



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!



A Study on the Access, Participation and Platform of Addis Ababa University Community Radio

By

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**A thesis submitted to the School of Graduate Studies of Addis
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ABSTRACT

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The aim of this study was to examine the Access, participation and platform of Addis Ababa University Community Radio (AAUCR). Both qualitative and quantitative methods were used in the study. Questionnaires, interviews, documents and observation were the tools employed for gathering the data from the community members and radio station staff.

Probability sampling (i.e., stratified sampling) and non-random sampling (i.e., purposive sampling) methods were used to select the subjects. Based on the information obtained, it was found that AAUCR focused on entertainment and educational.

Most of the respondents didn't hear the station; among those who didn't listened, they gave a reason that they didn't have any idea about the station. Because of the poor transmission technology and technical problem station didn't provided good access, and quality of the signal.

Community Radio is for the people, by the people to the people, but the participation of AAUCR was not found to be satisfactory in the overall activity of the station. The community was assumed to participate in decision making process through their representatives. Though, the study revealed that the station gave independent platform were the community members discuss about the issue but the community members were not presented their problem properly.

Finally, it was recommended that the station focus on participatory programs and feedback mechanism, settle permanent sit and promote the station to every members of the community.

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Acronyms

AAU: Addis Ababa University

AAUCR: Addis Ababa University Community Radio

AMARC: Association Mundial de Radios Comunitarians

(The World Association of Community Radio Broadcasters)

CR: Community Radio

CSA: Central Statistical Authority

EBA: Ethiopian Broadcasting Authority

ERIS: Electoral Reform International

EMMTI: Ethiopian Mass Media Training Institute

HOACBP: Horn of Africa Capacity Building Program

ICT: Information Communication and Technology

MOE: Ministry of Education

NGO: Non-Governmental Organization

PSB: Public Service Broadcasters

UNICEF: United Nations International Children's Emergency Fund

Definition of key terms

Access: It implies the availability of broadcasting services to the community. That includes signal coverage, quality, feedback system, proximity of the station, language (i.e. the language of the station enables the listening community to express itself)

Community: A group of people living in the same area, under the same area under the same local government and laws...bound together by a common environment and held together by psychological as well as economic, social and cultural bounds.

Community radio: A community radio is one that is operated in the community, for the community about the community and by the community.

Diversity of views: balancing views of information

Dialogue: conversation: talk of any kind between two or more people

Participation: Members of a community taking part in shaping, planning, developing, implementing and evaluating policies and actions which affect their lives and the life of their community.

Platform: It is a stage or opportunity provided for the community for the express purpose of discussion, debate, analysis, exchange of idea and opinions.

Forum: A place to express oneself: a medium in which the community may debate an issue or express opinions.

Practice: implementation/ performance

Chapter One: Introduction

1.1 Background of the study

From the total population of Ethiopia (73.75 million), 83.91 percent of the people live in rural areas mainly based on subsistence farming for their livelihood (Central Statistical Authority [CSA], 2010) and the infrastructure is significantly very poor. According to electoral Reform International (ERIS, 2011, p.10) of UK audience survey there are less than one percent internet users and the adult literacy rate is (29.8%).

In Ethiopia to read newspaper or magazine has barrier of illiteracy. So, to deliver information for different corner of the society mass communication play vital role. Mass media like radio, television, print and internet etc. play undeniable role to disseminate information with in the society.

But, to buy television is too expensive. Because of that Radio is the main source of news and information in Ethiopia, especially in the rural areas where 80% of the population lives (ERIS, 2011). So, radio is best alternative for entertainment, information, education and to mobilize the society.

The first provisional radio station was inaugurated in 1933 in a contract signed with an Italian company, however, the Italians handed over the installation in 1935 though retrieved it soon thereafter following the Italian invasion of Ethiopia in 1936, then, shortwave broadcasting was resumed in 1953 and by 1970 Radio Ethiopia operated from three locations and began broadcasting in six Ethiopian languages (Gebru, 2015, p.40). Since then, it plays an important role by providing information for the public.

Although Ethiopia has a long history of radio broadcasting the program has not covered the country yet; the Ethiopia Radio, reaches a potential audience of 45 million people on medium wave – just over half the population and the station broadcasts mainly in Amharic, but also has daily programs in Oromo, Tigrinya, Somali, Afar and English (ERIS, 2011).

In Ethiopia there are more than 80 languages are spoken. But there were around 9 radio broadcasts in the country that are owned by the federal and regional states until November 2010,

except Radio Ethiopia, all radio systems have been established from 2005 onwards (Jemal,2013, p.3).

To narrow this gap and develop participatory communication, the establishment of community radio in different parts of the country is of paramount importance. Community Radio is by far the cheapest mode of disseminating information and education among communities that often live in hard-to reach areas (Saeed, ?, p.1)

A community radio station is one that is operated in the community, for the community, about the community and by the community (Tabing, 2002, p.11). Many research indicate that community radio give the voice for the most disadvantageous group like children, women and poor.

In many countries Community Radio is recognized as a means of communication which has an important role to play in the development process and the advancement of good governance practices like harmonious social interaction, economic development, political participation, and the existence of culture and language. The relevance of community radio in Ethiopia is undeniable because of illiteracy in the nation, the existence of more than 80 nation and nationalities, the infancy of democratization as well as deep-rooted problems, such as poverty, diseases (HI1V/AIDS, malaria, TB, Cholera), lack of infrastructure and other development obstacles.

In Ethiopia, the community media would be instrumental in teaching the people about gender issues, education, health care, conflict resolution, family planning, harmful traditional practices, culture, politics and so on (EBA, 2001)

The pioneer of community radio was goes back to more than five decade ago to Latin America. Poverty and Social injustice were the stimulus for their first experiences; first it was begun in Bolivia in 1947 and known as the Miner's radios and another in Colombia in the same year known as Radio Sutatenza/Accioncultura popular (Fraser and Estrda, 2001, p.6). Community radio emerged in Africa three decades ago. The Government of Kenya was the first to open the door to UNESCO's proposal for setting up a community radio in May 1982 (Fraser and Estrda, 2001, p.10).

Though, the Ethiopian radio broadcasting history goes back to September 1935, the community radio is a new phenomenon for the Ethiopia media land scape. The proclamation of community radio is adopted in March 2006 and, the first community radio license awarded to Kore community in January 2007 (Getahun, 2006, p.9). But the Gulele pilot community radio and Sidama Educational had started practicing.

According to Ethiopian broadcast authority there are more than twenty eight community radios launched in different part of the country, around nine of them are owned by the university, including Addis Ababa University Community Radio (AAUCR). AAUCR got broadcasting license from Ethiopian broadcasting authority in August, 2013 and start broadcasting in February, 2014 (Ayele, 2016, p.2).

1.2 Statement of the problem

In Ethiopia there are more than 80 nation and nationality. All of them have had their own language, culture and social norm. So, to address each nation and nationality by state radio is very difficult. Rather, Community Radio may address different segment of the country accordingly and addresses the question of community, by community and for the community. Community broadcasting generally refers to broadcast media which are independent, civil society based and which operate for social benefit and not for profit. (Tabing, 2002, p.9)

Community Radio has great and positive impact on a given society, but the practice is not raised much expected. Because of its broader use in bridging literacy gap, geographical distance, language barriers and its affordability in terms of the cost to reach the masses, community radio is relevant communication technology for developing countries (Kassahun, 2012, p15).

Some community stations, especially in countries which have quite recently adopted a democratic system of government, focus on explaining the implications of democracy and civil society, raising awareness on people's rights as well as their obligations. In addition, community radio stations must be available, accessible, acceptable, accountable and affordable to their listeners as discussed below:

- Available to community residents so that they can participate in the programmes, express their needs or discuss issues of interest relating to their own community
- Accessible so that community members can reach the station and benefit from it. It should be based within the community it is serving. Community members should have equal access to the station
- Acceptable to the people in the community and the station should cater for everybody in that community. It should be sensitive, and respect the languages, traditions, beliefs and cultures of that community
- Accountable by being answerable to the community it serves
- Affordable to the community as people should be allowed to contribute what they can afford to help sustain the station. (Community Radio Manual, 1999 as cited Oluyinka O,?, p.4).

As the country is in critical development problems, one expects the media to supplement and encourage the process of producing informed citizens, i.e. citizens that can decide and act based on the development information to participate in transforming the nation (Birhanu, 2006)

Ethiopian Broadcast Authority proclamation No.553/2007 article 47 gives the power to issue regulations and directives necessary for the proper implementation of this Proclamation. Accordingly the Ethiopia Broadcast Authorities ratify a directive for community radio.

Ethiopian Community Radio Broadcasting service directive, No 02/2008, Part two article 3(2) and (2.1) state that, Community Radio Service based on common interest. The Community Radio service is not restricted with geographical area which gives service to those who have common interest and the community considered as the same and their interest is not covered by other media can be established in the following ways; Organized individuals and institution that are getting service in regard to education, work and others to satisfy the need of people who have direct service relation with institution.

According to Ethiopian Broadcasting Agency, AAUCR awarded 14 hours air time license but currently by unknown reason it is broadcasting only for eight hours (Ayele, 2016, p.3).

Ethiopia community broadcasting service directive No. 02/2008:1; stated that; Community Radio Broadcasting Service plays a significant role in fulfilling education, information and entertainment needs of a community which the commercial and government broadcasting service do not cover.

Community Radio main objective is to address the interest of the community. But in my observation AAUCR does not seem to be participatory, accessible and accountable for respective audience. The communication between the AAUCR and the student is not effective (Mentamer, 2017, p. i). This indicates that the accessibility, participation and platform of the station were poor. The main factor is that the station did not appreciate audience to participate in program production (Mentamer, 2017, p. i).

As a result, the role of this Community Radio in promoting social development and technological transfer is not researched well. Therefore, I believe that there is an immense need

to study the contribution of Community Radio for dissemination of information, education, entertainment and mobilization of the society for development and to analyze its actual impacts on people's access to and dissemination of information in the community. This study examined the access, participation and platform of Addis Ababa University Community Radio FM 99.4.

1.3 Objective

1.3.1 General objective

The general objective of the study was to examine the Practice Access, Participation and Platform of AAUCR FM 99.4.

1.3.2 Specific objectives:

Specific objectives of the study included:

- Identifying the main programs transmitted by AAUCR
- Evaluating the applicability of the principles of public access in AAUCR
- Evaluating the applicability of the principles of public participation in AAUCR
- Examining whether AAUCR gives independent platform for its community members to discuss issues of concern to them

1.4 Research Questions

This study aimed at addressing the following research questions:

- What types of programs are transmitted via AAUCR?
- How does AAUCR apply the principles of public access?
- How does AAUCR apply the principles of public participation?
- Does the AAUCR provide an opportunity for the community member to discuss issues of concern to them?

1.5 Significant of the study

The outcome of the study would be valuable to

- Journalists, administrators, AUCR staff members and community members of the overall practice of Addis Ababa University Community Radio,
- Other communities with respect to initiating the opening of Community Radio;
- The community members to exercise and develop the actual practice and strength their own identities, interests, languages, work habits, skills, moral rearmament and there by develop their knowledge; and
- For researchers who might want to study the practice of community radio in Ethiopia.

1.6 Application of the study

According to ministry of education, currently 32 universities are there in Ethiopia and other 10 new establishment universities are constructing in the second growth and transformation plan (MOE, 2015).

Therefore the finding of the study will be helpful to find way for other universities with the need to establish Community Radio stations. And it will also helpful to identify and maintain the AAUCR strength and find out its weakness to strength it. Other researchers who are interested to examine further on community radio stations owned by universities can use this as a reference.

