienced journalists should be sought from both within and in the region to do the job. Most preferred the retired journalists, because the older the better. They should be in position to work with journalist for at least a period of one year. The focus should be on the news story development skills so as to have quality content. The problem is that we hardly have local experienced journalists who can do the job, explains one editor.

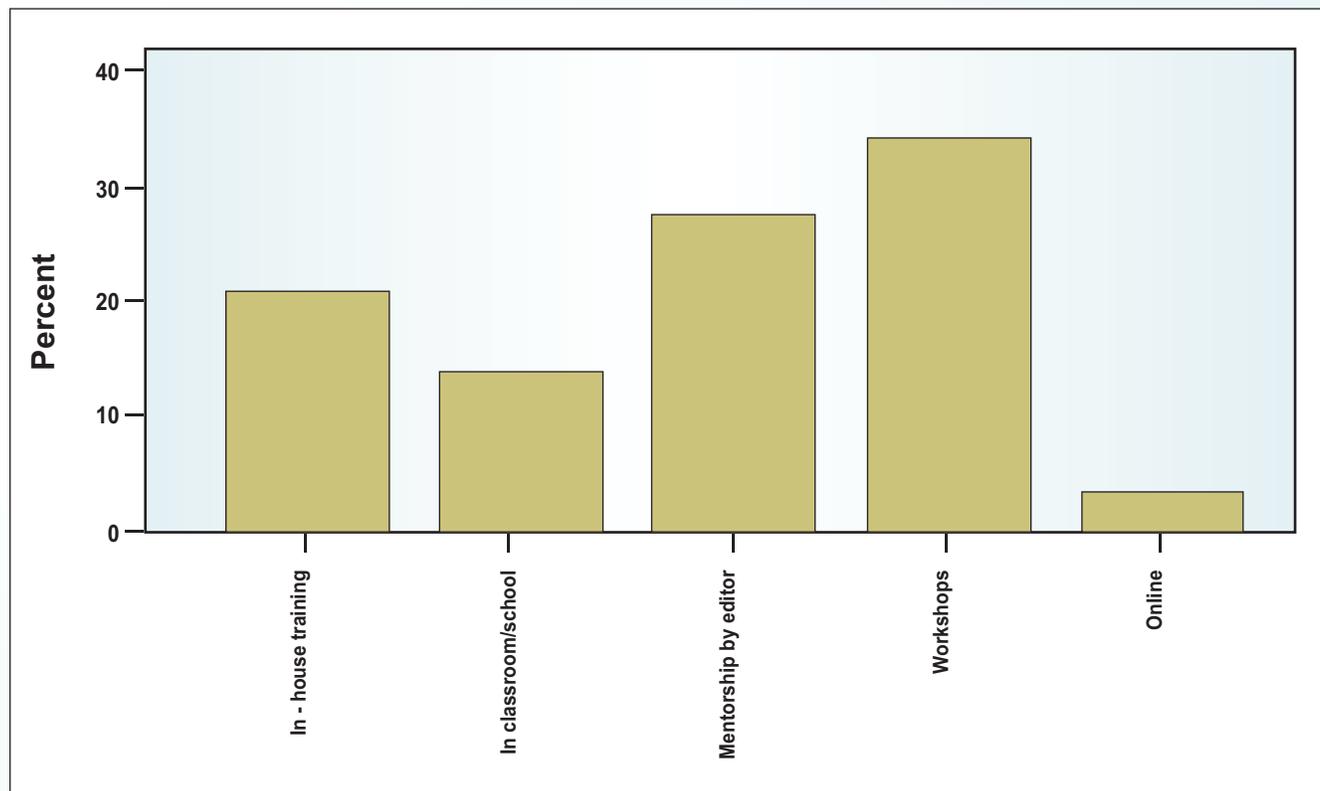
Much emphasis should be given to on-the-job training from experienced journalists, who will come in as trainers to the news room and work with journalists,. There is also need to facilitate journalists to study abroad or visit other professionals in the developed countries.

According to some managers and editors, the MHC should regularly organize for workshops or seminars fully equipped with logistics to train journalists. It should be a way from Kigali so as not to interfere with work-training.

Among the journalist trainees, 10 (35%) of the 29 respondents preferred workshops as the delivery platform with the most impact. Eight of them (28%) believed that editors are best placed to offer mentorship in the skills gaps identified. Only 1 (3%) preferred online method of delivery. The table below shows the distribution of the responses:

Table 13. What methods of training would you prefer for the most impact?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In-house training	6	20.7	20.7	20.7
	In classroom/school	4	13.8	13.8	34.5
	Mentorship by editor	8	27.6	27.6	62.1
	Workshops	10	34.5	34.5	96.6
	Online	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

What methods of training would you prefer for the most impact?



SECTION 4: SYNTHESIZED TRAINING NEEDS

The following gives a summary (synthesis) of the main skills gaps identified and recommendations given to bridge the gaps. Given the scantiness (and sometimes contradictory nature) of some of the information given by some respondents, the synthesis also incorporates ideas from literature and other sources where similar trainings have been offered. It is our hope that skill sets indicated will empower content creators to hands on skills to help them deliver on quality news products in their print publications.

Based on the skills sets derived, the next step will be to unpack them and develop a comprehensive training plan/program and suitable content. This will be presented in the next phase.

Training Need	Expected Outcome	Skill sets
Basic level of print reporting and writing	Quality news gathering and presentation	<ul style="list-style-type: none"> • Basic skills for news writing
		<ul style="list-style-type: none"> • Developing important news angle
		<ul style="list-style-type: none"> • News writing techniques - Story sourcing and verification
		<ul style="list-style-type: none"> • Sub editing skills
		<ul style="list-style-type: none"> • Analytical writing
		<ul style="list-style-type: none"> • Writing the intro and body of a news story
		<ul style="list-style-type: none"> • How to use quotes in a feature and news story
		<ul style="list-style-type: none"> • Skills in preparing and executing an interview
		<ul style="list-style-type: none"> • Interviewing skills for journalists
		<ul style="list-style-type: none"> • Skills of interviewing politicians
		<ul style="list-style-type: none"> • Fact checking skills for journalists
		<ul style="list-style-type: none"> • Applying the public interest test to journalism
		<ul style="list-style-type: none"> • Skills of spotting a news story
		<ul style="list-style-type: none"> • House rules and ethics for journalists
		<ul style="list-style-type: none"> • Specialized writing skills in court, crimes, parliamentary, etc reporting
		<ul style="list-style-type: none"> • Specialized writing Skills in reporting conflicts and abuse
		<ul style="list-style-type: none"> • General language improvement skills
		<ul style="list-style-type: none"> • Understanding women’s rights and gender equality
Intermediate and Advanced level Journalism	Critical writing and reporting skills in a wide variety of domains	<ul style="list-style-type: none"> • Media law mistakes in digital and print media, and how to avoid them
		<ul style="list-style-type: none"> • Techniques in avoiding editorial manipulation
		<ul style="list-style-type: none"> • Understanding data-the tools and techniques to find the stories in numbers
		<ul style="list-style-type: none"> • Infographics - data visualization

		<ul style="list-style-type: none"> • Proof reading and editing skills
		<ul style="list-style-type: none"> • Writing for the web (on line news priorities)
		<ul style="list-style-type: none"> • Search Engine Optimization
		<ul style="list-style-type: none"> • Advanced news writing
		<ul style="list-style-type: none"> • Managing productive news meetings
		<ul style="list-style-type: none"> • Running news room meetings
		<ul style="list-style-type: none"> • Editorial ethics
		<ul style="list-style-type: none"> • Privacy in the context of journalism
		<ul style="list-style-type: none"> • Offence in the context of journalism
		<ul style="list-style-type: none"> • Fairness and impartiality in journalism
		<ul style="list-style-type: none"> • Journalism integrity
Investigative Journalism	Investigative Skills to enhance in-depth story presentation	<ul style="list-style-type: none"> • Writing for investigative journalism
		<ul style="list-style-type: none"> • Avoiding pitfalls of investigative journalism
		<ul style="list-style-type: none"> • Investigating official documents
		<ul style="list-style-type: none"> • Investigating corruption cases
Photo Journalism	Enhanced editorial ethics of photo journalism	<ul style="list-style-type: none"> • Accuracy-facts reporting through Images
		<ul style="list-style-type: none"> • Impartiality-maintaining objectivity for more good than harm
		<ul style="list-style-type: none"> • Integrity- avoiding exposing the subjects to danger
		<ul style="list-style-type: none"> • Respect of Privacy and Consent, esp. the Vulnerable
Newspaper and Magazine design and layout	Enhanced Professional standards in design and layout newspapers and magazines	<ul style="list-style-type: none"> • Skills in using relevant software programmes and utilising a range of design and layout processes and techniques.

CONCLUSION

Following the respondents' guidance and best practice, in house training is the most effective way of imparting the skills to print media journalists. This will involve trainee sitting with more experienced journalists to learn, as well as training events in the media house. This trainings should also include media managers, editors, owners, etc not only journalists. By involving the management it will help them recognize the need and drive the desired changes in line with new demands in the media industry. There is need for training that is more focused on new media since there is need for technical skills in content development, knowledge management on new media platforms, etc. With new media, journalist will need to quickly adjust to new story forms for fragmented consumers. They will need to know who their audiences are and their changing interests. New media development will require thorough upgrade in journalistic skills in content development, research, and new IT solutions design (multimedia/online journalism). This will go hand in hand with the development of a new mindset of an IT-enabled change – in journalistic performance epitomized by quality news design and competencies in the whole multimedia value chain.

Much effort should also be invested in delivering demand- driven courses in specialized reporting in the sectors of health, environment, ICTs, business/economy, etc preferably delivered through workshops/forums.

Part 2

The Training Program

This training program is a synthesis of desired training module derived from the TNA of print content creators in Rwanda's print media industry. It is desired that professional training be given in the following modules:

- a. Basic news reporting and writing
- b. Analytical and critical writing
- c. Investigative reporting
- d. Photojournalism
- e. Editing skills
- f. Infographic and data journalism
- g. Newspaper and magazine design and layout

The training program outlined here gives a broad breakdown of the above modules: target group, their rationale of training, objectives, content breakdown, methodology of training, suggested exercises and references as well as expected outcomes. To observe here is the fact that the training program gives a guide to the variety of materials (collaterals) that will guide the actual training of content. This material is only indicative and trainers will be at liberty to explore more interesting content sources, as long as they stick to the training objectives.

The Training Methodology

Seven modules are presented in the table below. The training will involve practical hands-on skills transfer through a variety of methods: powerpoint presentations, simulations, field work, newspaper reviews, research/brainstorm and report assignments, videos, podcasts, handouts, etc.

