

ADDIS ABABA UNIVERSITY
SCHOOL OF JOURNALISM AND COMMUNICATION

THE STATE OF JOURNALISM EDUCATION IN SELECTED
UNIVERSITIES: BAHIRDAR, MEKELLE, AND HAWASSA
UNIVERSITIES

BY

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This is to certify that the thesis prepared by KahsuTesfay, entitled “The State of Journalism Education in selected Universities: Bahirdar, Mekelle and Hawassa Universities” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Journalism and Communication complies with the regulations of the University and notes the accepted standards with respect to originality and quality.

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Acronyms

MU- Mekelle University

BDU – Bahirdar University

HU – Hawassa University

AAU – Addis Ababa University

MOU – Ministry of Education

UNESCO – United Nations Educational, Scientific, and Cultural Organization

SNNPRSRTA – South Nation and Nationalities Peoples Regional State Radio and Television Agency

EBC – Ethiopian Broadcasting Corporate

AMMA – Amhara Mass Media Agency

DWET – Dmtsi Woyane Tigray

ENA – Ethiopian News Agency

Reporter NP – Reporter Newspaper

Addis Fortune NP – Addis Fortune Newspaper

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ABSTRACT

The State of Journalism Education in Ethiopia: in the selected universities
Bahirdar, Mekelle, and Hawassa Universities

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It has been almost quarter of a century since journalism education introduced to Ethiopia at the public higher institution level. But some people from the industry still seem to argue that the graduates are far below their expectations in terms of knowing the craft of the profession and delivering. Graduates also tend to say that the education and the practice are unrelated. Hence, one could assume that it would be imperative to examine the status of journalism education in Ethiopia.

This study, therefore, aimed to examine the status of journalism education, its current curriculum, responding capacity and the current challenges. To collect data, a mixed-method approach was used. Qualitative data were collected through use of the content analysis of the current curriculum in-depth interview and semi-structured questionnaire. Quantitative data were obtained through the semi-structured questionnaire and quantitative analysis. The data were collected from educators, media managers and editors, current and former students of journalism education.

The data were then analyzed and discussed in terms of existing knowledge such as literature review and compared to UNESCO's model curriculum for journalism education in developing countries and emerging democracies. The findings revealed that the current harmonized curriculum by the three universities under study did not consider UNESCO's model and was highly dependent on Western epistemologies. The departments have no close relationship with the media industry and the media industries are still not satisfied with the journalism graduates not only knowing the craft of the profession but also the knowledge itself. The findings also show that there are current challenges such as lack of experienced educators in practical aspects, lack of media equipment and reference books, the absence of strong relationship between the academia and the media industry, the low status of marketability of the graduates, are among the challenges. Although, the university level undergraduate journalism education in Ethiopia was introduced more than two decades; the state of journalism education in the selected universities is still at its infant stage.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

For the first half of the 20th century, journalism education and training worldwide was largely confined to on-the-job learning, often in an apprenticeship style. But as mass communications grew as an industry in the second part of the century, so did the need for hiring more people and requiring more high-end skills for this industry. Public institutions of higher education evolved to meet this need (Goodman & Steyn, 2017).

Self (2015) states the growth of journalism education demonstrates the increased value of media to societies everywhere. That growth has produced more journalism education and better quality at the top schools. The result is better faculty, better technology, and better curricula. Journalism schools are available worldwide, for example; in Europe 547(23% of the total share of journalism schools found in the world), Oceania 53 (2%), Africa 214 (9%), North America 638 (27%), South America 255 (11%), and Asia 641(28%).

In Africa, as Katzen (1975) in 1960s, many research out-puts, for instance UNESCO meeting in Paris and the survey for the International Press Institute (IPI) in 1961 indicated the lack of trained journalists in Africa's mass media as a critical problem. It was seemingly to respond to the case that in the late 1960s and early 1970s, the majority of African universities started to include journalism and mass media studies curricula granting journalism qualification.

Of course, in 1935, journalism training was started at the American University in Cairo. In the early 1960s, the land-grant model was imported to the new University of Nigeria at Nsukka; in 1961, UNESCO adopted the same model and its first training courses in Africa for journalists was held at the University of Dakar, and by 1970 there were UNESCO-supported journalism programs on university campuses in Algeria, Cameroon, Ethiopia, Kenya, Nigeria, Senegal and Zaire, although not all were degree-level courses (Bantie 2012; Murphy & Scotton, 1987).

As one of the developing nations, aspired in bringing about tangible social and economic progress, Ethiopia also needs well qualified and professional journalists. For the fact that journalism education, more than any other field of professional education, is acutely sensitive to social change (Xu, Chu and Zhongshi, 2002), there should be a comprehensive journalism instruction incorporation into the curricula of the new universities in Africa, instead of crash courses (brief courses in the form of short trainings (Hachten, 1968). Meanwhile, Ethiopia has gotten its first permanent journalism school in 1996 (Skjerdal, 2011).

Currently, beside private education institutions, more than 45 Ethiopian public higher education institutions are available across the country. Among these public higher education institutions thirteen of them (Addis Ababa University, Bahirdar University, Mekelle University, Dilla University, Wellega University, Hawassa University, Jigjiga University, Arbaminch University, Aksum University in, Madawalabu University, Adigrat University, Gondar University and Haromaya University) offer Journalism and Communication field of study in the first degree level and three of them (Addis Ababa University, Hawassa University and Bahirdar University) offer in a master's level.

Hence, this study focuses on the state of undergraduate journalism education that is provided by the public higher education institutions in the selected universities.

1.2 Statement of the Problem

University-level journalism education is said to be too young since it has been launched less than a quarter of a century in Ethiopia. Universities are supposed to produce skilled manpower that can, in turn, be the driving force of the industries. In another words, quality journalism education is supposed to have an impact on the quality of citizenship and society at large (Goodman and Steyn, 2017).

According to the Federal Negarit Gazette of the FDRE, proclamation no. 650/2009, higher education proclamation article 4/1, one of the objectives of higher education is to prepare “knowledgeable, skilled, and attitudinally mature graduates in numbers with demand-based proportional balance of fields and disciplines so that the country shall become internationally competitive”.

The universities are responsible for bringing about competent would-be journalists for the market industry as well as the country at large but Gebremedhin (2006) found that, a major constraint on the Ethiopian media is the lack of competent journalists. This is more elaborated by Negeri (2012) who pointed out that journalists' lack of relevant training in journalism and communication...is manifested in their practices. In addition to that, some people from the industry seem to argue that the graduates are far below their expectations in terms of knowing the craft of the profession and delivering.

After all, universities are supposed to produce well-educated students who join the media industry to serve the society at large, the nexus between the industry and the universities has to be smooth and well maintained. But in our country, though the field of study is still too young, as Negeri (2012) indicated lack of collaboration between media institutions and journalism training institutions added up to professional constraint.

Although in much of the world university-level journalism education continues to constitute the largest provider of journalism education, especially at the entry-level. At the same time, the question of who provides journalism education and who is a journalism teacher continues to change (Goodman & Steyn, 2017). For example, according to Medsger cited in Goodman and Steyn, (2017) in the early 1990s, an estimated 71% of journalists in the United States had some tertiary-level media education. Their education often either replaced or complemented in-house or on-the-job training practices.

As in many countries, journalism and communication in Ethiopia is also vulnerable to many challenges especially the rapid change of media technologies. As Goodman and Steyn (2017) it is imperative that all journalism education organizations become especially nimble. Journalism education at universities has been under considerable pressure to change and update itself, especially in the area of converged media. Hence, proliferation of technology is also one of the many factors to add up to the complexity of the education of journalism and communication. Likewise, it is obvious; media industries are always ambitious to employ what is cutting edge technology for their overall furtherance.

So that as far as the field of study is a recent phenomenon in the country, following-up on its course occasionally through research, would be helpful to understand its contributions, challenges it faces and new developments.

And in my view, a number of newly graduated journalism and communication practitioners have views that exist discrepancy between what they were taught in university and what they face in the real world of practice. Kent & Taylor (2011) articulated that many professional communicators believe that theory and practice are different activities, that theory is some sort of rarified place apart from the world of professionals and everyday citizens.

Hence, as far as the researcher's knowledge is concerned, no study has been conducted on a similar subject. But three studies have been studied in related areas. First, it was done by Woldegiorgis Ghebrehiwot 2010. His focus was on the curriculum of Mekelle University department of Journalism and Communication in 2010 (which was before the Nationally Harmonized modular Curriculum came to its implementation). But the focus of this study is examining the status of journalism and communication at large, Mekelle (one are of this study), Bahirdar, and Hawassa Universities and the current the Nationally Harmonized modular Curriculum.