1.7 Scope of the study

First, the study covers only Addis Ababa University Community Radio station which is located at capital city, Addis Ababa. Second, the study focuses on the applicability of the principles of public access, participation and platform in Addis Ababa University Community Radio FM 99.4

1.8 Limitation of the study

Despite Addis Ababa University encompasses 17 campuses, the study focus only the students from School of Journalism and Communication, College of Business and Economics, College of

Health Science and Addis Ababa Institute of Technology. This limits audience survey of the research.

Chapter two: Literature review

2.1 The Concept of Community Radio

According to (AMARC, 2007, P.27) CR serves for the well-being of local communities by facilitating to achieve millennium development goals and things like education and health; it involves also issues such as happiness, self-esteem and quality of life. It also gives voice for voiceless and power for powerlessness, contribute for accountability, equity and civil rights, ensure the full and effective participation of women, participatory and inclusive of marginalized groups, explore weaknesses and threats as well as strengths and opportunities.

Community Radio has many crucial functions, but there is no conventionally agreed definition. The definition of community radio is different by different scholars. Even the term community radio is not uniform all over the world rather community radio described in different terminology. And to complicate matters further, there have been various terms applied to small-scale radio broadcasting such as ‘local’, ‘alternative’, ‘independent’, or ‘free’ radio (Fraser and Estrada, 2001, p.4), popular media, miner’s radio or peasant radio in Latin America.

In Europe they refer to associative radio, free radio, neighborhood radio or community radio. In Asia they are termed as radio for development and community radio. In Oceania they speak as aboriginal radio, public radio and community radio and also in Africa they refer to local radio and bush radio (Getahun, 2006, p.16).

Though, there are different conceptual disparities, there are some agreeable characteristics in order to differentiate the community radio from the other forms of radio such as public and commercial radio. As basic characteristics most of scholars agreed that community radio is non-profit making, community ownership, control and participation of community (AMARC Africa and Panos Southern Africa, 1998), (Fraser and Estrada, 2001). The phrase capture simple and precise element, accordingly researcher can state the definitions, characteristics and functions of community radio.

The word community by itself can have different meaning; according (Tabing, 2002, p.11) stated that community can be territorial or geographical - a township, village, district or island. It can also be a group of people with common interests, who are not necessarily living in one defined territory. Consequently, Community Radio can be managed or controlled by one group, by combined groups, or of people such as women, children, farmers, fisher folk, ethnic groups, or senior citizens. (AMARC & Panos, 1998, p.13),(Fraser and Estrada, 2001, p.3-4) stated that the term 'community' refers to a collective or a group of people sharing common characters and/or interests

Community Radio is a venture with the extraordinary capacity to change the life of the society (Regen, 2005, p.10). Other scholars defined it as a community radio station is one that is operated in the community, for the community, about the community and by the community (Tabing, 2002, p.9). Community radio allow members of a community to gain access to information, education and entertainment (AMARC, 1998, p.9)

The World Association of Community Radio Broadcasts (AMARC, 2007, p.24) also provided a more detailed definition of Community Radio as: it is a new phenomenon worldwide tier of radio broadcasting. Communities have got an alternative means to express their own issues, concerns, cultures and languages. The expansion of CR is the result of the reduction of diversity of voices that accompany the formation of media conglomerates that accompanies the globalization processes.

Community Radio tries to mixes old and new ICTs. The use of CR worldwide is raised because it accompanies the expansion of new ICTs shows the existence of a positive link between ICT & CR. CR shows the merit of mixing old and new technologies with CR.

Generally Community Media is community owned and controlled, giving access to voices in the community and encouraging diversity, creativity and participation, it also provide a vital counterbalance to the increasing globalization and commercialization of the media. (Aqgrabawi, Zaidah and Kuttah, 2006, p.1-2)

2.1.1 Characteristics of Community Radio

Generally the Broadcast industry is mainly divided into public, commercial and community. (AMARC Africa and Panos Southern Africa, 1998, p.15) simply put their difference as it is;

Public broadcasting refers to a broadcasting service provided by a statutory body, usually state-funded but publicly owned, which means that it is run independently from the government and its budget is determined through parliament.

Commercial broadcasting is a private broadcasting service operated for profit and controlled privately by independent commercial groups or individuals.

Community broadcasting is referred to as a broadcasting service not for profit, owned and controlled by a particular community under an association, trust or foundation. In some instances it can be owned by non-governmental organizations working in communities.

Fraser and Estrada, (2001,p.4) stated the difference and similarity of community radio from public and commercial radio; The main difference is that while the commercial and public service models treat listeners as objects, to attract advertisers or to improved and informed.

Also Howley (2002), as cited in Aqrabawi, Zaidah and Kuttub, (2006, p.2) explain how Community Radio differ from their commercial and public media. First he stated that, community media provide local populations with access to media production and distribution. Second, the organizational culture of community media gives priority volunteerism over professionalism and promotes participatory management, governance and decision-making. Third, community media reject market-oriented approaches to communicative practices and are philosophically committed to nurturing mutually supportive, collaborative, and enduring communal relations.

In sum Community Radio main objective is to treat its listeners as subjects and participants. But, Community Radio in not only this, rather in the cultural context of the community it serves; it deals with community issues in the local language or languages; it is necessary to focus local

problems and concerns; and its aim is to cope up the community to promote socially, culturally, and economically.

So, Community Radio falls under the community broadcasting category which is owned and controlled by the community. Its specific focus is to make its audience the main protagonists, by their involvement in all aspects of its management and program production, and by providing them with programming that will help them in the development and social advancement of their community (Fraser and Estrada, 2001, p.15).

There are a wide range of more detailed definitions and descriptions that can be found in policies, laws and regulations as well as in academic analyses and practitioner discourse but it is useful to start with these basic elements. (AMARC, 2008) state the basic characteristics of community radio;

Independence; means the service should not be directly or indirectly controlled by anybody of centrally or local governmental, or face undue influence by such bodies through ownership or funding. It also independent from commercial interests and or other commercial entity should be able to own or otherwise exercise control over the service. Community broadcasters should also be editorially independent from any political party or religious institution.

Civil society-based; implies forms of ownership and control that can be expected to promote and support community participation in program making, operation and management, and including mechanisms to ensure the provider is accountable to the community.

The operating is for social benefit and also not profit; mean the achievement of objectives that contribute to the social and economic well-being of the community. Any profit should thus be used wholly and exclusively for securing the future of the service or for the delivery of other social benefit to the members of the public or community that it is intended to serve.

Tabing (2002, p.11) also mention the characteristics of community radio; It encourages participatory democracy, it offers the opportunity to any member of the community to communicate and participate in program making, management and ownership of the station. It also uses technology appropriate to the economic capability of the People, this will help free

from dependence from the external source. It is motivated by the community well-being, and to promote and improve problem solving issue rather than commercial consideration.

2.2 Principle of Community Radio

To facilitate full democratization citizen have the right to get reliable, accurate, and timely information. So to keep up public interest, broadcast should incorporate the principles of access and participation.

2.2.1 Access

Access implies the availability of broadcasting services to all citizens; (Fraser and Estrada, 2001, p.16) the feedback channel is always open and full interaction between the producers and receivers of messages is maintained. (Tabing, 2002, p.11)

According to UNESCO, (HOACBP, 2002; 10 as sited from Getahun, 2006, p.23).guidelines, access involves the following issues:

- Signal reach (i.e. the station's signal effectively covers its listening community).
- Reception (i.e. the listening community can receive the signal)
- Physical access (that the location of the station permits as great interaction as possible between it and its listening community)
- Language (i.e. the language of the station enables the listening community to express itself as fully as possibly)
- Culture (i.e. the culture represented by the output of the station's programs)
- Scale (i.e. the size of the listening community makes possible genuine participation of its listening community)

2.2.2 Participation

Participation implies that the public is actively involved in planning and management, and also provides producers and performers (Fraser and Estrada, 2001, p.16). One of the main characteristics of community radio is active participation of the citizens onward from formation the radio till the end product of the radio program.

Citizen participation can be expressed in different way (Fraser and Estrada, 2001, p.16) stated that; the community its aims to serve; the community participates in formulating plans and policies for the radio service and in defining its objectives, principles of management, and programming.

Rather than having producers prescribed program, community should participates in decisions related to programed content, duration and schedules and community should also engaged in selecting types of programs they want. The communities have the right to suggest comment and criticism. There is unrestricted way, if the community needs to produce programs, and to help the radio station, using the technical production facilities.

Generally citizen's participation in radio is allowed at all levels, from planning to implementation and evaluation of the project. (Destaw, 2012, p.21) mention that citizens involves in the decision-making process, including making decisions about the contents, duration and program schedule, the citizens, or their representatives, also have a voice in the management and financing of radio program projects, idea generation, selecting themes, research, program planning, production, editing, program monitoring and evaluation. Community mandate encompasses not only management but also ownership of the radio. (Tabing, 2002, p.12)

Participation is the main bridge that interconnects audience and the station. Programs like interview, opinion, song on request, debate, competition, profile, experience sharing and vox pop ensure participation of listeners (Destaw, 2012, p.23)

2.2.3 Management

Obviously community radio is owned by the community. However, there could be cases where formal ownership was in the hands of a body external to the community, but which has passed the facility to the community for its independent and exclusive use (Fraser and Estrada, 2001, p.16) they also indicate that, irrespective of formal ownership, the station's policies, management, and programming must be the responsibility of the community in order for it to be considered a true community radio.

The overall activity of the station is run by the community selected committee or management board, while day to day activity is operated by the station manager selected by the community

2.3 Function of Community Radio

Fraser and Estrada,(2001, p.18-22) state the following function that the Community Radio should full fill;

Reflect and Promote Local Identity, Character, and Culture; Culture is what a community says to itself, and what it says to others. Beside outside news and events that have a special interest or implications for a community, Community Radio should provide programming that is particular to focuses on local culture, community's identity, character, and local content.

Community Radio provides diversity of programs and content; Community radio, should also encourage open dialogue and democratic Process to all sectors and people in a community, creates a diversity of voices and opinions on the air by making roundtable discussions, reportage, interviews, talks, call-in programs, live broadcasts of meetings in the community, etc.

Community Radio promotes development and social Change; People in poor communities tend to be alert about their situation. Community Radio should create holistic perception of the local reality and of the options for improving it.

Promote Civil Society; civil society is that multiplicity of social institutions that allows a society to live in harmonious coexistence. It creates its own standards and values for individual and group behavior, rather than having them imposed from above.

Community radio Promote good governance; by playing a community watchdog role, it makes local authorities and politicians more conscious of their public responsibilities, and by giving them a platform to air to express their grievances.

In many traditional societies, women and youth and ethnic and linguistic minorities are virtually ignored in community affairs. Therefore, community Radio gives voice to the voiceless in the community. In poor rural areas where telephones hardly exist so, Community Radio replaces them to an important extent by broadcasting messages

2.4 Challenge of Community Radio

Sustainability of Community Radio is a global challenge, in spite of increasing positive experiences of socially sustainable CR, financial and technological sustainability remain a challenge that often distract CR practitioners from dedicating themselves to ameliorate radio production, increase community participation and pertinence of programming (AMARC,2007, p.7). Community Radio faces challenges regarding capacity building and enhancing local ownership. There is also absence of a friendly legislation; the existence of media oppression and military threats are a generalized barrier to the development of community radio.