Management of the Training Programme: The proper execution of this project would require a dedicated training coordinator from the training service provider who works closely with MHC focal person. Staff from MHC will, together with the service provider agree on the logistics of the training, especially on selection of trainers, periods of training, selection of trainees and delivery requirements of the training. Monitoring and evaluation of the trainings will also be coordinated by MHC focal person.

It is expected that once the training provider is identified, MHC will require him/her to develop comprehensive content for the training. This should clearly demonstrate a 90% practical and 10% theoretical approach to the training. Thirty percent of the practical component should be dedicated to in-house mentoring. MHC may, at its discretion, subject this material to further assessment through an independent evaluator, to ensure that standards are met.

General Conclusion

The seven modules of training for Journalists presented here consist of a total of 1280 hours of instruction, practical exercises and mentoring. The management of the programme will determine its success and impact. To enhance progress, a number of important administrative and management processes have to be in place. The collaboration between the MHC and the training service provider should have the capacity to ensure successful implementation.

TRAINING PROGRAM DERIVED FROM THE TNA REPORT

Title of Module	Program Description and proposed collaterals
Basic News Reporting and Writing	Level of training: Basic to Intermediate
	Target group: Those with only basic training or no formal training in news reporting; entry-level trainees, etc
	Duration of training: 200 hours (30% theory; 70% practical fieldwork and in-house mentoring; reporting and writing exercises) Training Schedule: 2 days per week @2 hours/day for 50 days
	Introduction to the Module News Writing and Reporting, is a skills-based module where trainees will learn the foundations of journalism and the craft’s two main components – reporting and writing the news. Through this module, trainees will know what news is, where to find it, how to check the facts and how to build a story that interests and informs readers. They will be given the background and skills needed to originate, research, focus and craft clear, compelling and contextual accounts of breaking news in a deadline environment.
	Objectives of the Module Trainees who successfully complete this module will have demonstrated proficiency – at a professional news level – in the following areas: <ul style="list-style-type: none"> • Fundamentals of journalism – accuracy, newsworthiness, deadlines, objectivity and fairness. • Basic news writing skills – spelling, grammar, house style, attribution, the inverted pyramid structure, single-sentence paragraphs, crisp and compelling news leads, and the use of quotations. • Basic reporting techniques – rudimentary interviewing skills and the use of commercial databases for data mining, the Internet and other sources to gather background material for stories and find news documents.
	Expected Outcomes
	<ul style="list-style-type: none"> • Trainees will be expected to report and write news stories that demonstrate the knowledge and ability to apply the above module objectives. Specifically, they will be expected to produce between 3 to 5 stories that are satisfy the quality news gathering and presentation techniques learnt.
	<ul style="list-style-type: none"> • Ideally, the stories produced by each trainee should be publishable in local/ regional media
	Indicative Content Outline¹
	Basic skills for news writing – definition of news, elements of News, Newspapers and News Decision-Making

¹ The course outline and proposed collaterals will be further discussed and harmonized during the Training of Trainers session
 Journalists are readers and consumers of news. To be effective in their work, they must know what is happening, in their area of responsibility or expertise, in their community, and in the world. As Rwandan journalists (and members of the EAC), therefore, trainees must read the local, regional and international newspapers every day during the training. The suggested websites of newspapers is given in the appendix. Physical copies of samples of these should also be provided during the training. Some recommended international publications are the International Herald-Tribune (global.nytimes.com), BBC News (news.bbc.co.uk), international edition of CNN.com (cnn.com) and The Wall Street Journal (wsj.com). The first three publications are available for free online at the relevant Web site; WSJ stories can be accessed

	<ul style="list-style-type: none"> • News values and angles: Of what value is news to the society? How is this value determined? What story angles are used to meet these values?
	<ul style="list-style-type: none"> • News writing techniques: what news genres are there? How is their reporting/writing differentiated?
	<ul style="list-style-type: none"> • Hard and Soft news differentiated
	<ul style="list-style-type: none"> • Writing a basic news story – elements (with examples)
	<ul style="list-style-type: none"> • How to use quotes in a feature and news story
	<ul style="list-style-type: none"> • Sourcing stories – the art and skill of effective interviewing
	<ul style="list-style-type: none"> • Fact checking skills for journalists
	<ul style="list-style-type: none"> • Applying the public interest test to journalism
	<ul style="list-style-type: none"> • Skills of spotting a news story
	<ul style="list-style-type: none"> • House rules and ethics for print media journalists
	<p>Training Methods</p>
	<p>Training should be 20% in a classical workshop session and 80% in-house (in the media house – through mentoring and follow-up) Workshop Sessions will be highly interactive where trainees will be required to regularly think up and produce news stories for debate. Trainers will use PowerPoint presentations, flip-charts, newspapers/magazine stories, online sources (like videos and audio clips on relevant sources), internet sources for key notes, etc</p>
	<p>Trainees will be expected to regularly read and review stories from selected newspapers and magazines (an online list of these publications is given in the reference section below). They will be expected to analyse these stories based on criteria given by the trainer. Ideally, stories will be analysed for quality of writing, depth of coverage, etc</p>
	<p>During the in-house mentorship sessions, a partnership between the editors and/or managers will be struck to enable coaching of the trainees on the job.</p>
	<p>Examples of exercises/Assessment/Evaluation</p>
	<p><i>Some Exercises on news elements</i></p>
	<p>Using selected newspapers and magazines (local, regional and international), trainees may be asked to deconstruct award winning stories and Evaluate the elements of news in them.</p>
	<p>Trainees may read and review newspaper articles then evaluate the sources and resources from which news content is drawn. (their variety, credibility, value of content, etc). They may also read and analyse newspaper stories and analyze how they are attributed, quoted and paraphrased. Field Practice can be conducted to identify, background and contact appropriate sources. Interview preparation among the trainees can be tested.</p>

	<p>Researching stories: Where do reporters look to background an issue? How do they find documents, sources and resources that enable them to gather good information or identify key people who can help provide it? After the discussion, trainees can be given a study from the Policy Areas section of Journalist’s Resource (http://www.journalistsresources.org) website related to the subject they’ve been asked to explore.</p>
	<p>The trainer should use this study to evaluate the nature structure of government/scientific reports. After giving trainees 15 minutes to scan the report, ask trainees to identify its most newsworthy point. Discuss what context might be needed to write a story about the study or report. Discuss what concepts or language trainees are having difficulty understanding.</p>
	<p>Trainees should (a) write a lead for a story based exclusively on the report (b) do additional background work related to the study in preparation for writing a full story on deadline. (c) translate at least one term used in the study that is not familiar to a lay audience.</p>
	<p>Values of news: Trainees are given several newspaper stories. They evaluate what kinds of information make for interesting news stories and why.</p>
	<p>Values of news: Trainees should evaluate stories on the front page of several newspapers. In a brief report, they should describe what elements of news judgment made the stories worthy of significant coverage and play. Finally, they should analyze whether, based on what else is in the paper, they believe the editors reached the right decision.</p>
	<p>Story angles: Trainees should compare the news reporting on same stories in newspapers with different editorial lines. They should report their views on: Do the stories emphasize the same information? Do stories appear to slant the news toward a particular perspective? How? Do the stories support the notion of fact-based journalism and unbiased reporting or do they appear to infuse opinion into news? Trainees should provide specific examples that support their conclusions.</p>
	<p>Story organization: Trainees should read and deconstruct coverage of a major news event. One excellent source for quality examples is the site of the Pulitzer Prizes (http://www.pulitzer.org) , which has a category for breaking news reporting. All trainees should read the same article (assigned by the trainer), and write a brief report that describes how the story is organized, what information it contains and what sources of information it uses, both human and digital.</p>

	<p>Guiding questions: does the lead summarise the main point? What information is included and excluded from the lead? How do next paragraphs relate to the lead? How are sources identified? What types of sources and attribution are used? What specific facts/details make the story vivid to you? How did the writer gather this evidence?</p>
	<p>Objectivity and Fairness: With the guidance of the trainer, trainees should look for an example of reporting in any print medium in which reporters appear to have compromised the notion of fairness to intentionally or inadvertently espouse a point of view. What impact did the incorporation of such material have on the story? Did its inclusion have any effect on the reader’s perception of the story?</p>
	<p>The language of news: Trainees should choose a traditional news lead they like and one they do not like from a local or national newspaper. In a brief, they should print the leads, summarize the stories and evaluate why they believe the leads were effective or not. The class should then discuss the elements of effective leads (active voice; active verb; single, dominant theme; simple sentences) and write leads in practice exercises. Have trainees revise the leads they wrote in class and craft a second lead from fact patterns.</p>
	<p>Covering stories: Using campus, governmental or media calendars, trainees should identify, background and prepare to cover a speech, press conference or other news event, preferably on a topic related to one of the research-based areas covered in the Policy Areas section of Journalist’s Resource website. Trainees should write a focus statement (50 words or less) for their story and draw up a list of some of the questions they intend to ask.</p>
	<p>Choose a “hard news” or “spot news” event, on or off campus, to cover and write about. This must be something that you witness as it is happening: a speech, a demonstration, a competition, etc. You will be expected to cover the event in person and to interview at least three people connected to the event, including participants and spectators, and include their comments in the finished piece.</p>
	<p>Think of an idea for a “feature” story. It can be about a person, an organization, a trend, or some other topic (feature stories will be explained and discussed at length during the module). Again, you must do on-the-spot reporting, and interview and quote in your article people whose comments are relevant to the story.</p>

	Some References
	<ul style="list-style-type: none"> • Local, regional and international newspapers and magazines²
	<ul style="list-style-type: none"> • Selected House styles e.g. AP, Reuters, Rwanda Journalists Code of Ethics and Practice, etc
	<ul style="list-style-type: none"> • Dictionaries
	<ul style="list-style-type: none"> • “Writing and Reporting News: A Coaching Method,” 3rd edition, by Carole Rich. Chapters are assigned to supplement class lectures and writing assignments.
	<ul style="list-style-type: none"> • http://www.mediahelpingmedia.org/training-resources/journalism-basics
Critical and analytical reporting skills	Level of training: Intermediate to Advanced
	Target group: Those with several years of experience in print content creation; those with senior reporter and editor positions
	Duration of training: 180 hours (30% theory; 70% practical fieldwork and in-house mentoring; reporting and writing exercises)
	Training Schedule: 2 days per week @3 hours/day for 30 days
	Introduction of the module
	This module takes trainees through a critical writing and reporting skills approach in a variety of specialized genres of journalistic writing. It also introduces participants to critical analysis of stories behind news, commentaries, reviews, opinion pieces and the more specialized areas of writing like health, environment, etc.
	Objective of the module
	This section aims to introduce Middle Level Journalists with some experience to advanced writing subjects that will enhance the media’s capacity to produce material that improve readers’ and audiences’ understanding, knowledge and in-depth information about issues, events, and developments in society. It seeks to help the trainees advance their skills in going beyond the surface of issues and events and to expose the dynamics and complexities behind them.
	Expected Outcomes
	<ul style="list-style-type: none"> • Trainees will be expected to carry out writing activities that show a mastery of the different types of journalistic writing. The pieces should be publishable in the different sections of the newspapers.
	<ul style="list-style-type: none"> • It is expected that the training will give rise to a breed of news analysts, editorial writers, commentators, columnists, etc. It is also hoped that participants will develop skills that foster ‘citizen journalism’, with an increased interest in writing letters to the editor, reacting to media stories.