Second related study was (Skjerdal, 2011) which was examined the discussions and tensions that came to the fore during the preparation of the program of master's level in Addis Ababa university. Hence this study is different from that which focuses only on undergraduate level.

And finally, another related study was (Bantie, 2012) which was examined the interaction between School of Journalism and Communication (Addis Ababa University) and mass media institutions (found only in Addis Ababa). But here this study was focused on the other selected three universities the current curricula, responding capacity and challenges.

Accordingly the researcher intension here was to examine the state of undergraduate journalism and education in Ethiopia, Bahirdar, Mekelle, and Hawassa Universities in focus. Studying the status quo of these universities journalism education would be helpful to divulge the status of journalism education (in terms of its curriculum, its responding capacity to industry and current

challenges it face). And it would also build and add on the existing knowledge regarding journalism education in the country.

1.3 Objective of the Study

1.3.1 General Objective

The main objective of this study was to examine the state of undergraduate journalism education in the, selected public universities such as, Bahirdar, Mekelle and Hawassa universities.

1.3.2 Specific Objectives

In line with accomplishing the general objective, this study specifically aims:

- To evaluate the current curriculum of the journalism education of the selected universities
- To assess the responding capacity of the journalism education of the selected universities to the needs of the media industry in the country
- To find out the current challenges facing journalism education in the selected universities

1.4 Research Questions

- What do the current curricula of the journalism education of the selected universities look like?
- To what extent is the responding capacity of the selected universities of journalism education to media industry needs in the country?
- What are the current challenges of journalism educations in selected universities face?

1.5 Scope of the Study

The study focuses on the state of journalism education. The study limited itself to examining the undergraduate journalism education offered at Hawassa, Bahirdar and Mekelle Universities. And the Media industry houses located near the selected universities where it is assumed there would be a possible interaction. And the media industry located in the capital city of Ethiopia where there would be a possible opportunity to graduates who could join different media with different background.

1.6 Significance of the Study

The successful accomplishment was high important to see the state of journalism education in these universities. The outcome of this study was believed to make some suggestions that would help improve the curricula of the Journalism education in the three selected Universities. The study was also important for the researchers who could see on the pedagogical approaches. Other universities which run similar programs as also benefited from the study outcome. The study was providing an outline to the media industries, and for those who formulate education policy. And finally, the finding could invite other journalism field researchers to open their eyes and carry out studies in similar area.

1.7 Organization of the Paper

This thesis consists of five chapters. The first chapter mainly deals with the background, statement of the problem, the research objectives, the research questions and limitations of the study. In the second chapter reviews of related literature relevant to the study has been made. The third chapter is where the methodology of the study is discussed in detail. The fourth chapter includes the data presentation, analysis and discussions. And finally, the fifth chapter concludes the thesis and suggests recommendations. In the next chapter, relevant literatures are discussed in detail.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Brief History of Journalism Education

In historical terms the traditional path to becoming a journalist was to start working as an apprentice, a volunteer, at a newspaper (Gardeström, 2016). Internationally, journalism programs were first established in the United States (Gardeström, 2016; Namasing, 2011). And According to Hanusch and Mellado (2014) University-based journalism education first emerged in France, Germany, and the United States around the beginning of the 20th century and quickly expanded to China, Australia, and, by the 1930s, into Latin America. Many African countries would follow suit after World War II.

As Cushion (2007) US journalism education had largely developed in the university environment and the first journalism school opened at the University of Missouri in 1908. With a Joseph Pulitzer personal donation of \$2 million, he had persuaded the Columbia University to open its door to journalism in 1912. While he was donating, at the root of his proposal in 1892 his insight to a university program in journalism education was as follows;

We are probably just as convinced that the quality of our lives depends to a very great extent on the quality of our media. Knowledge is not only power; today-in the so-called Information Age it is the fountain of the good life and the source of most of the things we treasure. And as the quality of the information we need in our increasingly complex society takes on ever greater importance, so does the competence of the people who provide us with that information. We need to be able to trust our sources of information; we want our journalists to be thoroughly competent and responsible. (Raudsepp, 1989, pp. 1-2)

Unlike US journalism education in Britain and Australia was predominantly apprentice-based system for a long time (Deuze, 2006). For many years European the training of journalists was seen as a craft to be learned on the job or to be studied in a polytechnic (Foot, 2017).

At the Second World War, journalism education became an issue within UNESCO and the American model, with journalism programs as part of universities, was presented as a good example (Gardeström, 2016). It was not until the 1980s that a great expansion of programs occurred at the university level. Expanding literacy in several developing countries with growing economies created accelerated demand for more journalism outlets and professionals to staff them Foot (2017).

Journalism education is barely one century old as a discipline. Yet, it has become an established part of the higher education environment in practically every country of the world. The same here in Ethiopia journalism education is part of the public higher education institutions. Hence, the next section will discuss the purpose of journalism education worldwide.

2.2 Why Journalism Education?

For the first half of the 20th century, journalism education and training worldwide was largely confined to on-job learning, often in an apprenticeship style. But as mass communications grew as industry in the second part of the century, so did the need for hiring more people and requiring more high-end skills for this industry so that public institutions of higher education was evolved to meet this need (Foot, 2017).

According to Adam (2001) journalism education has been viewed as a key factor for democracy. Because as Gardeström, (2016) believed that education made journalism better, journalists needed better general knowledge, education liberated journalism from the party press system, and education was an important step on the road to professionalization. And according to him that might be true if the working premise is that education is always something intrinsically good that develops a better society.

Reese (1999) also suggested that the ultimate objective of journalism education should be to improve the practice of journalism not only by training skilled practitioners, but also by teaching how journalism impinges on other areas of public life and illustrates critical social issues. And according to Hume (2007) the purpose of journalism education is to serve students and the public by making the students the strongest candidates possible for journalism careers and instilling in them a strong desire to produce and transmit ethical, socially responsible journalism. In addition

Hum added that the basic goal of journalists is to serve society by informing the public, scrutinizing the way power is exercised, stimulating democratic debate, and in those ways aiding political, economic, social and cultural development.

Considering the above, in most country of the world as entry-level professional journalists come out of university-based journalism programmes, this makes universities an important factor in media capacity building. But Brikše (2009) argue that, to become a journalist and rewarding, getting that job starts with a good education. In addition to that as Self (2005) noted that the quality varies by region, country, and even university.

However, as Stephens cited in Brikše (2009) journalism cannot be taught or learned as a static field, because journalism today is inevitably to be involved in an on-going, ‘active, argumentative dialogue’ on the profession’s purposes and performance and can no longer be focused exclusively on the basics. At the same time industry has frequently criticized not only these graduates’ skills, but also the value of university journalism education at large.

What is more, many media outlets have largely been accustomed to personnel turnover ever since the mid and late 1990s. As the media market developed rapidly, media outlets typically hired first or second year students and some even organised journalism schools and training themselves (Brikše 2009). Simultaneously, industry associations, a number of individual media companies and NGOs have also responded to mid-career training needs by elevating and formalizing ad hoc or casual training initiatives and creating institutional academies for both continuing and new employees.

And generally according to Hume (2007) research report if journalism education is offered in journalism schools it would be vital because journalism schools are vital cultural institutions that can influence governmental policies toward open information, accountability, and free speech all of which are critical to the health of a democracy. Hence despite the purpose of journalism seems multi faced, but still debates observed on the journalism education. The next section discusses on the debates of journalism education of its theory practice divide.

2.3 Debate on Journalism Education of Theory vs. Practice

The theory-practice division is the most pervasive issue regarding the content of journalism education (Dueze, 2001). This debate has grown many times from the demand and expectations in work place by the employers and the evolving nature of journalism practice and the media in general and the developments of new information and communication technologies have altered some of the methods journalists use (El-Naway, 2007).

According to Deuze (2000) theory is explained as nothing more or less than a collection of statements or propositions, which together attempt to describe and explain something as it is. A theory therefore can be causal - explaining why things are as they are - or functional – explaining how things should be in order to work (“properly” in the case of normative theories).

The importance of having theory in the content of journalism education argue as to formulate a coherent vision and focus on the intricacies of journalism, its markets, functions, and its futures, one should at least have some understanding of what journalism is, and even what it can or should be (come) (Dueze, 2001).

Scholars do not only tried to show the importance of having theory in the content of journalism education but also are heard criticizing their opponent for suggesting that journalism education is not at all needed. They argue that as the industry is not the profession - it is merely the environment within which the profession occurs and they are the leaders of one part of the environment within which the profession exists. And what the industry wants of its employees is only a part of the work of journalists. Journalism education has a responsibility not just to industry, but to others as well and most importantly, to society as a whole (Green, 2005).