Since, Community Radio is the recent phenomenon in Ethiopia, faces a lot of challenge (Jemal,2013, p.19) mentioned three basic problems are encircled with three basic problems; First, the number of Community Radio broadcasters is significantly very low to serve the townspeople let alone the rural people who are the preponderant citizens of the country; Second, because community radio was started to be established tardily, the experience and knowledge in managing and running its programs is insufficient. According to Desta (2007, p.80) “lack of awareness on community broadcasting within the country” is the main reason for community radio’s being belatedly established. Third, since Ethiopia is an ethnically diversified country with more than 80 languages, to set up community radio for all most each language speaker or ethnic group demands a huge investment.

On the contrary of the above statement(Tabing,2002, p.15) stated that the operation of the Community Radio is not much difficult than other radio station; because the operating cost is

very low, mostly related to electrical consumption, spare parts, maintenance and office supplies. Fraser and Estrada, 2001, p.9 also added that Community radio required 10-watt FM transmitter that could run off a 12-volt car battery or even solar panels; and the second, was for a simple and cheap audio mixer, similarly powered, for bringing together sounds (voices, music and sound effects) into a single programme for broadcasting. The other necessary items, such as tape recorders and record turntables, could be purchased at reasonable prices in the market.

Since a community radio serves the interests of the community, people easily assume responsibilities in the operation of the station. Volunteers, who receive, if any, minimal honorarium, staff the station, management is trained in how to raise money from local, national and international sources for example through donations other fundraising activities.

2.5 Evolution of Community Radio

Community Radio is a recent phenomenon in comparison with public and commercial radio. The pioneering community radio goes back to 1947 in Latin America.

2.5.1 Beginning of Community Radio

Many researchers indicate that the concept of Community Radio was emerging because of poverty and lack of social justice. The concept of Community Radio had started since 1947 in Bolivia among the tin mining communities when they needed a format to discuss the issues in their day to day lives and known as the Miners' radios and another in Colombia in the same year, known as Radio Sutatenza/Acción Cultural Popular. (Fraser and Estrada, 2001, p.6) (Regen, 2005, p.10).

Now, the concept has spread worldwide, though development in different regions remains uneven. The history of community radio in United States dates back to 1906, the eleven years boy established the first amateur radio in New York (Geathun, 2006, p.31). The second UNESCO Community Radio initiation was promoting "free flow of ideas by word and image". By this context UNESCO addressed the Asia and Africa continent and the 1983 the first Community Radio was established in Asia, Srilanka. In 1990's Community Radio expanded in a rapid pace in Asia (Fraser and Estrada, 2001, p.10). Then after Community Radio disseminated

in different corner of the world like Tonga, Haiti, Cape Verde, St Lucia, Trinidad and Tobago, Surinam, Jamaica, Guyana, the Philippines, and many others

2.5.2 Background about Africa Community Radio

“The free exchange of ideas and knowledge” and promoting “free flow of ideas by word and image”. In this context, UNESCO launched an initiative to support Community Radio in 1980 (Fraser and Estrada, 2001, p.8)

By the initiative of UNESCOs proposal Kenya government was the first to open the door for Community Radio. Homa Bay was the first Community Radio in Africa that was opened in 1982 and run for two and half years until the government of Kenya shutdown. Following to Kenya Community Radio Siri Lanka Broadcasting Corporation recognized the service.

The political Land scape of the world is changed that has been changed and move towards democratization and decentralization since 1980’s so, community radio has been expanding at a fast pace.

Community based radio stations spread rapidly in South Africa after the fall of Apartheid. Now a day, most of African countries have community radio. Article 19, i.e., “Broadcasting policy and practice in Africa” helps for the development of media in Africa (Article 19, 2003). With current trends toward empowerment and civic participation, the role of community radio is taking an increased importance, both in the developing and donor worlds. One of the strengths of community radio was that the participants do not need to know how to read or write (Destaw, 2012, p.29)

2.5.3 Background about Ethiopian Community Radio

Community Radio in Ethiopia is a very recent phenomenon relatively to the Community Radio history in the world. Oxfam Canada, which is an international NGO working in information and communication projects under its horn of Africa capacity building program was quoted as the first to begin promoting community radio in Ethiopia after it organized a symposium in Addis Ababa entitled “Promoting Community Radio in the Horn of Africa” in January 2002 (Ayele,

2007). According to Ayele there were More than hundred peoples conducted the symposium from eight country of Africa including Ethiopia, to share the experience.

Seven months after the first regional symposium was conducted, another national symposium was scheduled in Addis Ababa in July 2002, to review and analyze the possibility of development of community radio in Ethiopia and to identify mechanisms for the promotion of community radio as well.

The development of community radio in Ethiopia is associated with the Broadcast Law which was enacted in 2006. Following the amendment of the community radio proclamation the authority issued the first license for Kore community which is founded in southern part of Ethiopia and broadcasted in 2010 (Getahun,2006, p.33).

The EBA provided a detailed and revised “Community Broadcast Service License Issuance and Work Procedure” in 2008 (Destaw, 2012, p.30). According to EBA (January, 2016) report; Ethiopia has 28 Community Radios: nine are in the hand of higher education institution; Addis Ababa University Community Radio is one of among them.

2.5.4 Addis Ababa University Community Radio FM 99.4

Many research showed that the beginning of university or campus based community radio was started in the U.S.A in the 1960s and was soon to spread to Canada, Europe and then to Africa. In Africa university radio stations first established in several universities across South Africa (Oluyinka O,?, p.4). Student radios are a form of Community Radio station serving institutional communities like organizations, universities and colleges.

Addis Ababa University Community Radio was established in august, 2013 and start broadcasting in February, 2014 (Ayele, 2016, p.14). In the beginning the radio station was located former Ethiopian radio studio during Emperor Haile Sellassie I and Dergue regime as ministry of information.

According to Ato Nigatu (personal interview with Ayele, on November/2015) the idea to establish community radio was raised before Addis Ababa University incorporated Ethiopian mass media training institute in 2004 as faculty of journalism and communication.

The initiative was begun before the replacement of Ethiopian mass media training institute by faculty of journalism and communication under AAU. There was a committee which conducts study or assessment about frequency and took experience from Uganda and Kenya community radios. But due to shortage of finance the repeated attempt to get license was failed (Ayele, 2016, p.14).

Though, Addis Ababa University incorporated all facilities and movable equipment to community radio the license was no issued by the first application then after the second application has got acceptance the license on August/2013.

2.5.4.1 Mission and vision

Before establishing community radio AMARC Africa and Panos Southern Africa (1998, p.21) specify that ‘‘It is important for a community radio project to develop a clear mission statement, which establishes the goal of the radio station, its target group and the needs and/or interests it aims to address.’ In this point of view AAUCR point out its objective as; (<http://www.aau.edu.et/information/addis-ababa-university-community-fm-99-4-radio-station/>)

Greater community cohesion-through providing a communication channel to which all members of the community have access the community radio will increase communal interoffice rice/department knowledge ensuring that all group with the universities can work well together to achieve the universities vision and goals.

Education- increase communities’ knowledge base will improve the effectiveness of staff members and allow students to develop interests in wider range of areas, surrounding communities will also benefit through programs which aimed at range of educational level.

Skill management-students leave Addis Ababa University with strong theoretical background in the subject which they have studied, but little experience of a work place environment and have not had much opportunity to develop the skills which needed in the work place such as team

work, leadership, motivation and communications. AAUCR will give students the opportunity to experience such an environment, working in both leadership and team roles allowing them to develop and a wide range of skills which will be invaluable to them future work.

Vision-It envisioned being commendable media in practicing journalism profession and to source of information to the community.

2.6 Legal aspects about Community Radio in Ethiopia

The history of Community Radio in Ethiopia is not more than seventeen years. The absence of appropriate legislation or having not adequately precise criteria that define what is and is not Community Radio was one of a challenge in promoting community radio in Ethiopia some few years ago as it is true in some countries (Jemal; 2013, p.24).

In Ethiopia until the fall down of socialist regime there had not had broadcast proclamation. Though, the first ever broadcast proclamation was issued in Ethiopia 1998/9 (No. 178), unfortunately it did not able to show the types of broadcast services, i.e. state/public, commercial and community (Jemal,2013, p.25). Because of that, proclamation related to community broadcasting services was controversial in Ethiopia.

Ethiopian Broadcasting Authority reason out to declare community broadcasting service directive No. 02/2008:1; in the country because of, Whereas, a Community Radio Broadcasting Service plays a significant role in fulfilling education, information and entertainment needs of a community which the commercial and government broadcasting service do not cover; Whereas, it is necessary to expand and develop the service in order to fulfill the needs for information, education and entertainment of each nation, nationality, and people for the country being the home to various nations, nationalities and peoples; Whereas, it necessitates the appropriate usage of the limited radio frequency resource that belongs to the people in common.

This indicates that the government understands Community Radios irreplaceable role for education, information, development and democracy at all, the government initiates to award license of Community Radio for universities as higher educational institution.

Accordance with Article 47 of the Broadcasting proclamation No. 533/2007, Ethiopian Broadcasting Authority issued Community Radio broadcasting service directive, No 02/2008. According to this directive, Community Radio service categorized into two; namely geographical and common interest. Part two Article 3(1) explain geographical community service as, "...is established to the community who are living in a specific geographical area and having common language, culture, values and their interest is not covered by any other media;"

Part two article 3(2) define Community Radio service on common interest as, "...is not restricted with geographical area which gives service to those who have common interest and the community considered as the same and their interest is not covered by other media can be established in the following ways; 2.1. Organized individuals and institution that are getting service in regard to education, work and others to satisfy the need of people who have direct service relation with institution." AAUCR can be categorized this type of Community Radio service.

The current definition of community and Community Radio in "Community Radio Broadcasting Service Directive No 02/2008" Article 2(1&2) of the directive, define Community Radio Broadcasting service as; "Community" means the sections of a society having common interest and living in the same area geographical location. "A Community Radio Broadcasting service" means a non-profit making radio service established in the interest of the community that is guided and administrated by the community itself" which was related with the definition given by Tabing as well as Frazer and Estrada (Tabing; 2002,p.9, Frazer and Estrada; 2001,p.27).

According to the article, Community Broadcast Services aim at providing information, educational and entertainment services for inaccessible communities and thereby contributing to their political, social and economic development. "Community Radio Broadcasting Service plays a significant role in fulfilling education, information and entertainment needs of a community which the commercial and government broadcasting service do not cover;"

According to proclamation 533/2007 in Article 21 the license does not grant for Religious organization, profit generating organization, political party and foreign nationals. It shares common elements with South African Community Radio manual. "...South African Community

Radio license are not grant any party, organization, movement, body or alliance which is of a political nature” (Frazer and Estrada;2001, p.27).

CHAPTER THREE

METHODOLOGY OF THE STUDY

The main focus of this study was to investigate the practice of AAUCR based on theoretical principles by obtaining information from its assumed audience were in AAU. To acquire the necessary data, by merging both quantitative and qualitative research methods, to explore the organization practice, accessibility, audience’s (users) participation, legal grounds and media landscape of AAUCR

Employing these research approaches, efforts have been made to meet the main objectives of the research. Hence, in this chapter, I tried to clarify the justification to the methodology, the specific methods of research, sampling procedures and form of data analysis.

3.1. Justification of the research methodology

This research was basically to examine access, participation and platform of AAUCR. The mixed methodological approach (qualitative with quantitative) were used in conducting the research, because it provides rich and detailed information in the local context

“As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.” (Creswell, J. W., & Plano Clark, V. L. 2011)

Quantitative inquiry helped the researcher to gather the data from the community on the aspect of access, participation and platform. Qualitative method also contributed to gather the data from staff and board members, documents and observation on the practice. In general, mixed methods research involves collecting, analyzing, and interpreting quantitative and qualitative data in a

single study or in a series of studies that investigate the same underlying phenomenon (Leech N, Onwuegbuzie A, 2008).