² Journalists are readers and consumers of news. To be effective in their work, they must know what is happening, in their area of responsibility or expertise, in their community, and in the world. As Rwandan journalists (and members of the EAC), therefore, trainees must read the local, regional and international newspapers every day during the training. The suggested websites of newspapers is given in the appendix. Physical copies of samples of these should also be provided during the training. Some recommended international publications are the International Herald-Tribune (global.nytimes.com), BBC News (news.bbc.co.uk), international edition of CNN.com (cnn.com) and The Wall Street Journal (wsj.com). The first three publications are available for free online at the relevant Web site; WSJ stories can be accessed for free via Google News or Google Reader, or through Factiva.

	<ul style="list-style-type: none"> • Critical writing skills are also expected to enhance the ability to research and report on ‘soft news’ (features), through in-depth skills of interrogation.
	Indicative content outline
	<ul style="list-style-type: none"> • News Analysis – Interpreting and giving in-depth treatment to major News Stories, so as to provide deeper background, the implications of facts, and unravel the complex processes and relationships within a News event or issue; commentaries; reviews
	<ul style="list-style-type: none"> • Editorial and Opinion Writing – what is an editorial? Kinds of editorial; The structure of the Editorial; Varieties of opinion articles – the Commentary, the Column, Letters to the Editor; how is an editorial different from other types of news
	<ul style="list-style-type: none"> • The Columnist – developing a column (techniques)
	<ul style="list-style-type: none"> • Features Writing – The Feature Story: What is it; The Structure; Characteristics of it; Developing Ideas for Feature Stories; Varieties of Features; identifying topics for Features; researching for the Feature Story; Writing the Feature, the varieties of approaches and formats; Researching and Gathering Material (including Interviewing) for the Feature article.
	Training Methodology
	Workshop Training will make up 30%, while field work will take up 70%. Sessions will be highly interactive where trainees will be required to write story pieces across the different specialist areas of coverage.
	Trainers will use PowerPoint presentations, flip-charts, newspapers/magazine stories, online sources (like videos and audio clips on relevant sources), internet sources for key notes, handouts, etc
	In doing their stories, trainees will be expected to read and review stories from selected newspapers and magazines. From this reading, they will draw inspiration as they write their own stories.
	During the in-house mentorship sessions, a partnership between the editors and/or managers will be struck to enable coaching of the trainees on the job.
	Examples of assessment
	Opinions/commentary: Trainees will read the same story as reported in different newspapers (e.g. terrorist attack on Westgate mall, Nairobi). They will assess the differences in angles, sources, perceptions, frames, etc. They will assess the level and depth of coverage of the issue and determine which newspaper gave a more critical account of what happened. An assessment of the different analyses of the same story will show which opinions were raised, which commentaries were made, ideas for further stories, etc.

	After the debate, trainees will be given a scenario or real event to comment or give a critical opinion or analysis on.
	Editorial: Trainees will be taught the elements of a good editorial and a proposed structure. Several examples from the different newspapers will be shared and analyzed for the presence or absence of the elements learnt. The trainer will then assign different stories of current significance to Rwanda and the region and ask trainees to read the different stories, and develop editorial pieces from them.
Investigative Reporting	Level of training: Intermediate to Advanced
	Target group: Those with several years of experience in print content creation; established writers who are in charge of specialist desks or any journalist interested in in-depth investigations for stories with public interest.
	Duration of training: 250 hours (30% theory; 70% practical fieldwork and in-house mentoring; reporting and writing exercises)
	Training Schedule: 2 days per week @2.5 hours/day for 50 days
	Introduction to the module
	The tradition of investigative reporters, who uncover facts and write articles that expose waste, wrongdoing, mismanagement, fraud, conflict of interest and abuse of authority, and promote change and reform, has a long and proud history that stands alongside more conventional journalistic practices. In this module, trainees will examine the tradition by learning the reporting techniques that allow stories to be told and by understanding the societal factors that shape their content and impact.
	Objectives of the Module
	Journalistically, the module will explore the various areas that investigative reporting focuses on in public - as well as private life - and show how the information gathered in these areas goes into the decision-making process that reporters and editors use in deciding to publish articles. Among the areas will be: courts, politics (both advertising and fundraising), legislation, business and finance, healthcare and consumerism.
	The trainees will look at real examples of articles to determine what was the information that went into the revelatory material, as well as - and this is important - where that information is available. Participants will be expected to learn these sources of information and working individually or in small teams present to the rest, like a reporter would, an example of their own where information can be found and how that information led to a certain decision or judgment they had formed.

	The module is, therefore aimed at enhancing in-depth story research and presentation. Strategies for gathering and analyzing information, and developing background. Trainees will be introduced to the research and analysis techniques of in-depth research and reporting, and investigative journalism.
	Participants will be immersed in the theory and practice of watchdog journalism as applied to a variety of institutions in order to:
	<ul style="list-style-type: none"> • Provide and explain examples of good investigative reporting.
	<ul style="list-style-type: none"> • Explain and illustrate key skills and techniques appropriate to launching investigations.
	<ul style="list-style-type: none"> • Provide and explain examples of good investigative skills.
	<ul style="list-style-type: none"> • Provide high-level conceptual understanding of contemporary media practice.
	<ul style="list-style-type: none"> • Enable trainees to conceptualize, research and carry out research and writing projects
	After successfully completing this module, trainees should be capable of producing in-depth journalism stories.
	Module learning outcomes:
	This module is intended to be extremely practical, while at the same time causing trainees to think deeply about the stories they write and why they write them. One desired outcome is competence in the different narration techniques used in in-depth news writing and reporting. This is the ability to go beyond the day-to-day journalism done at most newspapers, magazines and broadcast outlets. Trainees will be equipped with the practical skills for gathering information by using documents and databases, by interviewing more effectively, and by getting out into the field.
	The trained journalists are now expected to effectively organize their research materials and write a compelling story that covers not only the who, what, when and where, but also the why, the how and the “so what?”. Trainees are going to come out of this workshop with a radar for finding important stories going untold; the skills and discipline to assemble wide-ranging and airtight evidence to deliver on those stories; and the ability to tell those stories compellingly to a broad audience.
	Indicative content outline
	<ul style="list-style-type: none"> • The Relevance of investigative reporting, thinking like an investigative journalist, the investigative mind set
	<ul style="list-style-type: none"> • Understanding the system of the matter under investigation; incorrect, raw, and misleading information is a setback to investigative journalists. To avoid such setbacks it’s very important that an investigative journalist understands the system from which he is informing the matter and issue at hand.

	<p>• Understanding sources of information: Trainees will learn how to use human sources in their investigations: experts for background as well as people whose lives are affected by the issues under scrutiny. Participants will learn the mechanics, pitfalls, and ethics of working with sources on investigations, and how to avoid one-dimensional portraits of victims and villains. For example, asking a politician or government official or corporate head this simple question: “What do your critics have to say about this?” Often, they’ll name the critics for you and then tell you why you shouldn’t believe them at all. Trainees will learn how to get basic information and guidance from advocacy organisations while maintaining independence and balance in reporting their stories</p>
	<p>• Writing a piece of Investigative journalism: Hooking the reader, getting facts right, keeping the right tone, avoiding being personal, winding up</p>
	<p>• Avoiding the pitfalls of investigative journalism: preparing the investigation, interviewing techniques and staying safe during investigations.</p>
	<p>• Finding stories behind official documents: The investigative journalist never takes things at face value. They probe and question to get to the truth. If you are to uncover the story you need to keep asking questions. Trainees will therefore learn the techniques of finding the stories behind official documents. Trainees will master the use of public documents including government contracts, financial filings, property records, statistical data, environmental reports, legislation and related documents, campaign contributions, and court files. Investigating corruption: documenting the paper trail, plotting the geometry of bribery, determining the currency of influence, uncovering conflict of interests and their inherent corrupt tendencies, dealing with threats and retaliation and knowing the obstacles within.</p>
	<p>• Court reporting procedures: Will cover how to gain information on the prosecution of crimes - from police reports, court documents and decisions, from the lower courts up to the Supreme Court. Coverage of relevant Rwandan cases will be discussed.</p>
	<p>Training Methodology</p>
	<p>The module will combine workshop sessions with extensive field experience. The sessions will include lectures and discussions of the journalistic, legal and social aspects of investigative journalism. The experiences will involve investigative reporting by individual trainees and by teams.</p>
	<p>Trainees will use the reporting methods of collecting evidence such as public records, database searches, interviewing and other techniques – to investigate real-world concerns.</p>

	Examples of exercises
	The trainer will distribute a series of abstracts of stories that merit investigation, along with a couple of sources and clips. Trainees will debate on the rationale and type of investigative story that can be developed.
	* Child labour laws violation: Rwanda has ratified the UN convention against child labour. Yet cases of child labour in agriculture, mines, transport, etc abound. An investigative story would look out for the reasons of this trend, incidence ((statistics from relevant government organs), efforts at eradicating this vice, etc.
	* Special education needs: Rwanda like other countries has handicapped citizens who require special education needs. An investigative story may look at their number, distribution by gender, treatment (fair or unfair discrimination), policies and laws protecting them, their views, etc.
	* Getting around the building codes: In many countries, there may be a vast loophole to the building code allowing developers to hire engineers to certify that a particular building practice is safe even though it is not acceptable under the prevailing regulations. This is fodder for an investigative story.
	Some References
	• Houston, Brant, and Len Bruzzese, Steve Weinberg. The Investigative Reporter’s Handbook – A Guide to Documents, Databases and Techniques. Boston: Bedford/St. Martin’s, 2002.
	• Goldstein, Norm, Ed. The AP Stylebook and Briefing on Media Law (With Internet Guide and Glossary). New York: The Associated Press, 2005.
	• http://journalistsresource.org/
	• http://www.journaliststoolbox.org/archive/2014/06/investigative-backgrounding.html
Copy editing and headlines writing	Level of training: Intermediate to Advanced
	Target group: Those with entry-level experience in print content editing and proofreading; writers who are in charge of specialist desks or any journalist or interested in developing a career in editing of news stories.
	Duration of training: 150 hours (30% theory; 70% practical fieldwork and in-house mentoring; reporting, writing and editing exercises using recommended editing standards)
	Training Schedule: 2 days per week @2.5 hours/day for 30 days
	Introduction to the module
	Most of the skills perfected by copy editors are needed by all good reporters and mass media writers. And today, many publications are eliminating copy editor positions and asking reporters to do these tasks, while many online only publications are self-editing.