In addition Nolan (2008) also state that to achieve production efficiencies and to minimize their own investment in training, while simultaneously gaining access to the cultural capital associated with a graduate workforce, commercial media industries have seen it as in their interests to take a proactive stance in shaping formations of professional education.

On the other hand, as the Oregon Report cited in Adam (1989) though it has been almost a century since journalism education has emerged they are following the industry, not leading it.

For that matter the proponents of the practical tend to say that some of the academic are filled with useless “theory” (Stephens cited in Namasinga (2011) and many practitioners view academics as ‘dreamers’, removed from the practical realities of newsrooms (Sreedharan, 2013). In addition to that critiques point out that many faculties remain fixed in the past, teaching the theory of journalism exclusively while others teach only tradecraft without proper grounding in ethics and other subjects (Hume, 2007).

Despite the debate over theory-practice persists, it seems to be diminishing with the gradual realization that both are vital for successful education in this field (Dueze, 2001). For example according to as Frith & Meech (2007) people who identify themselves as journalists “describe many different roles and practices – reporting, writing, editing, sub-editing, managing, publishing, laying out, designing, filmmaking; and cover many institutional positions (p.100)” This situation creates many different possible understandings of journalism, as well as ideas about the content of journalistic studies and learning outcomes.

And according to Turner (2000) on the one hand by virtue of the fact that journalism has emerged as a trade even the theoretical aspects of journalism have been based in practice that are based on the experience of journalists themselves. On the other hand, these issues must also be considered in the context of changes in the functions of universities and the understanding of these changes, because education and training can blur and merge.

As a solution for the theory-practice professionals also suggest that journalists should enter to the academy (Sreedharan 2013). These journalists and ex-journalists or ‘hackademics’ (a combination of ‘hack’, slang for journalist, and academic) have moved from the newsroom to classroom, to appeal to student demands for both theory and practice, to face a challenging array of new professional demands and to develop new skills in teaching, research and academic publication (Sreedharan 2013; Cushion, 2007).

Contradict to the above theory-practice division and the suggested solution as ‘hackademics’ Dueze (2000) argued as there is no distinction between theory and practice other than the extent to which one aims to makes one’s view on the world explicit. Kelly (2007) supports this by emphasizing as “academic knowledge is “quintessentially cross-disciplinary” and should be recognized as such, an academic discipline in its own right (p.5).” for that matter Dueze

advocates a reflective and reflexive curriculum where students have the opportunity to think critically about the profession and to figure out how and where they might fit within it. He emphasized that as:

If one would accept the proposition that both the ability to understand and explain one's environment (theory) as well as successfully coping with that environment (practice) can be helped, improved and inspired through (critical) reflection, one needs to examine how to educate students to be reflective. (p.151)

Although the skills versus theory debate still surfaces in many journalism and communication education forums, there now seems to be a general consensus among journalism educators that a quality journalism program should produce "critical-reflexive thinkers" (Deuze, 2000). The next section discusses journalism education model.

2.4 Journalism Education Models

Journalism within the context of professional education means the preparation of students for a career in news media organizations and studying the work of editors and reporters. In order to prepare those students for their future career, there are models of journalism education. In fact according to Rees and Cohen (2000), the two major journalism educations are the USA model (taught as part of the university curriculum) and the second model is European polytechnic model (in which training and skills are obtained on the job through apprenticeship).

But Deuze (2006) expands the two models in to five models worldwide. These are;

1. Training at schools and institutes generally located at universities (see e.g. Finland, Spain, United States, Canada, South Korea, Egypt, Kenya, Argentina, the Gulf States, increasingly in Great Britain and Australia; this is becoming the dominant mode of training journalists to- be worldwide; some educators, particularly in Africa and Latin America, resist this model on the grounds that it has neo-colonial features, making local programs increasingly dependent on global Western ideas and economies).
2. Mixed systems of stand-alone and university-level training (France, Germany, India, Indonesia, China, Brazil, Nigeria, Turkey, South Africa).

3. Journalism education at stand-alone schools (Netherlands, Denmark, Italy).
4. Primarily on-the-job training by the media industry, for example through apprenticeship systems (Austria, Japan; Great Britain and Australia started this way, as this is a typical feature of the Anglo-Saxon model).
5. All of the above, and particularly including commercial programs at universities as well as in-house training by media companies, publishers, trade unions, and other private or government institutions (Eastern Europe, Cuba, North and Central Africa, the Middle East).

Most of journalism educations are moving towards the first or second model, indicating increasing levels of professionalization, formalization and standardization worldwide (ibid). the next section discusses the interaction between media houses and the academia.

2.5 Interactions between Mass Media Houses and the Academia

For a strong and sustainable interaction, mutual *trust* is important. Universities are seen as reliable knowledge suppliers from the industry's point of view. One of the biggest problems experienced in mutual interaction is that each side does not clearly know the possibilities and capabilities of the other, and they therefore do not realize any collaboration project with each other. Thus, industrialists should be informed about universities' internal activities, such as seminars, conferences, scientific study disciplines, the study fields of faculty members, future scientific projects and student profiles, to speed up the decision-making process and to establish collaboration with the universities. The universities do not make themselves well known, and this dominant, introverted tradition of education and research has a negative effect on relationships with industry.

According to Kaymaz and Eryiğit (2011) the factors that have been assumed to have been the source of barriers in university-industry collaborations from an academician's perspective are lack of interest from industrialists and academicians, bureaucracy, remoteness of field studies, insufficient publicity, lack of communication, ineffective legal regulations, ineffective university-industry collaboration centers and previous bad experiences.

Some of the factors affecting university-Industry interaction, as mentioned by Kaymaz and Eryiğit are bureaucracy, functionality of the scientific knowledge produced in the university,

two-way communication which has been evaluated in both formal and informal dimensions, and trust. In the process of formal interaction, there are four basic forms of establishing dialogue (i) codification (e.g., scientific publications and patents); ii) cooperatives (e.g., joint enterprises and workforce exchange); iii) meetings and internet networks; iv) agreements (e.g., license agreements and collaboration contracts). In the dimension of informal communication, 'social' interaction is realized at a personal level between the parties by factors such as shared work areas, being in the same project group, and setting up social networking sites on the internet. Relative to the formal channels, informal channels of communication forge stronger links between parties with a higher frequency of communication.

Specifically, according to the Hume (2007) Journalism schools are vital cultural institutions that can influence governmental policies (which is possible through critique) toward open information, accountability and free speech all of which are critical to a health of a democracy. In addition, Self (2015) also noted that the presence or absence of effective university level journalism education represents a significant factor in assessing the health of any country's media sector.

But most of the time the interaction between journalism education schools and media sector seems not smooth. On the one hand journalists and other media professionals do not believe that universities are producing the caliber of student who can be productive in the professional media world (Foot, 2017). For that matter journalism educations are seen influenced by the media industry rather than influence the media industry. That is because as Raudsepp (1989) stated that the industry itself has become a special interest group. In addition, editors and news directors still fear hiring employees better educated than themselves and who might be more demanding and independent (Foot, 2017).

Given the above information one can understand that the interaction between the two actors was not bed of roses. In developing countries as stated Foot (2017) noted that journalism professionals' lack of respect for university journalism education remains a formidable challenge and impedes a closer relationship between professionals and the academy. University-educated graduates are able to command higher salaries in communications work outside of news media organizations. Such higher salaries contribute to a relative disconnect between academy and industry in many developing countries.

Regardless of journalism education and industry conflicts Goodman (2007) noted that:

Both groups need to work together to raise each other's, and their collective, credibility and influence. For instance, journalism educators should be helping journalism students and existing journalists keep up with technological changes, while journalists need to get back to questioning stated truths and preconceptions instead of trying to carve new truths in stone. (p.16)

And according to Wonwosen (2009) meaningful collaboration between universities and industries could provide a variety of benefits. These benefits primarily relate to income generation, access to technology and equipment, practical experience, curriculum development, community service and image building, and employment opportunities for students. But the existing level of university industry interaction in Ethiopia is yet at its rudimentary stage.

Similarly according to Daniel (2008) lack of alignment between the type of curricula and skill endowments of graduates from Ethiopian universities and the needs of industry; misalignment between the research output from universities and what the industry needs; and the overall lack of competitiveness in Ethiopian industries which does not drive them towards such linkage continue to be evident gaps that require serious redress. The next section discusses on curriculum.

2.6 Curriculum

The origins of the word are from the Latin curriculum, a racing chariot, from which is derived a racetrack, or a course to be run, and from this, a course of study (Ross, 2005). Curriculum can be defined as the document, plan or blue print for instructional guide, which is used for teaching and learning to bring about positive and desirable learner behavior change. This definition refers to the formal curriculum, which is planned ahead of time, bearing in mind the characteristics of the curriculum recipients, the philosophy and goals of education, the environment, the resources, methods of teaching, and evaluation procedures (Offorma, 2014).