In view of this, it is possible to use both quantitative and qualitative methods for a single research project. It has also the advantage of complementing the limitation of one method with the other strength. So, using both quantitative and qualitative approaches in combination provides a better understanding of research problems that either approach alone.

3.2 Sampling design

Research design is a mapping strategy. It is essentially a statement of the object of the inquiry and the strategies for collecting the evidences, analyzing the evidences and reporting the findings (Yogesh 2006, p.77). In this study I was tried to examine the access, participation and platform of AAUCR. First the population of AAU was classified in to four strata (i.e. disproportional stratified sampling) then I used simple random sampling (blind folded) method to gather information by the questionnaires. It is helpful to avoid biases and to address most of the audience. On the In-depth interview the researcher used purposive sampling technique. The respondents of both methods are selected by the researcher according to their role on the AAUCR. On the analysis I have used the descriptive method that involves frequency, percentages, cross relationship between dependent and independent variables.

3.3 Sampling Techniques

The study used sampling to select the sample respondents for the sake of necessity, effectiveness, and economy of time, economy of labor and more detailed information. As Yogesh (2006, p.81) the research work cannot be undertaken without use of sampling.

A survey was a study that collects information by asking people questions. The information collected the data was generally numerical and suitable for statistical analysis. Because of the time and resource limitations surveying the audience of AAUCR at all were not possible, so, using sampling technique was more representative.

Significant data were collected from four campuses of AAU, i.e. School of Journalism and Communication, College of Business and Economics, College of Health Science and Addis

Ababa Institute of Technology. I distributed 40 questioners for each (160 total) college and I collected 134 responses and used.

In this study, probability (i.e. disproportional stratified sampling) method was used to select samples from the community. Disproportionate sampling means that the size of the sample in each unit is not proportionate to the size of the unit but depends upon considerations involving personal judgment and convenience (Yogesh, 2006, p.88).

First I tried to classify the community in to four strata (School of Journalism and Communication, College of Business and Economics, College of Health Science and Addis Ababa Institute of Technology.). Then I distributed the questioners to this strata by using simple random method (blind folded) to select 160 respondents.

Due to this, for the questionnaire, 160 respondents were randomly selected from the community. The respondents were selected from each stratified sampling (i.e. school of Journalism and Communication, college of business and economics, college of health science and Addis Ababa institute of technology).

On the other hand, interviewees were selected by using non-probability sampling (i.e. Purposive sampling). They were selected purposively depending on their contribution, position and availability in the station. Thus, interviews were conducted with the station coordinator, two board members, and four staff members of the station (Getaneh Mekunanet, Mathiwos Tadesse, Nigatu Merdassa, Dawit Kebede, and Abaynesh Shibabaw).

3.4 study area and population

Addis Ababa University founded in March 1950 as University College of Addis Ababa by Emperor Haile Silassie I, later it was renamed Haile Silassie I University in 1962. The institution received current name in 1975; Addis Ababa University.

Addis Ababa University main campus found in the capital city of Ethiopia with in Gulele keifle ketema, around Sedist Kilo. The university contributed to the development of the intellectual and skilled human resource of the country. According to AAU registrar office, in 2017/2018

academic year there were 50,771 students, among them 15,917 were female student. Beside the student AAU has 5020 staff members.

According to Addis Ababa University Communication Office, (2013, p.1), currently runs 225 graduate programs, of which 69 are PhDs. It also has about 70 departments which offer undergraduate programs. Over 222,000 students have graduated from AAU since establishment. Addis Ababa University accompanies 12 colleges, 11 research and teaching institution and 12 schools.

3.4.1 School of Journalism and Communication

School of journalism and communication is one of the schools of the university. Addis Ababa University Communication Office, (2013, p.27), The Ethiopian Mass Media Training Institute (EMMTI) was established in 1997 by a decree of the Council of Ministers Regulations No 19/1997, pioneering formal journalism training in the country. After the establishment of EMMTI, it started to give cognitive and practical skills with an academic award at a certificate level. Side by side, two departments (Print Journalism and Broadcast Journalism) started long term training in 2002 at diploma level. Then after, in 2003 the former EMMTI came up with the plan to offer a BA Degree Programme in Print Journalism and Broadcast Journalism. After the Ministry of Education was approved the plan, the EMMTI was made to merge with AAU in February 2005 with the then Graduate School of Journalism and Communication. The merger created the Faculty of Journalism and Communication (now re-named as the School of Journalism and Communication), and the old EMMTI was made to form the Undergraduate Division of the Faculty, while the Graduate School of Journalism and Communication formed the Postgraduate Division.

3.4.2 College of Business and Economics

The College of Business and Economics (CBE) consists of the former Faculty of Business and Economics (established in November 1990) and School of Commerce (established in 1943). The main office of the College is located at the Old “Crown Prince’s” compound), popularly known as FBE. Since its inception, the College has contributed much in the area of business and

finance, economics and public administration. (Addis Ababa University Communication Office, 2013, p. 31)

3.4.3 College of Health Sciences

The College of Health Sciences (CHS) was established in 2009 by reorganizing of previously separate institutions of health under one umbrella. The College is comprised of the School of Medicine (SoM), the School of Pharmacy (SoP), the School of Public Health (SPH) and the School of Allied Health Sciences (SAHS) and the Tikur Anbessa Specialized Hospital (TASH). The SAHS offers professional training in nursing, midwifery and medical laboratory technology. (Addis Ababa University Communication Office, (2013, p. 93)

3.4.4 Addis Ababa Institute of Technology

Before March 2010, the Addis Ababa Institute of Technology (AAiT) was called; the Faculty of Technology. The Faculty of Technology, in turn, had formerly been called the College of Engineering. That College of Engineering was established in 1953. In 1961, the College became a part of the Addis Ababa University. In 1965, the College of Engineering moved from the Technical School Compound to Arat Kilo Campus (Science Faculty) of the University. In 1969, the College finally moved to its present campus at Amis Kilo, between the Arat Kilo Campus and the Main Campus at Sidist Kilo. The Faculty of Technology has been transformed to the Addis Ababa Institute of Technology in March 2010. (Addis Ababa University Communication Office, 2013, p.115)

3.5 Data Collection Tools

3.5.1 Questionnaires

According to Jonathan (2004, p.128), questionnaire is most effective when it used with in conjunction with other technique, especially with in-depth interview. The questionnaire contains 21 questions that are categorized under five parts (appendix A). It helps to investigate the audience socio demographic information, participation, access and platform. The questionnaire was prepared in English because most of the participants are expected to communicate in

English. I distributed 160 questioners by considering the returned papers i.e. the respondents may not return the whole questioners back. Out of 160 questioners 134 of them were returned back and among 134 questioners 123 were selected because 11 questionnaires were invalid.

These audiences in questionnaire weren't enough but other methods like; in-depth interview, observation and document analysis were implemented, so the numbers of participants were increased.

3.5.2 In-depth interview

Interviewing is one of the most commonly used methods for data collection. Interviews are appropriate for eliciting individual experiences, opinions, feelings and addressing sensitive topics. Interview statements were, in a strong sense of the word, 'data,' and they become sources of information only through analysis and interpretation (Jensen and Jankowski 2002, p.240). The study employed interview as a tool for gathering information about the practice and performance of the station. Staff and board members of the station were the target respondents.

The in-depth interviews enabled to obtain valuable information regarding AAUCR. Key informants (station manager, technician, reporter and editor) have been interviewed on the operation system of the radio station i.e. access, participation and platform. To this effect, I have conducted three sets of interviews with the following media personnel:

Getaneh Mekunanet (General Manager)

Mathiwos Tadesse (Chief Editor)

Nigatu Merdassa (Chef Technician)

Dawit Kebede (Reporter), and

Abaynesh Shibabaw (Reporter) as key informants about AAUCR FM 99.4 station i.e. access, participation, and platform. Totally 5 respondents were participated.

3.5.3 Secondary documentary data

Secondary data were obtained from the station's documents, reports, work plan, letters, etc. In addition, The Ethiopian Constitution, Press and Broadcast Proclamations and Policies have been reviewed to find out whether they guarantee the establishment of Community Radio.

3.5.4 Observations

The other instrument used to gather data was observation. 'Observation' refers inclusively to a set of research activities that involve the continuous and long-term presence, normally of one researcher, and generally in one delimited local (Jensen and Jankowski 2002, p.243.). The researcher studied all observable community phenomena and equipment's as long as they were accessible. The study used non-participant observation. Observation focused on the activities of the community in the station, the equipment of the media, the settings of the station and the participation of the community in the program preparation.

3.6 Operational Definition

The ultimate goal of this research was to measure access, participation and platform Addis Ababa University Community Radio. So access, participation and platform were dependent variable to. The rest (like age, department, sex, academic year...) were independent variable.

To say the station was accessible the signal quality and addressed each community members in good and excellent quality. The station location should be less than 5Km from the community. The language and the transmission time should also convenient to the community members.

To say there was participation of community members; the community members always or sometimes should involve in decision making, finance, program production and selection and discuss about the operation of the station.

To say there was platform the station should present diversity of view, the community should presented and discussed local problems and got solution and the station give democratic right for feedback.

3.7 Data analysis and interpretation

In this study accompanies mixed research method. The interpretation and data analysis was done after the data were collected. The data collected from the sample survey have been presented using SPSS software; by assigning code numbers to the pieces of information that have already completed the questionnaire. In the processes of analysis, I have used the descriptive method that involves frequency, percentages, cross relationship between dependent and independent variable. In addition, figures and tables have been used to present the data. Lastly, the data obtained from the survey have been complemented by the information acquired from the document analysis and in-depth interviews

CHAPTER FOUR

FINDINGS, PRESENTATION AND DISCUSSION

In this part of the paper, the researcher presented results of the study conducted on AAUCR and its audiences. For this research the researcher used both quantitative and qualitative methods so as to ensure the quality of the study. The chapter included performance of AAUCR, access, participation and platform of the station.

4.1 Demography of the respondents

This study tried to assess the access, participation and platform of Addis Ababa University Community Radio station. Considering the capacity of the researcher in terms of time and other relevant resources as well, the paper attempted to deal with the issue thorough the students. Given this introduction, the following table presents the demographic information of respondents.

From table 1 among 123 respondents (64.2%) were male the rest were female. Many of them were above 20 years old (66.7%). School Journalism and Communication and Addis Ababa Institute of Technology responded equally (28.5%) and more than the other departments.

Table 1: Demographics of AAUCR respondents, Addis Ababa, Ethiopia, June, 2018

Demographic result				
	Characteristics		Number	%
1	Sex	Female	44	35.8
		Male	79	64.2
2	Age	<20	41	33.3
		>20	82	66.7
	Academic year	1 st year	3	2.4
		2 nd year	48	39
		3 rd year	72	58.5
3	Department of respondent	Addis Ababa Institute of Technology	35	28.5
		College of Health Science	29	23.6
		School of Journalism and Communication	35	28.5
		College of Business and Economics	24	19.5

4.2 Information about AAUCR of respondents

In this section of the research I tried to clarify information about the listeners of AAUCR

4.2.1 Addis Ababa University Community Radio Listener

As shown in the below figure majority of the respondents (52.8%) were not listened AAUCR. Only 47.8% were listened the station.

Have you ever listen to Addis Ababa University Community Radio?