	<p>This module is aimed at Sub (or Copy) Editors, News Editors or other senior journalists who perform the gate-keeping functions of selecting and preparing News and other material for final publication. In the case of this module, it is advised that about 70% of the period should be devoted to practical writing, reviewing and editing exercises.</p>
	<p>Objectives of the module</p>
	<p>The main objective is to assist trainees improve their knowledge and skills of ensuring high quality standards in the final products that are presented to the reader or listener. Good and high quality subediting assures better content, and better comprehension of and effective communication of the content to the part of the reader or listener. In the end it promotes the credibility and effective fulfillment of the expected functions and social responsibility of the media.</p>
	<p>In a nutshell, the module aims at achieving the following goals:</p>
	<ul style="list-style-type: none"> • Prepare would-be editors to edit copy in future jobs
	<ul style="list-style-type: none"> • Learn/re-learn grammar rules in assessing stories
	<ul style="list-style-type: none"> • Have a strong command of a given Stylebook
	<ul style="list-style-type: none"> • Write effective headlines/cutlines
	<ul style="list-style-type: none"> • Understand basic layout strategies
	<ul style="list-style-type: none"> • Be proficient in finding and correcting various kinds of errors
	<ul style="list-style-type: none"> • Write concisely and clearly
	<ul style="list-style-type: none"> • Improve the journalists’ writing skills
	<p>Expected outcomes</p>
	<ul style="list-style-type: none"> • Trainees who are conversant with the practical usage of journalistic stylebooks
	<ul style="list-style-type: none"> • Trainees who can perform appreciable practical copy-editing and proofreading
	<ul style="list-style-type: none"> • Trainees who are versed with the rules of grammar usage in stories
	<ul style="list-style-type: none"> • Competence in the use of RBA Editors’ Guide
	<p>Indicative module Content</p>
	<ul style="list-style-type: none"> • Understanding the roles of editors.
	<ul style="list-style-type: none"> • Understanding how the contemporary newsroom works.
	<ul style="list-style-type: none"> • Techniques of news editing, evaluation and processing of news with emphasis on grammar and AP style, headline writing.
	<ul style="list-style-type: none"> • <i>Basic Subediting techniques:</i> Getting it right; order and shape; the story sequence and logic; background; accuracy – checking the facts, figures, attribution, sources, names and identification;
	<ul style="list-style-type: none"> • <i>Language and its traps:</i> standard, technical, colloquial or slang; the sentence; basic grammatical issues – tenses, verbs, participles, nouns, pronouns, caution about the use of adjectives and adverbs, prepositions; direct or indirect speech;

	<ul style="list-style-type: none"> • <i>Punctuation</i>: the comma, full stop, semi-colon, colon, dashes, ellipsis, quotation marks, etc;
	<ul style="list-style-type: none"> • <i>Words and usage</i>: the right word to use – technical words, trade names, foreign words and phrases, synonyms, clichés, vogue words, regularly misused words, spellings, use of abbreviations, capital letters, numbers, etc.
	<ul style="list-style-type: none"> • <i>Page planning and typography</i>: format; principles of design; focal points; order; type character;
	<ul style="list-style-type: none"> • <i>Pictures and art work</i>: where to get/find photographs and art work; choosing pictures and other illustration; uses of pictures; picture editing; graphics generally; ethics and taste in the use of pictures and illustration (e.g. Cartoons, graphs, etc.)
	<ul style="list-style-type: none"> • <i>Headlines</i>: the headline structure; the words; abbreviations; use of numbers; vital facts; composing a headline; taste;
	<ul style="list-style-type: none"> • Subeditors, the law and ethics – avoiding, by tracking down, legal and ethical traps: libelous material; other legal problems, such as state secrets, contempt of court; rumour versus fact; cleaning up ethical lapses – bad taste, language, tone, plagiarism.
	<p>Training methodology</p>
	<p>The module will combine workshop sessions with extensive field experience. The sessions will include lectures and discussions of the editing practices across different newspapers. The experiences will involve hands-on copy editing and proof reading, headline writing and use of grammar conventions in stories. These conventions will be evaluated on given local and regional newspapers.</p>
	<p>Trainees will practice the development of leads, editing of design/layout and headings and sub-headings. Using sample newspaper stories, ethical principles guiding editing practice will also be explored.</p>
	<p>Some References:</p>
	<ul style="list-style-type: none"> • RBA Editor’s Guide
	<ul style="list-style-type: none"> • The Editing Desk (http://editdesk.wordpress.com) and The BlogSlot (http://theslot.blogspot.com)
	<ul style="list-style-type: none"> • http://verificationhandbook.com/downloads
	<ul style="list-style-type: none"> • 5 types of headlines (http://moz.com/blog/)
	<ul style="list-style-type: none"> • Writing effective headlines (http://web.ku.edu/~edit/heads.html)
	<ul style="list-style-type: none"> • Writing headlines that get clicks (http://thesocialmediatoday.com/shonejones/)
	<ul style="list-style-type: none"> • Scientific guide to writing headlines for Twitter, Facebook and blogs (http://blog.bufferapp.com/)
	<ul style="list-style-type: none"> • Stuck for a Headline? (http://www.poynter.org/content/)
	<ul style="list-style-type: none"> • Headline writing for the web (http://www.jprof.com/onlinejn/)
	<ul style="list-style-type: none"> • Headlines that work for SEO (http://www.journalism.co.uk/skills/)

	<ul style="list-style-type: none"> • Sizing headlines (http://web.ics.purdue.edu)
	<ul style="list-style-type: none"> • headline font sizes(http://web.ics.purdue.edu)
	<ul style="list-style-type: none"> • Headline stories(http://web.ics.purdue.edu)
	<ul style="list-style-type: none"> • http://www.journaliststoolbox.org/archive/2014/06/copy-editing-resources.html
Photo Journalism	Level of training: Basic to Intermediate
	Target group: Those with entry-level experience in news reporting and writing, with an emphasis on using images in stories; writers with interest in photography or photojournalism.
	Duration of training: 150 hours (20% theory; 80% practical fieldwork and in-house mentoring; reporting, writing and camera operations exercises)
	Training Schedule: 2 days per week @2.5 hours/day for 30 days
	Introduction to the module
	A basic photograph tells us that something happened, it bears witness to an event. But it doesn't necessarily tell a story, it doesn't give you context, and that's due to the audience. The photographs you have made through your life are snapshots - and that's not a derogatory term. They are representations of these slices of your life, things you have seen, emotions you have experienced. But to communicate with a public audience, they need you to put them in context.
	In photojournalism, the goal is to take you out of the equation, to let the subjects tell their own story, through their actions and emotions. The connective fiber of writing is torn apart in a photograph - you don't have the strings of words between the quotes, it's only the quotes.
	Photojournalists have three things they must accomplish with every image - they must inform, the must educate and they must resonate. A great news photograph tells you not only what happened (inform), but why it's important for you to know this (educate) and it needs to do it in a way that connects with the viewer (resonate). That's the goal of this module.
	Objectives of the module
	At the end of the course trainees will:
	<ul style="list-style-type: none"> • Identify a "good" photo and the elements that make a good photo.
	<ul style="list-style-type: none"> • Possess the ability to use a digital camera and accessories to expose and create quality photographic prints.
	<ul style="list-style-type: none"> • Possess the ability to prepare effective, descriptive, concise photo cutlines that adhere to AP style.

	<ul style="list-style-type: none"> • Possess an understanding of basic photo editing strategies.
	<ul style="list-style-type: none"> • Demonstrate a comprehension of basic photojournalism principles.
	<ul style="list-style-type: none"> • Develop a general knowledge of the history of photojournalism and its role in society.
	<ul style="list-style-type: none"> • Develop an understanding of the legal and ethical issues photojournalists often face.
	<ul style="list-style-type: none"> • Gain confidence in your ability to take photographs in public situations.
	Expected outcomes
	<ul style="list-style-type: none"> • Competence on the mechanics of photography.
	<ul style="list-style-type: none"> • Good grasp of images through the use of light, composition and visual hierarchy.
	<ul style="list-style-type: none"> • Competence to tell a story through photography.
	Indicative module content
	1. Definition of photojournalism
	2. Distinguishing photojournalism from photography
	3.Elements of photojournalism: objectivity, fairness, professionalism, ethics
	4.Rights and responsibilities of photojournalists
	5. Identifying and selecting events and scenes for photojournalism coverage
	Using journalistic newsworthiness as criterion for identifying events for photojournalism
	7.The essential elements of good visual storytelling
	8.Using human interest as criterion for identifying events for photojournalism
	9.Using artistic, aesthetic, and cultural factors as criteria for identifying events for photojournalism
	10.Enhancing editorial ethics of photo journalism
	a. Accuracy-facts reporting through Images
	b.Impartiality-maintaining objectivity for more good than harm
	c.Integrity- avoiding exposing the subjects to danger
	d.Respect of Privacy and Consent, esp. the vulnerable
	11.How to photograph the single-image news and feature assignment
	12.Techniques for developing and structuring professional caliber long-form photo stories
	13.How to edit, caption, keyword and organize large numbers of photos and audio
	14.Pictorial stories
	15.Caption writing