Curriculum work is fundamentally work with and for teachers, but it also requires agreement and cooperation from many other stakeholders including students, parents, school officials, accrediting agencies, university admissions committees, and employers, among others (Walker, 2003). Curriculum can be taken to mean the instrument by means of which schools seek to

translate the hopes of the society in which they function into concrete realities. The essence of education is the ability to transfer the knowledge, facts, skills, values and attitudes learnt from one situation to solving problems in another situation, and this is done through curriculum (Offorma, 2014)

More broadly, the curriculum is also understood as a political and social agreement that reflects a society's common vision while taking into account local, national and global needs and expectations. Since curriculum development processes are influenced both by local needs and by broader, transnational trends, a comprehensive international perspective on curriculum issues, trends and approaches is critical (Stabback, 2016). Hence, the next section discusses on what makes quality curriculum.

2.7 What Makes a Quality Curriculum?

According to Stabback, (2016) quality of curriculum could be analyzed based on the following criteria'.

1. Development of the Curriculum

Planning and Systemic: The development of curriculum should follow a transparent and publicly known process and be well-managed in terms of focusing on the curriculum vision, conducting effective development activities, and adhering to timelines and budgets. The development of curriculum should take account of good research and practice in and beyond a particular country. This would imply looking *inwards* (at the current curriculum), *outwards* (at what others are doing locally, nationally and internationally), and *forwards* (at what we need to do to prepare young people for their futures).

Inclusive and consultative: Curriculum documents are important national statements. It is accordingly not appropriate for curriculum documents to be developed by education experts 'behind closed doors'. Good quality curriculum development processes not only acknowledge these legitimate stakeholders interests, but also, in an open-minded manner and in a spirit of plurality, seek their insights. If the views of each stakeholder group are sought and recognized during the curriculum development process, there is a greater chance that the curriculum itself will be inclusive and practical, and that it will meet the needs of the diverse range of students it

seeks to serve. Hence, stake holders can be students, teachers, employers, communities and governments.

It should be led by Curriculum Professionals: curriculum development is a specialist field within education, and curriculum development processes. It should accordingly be led and managed by qualified and experienced professionals.

Capacity development may be necessary to ensure that those responsible for curriculum development have the technical and process-oriented skills, knowledge and experience to undertake the task.

Cyclical in Nature: good quality curriculum development is an on-going and continuous process, not least because curricula need constantly to respond to change. Good curricula need to keep pace with a world in which knowledge is rapidly expanding, communication technologies are broadening access to information, and, as a result, the skills needed by students are constantly changing or being invented. A well-planned and systematic curriculum development process is therefore best conceived as a continuous dynamic cycle of development, implementation and evaluation, which leads to and informs a new cycle.

Sustainable: curriculum development processes should be sustainable. As indicated above and further discussed in the following section, curriculum development is a dynamic and continuing process, and educational systems should ensure that they provide the leadership, resources, and expertise to ensure that the curriculum can be regularly evaluated and improved.

And according to the document in any discussion of curriculum development, it is difficult to avoid Ralph Tyler's classic statement of four fundamental questions which need to be addressed in the process:

1. What educational purposes do we seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How should these educational experiences be effectively organized?

4. How should we determine whether these purposes are being attained?

2. The Curriculum Itself

Values each student and holds that every student matters equally: Principles of equality and equity will at times mean treating ‘unequals’ unequally: every student should be given the best opportunities possible to achieve his or her full potential, which may mean compensatory curricular provision for those who are at an educational disadvantage. This is what is meant by a curriculum that values each student.

Comprises high quality ‘content’ and contributes to the development of competence:

Our contemporary world is increasingly uncertain: constantly changing and presenting new challenges. It requires people to develop and apply new understandings and to adapt to new ways of doing things. To address these challenges it is increasingly being proposed that, across subjects and learning areas, the curriculum needs to develop student competency in such areas as: communication, collaboration, critical thinking, problem solving, critical thinking, creativity, the management and appreciation of diversity, learning to learn.

Well organized and structured: a good quality curriculum is carefully and clearly documented. The documents themselves are written with clear structure and purpose and convey consistent messages about teaching, learning and assessment. They should be user-friendly and accessible to education practitioners and stakeholders, providing policy and practical advice and guidance. Foundational to this is good and clear guidance on curriculum policy, aims and purposes. A high degree of alignment between the various curricular components is critical. Ideally, this alignment should be evident on a number of levels, from consistency in the underpinning philosophy and assumptions about how students learn to the structure, format and presentation of the various curricular documents. Such alignment presents the curriculum as an integrated and consistent whole, rather than as a set of disparate and even conflicting parts.

Underpinned by a set of principles about how students learn: Underpinning a good quality curriculum is a sound and consistently applied set of assumptions about how students learn. These assumptions are in turn based on the premise that teachers are critical in the realization of each of these principles about how students learn. Teachers are, in the first place the mediators between the Curriculum Framework, the curriculum itself, teaching and learning guides, specific subject syllabi, textbooks and learners.

3. Implementation of the Curriculum

Good quality curricula place clear expectations on students, teachers, schools / learning environments, parents, employers, and on education systems and authorities.

Students: In much contemporary teaching, learning and assessment practice, students are no longer seen as passive recipients of knowledge. Students should thus be engaged in and contributors to teaching, learning and assessment processes.

Teachers: it is teachers who decide and adapt the learning content, activities and pace that student need to move through the curriculum in ways that ensure they learn effectively. (If this professional autonomy is not accorded to teachers, it will require highly prescriptive curricula for students of differing strengths and abilities.)

Schools / Learning environments: School leaders should understand the content of the curriculum and make management decisions within their areas of responsibility to support its delivery. They should encourage and support teachers in adopting new and innovative teaching practice.

Education systems and authorities: a good quality curriculum also creates expectations of education systems and school authorities. These include:

Supporting teachers and schools in being innovative and creative, ensuring assessments, formative as well as summative, reflect the curriculum, providing the resources and equipment necessary to implement the curriculum successfully and allocating time in flexible ways

4. Evaluation of the Curriculum

Clearly defined purpose and scope: The first task of evaluators is to ensure that the *purpose and scope* of the evaluation are clear and understood. When it comes to such evaluation, it is helpful to think in terms of inputs, outputs and outcomes. Inputs would refer to the appropriateness of the curriculum in terms of whether it is: fit for its intended purposes, inclusive, relevant, internally aligned and coherent, well-articulated with other aspects of the education system; and, consistent with broader societal goals. Outputs would refer to the results of learning assessments and testing: whether the curriculum is supporting effective teaching, learning and assessment both in each subject and across the curriculum. Outcomes would refer to whether the curriculum has actually helped to develop young people with the competencies,

values, citizenship responsibilities, and the like that have been articulated in the curricular aims, and who are prepared for the workplace, for lifelong learning, etc.

Using valid data and criteria: once the purpose and scope are clear, evaluators can determine the most appropriate *sources of data* and *strategies for collecting and analyzing* that data.

Regular: curriculum evaluation should be *regular*, although how often an evaluation of the whole curriculum should occur will depend on a range of factors, including feedback on the curriculum and the resources available.

It should be conducted by qualified and experienced people: within that planning process, authorities should ensure that evaluations are conducted by people who are *suitably qualified and experienced*. They should have a deep understanding of all facets of the curriculum and of evaluation strategies and processes. The next section discusses the curriculum map.

2.8 Curriculum Map

Curriculum maps are graphic portrayals of the relationship between program elements usually courses and program goals and outcomes. Curriculum maps are helpful sources of information about an existing program and helpful organizers of information when planning a new program. As a source of information about current program, a curriculum map can help to show what is being done in the program and when, where, and how (McNay, 2009).

According Carney (2015) basic curriculum map can be used to:

- Identify which core courses support which program students learning objectives.
- Reveal any gaps. A course is not necessarily required to address all program students learning objectives and a course can address outcomes other than the program students learning objectives.

The next section discusses journalism education curriculum.

2.9 Journalism Education Curriculum

In media ecology best characterized by technological and cultural convergence, globalization and localization and by an increasingly fragmented and seemingly disinterested public, the question what journalism is (or should be) has become increasingly important (Deuze, 2006).

As Stephens cited in Bromley, Tumber and Zelizer, (2001) Journalism education, unlike much university activity, is non-experimental, with its curriculum subjected to overwhelming influence by a limited range of such immediate externally derived conditions. Meanwhile, journalism educators must be nimble, and adjust their curricula as new applications and trends arise (Hume, 2007). Likewise, some of the most pressing challenges of journalism education are related to changes in curriculum brought by the evolution of the media and new technologies (ibid). One of the main complaints on journalism education is that there is too much theory and a contradiction between the teaching of practice and theory of journalism (Dickson, 1999).