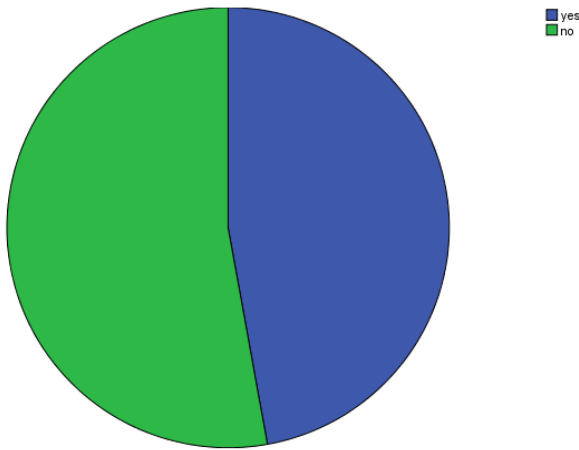


Figure 1: Listeners choice of AAUCR, Addis Ababa, Ethiopia, June, 2018

Among the strata which was included in this research Addis Ababa institute of technology students (36%) and school of journalism and communication students (34.5%) were listened AAUCR better than the other two strata (school of health science (20%) and .college of business and economics (8.6%)). This indicates that many of the journalism and communication student and Addis Ababa Institute of Technology have better knowledge about the station. According respondent three (R3) that because of their department which was related to the station majority of participation came from school of journalism and communication. Male students (63.8%) listened AAUCR whereas among female student only (36%) student listened the station. This gender disproportionate result may come from the unbalanced sex distribution among AAU students; because only 31.4% of AAU student were female. Because of that only 35.8% of female students were participated in this research which was proportional to the total number female students.

Table 2: Cross relationship between Addis Ababa University Community Radio listener with other variable, Addis Ababa, Ethiopia, June, 2018

Have you ever listened AAUCR	Answer	Department of respondent								Sex of respondent			
		Technology		Health		Journalism		FBE		Male		Female	
	Yes	21	36%	12	20.0%	20	34%	5	9%	37	64%	21	36%
	No	14	375	17	26%	15	23%	19	29%	42	65%	42	65%

Among those who didn't listened AAUCR majority of them (83.1%) had no idea about the presence of station; others (7.3%) would prefer to listen other radio stations. On the other hand who listened AAUCR 29.8% were listened the station for less than 6 month, 26.8% were not remembering for how long they listened.

Table 3: Listeners reason of AAUCR, Addis Ababa, Ethiopia, June, 2018

	If NO, Why?	No	%
1	the time is not convenient for you	1	1.5
2	you have no idea about the station	54	83.1
3	you didn't like it	1	0.8
4	you preferred to listen other radio station	9	7.3
	If YES, for how long did you listen to AAU Community Radio?		
1	less than 6 months	17	29.3
2	for 7- 12 months	5	4.1
3	for 13-18 months	3	2.4
4	I don't remember	33	26.8

4.3 The performance of Addis Ababa University Community Radio

Here the performance of Addis Ababa University Community Radio helps as an introductory to examine the practice of the station's access, participation and platform. In addition to this output it also help to predicate what types of activity going on the station. To examine the performance, the program genres were good indicators.

As presented in the table 4, AAUCR broadcast every day for 7 hour and 30 minute transmission hours (from 6:30 AM to 2 PM) and has programs that consume 52 hours with 30 minute a week. AAUCR had more than 15 programs but many of them didn't continued till I conducted this research. But 10 programs are produced and transmitted by the station.

AAUCR has 10 staff members i.e. 5 reporters and program producers, 2 technicians, 1 coordinator, 1 chief editor and 1 manager. For that reason, the station has many free times. So, this free time were covered by music. Music (30%), sport (12.2%), news (8.6%), and entertainment (9.5%) were the dominant programs covered in the station. Announcements/greeting (2.1%) and education (3.8%) took the second tier.

Ethiopia Broadcast Authority awarded AAUCR 14 hour's air time but due to financial and human resource problems; they were forced to transmit only on 7 hours and 30 minutes per day. The station also had problem of settlement. For the purpose of rebuilding Abnune Petros campus the station location has been changing to Sedist Kilo. Because of this the transmission faces an obstacle on accessibility and quality of sound.

Almost all the informants agreed that the station programs reflected the needs of the community. All the 10 programs were meant to address the interests of the community. The main guidelines of the programs were the editorial policy and the code of conduct.

Table 4: Weekly program schedule of AAUCR, Addis Ababa, Ethiopia, June, 2018

No	Program genre	Broadcasting time/week	Coverage in %
1	News (local, national & international)	4hr and 33 minute	8.9
2	Announcement/greeting	1hr and 24 minute	2.7
3	Education /formal, informal/	2hr	3.9
4	Music	15hr and 45 minute	30.8
5	Entertainment	4hr and 50 minute	9.5
6	Sport	6hr and 25 minute	12.2
	Total weekly time	52 hours and 30 minute = 3066 minutes	100

4.4 Access

Access implies the availability of broadcasting services to the community. In this section the researcher tried to clarify the coverage area of the signal, quality of the signal, closeness of the stations office to the community, clarity of the language to the community and the convenience of transmission time to the community.

4.4.1 Coverage and transmission

As can be seen from the table 5, many of the respondents (44.8%) said that the coverage of the station transmission was good, whereas, 29.3% confirmed that the coverage was poor; 22.4% of the respondents replied that the coverage of community radio was excellent. The rest (3.4%) of the respondents responded that there was no access of the signal.

All the informants, except one, agreed that the transmission of the station covered the whole Addis Ababa University compass but currently the radio station had been displacing from the permanente location. Because of that the station uses the lower transmitter tower so; the coverage was not beyond the nearby area.

However, informant R1 did not agree with the above response. He said that “AAU accompanies around sixty or seventy campus, but CR couldn’t reach the whole campus at all.” Respondent one added that, respondent five also shared this idea; they said that “our target audience wasn’t only the university members rather the Addis Ababa city dweller also our target audience but we gave 40% emphasis for Addis Ababa city dweller the rest 60% were given to the university members.”

On contrary R4 responded that “our radio station started its transmission by UNESCO funded antenna but after a time while the AAU president ordered to funded around seven million birr to buy the transmitter tower and this newly bought tower address all AAU community members.” R4 disagreement was not only by the quality rather he didn’t accept the 40 and 60 percent classification. Rather he said that “AAUCR main target (100%) was the university students and staff members only. Addressing the city dweller wasn’t our objective.”

Addis Ababa University Community Radio managerial structure support respondent 4 ideas'; according to the managerial structure Article 2 sub article C it says that "higher education Community Radio should serve only the university members."

Since, AAU campuses dispersed in different city of the country like Debrezit, Selale and Akaki. But in my observation from different corner of the city; the station's transmission did not cover the whole community of the university.

As shown in table 5, item 2, regarding the quality of the signal of the station, 63.8% of the respondents affirmed that the station had good quality, and 27.6% of them responded that the station's signal had poor quality. However, 6.9% of the respondents replied that the station had excellent quality and the remaining 1.7% responded that the station had not accessed.

In addition, most of the informants replied that the quality of the station's transmission was good enough relative to the other FM radios. But, informants (R4) did not agree with this idea; he believed that "AAUCR transmission tower was better than the other relative FM radio station, it reaches till Welayta Sodo sometimes Asela area. Though, FM band couldn't pass the mountainous area because of that it may decrease its quality on the mountainous area."

In the observation the transmission quality was not excellent enough when we compared with other commercial FM radio signal. This may come from at the tie when this research were conducted the station used the small transmitter tower. Because of that the quality may decreased.

Table 5: Indicating aspects of access of AAUCR, Addis Ababa, Ethiopia, June, 2018

Characteristics		No access		Poor		Good		Excellent	
		N	%	N	%	N	%	N	%
1	Does Addis Ababa University Community Radio signal reach your school?	2	3.4	17	29.3	26	44.8	13	22.4
2	How clear is the transmission from the radio station (Quality of signal?)	1	1.7	16	27.6	37	63.8	4	6.9

4.4.2 Closeness of the station to the community

With regard to the Closeness of the stations office to the community/house/department/dorm, 48.3 % of the respondents reported that the station office was 1-5Km to them. 32.8 % of the respondents replied that the station office was 5-10Km to them. 5.2 % agreed that the distance between the community and the radio was less than 1km. However, 13.8% of the respondents replied that the distance was more than 10km.

Most of the informants agreed that the station's office was close to the community. AAU has many branches it distributed many part of the city and the country like Sedist kilo, Arat kilo, Akaki, Selale, Akaki, Debrezeit, Ledeta, Abune Petros... So it was very difficult to measure the distance between the station and the community. The researcher also agreed by this argument.

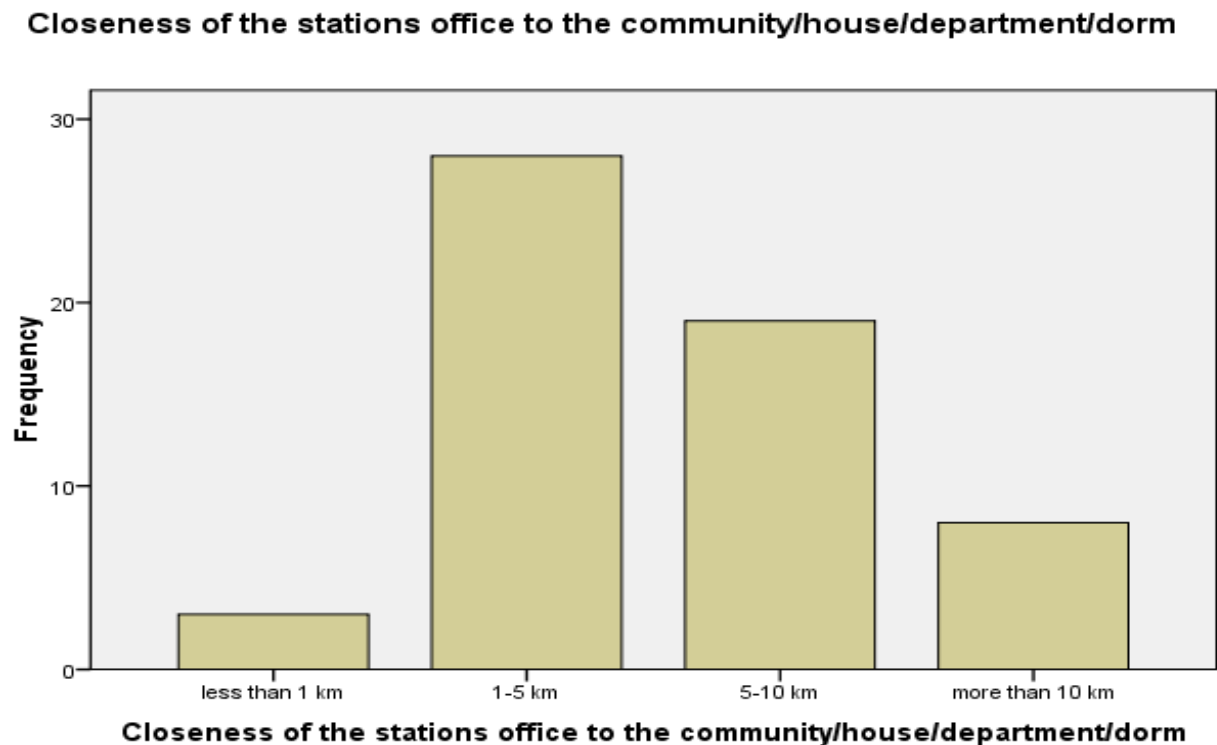


Figure 2: Bar graph that shown the closeness of the station office to the community, Addis Ababa, Ethiopia, June, 2018

4.4.3 Language use and Transmission time

Majority of the respondents (86.6%) believed that the language of the station was understandable by the community. In contrary, 13.8% of them replied that the language of the station wasn't understandable the community.