	Sample assessments/evaluation
	<p><i>Dramatic angles.</i> Shoot pictures of people or scenes around your community from unusual angles. You might shoot down from the top of a stair. Or shoot up lying on your back. Or shoot someone framed by something else. Or really close in on something. Or shoot a seldom-seen view of something. Use your creativity, and at least one of your photos must have people in them. Five pictures</p>
	<p><i>Meeting folks.</i> Shoot pictures of people doing things on campus, preferably outside, but in well-lit buildings (window light recommended) if it's too cold. Take candid (unposed) pictures of people. Focus is on action and movement.</p>
	<p><i>Architecture and history.</i> Shoot pictures of buildings with unique architecture, or of historical significance. In your written description, give information about the architecture's origin and its community impact, or give a brief historical account (about two paragraphs) of the building. Make sure you quote architectural experts and historians. Include people in at least half your photos. Five pictures</p>
	<p><i>Human interest.</i> Shoot pictures of the victims of disasters, or of natural or social tragedies, e.g., homeless or poor people, or people who live in substandard houses (shacks). Be ethical. Be sensitive. Five pictures</p>
	<p>Sources and searches: Trainees will identify newsworthy events in the community by consulting local media and community bulletin boards as well as contacts with community organizations, schools, and local government offices. They will shoot photojournalistic pictures of the newsworthy events and write brief (one to two paragraphs) news descriptions of the events.</p>
	<p>Draw up a list of ten events and scenes in the community for photojournalism. Examples: road construction, traffic jam, accidents, floods, heavy snowfall, rising or setting sun, local council meeting, blood donation clinic, sports, fitness clubs at local YWCA/YMCA, resorts, entertainment, speaker, senior citizens meetings or activities, and other community events.</p>
	<p>Events and scenes: Use the community bulletin assignment above and others to shoot photos of events and scenes. Make sure the pictures you shoot fall within the assignment categories and numbers below. Use different angles and focus so that each picture is distinctly different from the other. Get or research information about each event or scene photographed. Write no more than a two- paragraph caption for each picture. Pictures with people must include (1) names, or occupations, or gender, or residential location of people in the pictures; (2) more information about the event or scene. For example, explain what the people in the picture were doing and why. To get some of the information you need for your captions, you should approach the people. Make sure you introduce yourself as a student in the photojournalism course before asking questions.</p>

	<p>Photoediting: Intermediate/advanced use of post-production software including Adobe Photoshop and Lightroom, a variety of photo content management tools (CMS) such as Photo Mechanic, and several online presentation tools such as iPhoto, Jux, and Wordpress.</p>
	<p>For each of the above, do the photos, edit them (including cropping), position them in your story and write appropriate captions.</p>
	<p>Some references</p>
	<ul style="list-style-type: none"> • Creative use of photos
	<ul style="list-style-type: none"> • Photo ethics
	<ul style="list-style-type: none"> • judgment
	<ul style="list-style-type: none"> • Cutlines get the attention
	<ul style="list-style-type: none"> • Cutline types
	<ul style="list-style-type: none"> • Cutline Tips
	<ul style="list-style-type: none"> • http://www.journaliststoolbox.org/archive/2014/06/photojournalism-links.html
	<p>Trainees will review images taken by award-winning photojournalists such as</p>
	<ul style="list-style-type: none"> • Eddie Adams - Pulitzer Prize winner (Vietcong shooting)
	<ul style="list-style-type: none"> • Margaret Bourke-White - LIFE magazine covers
	<ul style="list-style-type: none"> • Mathew Brady - Civil War of the U.S., Daguerreotypes
	<ul style="list-style-type: none"> • Carol Guzy - Pulitzer Prize winner (1995,2000)
	<ul style="list-style-type: none"> • Stan Honda - photographed 9/11 events
	<ul style="list-style-type: none"> • Corky Lee
	<ul style="list-style-type: none"> • Lucian Perkins - Pulitzer Prize winner (2000)
	<ul style="list-style-type: none"> • Dith Pran - subject of The Killing Fields
<p>Infographics and use of data in news stories</p>	<p>Level of training: Basic to Intermediate</p>
	<p>Target group: Those with entry-level experience in news reporting and writing, with an emphasis on using data and illustrations in stories; writers with interest in the analysis and use of data in stories.</p>
	<p>Duration of training: 150 hours (20% theory; 80% practical fieldwork and in-house mentoring; reporting, writing and data journalism (analysis and visualization) exercises, using Ms Excel, etc)</p>
	<p>Training Schedule: 2 days per week @2.5 hours/day for 30 days</p>

	Introduction to the Module
	This module is designed for trainees in all areas of journalism, where you will learn how to enrich a news story by finding, examining and visually displaying data in the forms of maps, charts, diagrams and illustrations for a sophisticated audience. Trainees will also learn how to critically read examples of these forms of visual communication for accuracy, thoroughness and effectiveness. A short time will be spent learning some of the tools to build these graphics, but this module is not designed to teach software (though we will use it), but rather trainees will spend time learning how they can explain large sets of data effectively in a visual way.
	Objective of the module
	1. Discover where to find useful data on a variety of topics and assess its validity.
	2. Examine how to parse the data and analyze it for story. Where is the story? Is there a story even at all?
	3. Become critics of infographics and data visualizations. Learn to read them for accuracy and story.
	4. Explain a complicated set of data in ways that do not simplify it but rather make it more usable to readers.
	5. Become proficient with the tools of spread sheet software and Adobe Illustrator to design maps, charts, graphs and illustrations.
	6. Understand how infographics should and can be interactive including examining innovative ways to display data sets while allowing users to interact with that data.
	7. Continue skills in classroom critiques, learning how to be critical and constructive in giving your peers feedback.
	By the end of this module, trainees will have been exposed to skills in interpretative Writing, where they will develop capacity to interpret data, figures, statistical information, and make meaning of quantitative research and or survey results. This will be essential in news stories that have statistical information and which need to be synthesized and simplified for the common readers.

	Expected Outcomes
	The competency expected from this training is the ability of trainees to find a news report that uses data to support or develop its main point. They should be able to consider what and how much data is used, whether it is clear, whether it's cluttered and whether it answers their questions.
	Training Methodology
	Apart from the classical chalk-n-talk as well as powerpoint presentations, trainers will use a combination of methods that allows the trainees to identify evidence through data – statistics, figures, etc. Using a variety of local and regional newspapers, trainees will be expected to examine how stories are developed through data and statistics – the form and impact these have on the stories. They will interrogate the good and bad of using statistics (using examples from the newspapers). A series of practical exercises will be administered in groups and as individuals for trainees to make sense of data and use it in short (hard news) and long-form stories (features).
	All exercises will be based on a real story and from a real piece of journalism, whether it be a written or visual piece. These pieces will not already have infographics associated with them, so trainees will play the role of visual data journalist and create beautiful projects that could pair along with those existing stories either in print or on the web. Their work should live up to the high standards of those publications.
	Some ideas for exercises/evaluation
	From a given election stories within the region, reporters must interpret the opinion polls statistics (predictions), calculate percentage change in everything from property taxes to real estate values, make sense of municipal bids and municipal budgets, and divine data in government reports.
	Using examples from Journalist's Resource website, trainees will discuss good and poor use of data in news reporting. For example, trainees may be given a report or study linked to the Journalist's Resource website that requires some degree of statistical evaluation or interpretation. They will read the report and compile a list of questions they would ask to help them understand and interpret this data. This will be the basis of their story.
	The trainees' questions will be discussed, then evaluate one or more articles drawn from the report they've analyzed that attempt to make sense of the data in the study. Discuss what these articles do well and what they do poorly.

	A project may be based on current piece of journalism and require that trainees do their own digging and research to determine what data they’ll want to use and how that data should be displayed. The project can be a combination of any combination of statistical charts, graphs, maps and text. For example, they might design a diagram or step-by-step illustration of a process or concept found in a piece of journalism that the trainer provides.
	Another exercise could ask trainees to pick a topic of their interest and produce an infographic and/or diagram that tells the story visually. This project must be based around data that they discover.
	Some References
	http://joshmeltzer.com/teaching/jour241/category/homework/
	http://joshmeltzer.com/teaching/jour241/category/resources/
	http://datavisualization.ch/
	http://www.visualisingdata.com/
	https://knightcenter.utexas.edu/module/introduction-infographics-and-data-visualization-knight-centers-first-massive-open-online-cou
	http://cujournalism.com/digitalstorytelling/tag/infographics/
Newspaper and Magazine design and layout	Level of training: Intermediate to Advanced
	Target group: Those with experience in newspaper/magazine design and layout, typography, with an emphasis on physical appeal in the presentation of stories, creativity in text and image presentation; newspaper owners with interest in the professional presentation of news stories in print format.
	Duration of training: 200 hours (20% theory; 80% practical fieldwork and in-house mentoring; reporting, writing and newspaper design and layout exercises, using appropriate software)
	Training Schedule: 2 days per week @2.5 hours/day for 40 days
	Introduction to the module
	From the TNA conducted, it was evident that the design and layout of a newspaper and magazine had a big impact on readership and understanding of content. Much criticism was leveled against some newspapers with congested title pages, poor typesetting, poor flow of stories and poor choice of colours, etc. This module will introduce the learners to basic principles of newspaper and magazine design. It will emphasise on the elements that make up a professionally designed print publication and how this impacts on content comprehension, etc.

	Objectives of the module
	<ul style="list-style-type: none"> • To introduce the principles and practice of newspaper design and layout • To offer practical hands-on skills to the use of design software • To help trainees appreciate standards for good design and layout • To interrogate local and regional newspapers for professional design and layout
	Indicative module content
	<ul style="list-style-type: none"> • Understanding the basics of page design: Develop knowledge of page design principles and the ability to design solid page layouts. • Typography, page design and layout, dummy sheets, copy flow and copy handling, computerized pagination, make-up. • Enhanced Professional standards in design and layout newspapers and magazines: practical exercise interrogating known strong newspapers • Skills in using relevant software programmes and utilising a range of design and layout processes and techniques. • Practice: Using Adobe InDesign; Choosing, editing photos/graphics/service journalism; Sizing photos
	Training methodology
	<ul style="list-style-type: none"> • Powerpoint presentations • Handouts • Newspaper/magazine reviews and analysis • Practical design and layout using Adobe InDesign
	Some web References
	<ul style="list-style-type: none"> • Page Design Basics • Shaping text into columns • Rules of Thumb • Page template • Today’s front pages • Laying out a page • graphic error • Tools of the trade • Choosing, editing graphics, notes • The Newspaper Designer’s Handbook

On-site training/mentoring

This phase of the programme entails sending a trainer/mentor to work with the management of the media house to supervise implementation of the ideas from the training programme, and according to the specific needs and demands of the particular media organization. In collaboration with MHC focal point and selected print media houses, trainees will be placed in respective media houses with specific assignments to complete. These assignments will be mutually agreed with the editors and will feature key practical themes learnt during the training. Trainees will be required to devote at least 45% of the practical time allocated for the training. A finished product (new design of a newspaper, new innovation in the use of images in the print media, insightful stories published, etc) will form part of the evaluation by the trainer. Lessons learnt in the course of the mentorship will be compiled for future use by the client.

Training the trainers program

The trainer has a responsibility for sharing learning in a way that brings the best out in those being trained and ensures they are stimulated, inspired and motivated.