Different authors suggest about the approach of curriculum of journalism and communication. For example, Gaunt cited in Dueze (2001) has identified and conveniently summarized six levels of journalism and communication training to be satisfied by analyzing the journalism training systems throughout the world:

1. Orientation: understanding the media system in which journalists work
2. Basic skills: writing, editing and other language-handling capabilities;
3. Technical skills: the use of technical equipment;
4. Upgrading of skills: mainly intended for established journalists (technical skills especially);
5. Liberal background: understanding social, cultural, and economic issues in society;
6. Specialized applications: various fields of mass communication require specialized training.

In addition to the above Dueze (2017) also suggest an entrepreneurship skill should be thought with in journalism education. He emphasized that, teaching curriculum that embraces the implications of entrepreneurialism, advocates integration of coursework; cross-sectional modules; centralization of ethics and critical reflection on journalism and the role of individual journalists in society as the bench mark for all coursework; and a recognition of journalism as a form of atypical and affective labor: It is work that tends not to be defined anymore by clear career trajectories (including benefits and support offered by stable employer-employee relationships), as well as it is work journalists profoundly care about. The next section discusses the UNESCO model curricula for journalism education.

2.10 The UNESCO Model Curricula for Journalism Education

In 2007, UNESCO released a paper to advise journalism educators in “developing countries and emerging democracies” (on a model curriculum for journalism education). In the introduction, the authors Cobden, Adam, Holm, & Abu-Fadil (2007) provided the following summary as:

Journalism education should teach students how to identify news and recognize the story in a complex field of fact and opinion, how to conduct journalistic research, and how to write for, illustrate, edit and produce material for various media formats (newspapers and magazines, radio and television, and online and multimedia operations) and for their particular audiences. It should give them the knowledge and training to reflect on journalism ethics and best practices in journalism, and on the role of journalism in society, the history of journalism, media law, and the political economy of media (including ownership, organization and competition). It should teach them how to cover political and social issues of particular importance to their own society through courses developed in co-operation with other departments in the college or university. It should ensure that they develop both a broad general knowledge and the foundation of specialized knowledge in a field important to journalism. It should ensure that they develop or that they have as a prerequisite the linguistic ability necessary for journalistic work in their country, including, where this is required, the ability to work in local indigenous or vernacular languages. It should prepare them to adapt to technological developments and other changes in the news media. (p.6)

According to Cobden, Adam, Holm, & Abu-Fadil (2007) journalism education in universities is normally organized around three curricular axes or lines of development:

- i. An axis comprising the norms, values, tools, standards, and practices of journalism;
- ii. An axis emphasizing the social, cultural, political, economic, legal and ethical aspects of journalism practice both within and outside the national borders; and
- iii. An axis comprising knowledge of the world and journalism’s intellectual challenges.

In addition to the above a curriculum in journalism education should include units in what they have called the foundations of journalism, which are designed to promote prerequisite intellectual and craft skills. These foundations include:

- An ability to think critically, incorporating skill in comprehension, analysis, synthesis, and evaluation of unfamiliar material, and a basic understanding of evidence and research methods.
- An ability to write clearly and coherently using narrative, descriptive, and analytical methods.
- A knowledge of national and international political, economic, cultural, religious, and social institutions.
- A knowledge of current affairs and issues, and a general knowledge of history and geography.

The UNESCOs Model Three-year Undergraduate Degree

According to the model curricula there are three categories of courses. These are professional practice, journalism studies, and arts and sciences. The estimation for the three-year bachelor's program is that in the first year 20% of coursework is in professional practice, 10% in journalism studies, and 70% in arts and science. In the second year, the percentages are 40%, 20% and 40%. In the third year, 80% of courses are in the professional category and 20% in arts and science. Those percentages add up to the following balance for the three year bachelor's program: professional practice, 47%; journalism studies, 10%; arts and science, 43%. We stress that this is an estimate. Looked at a little differently, the balance for the three-year program may be calculated as: professional practice, 40%; journalism studies, 10%; arts and science, 50%.

Internship/Work Experience

UNESCO considers four weeks the minimum length of an effective placement which should be done between second and third year. A longer placement is deemed to be more instructive. Where possible, students should be placed in national or international media and the work experience should be supervised and evaluated by a field supervisor.

And according to Banda, Salawu, and Chibita (2010) they have suggested four course outlines which follow are in response to the need for highly contextualized teaching and learning materials on various aspects of reporting on Africa as a rich, multifaceted cultural unit of

analysis. They take their cue from the UNESCO model curricula for journalism education which recognizes core competencies in journalism as consisting in, *inter alia*. Considered as a whole, then, the key objectives of this four-course syllabus on reporting Africa are:

- To root students in the African historical context of journalistic production;
- To engender a self-reflective journalistic ethical decision-making approach that is grounded in a critical appreciation of the social and historical context of philosophy and morality;
- To promote a critical understanding of the development contexts and priorities that African journalists must grapple with; and
- To experiment with culturally and linguistically innovative media forms which lend themselves to a more democratically engaged journalistic practice.

As noted above, the syllabus consists of four select courses: Political history of African journalism, Journalism ethics in Africa, Development journalism in Africa and Indigenous language media and democracy in Africa.

The next section discusses on the challenges facing journalism education.

2.11 Challenges Facing Journalism Education

Many scholars agree that technology is challenging the journalism education. The struggle gets more difficult with each “new” media technology (Dennis cited in Seelig, 2010). And Journalism educators everywhere face a dual challenge: the changes in the media sector and the need for change at their universities (Hume, 2007).

Cutting-edge media technologies, which are transforming the media landscape, are out of reach for most journalism schools despite their critical role in the profession (Namasinga 2011). Journalism education remains a stepchild at the universities despite growing enrolments. Media scholars say the current journalism education is vocationally inadequate. Colleges and universities are running courses that do not provide students, even after three years, with skills they need to get a job and the same is true in Africa (*ibid*). The advent of digital media means that the core skills for journalists are much more complex today than during the Gold Rush days of newspapering or the development of journalism schools in the first half of the 20th century (Finberg and Klinger, 2014).

The collapse of old business models and career paths is also presenting particular challenges to the motivation, purpose and orientation of journalism education which has been trying to keep up with the conflicting demands of industry (Deuze, 2008.) Because challenges to the business of journalism are being mirrored in challenges to the purposes of higher education in the new information space where knowledge is more prolific, complex, fast and ambiguous (Land cited in Evans, 2014).

Similarly according to Goodman (2007) in the new digital age future journalists will need to be highly adaptable and media literate, technology savvy, and able to conduct complex searches via a wide variety of data bases. They will also need to be able to determine if a wide variety of web sites, including blogs, are credible. And they will need to crank out stories across multiple platforms and in varying formats.

One possibility entails an integration of conceptual and theoretical practices with technology so that students receive a better understanding not only of how to use the technology properly, but also of the reasons why a particular technological tool is being used (Huang et al., 2006).

Journalism education has to be very flexible and responsive towards changes, since one cannot expect young students to learn to cope with the world of information without the benefits of timely and up-to-date preparation (Deuze 2000). In addition, Deuze (2000) noted that combination of mastering storytelling techniques in all media formats (so-called ‘multi-skilling’) coupled with critical thinking is the most valuable way of teaching ‘new media’ journalism or even journalism in general.

The diffusion of “smart” phones across a wide spectrum has enabled journalism students everywhere to become reporters and video producers. Even without additional software or hardware attachments, a student can practice digital journalism (Foot, 2017). But both the Internet and cell phones must be studied not just as tools as competing modern sources of news throughout the world (Hume, 2007)

However, Seelig (2010) argued that it is incorrect to say that existing curriculum is out of date. There are core competencies that, regardless of presentation and output, must be included in journalism and mass communication education; nevertheless, there also needs to be room for technological advancements in delivery methods and presentation styles. And it would be a

serious mistake for university journalism programs to become fixated on technology (Camp, 2010).

According to Ethiopian journalists, the most profound changes over the past five years were found in two areas: the use of new media technology, and the importance of education. The use of search engines and technical skills had increased, and so had the importance of having a university degree, in the opinion of the interviewed journalists (Skjedal, 2016).

The next section discusses education in Africa.