The entire respondent agreed that the language they used was simple and understandable. All programs were preceded by the country working language, Amharic.

With regard to the convenience of the time of transmission more than 60 percent (63.8%) responded that the transmission time weren't convenient to listen. 36.2%, agreed that the transmission time were convenient.

Most of the respondents agreed that the transmission time was not convenient because the transmission time was from 6:30 AM to 2 PM. At this time many of the community members were on duty. So, they didn't listened the Community Radio.

Table 6: Indicates the aspects language use and time convenient of participation of AAUCR, Addis Ababa, Ethiopia, June, 2018

Characteristics		Yes		No	
		N	%	N	%
1	Is the language of the station understandable to you?	50	86.6	8	13.8
2	Is the transmission time convenient to you?	21	36.2	37	63.8

4.4.4 Association between independent variable with dependent variable of accessibility

Logistics regression was made to see association between selected independent variables and dependent variable, and the result showed none of the variables had shown an association with access, both bi variate as well as while confounders were controlled.(table 7)

Table 7: Factors affecting of access on AAUCR, Addis Ababa, Ethiopia, and June, 2018

S/NO	Access	Yes	No	COR(95%CI)	AOR(95%CI)	P-Value
1	Sex					
	Female	18	3			
	Male	32	5	0.938(0.200-4.388)	0.976(0.174-5.470)	0.978
2	Age					
	<20	16	3			
	>20	34	5	0.784(0.167-3.695)	0.826(0.167-4.075)	0.815
3	Department					
	Addis Ababa Institute of Technolgy	18	3			
	College of Health Science	11	1	0.545(0.050-5.919)	0.562(0.051-6.229)	0.639
	School of Journalism and Communication	17	3	1.059(0.187-5.985)	1.046(0.159-6.860)	0.963
	College of Business and Economics	4	1	1.500(0.122-18.441)	1.539(0.124-19.168)	0.738

4.5 Participation

Participation indicate the members of a community taking part in shaping, planning, developing, implementing and evaluating policies and actions which affect their lives and the life of their community. The data presented below shows the participation of the community according to the above mentioned activities;

As shown in the table 8, for item 1, the majority of the respondents (82.8%) said that they did not participate in administrating of the radio station. However, some respondents (15.5%) participated sometimes, while the rest, (1.7%), replied that they always participated in the administration of the station.

All the interviewers replied that “the station hadn’t had direct managerial structure to get support from the community.” As the R3 said, “the station was administered by the representatives of the community. The university community radio represented by hundred members which was selected from the community, among them seven was elected for board members. So many of the decision was made by the board members.”

Nonetheless, all the community had not had awareness how the station administered. The researcher also confirmed this decision making process from the AAUCR directive structure (article 4.1.2).

From the document I founded that the board member of AAUCR were seven those are; Dr. Admasu Tsegaye (Board chair), Dr. Abdissa Zerai(Vice Chair) Ato Zegeye Muluye, (member), Ato Berhanu Chekole (member from student union), Ato Shimelis Bejiga, (member from teachers’ Association), Ato Ashenafi Bantiwalu (member from the community) and Ato Nebiyu Baye, (member). But when this research conducted some the board members weren’t functioned and available, because of many reason some of them were abroad the country, some of them weren’t on duty. R3 said that “because of many reason we weren’t substituted the lost board members.”

As shown in the table 8, for item 2, the responses of the majority of the respondents (82.8%) said that they didn’t discuss in the operations station. However, some respondents (15.5%)

participated sometimes, while the rest, (1.7%), replied that they always discussed in the operation of the station.

Most informants agreed that, “though, the entire community did not directly participate in defining the station’s objectives and its programming in the general assembly, but they participated through their representatives, board members.” Respondent (R2) strengthen this idea by saying that “the board members include the higher university official including the president; this would help for the radio station to have sound decision about the station.”

The station’s managerial committee set the station’s objectives and programming. Here, the duty of the general assemble and board members was approved the station’s objectives and programs. AAUCR structure also approved this right to the general assembly and the board under article 4.1.2 and article 4.2.2.

As can be seen from table, for item three, 75.9 percent of the respondents said that they never suggest and produce a new idea for the radio station, and 24.1% of the respondents replied that they participated sometimes.

Most of the respondent agreed that there was participation from the community but it was not satisfactory. Informants (R3) strengthen this idea;

There was slight participation. Our station was open for any members of the society but there was slight participation. The participation mainly came from journalism and communication department. They work with us independently or in collaboration with the station staff for two or three month; in translation of foreign language to local language, program editing and production but they weren’t permanently worked.

There were also some students from other department especially from Theatrical Art department they were participated on the station activity like narrating different books, articles, and poem.

Though, there was participation but they wouldn’t go far. Many of them brought proposal, then we saw the proposal and gave direction and training how to produce and present their program, then we ordered them to bring for one or two month backup

production, but they couldn't because of that they didn't practice. Many of them didn't want to face pre-production hassle. They need only to present their idea directly on the studio. For us it was very difficult to start program without backup program. So this was the reason why the participation was minimized. For example there was a program from psychology department but it was not continued. To add on this there were some students from theatrical department especially female students participated on narration, but it was not continued. From our side we didn't go to them but as participation beside journalism and communication student, theatrical art department was better relatively to the other department. As a station we promoted and gave free air time to any community members to use the studio for drama or any other programs. Though, it was not constant we gave around 200 birr incentive for participant.

Most of the respondent agreed with the above statement.

As can be seen from the table 8, for item four, 98.3 percent of the respondents said that they didn't involve in financing the radio station, and the rest 1.7% of the respondents replied that they always participated. Any respondent didn't sometimes involve in financing the radio station.

All of the respondent agreed that the community didn't involve in financing the radio station because all the radio station financial source was under Addis Ababa University budget. But according to AAUCR managerial structure (article 4.2.2 sub article E) the board of the station has mandate to collect the contribution from the community members. But it was restricted by the AAUCR editorial policy under article 61 and 62.

As can be seen in the table 8, for item five, 81 percent of the respondents replied that they did not participated in program production or giving comment and suggestion whereas, 17.2 percent of the respondents participated sometimes and the rest (1.7%) always participated in program production or giving comment and suggestion of the station.

Most of the respondent agreed that, they didn't use AAU man power properly. Respondent 2 added that, "there is a program called 'Bet le Enegeda (House for gust)' a program like inviting a gust from the community members, who had educational story that should be told; this kind of persons would invite at 'Bet le Enegeda (House for gust)' and share his/her experience." Other

informants (R4), to the contrary, replied that the community didn't participate in program production or giving comment and suggestion of the station.

Table 8: Indicating aspects of participation of AAUCR, Addis Ababa, Ethiopia, June, 2018

Characteristics		Always		Sometime		Not at all	
		N	%	N	%	N	%
1	Are you involved in the administration of the radio station?	1	1.7	9	15.5	48	82.8
2	Are you invited to discuss about the operation of the Radio?	1	1.7	9	15.5	48	82.8
3	Are you suggest and produce a new idea for the radio station?	0	0	14	24.1	44	75.9
4	Are you involved in financing the radio station?	1	1.7	0	0	57	98.3
5	Are you participated in program production or giving comment and suggestion?	1	1.7	10	17.2	47	81

4.5.1 Association between independent variable with dependent variable of participation

Association between selected variables and participation was made, bi variate and multivariate analysis with 95% CI, C/AOR and P-value. In bi variate analysis sex of respondents was associated with participation at 95% CI(.042-0.457), p-value< 0.05. But in multi variate analysis, none of selected variables had shown association with an outcome variable (Table 9)

Table 9: Factors affecting participation of participants on AAUCR, Addis Ababa, Ethiopia, June, 2018

s/no	Participation		COR(95%CI)	AOR(95%CI)	P-Value
		Yes	No		
1	Sex				
	Female	8	29		
	Male	14	7	0.138(.042-.457)	4.063(0.971-16.992) 0.055
2	Age				
	<20	9	10		
	>20	27	12	0.400(0.129-1.236)	0.585(0.138-2.478) 0.466
3	Department				
	Addis Ababa Institute of Technology	15	6		
	College Health Science	11	1	0.227(0.024-2.168)	0.262(0.026-2.680) 0.259
	School of Journalism and Communication	5	15	7.500(1.876-29.988)	4.851(1.099-21.417) 0.037

4.6 Platform

In this study I tried to narrate the station present diversity of views, local problems and needs of the community discussed, the station promote and provide problem solving discussion on the concern of the community, the station promote democratic discussion and offer equal opportunity for all members of the community.

As shown table 10, for item 1 the respondents (39.7%) agreed that the station present diversity of views while 17.2% of respondents disagreed, and 20.3 % of the respondents were not sure whether the station presents diversity of views or not.

Many of the respondent's weren't shure that the station present diversified view to the community. Respondent 4 said that "we didn't make a platform for the community to present its view." Informants (R5), to the contrary, replied that "the station had diverse view that addresses the community interest." She added the following explanation;

Many of the Community Radio programs scheduled from different perspective. Monday there was a program called "Bet Le engda" (House for gust). In this program we brought successful persons who had different quality in diversified field and office. Those distinguished gust would share their experience and show direction for others community members.

Tuesday "ye Ethiopia Taem" (taste of Ethiopia) since, Addis Ababa University is little Ethiopia, we try to promote about Ethiopians'. It may be about the Ethiopian different aspect hero presented in narration form. The other one was "Addis Ababa Universtin Enwek" (let us know about Addis Ababa University) the program was all about AAU. By this program we update the university work, it may be the newly opened faculty and department or about the upgraded programs. The third one was "Zema Ethiopia" (Ethiopian music's) it was an entertainment and music program. In this program we played local music with the deep narration of musicians' profile.

Wednesday there was a program called "Lesane Ber" (voice of pen); it was narration from different books. Thursday it was "Behege Agebaba"(according to the law); this program presented in collaboration with Addis Ababa university law faculty. It was a program that the community members asked law related question and the lawyer gave deep and brief analysis for the given question. On Friday there was "Abeyt zenawoch" (Main news); among the week news it was selected one news and gave brief analysis and elaboration about the news. Accompanying with those programs there was also sport program and others which was not mentioned here, so this all programs addressed the diver's interest of the community.

As the table 10, in the above table item 2 illustrated, the minority 24.1% of the respondents replied that local problems and needs of their community were discussed through the radio while, 37.9% of the respondents did not agree with this idea, and the rest 37.9% of the respondents were not sure whether the local problems are discussed or not.

The community's local problems and needs were not discussed through the radio, as most of the informants replied during the interview. Regarding with this Informant (R3) replied that "rarely the community presents their problem by calling. But our communication culture was not good enough to express our felling freely and openly because of that people didn't brought their problem to the station. For example there was lift problem within the university. Then we were trying to do news about the problem but peoples were not cooperated to give interview about the problem. Anyway if we were going promoted our station more to the society, the members would bring their issue to the station."

As can be seen from table 10, for item three, 46.2% of respondents were not sure whether the station promote and provide problem solving discussions on concerns the community or not while 30.8 % of the respondents that the station didn't promoted and provided problem solving discussions on concerns of the community, and 20.7% of the respondents confirmed that the station promoted and provided problem solving discussions on concerns of the community. In addition, all the informants believed that the station didn't promoted and provided problem solving discussion on concerns of the community.