Sourcing trainers

Trainers for this program will be sourced from:

- Local journalism training institutions (Mt Kenya University, University of Rwanda, Institute Catholic de Kabgayi)
- Media industry: guest speakers from The New Times, The Nation Media Group, The East African, La Nouvelle Releve, The Daily Monitor, The New Vision, etc. The identification of guest speakers will be based on:
 - o their specific contribution in the print media content creation e.g. a renowned writer/columnist, winner of past writing competitions, etc.
 - o Wide experience as reporters and/or editors in the print media
 - o etc
- Selected Editors from the above media houses

The Program

The objective of the 2-day ToT program is to prepare trainers to effectively deliver training of the print media collaterals developed. The training will be focused on the following outline:

- Overview of print media content creation in Rwanda
- Introduction to the print media training collaterals

- Rational of the print content creation
- Distinction between good and bad print content
- Effective methodology for print content training
- Review of the print content collaterals developed
- Case studies

Monitoring and Evaluation of the training sessions

Measuring the training outcomes will go beyond the quantitative concerns of numbers trained and content produced, to assessing how the media in general improve on their basic functions of:

- producing reliable and credible news;
- providing relevant information to society;
- creating open and trustworthy forums/platforms for the free sharing and expression of informed opinion and debate among citizens;
- and how these all impact on progress towards development goals in the country.

Evaluation will be done at 3 stages

Pre-training stage: trainees will be assessed on their readiness to undertake the training, their preferred method of learning, their specific learning needs in each module and content/products expected.

During the training: Each module will have clear objectives against which achievements will be measured. These achievements will be evaluated based on ability to carry out hands-on practical exercises administered individually and in groups. Exercises will be real life case studies to make learning more alive.

At the close of each day of training, reviews will be made and take-home projects given. The presentations will form the next day's start of the session.

Post-training: Performance of trainees will be monitored in their workplaces in a close partnership between the trainers and the editors/media managers. Specific assignments will be given to be carried out after the training. The successful completion of these assignments will form the basis of the award of a certificate.

For the ToT, periodic assessments on the proposed content and collaterals, methodology, etc will be done. By the end of the ToT, it is expected that a concrete plan of how the collaterals will be delivered will have been deliberated and agreed upon.

For the actual training, M&E will be based on progressive practical exercises (involving field work and in-house media assignments).

For the Basic News reporting and writing part, the ability to write about 2 professional stories that can be

published in local and regional dailies will indicate good skills transfer.

For the critical and analytical writing part, trainees will be expected to report and write on a guided topic to the standards expected, in each of the different genres of specialized writing trained on. Publishable stories will be an indication of successful skills transfer.

Apart from the daily exercises, the photojournalism part will require a tangible publishable product in the form of a feature story (of minimum 3 pages) with professionally embedded, positioned and captioned images.

For the design part, the trainees will be required to work in selected groups to develop a professionally designed and layout publication. Stories will be populated in this publication.

The investigative reporting section will be monitored and evaluated based on the ability of trainees to identify a controversial subject of coverage that has a great public interest, define parameters of coverage, sources, images, angles, etc. The final story (in form of a feature) should be professionally done and worth of publication.

Budget Implications

The costs of the roll-out of the trainings will be determined based on the activities that will form part of the training. These include:

- Sourcing and invitations for trainers and trainees (calls, e-mails, hard copy invitations, etc)
- Hiring of training venues (including services like catering, PA system, etc)
- Stationery (folders, notebooks, pens, flip charts, marker pens, etc)
- Allowances for trainers (and facilitation for trainees during field work, etc)
- Coordination fees (with media houses during mentorships, etc)

Appendix: Sample Training feedback form

We would like you to give us feedback on what you have just been trained on. This information is valuable in helping us make next training sessions more interesting and useful to you. Below you will find a number of questions dealing with the completed training session. Most questions can be answered by circling a number on the scale to the right of the question. Where a written response is required, please write your reply clearly in the space provided. Please consider your responses carefully and answer truthfully. Everything you say will be held in strictest confidence. The information will be used only to help us make this training activity more responsive to your needs.

Module Trained on: _____

I. Content

1. Relevance of the topic to your job	Not relevant				Relevant
	1	2	3	4	5
2. Clarity of the module's objectives	Not clear				Very clear
	1	2	3	4	5
3. Level of instruction	Too basic				Too advanced
	1	2	3	4	5
4. Training coverage	Inadequate				Very comprehensive
	1	2	3	4	5
5. Time allotment	Too short				Too long
	1	2	3	4	5
6. Emphasis on details	Too brief				Too detailed
	1	2	3	4	5
7. Organization and direction	Disorganized				Well organized
	1	2	3	4	5
8. Treatment of the topic	Abstract				Practical
	1	2	3	4	5

9. Additional comments you may have on these or other aspects of the content of this training module/session

II. Training aids and handouts

1. Effectiveness of teaching aids	Not effective				Very effective
	1	2	3	4	5
2. Readability of	Not readable				Very readable
	1	2	3	4	5
3. Clarity of message of	Not clear				Very clear
	1	2	3	4	5
4. Appeal of	Not appealing				Very appealing
	1	2	3	4	5
5. Usefulness of	Not useful				Useful
	1	2	3	4	5

* Here you would insert the names of instructional aids used: handouts, slides, videos, overhead transparencies, etc.

6. Additional remarks you may have on these or other aspects of the teaching methods, aids, and handouts used in the training session

Instructor effectiveness

1. Mastery of the subject	Not knowledgeable				Knowledgeable
	1	2	3	4	5
2. Ability to transfer/communicate information and knowledge effectively	Very poor				Excellent
	1	2	3	4	5
3. Ability to arouse and sustain interest	Very poor				Excellent
	1	2	3	4	5
4. Openness to ideas of trainees	Not receptive				Receptive
	1	2	3	4	5
5. Encouragement of trainee participation	Did not encourage				Encouraged
	1	2	3	4	5
6. Time management	Very poor				Excellent
	1	2	3	4	5
7. Speed in talking	Too slow				Too fast
	1	2	3	4	5
8. Clarity of speech	Not clear				Clear
	1	2	3	4	5

9. Additional remarks on these or other aspects of the instructor’s effectiveness

IV. General

1. Please state the three most important ideas or concepts that you have learned from this session

2. Suggestion(s) to improve the session

V. Training logistics/administration

1. Quality of the meals	Very poor				Very good
	1	2	3	4	5
2. Quality of accommodation	Very poor				Very good
	1	2	3	4	5
3. Quality of transportation	Very poor				Very good
	1	2	3	4	5
4. Contact with staff members	Very poor				Very good
	1	2	3	4	5
5. Quality of training facilities	Very poor				Very good
	1	2	3	4	5

6. Please use the space below to indicate any suggestions you might have that will help us to improve the facilities and administration

APPENDICES

Appendix 1: FGDs Responses - Skills Gaps Identified

	Evaluation criteria	Skills Gaps identified
Headlines and sub-heads	Are they informative and inviting to readers?	<ul style="list-style-type: none"> • Missing key words on story headings
	Are they short and interesting?	<ul style="list-style-type: none"> • Uninteresting (boring) headings; some with heavy jargon
	Are they too long or too short and confusing?	<ul style="list-style-type: none"> • Unclear headings/titles (some confusing)
	Are they unnecessarily sensational?	<ul style="list-style-type: none"> • Some headings are not related to the content of the story
	Are headings/titles related to the rest of the story?	<ul style="list-style-type: none"> • Some headings/titles are very long (sometimes confusing)
		<ul style="list-style-type: none"> • Long stories with no sub-heads
		<ul style="list-style-type: none"> • some headings are unnecessarily sensational
Story variety	Does the newspaper have a good variety of stories – for all readers?	<ul style="list-style-type: none"> • Some newspapers have only few sections/Rubrics (no variety)
	Are stories interesting?	<ul style="list-style-type: none"> • some stories not interesting i.e. they are in the structure of the ‘minutes of a meeting’
	Does choice of stories show creativity and innovation?	<ul style="list-style-type: none"> • Many stories are not creative - boring

		<ul style="list-style-type: none"> • Most stories are related to Politics issues, culture, sports
Design and layout	Is the newspaper design and layout attractive and professional?	<ul style="list-style-type: none"> • Poor design and Non- Attractive layout of stories and images,
	Are stories professionally arranged?	<ul style="list-style-type: none"> • Lack of subtitles in many articles,
	Is the reader easily guided through the newspaper?	<ul style="list-style-type: none"> • Some images are not related to the content, others are out of the context
	Is type consistent and professional looking?	<ul style="list-style-type: none"> • Some images are too big (just to fill space for nothing!)
		<ul style="list-style-type: none"> • Most front pages are poorly designed – not attractive
		<ul style="list-style-type: none"> • There is a general lack of professionalism & consistence in design & layout in most local papers.
		<ul style="list-style-type: none"> • Some have crowded pages – too much colour, images, et.
Story quality	Do stories seem to be well researched with adequate, reliable sources?	<ul style="list-style-type: none"> • some are just opinions yet they should be well researched
	Are relevant quotes given?	<ul style="list-style-type: none"> • some have no clear story angles
	Are news stories based on fact or fiction?	<ul style="list-style-type: none"> • some stories are not balanced
		<ul style="list-style-type: none"> • Some stories are Very long – even 3 pages!
		<ul style="list-style-type: none"> • some have very Few sources

		<ul style="list-style-type: none"> • some have Quotes that are generally empty in meaning
		<ul style="list-style-type: none"> • many have no attributions – some stories sound fictitious
	Is the structure of the story logical? Are the 5Ws +1H clearly presented?	<ul style="list-style-type: none"> • Not all news stories follow logical structure of the story
		<ul style="list-style-type: none"> • In some stories, the 5Ws +1H are not clearly presented
		<ul style="list-style-type: none"> • most tend to follow only one style – inverted pyramid (sometimes seems boring)
	What makes the stories interesting or not interesting to read?	<ul style="list-style-type: none"> • some stories show creativity and of high public interest, others are too boring (inclusion of images makes some stories ‘come to live’)
		<ul style="list-style-type: none"> • Too many stories with political angles – no variety!
		<ul style="list-style-type: none"> • Some stories have complicated language (that may put off some readers)
	Do stories look well-balanced (with all sides represented)	<ul style="list-style-type: none"> • Most stories are not well-balanced, they tend to be biased in one side
		<ul style="list-style-type: none"> • This was observed depending on the ownership of the paper

	Is the language appropriate for readers?	<ul style="list-style-type: none"> • Some stories have difficult language (a reader has to consult a dictionary every time..)
		<ul style="list-style-type: none"> • Most stories (especially in Kinyarwanda) are ok in language
	Do stories observe ethical principles of news reporting?	<ul style="list-style-type: none"> • Most stories tend to follow ethical principles - some are however, a bit sensational and biased (not objective)
		<ul style="list-style-type: none"> • Some lack balance, evidence, etc
	Are there errors in grammar, punctuation, spelling, clear paragraphing, etc?	<ul style="list-style-type: none"> • Some stories in Kinyarwanda and English have grammatical mistakes
		<ul style="list-style-type: none"> • Some have errors in punctuation, spelling, etc
		<ul style="list-style-type: none"> • Some have v long paragraphs... a reader may give up reading
Values of news	Do stories have educative, informative or entertainment values? If no, what is missing? Do stories have human interest?	<ul style="list-style-type: none"> • most stories just inform and in v few cases, entertain or educate
		- lack of good investigative stories
		- shallow analysis of some stories
		<ul style="list-style-type: none"> • Interpretative skills not evident in most stories
		<ul style="list-style-type: none"> • Human interest is lost in some stories since there is no good interpretation on their impact on the readers