2.12 Journalism Education in Africa

As Bourgault cited in Shaw (2009) noted that in Africa most systems of mass media were introduced during the colonial period, analyses of these systems, historical or otherwise, tend to reflect only what has happened during this century. In the whole notion of media development and use in sub-Saharan Africa was basically premised on a largely liberal western value-system that favored a free and lively press, although this of course differed from one colonial power to the other (Asante, 1988). Yet British-style media were imposed on former British colonies in Africa (Shaw, 2009).

Early journalism schools in Sub-Saharan Africa were modeled on those in the West, in particular the USA (Murphy & Scotton, 1987). For example, according to Murphy and Scotton (1987) that the Ghana Institute of Journalism, established in 1958 by Kwame Nkrumah, was patterned along American-style journalism programs. Similarly, the University of Nigeria in Nsukka, initially based on a British model of journalism, moved to an American model of journalism, which was felt to be more practical than the British one. Murphy and Scotton further argue that the American influence spread through UNESCO-supported journalism programs, and by 1970, such programs existed in Cameroon, Ethiopia, Kenya, Nigeria, Senegal and Zaire. These programs attracted students from all over Africa and this meant that the American influence in journalism education and training and practice became deeply entrenched in Africa because these students went back to their countries and practiced journalism the American way (ibid). Journalism education and training in Eastern Africa has also commonly been a result of fragmented initiatives by Western donor organizations, but there is now a growing tendency to formalize programs in established colleges and universities (Skjedal & Ngugi 2007).

Mostly media education in Africa is carried on within the strictures of Western ontology and epistemology Banda, (2009) and more particularly, it is characterized by the liberal journalistic epistemic orientation. Teaching of journalism and media studies in African universities is an over-dependency on syllabuses conceived in the West; that most students and staff are still trained abroad; and that major books and theories used in African institutions were mainly written by Westerners for Western students (Dube, 2013). Western influence on Africa should not be characterized as homogenous, but that a distinction should be made between American and European influences (Ibid).

Furthermore, African scholars argue that journalism systems rooted in colonial models produce journalism practitioners who are entirely out of touch with the social realities of the developing countries (Murphy & Scotton, 1987). Thus, scholarship in the Western context means being scientific and being detached from the social concerns of the day and journalists educated in this academic tradition would, therefore, be expected to be “neutral” and “objective” in their reporting (ibid). According to that notion, their task would be to report events without taking into consideration the consequences of their stories on the communities they are reporting on.

But in 2007 the need to have a context-sensitive type of journalism also prompted UNESCO to propose a generic model journalism curriculum for developing countries and emerging democracies. According to the UNESCO’s considered that “journalism education is offered in many different settings, circumstances and cultures, and in many different political conditions, the UNESCO model curricula, therefore, takes into cognizance the socio-economic, political and cultural contexts of developing countries.

Other than the dependency in western model, Eastern Africa specifically faces some unique challenges in terms of availability of staff, out-of-date equipment, the lack of research on questions driven by local imperatives, the lack of training in new media, and the need for local (i.e., African) adoption of curricula, demarcation between journalism and public relations, and lack of contact between journalism training initiatives (Skjerdal Ngugi 2007).

The next section discusses journalism education in Ethiopia.

2.13 Journalism Education in Ethiopia

Like the other countries, journalists had been practicing the business of journalism many years before the system of journalism and communication training began (Bentie, 2012; Kbrom, 2017). According to Skjerdal (2011) Ethiopia got its first permanent journalism school in 1996 when the Ethiopian Mass media Training Institute [EMMTI] (formerly known as MMTI and MMTC) established its diploma program. However, a great number of training sessions took place long before that. NGOs and international organizations were engaged in journalism training both during the imperial years of Haile Selassie (until 1974) and during the Derg regime (1974-91). The motivation for the training sessions was mainly to equip journalists with basic writing and reporting skills and, from the government's side, to (at least moderately) professionalize the state media which was, for all practical purposes, a tool for political leadership. Organizations involved in such training were for instance UNESCO (Murphy & Scotton, 1987) and the British Thomson Foundation, the latter of which contributed in journalism courses at Addis Ababa University when these were introduced at the national university in the 1980s (Skjerdal, 2011)

The bulk of short-term journalism training in the country concentrates on social awareness issues for media workers in areas like HIV/AIDS, reproductive health, trachoma, children rights, gender equality, anti-corruption, and so forth (ibid).

Since 2003, there has been an impressive expansion of journalism and communication education in Ethiopia. In 2017, there are thirteen public universities, namely Addis Ababa University (AAU), Mekelle University (MU), Bahir Dar University (BDU), Wollega University (WU), Jigjiga University (JJU), Hawasa University (HU1), Dilla University (DU), Haromaya University (HU2), Adigrat University (ADU), Aksum University (AKU), Arba Minch University (AMU), Meda Walabu University (MWU) and Gondar University (DMU) (Kbrom, 2017).

Skjerdal cited in Dube (2013) also noted journalism and communication in Ethiopia have been heavily influenced by both North America and Europe. He pointed out that lecturers in various schools have been educated in different countries such as the USA, Britain, Italy and the former Soviet Union. Hence, according to Skjerdal (2011) noted that in Addis Ababa University School of Journalism and Communication there are three areas of tensions in graduate program which are tensions in curriculum design, in the view of normative journalism theory and in public promotion of the program. The next section discusses on the Ethiopian media context.

2.14 The Ethiopian Media Context

Since the introduction of printing press (1863), radio (1935) and television (1963) in Ethiopia, journalism has passed through very few changes as it was known for favoring the authoritarian (in the regime of Haile Silassie, the soviet communist (in the regime of Derge) theories of media. In other words, both print and broadcast media used to serve the then governments' and only the governments' interest. But in the current regime EPRDF marked a significant change in the history of journalism in Ethiopia. This time is remembered for two major reasons: pre-publication censorship was outlawed; press ownership was permitted to private citizens (PMC cited in Bantie 2012).

According Ethiopia Media and telecoms landscape guide (2011) currently radio is the main source of news and information in Ethiopia, especially in the rural areas where 80% of the population lives. However, many people in the countryside simply rely on word of mouth, particularly what they hear at community meetings or through their local church or mosque. Television is the most popular source of information in the main cities.

There are several newspapers, but their circulation is low and they are only available in Addis Ababa and the main towns. The state-run Ethiopian Broadcasting Corporation (EBC) runs Ethiopia's only nationwide radio and TV services. But of course there are also private satellite televisions. Social media is also becoming source of messages. And Amharic is the main language used by national radio and TV, but regional stations broadcast most of their output in local languages.

A Proclamation no 590/2008 a proclamation to provide for freedom of the mass media and access to information is also currently in its effect which serves as media law in Ethiopia.

According to Negeri (2012) in Ethiopia journalistic practices are subject to both internal and external challenges of different sorts. Regarding Journalists-associated problems Negeri (2012) also described as professional constraints which are lack of relevant training in journalism and communication in general development journalism in particular. That is manifested in their practices and can be attributed mainly to the limitation of institutions offering journalism and communication training and research in the country until very recently. The next section discusses on the education context.

2.15 The Education Context

Secular higher education was initiated only in 1950 with the founding of the University College of Addis Ababa. During the following two decades, half a dozen specialized technical colleges were established (Saint, 2004). Currently there are more than 45 public higher education institutions (universities) in the country (13 of them offer undergraduate journalism and communication education) which are totally subsidized by the federal government.

According to MOE Education Sector Development Program V [ESDP V] undergraduate enrolment (government and private) rose from 447,693 in 2010/11, to 593,571 in 2013/14. The proportion of females in higher education needs to increase. The share of female students at undergraduate level has now reached 32% and in 2015 the intake rate was 38% female.

In addition according to MOE, many students joined higher education institutions with results below the 50% threshold in the higher education entrance examinations. The graduation rate of regular undergraduate students is as low as 79%. This, perhaps, implies a low quality of instruction or perceived low relevance of the higher education courses being offered. It could also be a reflection of the low-quality of students introduced to higher education, who, irrespective of teaching quality, have not been prepared for learning at this level. To improve the quality of the teaching and learning process several initiatives have been implemented including harmonizing curricula for all of the undergraduate programs, adopting a modular approach for course delivery.

Currently regarding the higher education institutions, the higher education proclamation No. 650/2009 is in its effect. Hence according to the proclamation, beyond the common pillars of the universities (knowledge and technology transfer to the countries priority needs, teaching learning, community and consultancy services) among the objectives of higher education is “To prepare knowledgeable, skilled, and attitudinally mature graduates in numbers with demand-based proportional balance of fields and disciplines so that the country shall become internationally competitive.”

And according to the proclamation the medium of instruction of the universities is English.