As revealed in the table below for item four, 46.2 percent of the respondents believed that the station didn't promoted democratic discussion and offer equal opportunities for all members of the community while, 30.8 respondents were not sure whether the station promote and provide democratic discussion or not. The rest (20.7%) of the respondents replied that the station did not promote democratic discussion and offer equal opportunities for all members of the community. Consistent with results from the questionnaire, all of the informants supposed that the station promoted democratic discussion and offer equal opportunities for all members of the community.

Table 10: indicating aspects of platform of AAUCR, Addis Ababa, Ethiopia, June, 2018

Characteristics		Yes		No		Not sure	
		N	%		%		%
1	Does the station present diversity of views?	23	39.7	10	17.2	25	20.3
2	Are local problems and needs of your community discussed through the station?	14	24.1	22	37.9	22	37.9
3	Does the station promote and provide problem solving discussion on the concern of the community?	12	20.7	19	32.8	27	46.6
4	Does the station promote democratic discussion and offer equal opportunity for all members of the community?	12	20.7	19	32.8	27	46.6

4.6.1 Factors related to platform among respondents on AAUCR.

Logistics regression was made to see association between selected independent variables and dependent variable, and the result showed none of the variables had shown an association with platform, both bi variate as well as while confounders were controlled.(Table 11)

Table11: Factors affecting platform on AAUCR, Addis Ababa, Ethiopia, June, 2018

	Platform	Yes	No	COR(95%CI)	AOR(95%CI)	P-Value
1	Sex					
	Female	6	15			
	Male	11	26	0.945(0.290-3.078)	1.321(0.343-5.086)	0.686
2	Age					
	<20	7	12			
	>20	10	29	1.692(0.521-5.489)	1.682(.494-5.724)	0.405
3	Department					
	Addis Ababa Institute of Technology	5	16			
	College Health science	4	8	0.625(0.131-2.989)	0.579(0.117-2.861)	0.503
	School of Journalism and Communication	7	13	0.580(0.149-2.264)	0.547(0.124-2.419)	0.426
	College of Business and economics	1	4	1.250(0.112- 13.924)	1.181(0.104- 13.441)	.893

4.2 Discussion

In this sub- section, the findings from quantitative and qualitative analysis in the previous sub section (4.1) are discussed in light of objectives of the study. To this end, the discussion focuses on the practice of Addis Ababa University Community Radio with regards access, participation and platform. Furthermore, this sub-section connects discusses theoretical underpinnings with the actual practice of Addis Ababa University Community Radio. The discussion concentrates on the major components of the findings.

4.2.1 The Performance of Addis Ababa University Community Radio

AAUCR broadcasts seven days per week for about 52 hours and 30 minute. It airs its program, from 6:30 AM to 2 PM with FM 99.4. The station has had a well-structured schedule, consisting of 10 regular programs, but all transmission hours did not have full programs (see appendix E). Each program had its own day and time allocation. As it was stated above, the programs are classified in different genres. Music (30%), sport (12.2%), entertainment (9.5%), and news (8.6%), were the dominant programs covered in the station. AAUCR gave much emphasis for entertainment programs. Community Radio's program format is similar to that of a mainstream radio including news, drama, talk shows, interviews and magazine. However, in community radio programs, there is a heavy emphasis on local contents (Tabing 2002, P.13).

But Fraser and Estrada (2001, P.15-16) sated that, News on a community station, unlike that on the mainstream media, is not an isolated story or event alone: rather, it aims to be part of an ongoing and future process which supports change and development in the community. Entertainment is provided in a form that is a collective cultural expression, rather than a featuring of refined performers. Education is more about sharing of experiences and learning from others in the community than listening to an expert or teacher talking.

All the station's activities were run by 10 staff members i.e. 5 reporters and program producers, 2 technicians, 1 coordinator, 1 chief editor and 1 manager. All the staff members were accountable to the manager of the station, and the station was over seen by the board. Ethiopia Broadcast Authority awarded AAUCR 14 hour's air time but due to financial and human resource problems; they were forced to transmit only on 7 hours and 30 minutes per day. Fraser

and Estrada (2001, P.52) stated an option for the Community Radio finance as follows: Commercial advertising, when this is allowed under existing national legislation; Sponsorship, which may also be debarred by national legislation; Donations; Fees for private announcements made over the radio as ‘the people’s telephone’; Membership fees paid by listeners.

The station also had problem of settlement. For the purpose of rebuilding Abnune Petros campus the station sit has been changing from Abune petros campus to Sedist Kilo campus. Because of this the transmission faces an obstacle on accessibility and quality of sound. Generally the station had some drawbacks which are shortage of finance, lack of trained and permanent volunteers, and sophisticated transmission equipment. These problems could not perform the station good practice.

4.2.2 Access

As the study revealed that the coverage of the station’s transmission was good. The respondent revealed the station covered the whole community. Fraser and Estrada (2001) argue that a Community Radio’s broadcast pattern should reach all members of the community. Even though the station’s signal quality was good, the coverage couldn’t address the whole community members. The result showed that all the community members did not addressed by the station.

The problem was associated with displacement of the station from former location because of that they used the smaller transmission antenna. This affect not only the transmission rather the quality also affected. According to Fraser and Estrada (2001, P.51) in rural areas, a 20-watt transmitter should normally provide sufficient power, but there may be justification for an amplifier to boost the output to 100 watts. In a city, where there is competition from other stations, transmitters may go up to 300-500 watts.

The longer transmission tower of the station could cover wide area except the mountains area. FM is most suited to flat terrain where there are no mountain obstructions and tall buildings, or where an elevated site could be identified for putting up the antenna (Tabing, 2002, P.17). Due to this, some parts of the campus were not addressed properly and receive quality signal from the station.

Closeness of the station to the community will help continuous interaction between the community members and the practitioners. Fraser and Estrada (2001), Tabing (2002). It facilitates active participation of the community in the station's practice so, it is recommended that the studio should be as close as possible to the listeners of the population. AAUCR was built in the center of the town but to measure the Closeness of the station to the community is very difficult because AAU campuses are dispersed in different parts of the country. Therefore, this problem seen as obstacle for AAUCR makes open and full interaction between the producers and receivers of the message.

Almost all respondents argued that the station had a facility to enable the audience to express themselves in their own language. AAUCR uses Amharic language to transmit its program. Amharic language is also the working language of the country, Ethiopia. According to Fraser and Estrada (2002), the community wants to hear their own experiences and concerns, told in their own voices and in their own language.

Even though AAUCR used local language, the practitioners did not use local expressions, dialects and tones. There are also other problems that the members of the university came from the different corners of the society there may be difficulty to listen and speak Amharic language. This also contradicts the notion that in the Community Radio the dominance of local language, colour and personality in the manner in which programs are presented and everyday language, colloquialism, expressions, and embellishment phrases are encouraged (Tabing, 2002).

Instead of this, the AAUCR program producers tried to follow standard language, expressions and colors. This shows that local issues and the community's needs got expression in the standard language. As Fraser and Estrada (2001) noted, CR should deal with local issues in local language and expressions.

Most of the respondents (63.8%) agreed that the transmission time weren't convenient to listen. Because the main transmission time is in the morning, simultaneously this time is the active time for AAU community members.

4.2.3 Participation

One of the unique characteristics of Community Radio is the active participation of the community in every process of the station (Tabing, 2002). As the result revealed, Addis Ababa University Community members did not actively participate in administrating and financing the station. Regarding finance, there was a structure in the station as to how could finance the station. But the station finance was run by Addis Ababa University budget. Tabing (2002, P.11) argue that the community involves in the decision-making process, including deciding about the contents, duration and program schedule. The citizens, or their representatives, also have a voice in the management and financing of radio program projects.

However, the Addis Ababa University community members were not actively participating in financing and administering of the radio station. Normatively, what distinguishes CR from other media is the high level of community participates in the establishment, management, administration and financing of the radio station. (Fraser and Estrada, 2001, p.16).

Tabing (2002, P.12) recommended that the resources needed for operating the Community Radio come from individuals, institutions, organizations within the community. Individuals are motivated to contribute to the station; various fund raising schemes such as raffles draws, benefit dances, selling of FM receiver set are held. Institutional advertisements or sponsorships or outright donations are accepted.

According to AAUCR managerial structure (article 4.2.2 sub article E) the board of the station has mandate to collect the contribution from the community members. But it was restricted by the AAUCR editorial policy under article 61 and 62. In this regard, it can be concluded that Addis Ababa University Community's participation was very low.

They never also participated in formulating plans and polices of the radio services. The station's plans and policies were formulated by the board members of the station. AAUCR was administered by the board of the station. Each member of the board was a representative of different college, faculty, office and gender in the community.

But (Fraser and Estrada, 2002, P.16) stated the following; the community participates in formulating plans and policies for the radio service and in defining its objectives, its principles of management, programming; in decisions concerning programme content, duration and schedules and also People select the types of programs they want, rather than having them prescribed by the producers

The board's task is to make decisions and formulate policies with respect to the operation of the Community Radio (Tabing, 2002). In AAUCR, the board of the station made any improvement on the station's policies and plans if it necessary and the general assembly approved it.

In addition, the finding revealed that the community did not have part in defining the station's objectives and programming. The community should have active involvement in both programming and management (Tabing, 2002). This being the case, the Addis Ababa University Community never participated directly in defining the station's objectives and programming. As indicated, the community and their representatives (i.e. board members) have equal power in defining the station's objectives and programming. Then the community's and their representative participation was low in the station's activity.

The community did not actively participate in deciding on the program content, duration, and schedule of the radio. According to Fraser and Estrada (2001), the community should participate in decisions concerning program content, duration and schedule. The participation of community in programs involves: idea generating, selecting themes, research, program planning, production, editing, program monitoring and evaluation was very low. It makes contradict with the theories of CR. According to Tabing (2002) citizens' participation in radio allowed at the levels from planning to implementation and evaluation of the project.

AAUCR had fixed programs but there were an opportunity that the community has to involve on new program production. Addis Ababa University Community member participates in two different ways to select the program themes; they participate indirectly with their representatives and by producing new program. Here, the community exercise their right to select the themes of the programs, but there had limited freedom to select the theme of the programs.

The community had freedom to comment and criticize the station's programs, yet their participation was very low. They mention as reasons, the station has no full access for feedback system and there was no any opportunity prepared to evaluating the station's programs. In addition, less awareness of the community about the existence of the station, their right and responsibility were among the factor.

4.2.4 Platform

As stated in the editorial policy article 39 of the station, the station reflects different interests of various parts of the community. AMARC (200, P.2) noted that Community Radio content includes political and economic news that facilitates community dialogue and involvement, community and personal messages (marriages, union- meetings, lost donkeys), musical greetings, educational programs for development (health, environment, gender), information programs, and culturally relevant entertainment.

AAUCR Programs like "Bet Le Engda" (House for gust); in this program gusts were invited from different quality in diversified field and office. Those distinguished gust would share experience and show direction for others community members. This program participate different part of the community members and also address the divers view and interest of the society.

Community Radio provides a diversity of programs in a variety of formats and styles. For example, roundtable discussions, reportage, interviews, talks, call-in programs, live broadcasts of meetings in the community, etc. Audiences preferences are taken into account in deciding what formats are most suitable. (Fraser and Estrada, 2001, p.19).