Images	Are they relevant to the stories?	<ul style="list-style-type: none"> Some images are misplaced (in the wrong place)
	Are they clear and well positioned in the story?	<ul style="list-style-type: none"> So many photos are copied from the internet and source not attributed
	Are they well-captioned (are captions informative or misleading?)	<ul style="list-style-type: none"> Poor captioning among a number of images
	Are they sensational?	<ul style="list-style-type: none"> In some papers, Too big photos
		<ul style="list-style-type: none"> Some Photos don't show any direct link to the story
		<ul style="list-style-type: none"> Some Captions are misleading and sensational
		<ul style="list-style-type: none"> Professional image placement is lacking in most papers
		<ul style="list-style-type: none"> Some images are wrongly linked to the story or subject
Marketability of content	Do you think the content characteristics would make a reader buy this newspaper?	<ul style="list-style-type: none"> Most Content is shallow not hooking readers to buy paper
		<ul style="list-style-type: none"> Some headlines are sensational enough to attract buying!
		<ul style="list-style-type: none"> Too little content of varied nature puts readers away
		<ul style="list-style-type: none"> Too many ads but little human interest content

Appendix 2: FGDs Responses - Training Needs identified

	Evaluation criteria	What training skills are needed to address these gaps?
Headlines and sub-heads	Are they informative and inviting to readers?	<ul style="list-style-type: none"> • Headline formulation i.e. What makes a good headline-
	Are they short and interesting?	<ul style="list-style-type: none"> • Angling of the story (different story angles – to enhance readership)
	Are they too long or too short and confusing?	<ul style="list-style-type: none"> • Editing skills – for grammar, punctuation, spelling, structure, etc
	Are they unnecessarily sensational?	<ul style="list-style-type: none"> • Story presentation – presentation using heads and sub-heads
	Are headings/titles related to the rest of the story?	<ul style="list-style-type: none"> • journalistic language of news stories - News writing, journalist skills, language skills (Kinyarwanda), communication skills,
		<ul style="list-style-type: none"> • Newsroom organization skills (structure, roles of staff, ...)
		<ul style="list-style-type: none"> • Training about the writing of headlines and editing.
		<ul style="list-style-type: none"> • In-house training for sub-editors to avoid errors.
		<ul style="list-style-type: none"> • Short courses in basic principles of journalism especially targeting writers.
		<ul style="list-style-type: none"> • The editors/journalists need continuous training of the ethical standards required in the journalistic field.
		<ul style="list-style-type: none"> • Differentiating good vs sensational headings, etc
Story variety	Do the newspaper have a good variety of stories – for all readers?	<ul style="list-style-type: none"> • Short-term training courses specific on the areas of choice made by journalists (health reporting, justice reporting, environment, etc)

	Are stories interesting?	<ul style="list-style-type: none"> • Training on Structure of newspaper (rubrics, columns, etc)
	Does choice of stories show creativity and innovation?	<ul style="list-style-type: none"> • Social responsibility of journalists skills,
		<ul style="list-style-type: none"> • Training on all journalistic styles for editorials, interviews, features, etc
		<ul style="list-style-type: none"> • Need training to create innovative stories in the news newspaper
		<ul style="list-style-type: none"> • Sourcing creative stories, including the ones which are rare
		<ul style="list-style-type: none"> • Journalists need to know the “So what” aspect. As in how do their stories affect the targeted audience?
		<ul style="list-style-type: none"> • The editors/journalists need training in subject specialization thus helps in the creativity and innovation aspect.
Design and layout	Is the newspaper design and layout attractive and professional?	<ul style="list-style-type: none"> • Training in Graphic Creative Design softwares(In design, Illustrator, etc)
	Are stories professionally arranged?	<ul style="list-style-type: none"> • Design and layout skills,
	Is the reader easily guided through the newspaper?	<ul style="list-style-type: none"> • Training on appropriate software for layout,
	Is type consistent and professional looking?	<ul style="list-style-type: none"> • Photojournalism skills (taking and positioning photos for newspapers)
		<ul style="list-style-type: none"> • Training about designing photos, doing cartoons for newspapers, etc
		<ul style="list-style-type: none"> • Train about newspaper production process

Story quality	Do stories seem to be well researched with adequate, reliable sources?	<ul style="list-style-type: none"> • Training in how to write a variety of news
	Are relevant quotes given?	<ul style="list-style-type: none"> • News Editing
	Are news stories based on fact or fiction?	<ul style="list-style-type: none"> • Mentorship in editorial meetings
		<ul style="list-style-type: none"> • News research skills, investigative reporting skills,
		<ul style="list-style-type: none"> • Language training especially Kinyarwanda & English
	Is the structure of the story logical? Are the 5Ws +1H clearly presented?	<ul style="list-style-type: none"> • Journalists need to know the “So what” aspect. As in how do their stories affect the targeted audience?
	What makes the stories interesting or not interesting to read?	<ul style="list-style-type: none"> • Attribution skills
	Do stories look well-balanced (with all sides represented)	<ul style="list-style-type: none"> • News gathering and writing
	Is the language appropriate for readers?	<ul style="list-style-type: none"> • The editors/journalists need continuous reminder of the ethical standards required in the journalistic field.
	Do stories observe ethical principles of news reporting?	<ul style="list-style-type: none"> • Training in news gathering and writing
	Are there errors in grammar, punctuation, spelling, clear paragraphing, etc?	<ul style="list-style-type: none"> • Continuous in house training for the journalists.
		<ul style="list-style-type: none"> • Training in news gathering , analysis and writing;
		<ul style="list-style-type: none"> • Continuous training for editors and journalists.
		<ul style="list-style-type: none"> • Continued in house language training for journalists and editors.

		<ul style="list-style-type: none"> • Training of reporters in Language skills communication including writing skills and linking this training to the journalism profession.
		<ul style="list-style-type: none"> • Grammar/punctuation skills
Values of news	Do stories have educative, informative or entertainment values? If no, what is missing?	<ul style="list-style-type: none"> • News gathering, analysis and writing
	Do stories have human interest?	<ul style="list-style-type: none"> • Need for editorial meetings to provide strong leadership at the newsroom level so that reporters can be guided to cover real news stories.
		<ul style="list-style-type: none"> • Identify news values in actual stories
Images	Are they relevant to the stories?	<ul style="list-style-type: none"> - Training in Photo Journalism, Graphic Design
	Are they clear and well positioned in the story?	<ul style="list-style-type: none"> • Photography training is necessary.
	Are they well-captioned (are captions informative or misleading?)	<ul style="list-style-type: none"> • Photojournalism trainings are vital as well as emphasizing creative and newsworthy pictures.
	Are they sensational?	<ul style="list-style-type: none"> • Writing skills for reporters
Marketability of content	Do you think the content characteristics would make a reader buy this newspaper?	<ul style="list-style-type: none"> • Editing skills for Sub Editors & Editors
		<ul style="list-style-type: none"> • Copy design & layout
		<ul style="list-style-type: none"> • Training on Editorial meetings (even in House trainings)
		<ul style="list-style-type: none"> • Training about photo editing
		<ul style="list-style-type: none"> • Training in content development is required for the journalist and the editors.

Appendix 3: Interview Guide for Senior Media Managers/Media Owners

1. What type of print media materials do you produce?
2. How frequently do you produce them?
3. What kind of facilities are required to produce the materials?
4. Who forms part of the production process?
5. How are print media reporters recruited? What qualifications do they possess?
6. What are their specific roles?
7. How well do they perform their roles?
8. What skills are critical to print media production – technical, managerial, cognitive?
9. How would you evaluate your staff on the basis of the above skills?
10. Focus on news/stories production: what would you consider a good print news story? How do you ensure this is reflected in your media house?
11. Do you support print media capacity building activities? If yes, which ones? How frequent should they be given? To which category of staff?
12. How do you assess the skills transfer to the job after the training?
13. What specific skills do you think your staff still require to polish?
14. How can these skills be acquired?
15. If you were to recommend a training plan for your staff (in print media), what aspects would be covered by that plan? What skills priorities would you recommend?
16. Do you favour in-house training / mentoring? If yes, how can it be implemented in your media house?
17. How do you assess the readership of your print publication?
18. What explains the low or high readership?
19. What are the managerial and environmental requirements needed to support the production of quality content in print media in Rwanda?

Appendix 4: Interview Guide for Editors, Sub-Editors, and Proofreaders

1. Do you have a house style (manual of editors/editors Guide)?
2. What guides your editing decisions?
3. What do you look for when editing/proofreading, etc.?
4. What are the challenges faced while editing journalists work in your media house?
5. In your opinion, why do those challenges arise? Who/what is responsible?
6. Have you undertaken any specific training in editing/proof reading? If yes, which?
7. What is your idea towards improving the standard of content in print media?
8. What are the major challenges faced in putting together the different elements that will compose a story?
9. Do you have an editorial policy in your media house?
10. How do you assess the content published in line with your editorial policy?
11. Focus on news/stories production: what would you consider a good print news story?
12. How do you ensure this is reflected in your media house?
13. Which capacity building activities do you support for print media content development activities to promote and How frequent and to which category of staffs?
14. How do you assess the skills transfer to the job after the training?
15. What specific skills do you think your staff still requires polishing?
16. How can these skills be acquired?
17. If you were to recommend a training plan for staff (in print media), what aspects would be covered by that plan? What are the skills priorities?
18. What is missing in terms of variety of stories, professional reporting, use of images, design and layout of the news product, use of color, quantity/depth of stories, etc.
19. What skills seem to be lacking in the way print media stories are reported? Who is to blame for lack of these skills (editors, managers, trainers, government, etc?)
20. If we are to transform the print media industry in Rwanda, what drastic steps need to be taken by the following categories of people: media managers, editors, reporters/journalists, photojournalists, etc.
21. What lessons can we learn from other print media houses or products that we know?
22. From your experience with new staff, how should training curricula in schools be reviewed to address gaps to ensure professional training for the print media?
23. In your opinion, what training methods seem to be more effective in training for the print media sector?
24. Do you favour in-house training? If yes, how can it be implemented in your media house?