But according to article 2(1) short-term trainings and preparation of teachers for primary schools and grades may be given in any appropriate languages. Furthermore, according to the

proclamation, regarding the curricular design, delivery, and assessment of learning outcomes in any institution it aimed at enabling the learner to acquire pertinent scientific knowledge, independent thinking skills, communication skills and professional values that together prepare him to become a competent professional. In addition, it articulated that curricula common to any number of public institutions may be developed jointly through the participation of the public institutions responsible for their implementation; and such curricula shall serve as the minimum requirements applicable to any of the institutions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

To find answers for the research questions which gauged from the research problem outlined in chapter one, here in this chapter research methodology is discussed and justified. To select an appropriate research methodology, the researcher was guided by his research objectives and questions in order to examine the state of undergraduate Journalism Education in the selected universities (Bahirdar, Mekelle, and Hawssa).

In this chapter, research design, the sample and sampling procedures, the methods used to collect data, the data analysis procedures, as well as ethical considerations are discussed. The reasons for selecting each specific approach are also elaborated.

3.2 Research Design

According to Kothari (2004) the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. Kumar (2011) also noted that a research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. Put simply, research design refers to the way in which a research idea is transformed into a research project or plan that can then be carried out in practice by a researcher or research team (Given, 2008).

3.3 Mixed Method

The term, 'mixed methods' applies to research that combines alternative approaches within a single research project (Denscombe, 2010). To address the research problem the researcher used mixed methods research because the assumption of this form of inquiry was as Creswell (2014) stated that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone. Furthermore he stated that, data from one of the approaches could check the accuracy (validity) of the other data.

Here in this study, the combination of data from qualitative (in-depth interview and content analysis) and quantitative (questionnaire and content analysis) provided a better understanding of

the phenomena. Data from qualitative content analysis was not only provided background information; it also checked its reliability through the data generated in-depth interview, quantitative content analysis and questionnaire. Data from the in-depth-interview were also validated by the data generated through questionnaire and qualitative content analysis. So that, the aim of using mixed method is to gather qualitative and quantitative data there by to compare different perspectives drawn from quantitative and qualitative data. Based on this approach, the researcher collected both text information and numeric information.

Within this approach convergent parallel mixed methods design is chosen. As Creswell (2014) stated that the key assumption of this approach is that both qualitative and quantitative data provide different types of information often detailed views of participants qualitatively and scores on instruments quantitatively and together they yield results that should be the same.

In addition, in this study triangulation was also used because it could provide the best option for evaluating the state of undergraduate journalism education. This study employed first, *data triangulation* (use of a variety of data sources like students, educators, practitioners and document). Second, *methodology triangulation* (use of multiple methods like in-depth interviews, questionnaire, qualitative content analysis and qualitative content analysis) this was because as Cohen, Manion & Morrison (2005) stated as the more the methods contrast with each other, the greater the researcher's confidence. The third is *space triangulation* (covering three universities and eight media houses from three region of the country). By using these types of triangulation, data sources proved to be the best way to enhance the validity and reliability of data obtained for this study.

The study also employed a comparative approach to evaluate the state of undergraduate Journalism education in the selected universities by soliciting information from the lecturers, available harmonized curriculum, current students in the department and former students, managers, and editors from various media houses in the country. Comparing the views of these respondents was relevant in identifying the gaps in journalism education offered at the selected universities. The curricula of undergraduate journalism education offered at the three universities was also compared with which proposed by UNESCO as model curricula for developing countries outlined in chapter two.

3.4 Methods of Data Collection

3.4.1 Semi-Structure Individual Interviews

In the first place, as Flick cited in Blandford, (2013) interviews are best suited for understanding people's perceptions and experiences. For that matter, the researcher used semi-structured individual interviews to acquire qualitative data. With semi-structured interviews, the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher (Denscombe, 2010).

For this type of interview the researcher had a list of key themes, issues, and questions interview guides to be answered by respondents to partly answer the three research questions. The researcher based the choice of semi-structured individual interviews on their open-ended nature, flexibility and compatibility with the subject under study. This helped the researcher to acquire detailed information on the questions and the key informants had an opportunity clarify their answer due to the semi-structured interview. Semi-structured interviews fall between two poles (structured and unstructured interviews), in that many questions or at least themes was planned ahead of time, but lines of enquiry was pursued within the interview, to follow up on interesting and unexpected avenues that emerge (Blandford, 2013).

Interviewees for the study were the educators of the Bahirdar, Mekelle and Hawassa universities undergraduate program of the department of Journalism and Communication, media managers and editors who are currently working as practitioners in the media houses.

In the interview took 15-25 minutes. The researcher recorded the data in his phone. He then transcribed it. Due to all interviews was held in Amharic, the researcher later translated it in to English.

3.4.2 Content Analysis

The examination of the state of undergraduate Journalism education would have been incomplete without studying the curricula. According to Rapley, cited in Bowen (2009) content analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Hence for this study both qualitative content analysis and quantitative content analysis were used. For the qualitative content analysis

according to Denscombe (2010) like other analytical methods in qualitative research, content analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. And quantitatively, content analysis is a method of studying and analyzing communications in a systematic, objective, and quantitative manner to measure variables (Riffe, Lacy and Frederick, 2005)

Documents can be found in different forms like, advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers (clippings/articles); press releases; program proposals, application forms, and summaries; radio and television program scripts; organizational or institutional reports; survey data; and various public records (Bowen 2009).

For the purpose of this study, the current nationally harmonized curricula of the undergraduate journalism and communication education was analyzed. Analyzing the curricula enabled the researcher to quantitative and qualitative data to partly answer the research questions.

3.4.3 Questionnaires

The researcher used semi-structured questionnaire for acquiring information from the current students in the selected universities and from the professionals or former students of the selected universities. This helped the researcher to understand the current state of the journalism education in the universities, the staffs, the equipment and the overall activity as well as it also helped to see the validity of the data which gathered through in-depth interview from the staff of the department and the content analysis as well. In addition the questionnaire enabled the researcher to acquire information from the former students who are currently working as journalists in different media houses with different experiences. The questionnaire also allowed the researcher to see the impact of the journalism education in media houses.

The questionnaires for students were designed based on first, personal information. Second, questions were designed regarding the objective/graduate profile/ of the nationally harmonized curricula of journalism and communication education related to their two and half years' experience in journalism and communication in the departments.

The questionnaires for former students were also designed based on first, personal information. Second, was based on their application of what they have taught in the departments and their general experience related to journalism and media practice as well.

Procedure

In addition to the researcher, two other data collectors (who were current MA student of BDU and PhD candidate in the same university) were participated in the questionnaire administration. Both data collectors have taken research method courses. While the MA student done senior essay for his BA degree, the PhD candidate have also done MA thesis respectively. The data collectors were first informed about the research. When collecting the data, the data collectors gave the questionnaires in person and politely asked respondents to fill the questionnaires.

3.5 Sampling technique

3.5.1 Selection of the Universities

For this study non-probability sampling was utilized. Non-probability sampling is according to Lisa (2008) “unlike probability sampling, where each participant has the same chance of being selected, participants selected using the non-probability sampling techniques are chosen because they meet pre-established criteria (p.562).”

Within non-probability sampling, samples were selected through using purposive sampling for this study. Purposive sampling study is As Kumar (2006) stated that “to pick out the sample in relation to some criterion, which is considered important for the particular study (p.91)”. And according to Given (2008) “engaging in purposive sampling signifies that one sees sampling as a series of strategic choices about with whom, where, and how one does one’s research (p.697).”

Though there are more than 13 public universities which are offering undergraduate journalism program in the country, Mekelle, Bahirdar and Hawassa universities were selected purposefully. This was due to first, as far as Ethiopian public higher education institutions are known as generations (based on the time period they commenced), the selected universities was considered only from the first generation of the Ethiopian public higher education institutions. The reason was as far as these universities has been in place since the journalism education was introduced as a university level and had a better experience in higher educations; it showed better

experience of the state of journalism education. It also helped to compare these selected universities each other from three regions of the country.

3.5.2 Selection of Media Industries

As far as the main common pillars of the Ethiopian public higher education institutions are teaching-learning, community service and research, it was valuable to purposefully select the media industries based on geographical nearness to the selected universities in order to understand the impact of journalism education. Hence, SSNPR Radio and Television Agency was near to Hawassa University, Amhara Mass Media Agency was near to Bahirdar University, Dimtsi Woyane Tigray and Tigray Mass Media Agency was near to Mekelle University.

In the first place as far as the focus of this study was on journalism education, journalists from different media houses were only considered other than other communication sectors. Media industries were selected from the capital city of the country. That was due to the assumption was that, as far as different and most of the media industries were located in the capital city, graduates would join these media houses from different background. Hence, Ethiopian Broadcasting Corporation [EBC] from state owned and broadcast, Fana broadcasting corporate [Fbc] from private and broadcast, Reporter newspaper from private and print, Ethiopian News agency (ENA) from state owned and news agency and Fortune Newspaper from private and print were selected.