To add which regard to diversified issue, the structure of the program is diversified. The programs like ye Ethiopia Taem" (taste of Ethiopia); it is about the Ethiopian different aspect hero presented in narration form. The other one is "Addis Ababa universtin enwek" (let us know about Addis Ababa University) it is all about AAU service for their community. By this program the station update the university work, it may be the newly opened faculty and department or about the upgrade programs. The others like "Zema Ethiopia" (Ethiopian music's), "lesane ber"

(voice of pen), "behege agebaba"(according to the law),"Abeyt zenawoch" (Main news); this all programs addressed the diverse interest of the community.

The editorial policy of the station also mandates to present balanced programs and as a result, the station was committed to presenting diversified views of the community equally. On the contrary, there were no programs about women, religion, agriculture, politics, health and other issues which focused on each college of the university. Though the station had problems related to finance, human resources and permanent settlement some of the above programs are very essential in teaching the community and creating a better informed community.

Many of the respondents agreed that needs of the community problem solving discussion discussed through the station wasn't interesting. But the station provided a platform for the community which was used for interactive discussion, debate, analysis, exchange of ideas and opinions. AAUCR had programs like "Ketazebnew" (What we observed) and "Behege Agebabe" (According to the law) which serve as an independent platform. The result showed that local problems and needs of the community were discussed through the radio. (Fraser and Estrada, 2001,P.19) stated that it is a function of Community Radio to provide an independent platform for interactive discussion about matters and decisions of importance to its community.

Community Radio should encourage participation by providing a platform for debate, analysis, and the exchange of ideas and opinions, but AAUCR has a drawback on feedback mechanism. AAUCR had two kinds of mechanism to accept the community feedback those were telephone and email but it was not enough.

The study brought to light that the station promoted democratic discussion and offered opportunities for all members of the community. However, the community could not participate at all levels of the station's activities, i.e., the community's participation from program preparation to evaluation.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The findings revealed that the station had low performance. It broadcast seven days per week for the total of up to 52 hours and 30 minutes. The station had some regular programs. The schedule of the station's program consisted of 10 programs some of them were not preceded according to the programs. More than 40% of the allocated time was covered with entertainment, especially music.

The transmission's signal quality also wasn't good due to the displacement process. Because of that the station didn't address not addressed each campuses of the university, especially when this research was conducted on the station were used the small transmission tower, that couldn't reach beyond the station area.

The station used Amharic language; most of their programs were related to the community members. Though the programs were few but it was representatives.

The continuous interaction between the producers and receivers of the message wasn't found to be satisfactory. The station itself acts as the principal channel for the interaction but there was poor feedback system.

The station was administered by the board and the financing also under AAU budget because of this the station was limited by human resources (10 staff members i.e. 5 reporters and program producers, 2 technicians, 1 coordinator, 1 chief editor and 1 manager). This affects the function of the station by overdosing the duty on the minimum human resources

This was attributed to the absence of clear structured rules and regulations about how the community should participate in supporting the station.

The community did not directly participate in formulating plans and policies of the radio service rather they participated indirectly through their representatives (i.e. board and general assembly).

Similarly, members of the community didn't participate in defining the station's objectives and its programming through their representatives, i.e. the board and general assemble.

The management of the station made decisions concerning program content, duration and schedule of the station's programs. The programs in AACR were fixed but the community had the right to involve and produce new program, but the community's participation in new program production was low.

AAUCR station promoted democratic discussion and offered equal chance for all members of the community. But the station didn't provided platform for the community for interactive discussion, debate, analysis and exchange of ideas and opinions. AAUCR promoted problem-solving discussions on the concerns of the community but the community wasn't actively involved in the discussions when local issues were raised for discussion.

5.2 Recommendations

Based on the findings of the study, the following recommendations are made to improve the practice of Addis Ababa University Community Radio as well as the practice of Community Radio in Ethiopia.

The station should settle its permanent sit. Then to increase the coverage and quality of the signal, the station should use long antenna or plant it on high ground.

Addis Ababa University Community Radio financial system should be independent from the university budget. This will help to the station to recruit the demanded personnel.

Addis Ababa University Community Radio should give much emphasis for the promotion of the radio station to each college, faculty, department and all members of the society.

The station should settle a program for open discussion about the every activity of the station.

To make continuous interaction with the receivers, it should improve its feedback system and use modernized the communication system (telephone, webpage, email, facebook, telegram, twitter etc). These help the community to participate in evaluating the programs of the station.

The station should increase the transmission hours and accessibility of time.

The station should work with the university leaders, governmental, non-governmental and community leaders to developed

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Appendix A: Questionnaires for the community of Addis Ababa University Graduate School of Journalism and Communication

The purpose of this questionnaire is to collect information concerning the practice of Addis Ababa University Community Radio FM 99.4. Mainly it focused on access, participation and platform. Therefore, you're genuine and timely responses have great value for the station to know its work accomplishment and practice.

Thank you in Advance!

Instruction for interview

For items with alternate answers, please put an "x" mark in the box given. For open end questions write the answer on the space provided.

1. Socio demographic characteristics

Age_____

Sex Female ☐ Male ☐

Department_____

Academic year_____

2. Information about Addis Ababa University Community Radio

2.1. Have you ever listened Addis Ababa University Community Radio?

A. yes ☐ B. no ☐

2.2. If your answer for question number 2.1 is NO, Why?

- A. the time is not convenient for you ☐
- B. you have no idea about the station ☐
- C. you didn't like it ☐
- D. you preferred to listen other radio station ☐
- E. any other reason reason _____

2.3. If your answer for question number 2.1 is **YES**, for how long did you listen to AAU Community Radio?

- A. less than 6 months ☐
- B. for 13-18 months ☐
- C. for 7- 12 months ☐
- D. I don't remember ☐

3. Audience participation in Addis Ababa University Community Radio

3.1. Are you involved in the administration of the radio station?

A. always ☐ B. sometimes ☐ C. not at all ☐

3.2. Are you invited to discuss about the operation of the Radio?

A. always ☐ B. sometimes ☐ C. not at all ☐

3.3. Are you suggest and produce a new idea for the radio station?

A. always ☐ B. sometimes ☐ C. not at all ☐

3.4. Are you involved in financing the radio station?

A. always ☐ B. sometimes ☐ C. not at all ☐

3.5. Are you participated in program production or giving comment and suggestion?

A. always ☐ B. sometimes ☐ C. not all ☐

4. Audience access in Addis Ababa University Community Radio

4.1. Does Addis Ababa University Community Radio signal reaches your school?

A.no access ☐ B. poor ☐ C.good ☐ D. excellent ☐

4.2. How clear is the transmission from the radio station (Quality of signal?)

A.no access ☐ B. poor ☐ C.good ☐ D. excellent ☐

4.3. Closeness of the stations office to the community/house/department/dorm

A. less than 1 KM ☐ B. 1-5 KM ☐
C. 5-10KM ☐ D. more than 10KM ☐

4.4. Is the language of the station understandable to you?

A.yes ☐ B. no ☐

4.5. Is the transmission time convenient to you?

A.yes ☐ B. no ☐

5. Audience platform in Addis Ababa University Community Radio

5.1. Does the station present diversity of views?

A. yes ☐ B.no ☐ C. not sure ☐

5.2. Are local problems and needs of your community discussed through the station?

A. yes ☐ B.no ☐ C. not sure ☐

5.3. Does the station promote and provide problem solving discussion on the concern of the community?

A. yes ☐

B.no ☐

C. not sure ☐

5.4. Does the station promote democratic discussion and offer equal opportunity for all members of the community?

A.yes ☐

B.no ☐

C. not sure ☐

Appendix B: List of interviewed persons

No	Name	Informant code	Sex	Interview Date	position
1	Dawit kebede	R1	M	May 2, 2018	Reporter
2	Mathiwos Asres	R2	M	May 2, 2018	Chef editor
3	Getaneh Mekuanenet	R3	M	May 5, 2018	Manager
4	Nigatu Merdasa	R4	M	May 5, 2018	Head of Technician
5	Abaynesh Shebabaw	R5	F	May 2, 2018	Reporter

Appendix C: Interview question for staff members

Access

1. What is your position at AAU community radio
2. Does the transmission of the station cover the whole community? How clear is the Station's transmission?
3. How do the programs represent the community interest?
4. What types of opportunity the community get to prepare programs?
5. How clear or understandable is the language station uses to the community?
6. How close is the location of the station to the members of the community?
7. Community Feedback concerning programming?

Participation

1. To what extent do the communities participate in the station's practice?
2. What kind of mechanisms set to facilitate the participation of the community?
3. In what way the community involved in decision making process?
4. Who sets objectives of the station and its programming? Why?
5. How are the plans and policies of the station formulated? By whom?
6. In what ways is the community involved in the formation of Guidelines/principles/policies concerning programming?
7. How does the community participate in program production and evaluation?

Platform

1. How does the station present diversity of views? How does it treat all members of the community and involve them in the communication?
2. Does the station allow dialogical forum to reflect and communicate? How does it support open discussions for all members of the community?

3. In what way does the station provide platform for the community for interactive discussion, debate, analysis, exchange of ideas and opinions?

4. To what extent do the communities make active use of the station as a platform for discussion so as to analyze specific problems and identify possible solutions?

APPENDIX-D: Document analysis tools

Documents to be seen: Program schedule, code of conduct, and agenda.

Access

1. Does the station transmission is accessible?
2. Do the programs consider the community's interest and need?

Participation

1. Does the structure of the program ensure / show participation?
2. Does the editorial policy allow the community to participate?.
3. How and who give decisions on the station's management, administration and financing?

Platform

1. Does the editorial policy equally emphasize that the program properly reflects the different interests of various sectors of the community?
2. Does the schedule of the station include forums for discussion?

Appendix E: Programs and their Schedule

No	Program	Content	Duration	Tran. Time
1	Bet lengida (interview with guests)	Sharing the experience of the invited guest	40 min.	-Sunday 6:20am-7am and again on Monday 2:05 am-
2	Zema Ethiopia (Ethiopian musicians profile)	It's about the life and work experience of Ethiopian musicians.	30 min.	Tuesday 5:00am - 5:30am local time.
3	Ye semonu abeyet zenawoch (Main news of a week)	Deep narration about main news of a week	30 min.	Friday 4:00-4:30 am local time.
4	Hello china (Hello China)	It's about Chinese	15 min.	Saturday 1:15am-1:30 am local time.
5	Ye Ethiopia taim (Taste of Ethiopia)	About Ethiopia and Ethiopian story	30 min.	Friday 6:15am-6:45 and again on Tuesday
6	Behig Agbab (According Law)	Narration about law	30 min.	Thursday 5:00am- 5:30am and again Saturday 7:00am-
7	Lisane bier (Voice of pen)	Narration of different books	40 min.	Saturday 2:00am-2:40 and again Wednesday 3:00am-3:40am.
8	Addis Ababa university Eniweq (Let us Know about AAU)	All about Addis Ababa University.	30 min.	Sunday 2:00am-2:30am. Local time.
9	Sport Tenetane (Sport Analysis)	Analysis about different sport activity	45 min.	Always 7:00am -7:45 and Saturday 6:00am- 6:45am. Local
10	Yetibebat medrek (Stage of Art)	It's about Ethiopians clerk's, musicians, painters...and their work	40 min.	Thursday 6:00am- 7:00am. And again Sunday 2:20am-3:00am. Local time

Appendix F: Goggle map Addis Ababa University school of Journalism Abune Petros campus

(<https://www.google.com/maps/@9.0358521,38.749651,18z>)



Appendix G: Goggle map 2 of Addis Ababa University school of Journalism Abune Petros campus

(<https://www.google.com/maps/@9.0358521,38.749651,437m/data=!3m1!1e3>)