Appendix 5: Observation Checklist

1. If editorial meetings are held, how frequent?
2. Are they conducted in a professional and well guided manner?
3. Is the assigning of reporters gender sensitive in print media houses?
4. Do journalists have sufficient equipments that help them in their duties (computers, recorders, etc)
5. Do editors stick to their editorial styles
6. What informs the choices of print news stories?
7. How is design and layout done?
8. What is the general tendency for allocation of stories for headlines, etc
9. How is captioning done?
10. What are the sources of images that accompany stories?
11. What skills gaps (challenges) affect the news production chain?

Appendix 6: Survey Questionnaire for Print Media Journalists

Dear Respondent,

As a print media journalist, this survey on Print Media Collaterals Development for Rwanda's Print Media Sector seeks your very honest responses in preparation for future print media training.

Please circle your response (s) and put (X) where necessary. For open questions, please write your responses in spaces provided. Do not write your names. Responses will remain confidential and for the purpose of this exercise only.

Thanks for taking your time to respond.

Media High Council

Directorate of Media Capacity Building and Professionalism

10. If you are trained, at what level?

- a. Advanced (degree)
- b. Intermediate (diploma)
- c. Basic (certificate)
- d. Very basic (on the job)

11. If you are not formally trained, what skills prepared you for print media reporting?

- a. in-house training
- b. external workshops
- c. mentorship by editor
- d. own initiative

12. What specific skills in print media reporting were you trained on?

- a. Interviewing skills
- b. Basic writing skills
- c. Story structure
- d. Photojournalism
- e. Other (please specify).....

13. Among the specialized reporting areas in question 7 above, which one (s) have been trained on?

- a.
- b.
- c.
- d.

14. What methods of training would you prefer for the most impact?

- a. In-house training
- b. In classroom/school
- c. Mentorship by editor
- d. Workshops
- e. Online
- f. Other(pleasespecify).....

15. Please give an HONEST EVALUATION of your ability to report and write a professional story?

- a. Excellent ability
- b. Very strong ability
- c. Strong ability
- d. Average ability
- e. Weak ability

16. On average, how many stories do you write per week?

- a. one
- b. two
- c. three
- d. four
- e. five

17. Who or what influenced your choice of print media reporting as a profession?

- a. Colleague
- b. Editor.
- c. Media stories
- d. Workshop training
- e. Own practice.
- f. Other (please specify)

18. What would you cite as YOUR GREATEST STRENGTH in print reporting?

- a. good language
- b. wide experience
- c. training
- d. mentoring
- e. Other (please specify)

19. What would you say is YOUR GREATEST CHALLENGE in print media reporting?

- a. Language
- b. Sourcing stories eg interviewing,etc.
- c. Writing up the story
- d. Editing the story
- e. Other reason (please specify).....

20. What critical problems does the editor usually pick up from your stories?

- a. Poor Language
- b. Poor story structure
- c. Weak vocabulary
- d. Inadequate information
- e. Lack of facts
- f. Poor images
- g. Other (please specify).....

21. Do you get the required mentoring from senior print media professionals to improve your professional skills?

- A. Yes
- B. No

22. Rate your ability to write the following pieces of stories (Put X in appropriate box):

	Excellent	Very Good	Good	Fair	Poor
Hard news (current)					
Feature stories					
Opinion stories					
Editorials					
Pictorials					
Reviews					
News analysis					
Leisure stories					
International affairs					

23. Rate your ability to do the following (Put X in appropriate box):

	Excellent	Very Good	Good	Fair	Poor
Design a newspaper newsletter					
Add images to a story (& caption well)					
Do Cartoons (caricatures)					
Design advertisements for the print media					
Develop good headlines/headings					
Write good leads					
Develop an online newspaper					
Write a grammatically correct story					

24. In your media house, how are stories selected?

- a. In an Editorial meeting
- b. Reporters individually pitch stories to the editor
- c. Editor arbitrarily assigns stories to reporters
- d. Other (please specify).....

25. Do you read other print news media in Rwanda?

- a. Yes
- b. No.

22. If you read other print media, which ones?

- a. newspapers
- b. magazines.
- c. newsletters
- d. other (please specify).....

23. How do you rate the quality of print media stories in Rwandan print media?

- a. Excellent
- b. very good
- c. good
- d. fair
- e. poor

24. In your opinion, which print media in Rwanda seems to be more professional?

- a. Imvaho Nshya
- b. The New Times
- c. La Nouvelle Releve
- d. Business Daily
- e. The Rwanda Focus
- f. Other (please specify).....

25. For the chosen print media, why do you think it is professional?

- a. deep coverage
- b. language used
- c. quality of print
- d. images used
- e. low cost
- f. other (please specify)

26. In your opinion, what professional skills are lacking in the quality and quantity of print media stories?

- a. Adequate/deep coverage
- b. Good print quality (design/layout)
- c. Good language/vocabulary
- d. Good structure of stories
- e. Good variety of stories
- f. Enough Facts (evidence)
- g. Other (please specify).....

27. What training do you URGENTLY need to improve your print news production skills?

- a. Specialized reporting (e.g health, environment.....)(specify)
- b. Writing opinion pieces
- c. Story structures (e.g writing leads)
- d. Photojournalism/news photography
- e. Design and layout of newspapers
- f. Gathering news -interviewing skills, etc
- g. Editing/proof-reading
- h. Print media law and ethics
- i. Writing features
- j. Design of news adverts, etc.
- k. Investigative reporting
- l. Interpretative reporting
- m. Typography
- n. Other (please specify).....

28. What supporting resources do you need to improve as a print media professional?

- a) Library (physical and virtual)
- b) Database(for statistics, etc)
- c) Other (please specify)

Appendix 7: Questionnaire for Print Media Reporting Students/Trainees

Dear respondent,

As a print media reporting trainee, this survey on Print Media Collaterals Development for Rwanda's Print Media Sector seeks your very honest responses in preparation for future print media training. Please circle your response (s) from the options provided. For open questions, please write your responses in spaces provided. Do not write your names. Responses will remain confidential and for the purpose of this exercise only.

Thanks for taking your time to respond.

Media High Council

Directorate of Media Capacity Building and Professionalism

1. Please indicate your gender:

- a. male
- b. female

2. What is your basic education level?

- a. Undergraduate (Bachelors Degree)
- b. Graduate (Masters Degree),
- c. Post Graduate (Phd, Postgrad Diploma),
- d. Other (specify)

3. If your education was not initially in journalism, please specify domain:.....

4. Indicate your category of educational institution:

- a. public
- b. private

5. Indicate the print media writing course (s) you have studied so far

- a.
- b.
- c.

6. What practical skills did the course teach you?

- a. how to get news from sources
- b. how to write news stories
- c. how to analyse news stories
- d. integrating images in stories...
- e. other (please specify).....

7. Do you now consider yourself: a. excellent b. very good c. good d. fair e. poor in the skills acquired?

8. What teaching methods made you acquire the skills?

- a. chalk and talk
- b. powerpoint presentations
- c. individual practical exercises
- d. group exercises
- f. tests/quizzes
- g. simulations
- h. other (please specify).....

9. What problems did you face when taking this course?

- a. language/grammar
- b. inadequate practical exercises
- c. too theoretical
- d. very little time
- e. group work instead of individual exercises
- f. wrong teaching methods.
- h. other (please specify).....

10. Have you written and published articles so far?

- a. yes
- b. no

9. If you have been published, how many stories are now published?

- a. one
- b. two
- c. three
- d. four

10. In what language are you published?

- a. Kinyarwanda
- b. French
- c. English

11. If you were to be taught the same course(s) again, list specific areas you would like to improve:

- a.
- b.
- c.
- d.

12. What teaching methods would help you acquire the skills you need?

- a.
- b.
- c.
- d.

13. If you have already done an internship or worked in the print media, what observed skills are lacking in the way things are done?

- a.
- b.
- c.
- d.

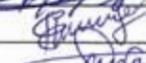
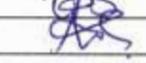
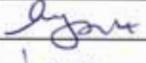
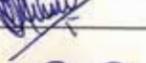
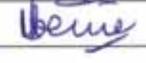
14. If you are a final year student, do you now feel ready to effectively handle print media writing assignments

- a. Yes
- b. No

15. If no, what skills do you feel are still lacking?

- a.
- b.
- c.
- d.

TNA Workshop to develop "training programme/requirements and collaterals for Print Media content development covering all (basic, intermediate and advanced levels of media practitioners) in Rwanda".

LIST OF INVITEES FOR FDGs at LEMIGO HOTEL					
NO	Family Name	Other name	Organ	Telephone	Signature
1	NDAHAYO	Obedi	INGENZI	788652659	
2	NTIHABOSE	Dieudonné	OASIS GAZETTE	785717374	
3	BURASA	Jean Globert	RUSHYASHYA	788350655	
4	UWERA	Astrida	AGASARO	788506370	
5	RUGAMBWA	Gerard	LA NOUVELLE RELEVÉ	788383802	
6	UWIMANA	Jean Pierre	GLMC	788609151	
7	MWESIGYE	Edouard	GLMC	0788681257	
8	TWIZEYIMANA	Albert Baudouin	PAX PRESS/SYFIA GRAND LAC	788735873	
9	NYIRANSABIMANA	Clarisse	Graphic Designer/Intego	788248969	
*10	MAZIMPAKA	Magnus	Rwanda Dispatch	784507033	
11	KAGIRE	Edmund	Nation Media	783629198	
12	MUVUNYI	Fred	IZUBA RIRASHE	788229494	
13	UMUTESI	Doreen	TNT	785694984	
14	KAYITARE	Jean Bosco	Graphic Designer/HOBE RWANDA	727738057	
15	NGENDAHIMANA	Samuel	IZUBA RIRASHE	788458630	
16	UWIZEYIMANA	Marie Louise	INTEGO	788596293	
17	HATEGEKIMANA	Jean Baptiste	ICK	788498511	
18	MURENZI	Mike	RMC	0788572457	
*19			REFO		
20	MUGANWA	Gonza	ARJ	788586225	
21	BYICAZA	Vicky	Panos Paris	788498905	
22	TUMWESIGYIRE	Peace	ARFEM	788560090	
23	SEHENE	Ruvugiro	Freelancer	788427792	
24	MICHELLE	Rose	IWPR	789047796	
25	ANJAWO	Ann R	MKU	784872629	
26	NTARINDWA	Theodore	UMWEZI		
*27	MUGABE	Robert	Association of Online Journalists	788350090	
28	HITIMANA	Bosco	Freelance Journalist	788581321	
29	RAMBA	Mark	UMUSEKE	788851873	
*30	MFITIYIMANA	Venuste	Student/UR_SJ	785605817	
31	KAMBANDA	Brown	Greatlakes Voice	789212571	
32	NAMATA	Berna	Nation Media	785197160	

Approval:

Signature:

Anatole MULINDWA



FGDs Attendance List