3.6 Sample Size

3.6.1 Educators

Since the aim of the study was examining the state of undergraduate journalism education, key informants from the educators were selected due to they are main actors in the teaching and learning of the program. Beyond teaching learning processes they were also considered as key actors in shaping and reshaping the current curriculums and controlling most of the department activities as well. Hence, eight educators (from the selected universities) were selected for the individual semi-structured interview through referential due they were more experienced in the teaching and learning of the program and as far as the direction given by the MOE to the public higher education institutions which is 0:70:30 (Bachelor: Masters': Doctorate degree holders, respectively) educators were only selected Masters and Doctorate degree holders.

| Profile of the Educators | | | | |
|--------------------------|------------------------|---|---------------------|----------------|
| No | Name | Graduated Universities | Current University | Interviewed on |
| 1 | Jemal Mohammed | MA – Media & Communication, University of Central England, UK PhD – Journalism and Mass Communication, Andhra University India. Associate Professor/Former department head | Bahr Dar University | March 29 2018 |
| 2 | Tigist Mekonen | MA/AAU/Former department Head | Bahr Dar University | March 29 2018 |
| 3 | Bereket Wondmu | MA/JU/Staff | Hawassa University | March 27 2018 |
| 4 | Tadesse Feleke | MA/AAU/Department Head | Hawassa University | March 28 2018 |
| 5 | Endalkachew Teshome | MA/AAU/Staff | Hawassa University | March 28 2018 |
| 6 | Gebreslasie Kahsay | MA/AAU/Staff | Mekelle University | April 24 2018 |
| 7 | Afework Gebreegziabher | MA/AAU/Staff | Mekelle University | April 24 2018 |
| 8 | Frtuna Kahsay | MA/AAU/Department Head | Mekelle University | April 25 2018 |

Table 1 Profile of Educators

3.6.2 Editors and Media Managers

Editors and Media managers were selected due to they were main actors in understanding the impact of the education. While the media managers were selected due to they were considered as potential key informant in the understanding of the impact of the education and the relationship with the journalism departments, editors were also considered as key informants in addressing the performance of the graduates. Hence, 16 media managers and editors were selected through

referential for individual semi-structured interview from different sections in order to have a comprehensive view of the phenomena.

| List of Practitioners Interviewed for in-depth interview | | | | | |
|---|----------------------|--|-------------------|--------------------|-----------------------|
| No | Name | Position | Experience | Media House | Interviewed on |
| 1 | Brjukan Atnkut | Editor/Educational Program | 15 years | AMMA/FM9 6.9 | March 22 2018 |
| 2 | Dereje Moges | Deputy Manager | 14 years | AMMA | March 22 2018 |
| 3 | Hlina Mebratu | Coordinator for Online and Monitoring Desk | 17 years | AMMA | March 25 2018 |
| 4 | Dagnachew Amdemeskel | Chief Editor/Radio | 10 years | SNNPRSRT A | March 28 2018 |
| 5 | Muaz Gzaw | Chief Editor/TV | 16 years | SNNPRSRT A | March 28 2018 |
| 6 | Samuel Weldegiorgis | Deputy Manager & Core Process Owner News Program and Advertising | 9 years | SNNPRSRT A | March 28 2018 |
| 7 | Freweyni Petros | Coordinator/News, Current Affairs and Sport | 12 years | DWET | April 30 2018 |
| 8 | Robel Daniel | Chief Editor and Coordinator | 8 years | DWET/FM 102.2 | April 30 2018 |
| 9 | Yemane Beyene | Program Director | 17 years | DWET | May 4 2018 |
| 10 | Abdi Kemal | Executive producer/ News/Desk | 10 years | EBC/ETV | March 15 2018 |
| 11 | Ermias Getachew | Director | 13 years | EBC/FM Addis 97.1 | March 14 2018 |
| 12 | Getachew Senay | Executive Producer/Addis Ababa News Desk | 20 years | ENA | March 22 2018 |

| | | | | | |
|----|----------------|---|----------|--------------------|---------------|
| 13 | Solomon Dibaba | Senior Editor/ Foreign Language. English Desk | 22 years | ENA | March 20 2018 |
| 14 | Fasika Tadesse | Editor-in-chief | 5 years | Addis Fortune | March 22 2018 |
| 15 | Melaku Demssie | Managing Editor | 20 years | Reporter Newspaper | March 21 |
| 16 | Tekelebrhan | Head/educational desk | 13 years | TMMA | April 30 2018 |

Table 2 Profile of the Practitioners

3.6.3 Current Third Year Students of the Selected Universities

All the available number of the current third year students of journalism in the departments were selected for the semi-structured questionnaires. That was due to the students had been taking journalism courses throughout the past two and half years. And they had an opportunity to experience their education in the form of internship, thereby; they could compare the classroom and newsroom. Hence, 61 students were participated in the questionnaire.

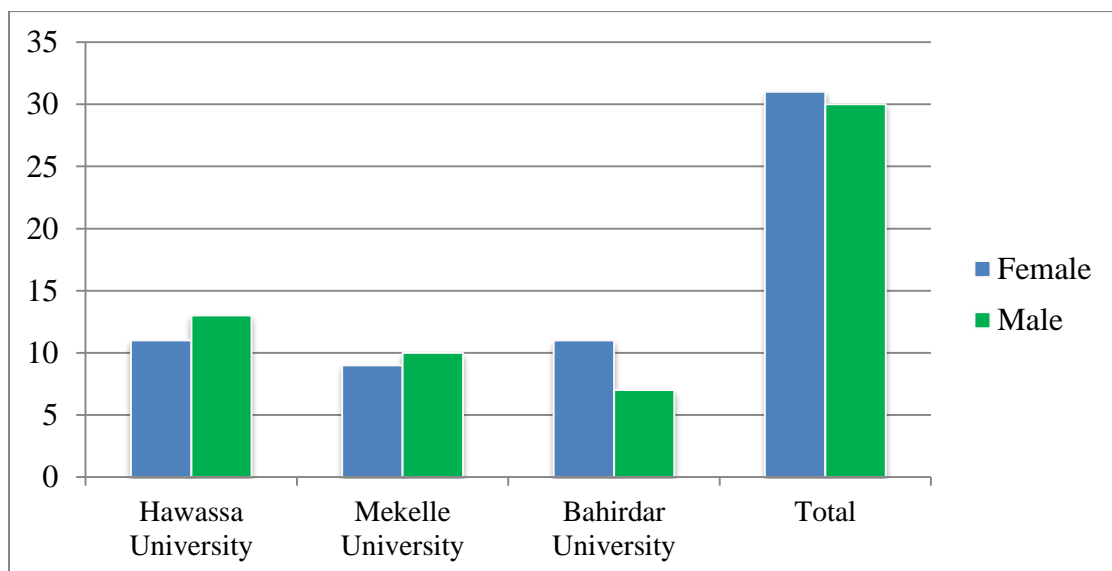


Chart 1 Profile of the Current Third Year Students

Chart 1 shows the profile of the third year students of the individual universities as well as total and cumulative. The total number of HU third university are 24, 11 (45.8%) female and 13 (54.2%) male. The total number of BDU third university are 19, 9 (47.4%) female and 10

(52.6%) male. The total number of MU third university are also 18, 10 (61.1%) female and 7 (38.9%) male. Generally, female 31(50.8%) and male are 30 (49.2%). So that it is possible the numbers of female and male third year students of the selected universities are approximately equal. Hence the program is joining by the females and males.

3.6.4 Former Students of the Selected Universities

Former students of the selected universities were selected for the questionnaire. The reason was that first; they would better understand the gaps about the journalism education what they have learned and what they are currently practicing. And second, those key informants are journalists who have graduated only from the selected universities found through referential. Hence, 69 former students participated in the questionnaire.

| Profile of the Former Students | | |
|---------------------------------------|--------------------|----|
| Sex | Female | 15 |
| | Male | 54 |
| Age | 20-30 years | 52 |
| | 31-40 years | 15 |
| | 41-50 years | 2 |
| Media Houses | AMMA | 12 |
| | REPORTER Newspaper | 2 |
| | FBC | 10 |
| | EBC | 20 |
| | ENA | 5 |
| | TMMA | 4 |
| | SNNPRSRTA | 7 |
| | DWET | 9 |
| Position | Reporters | 35 |
| | Senior Reporters | 6 |
| | Assistant Producer | 2 |
| | Producer | 13 |
| | Senior Producer | 7 |
| | Editor | 4 |
| | Monitoring | 2 |

| | | |
|----------------------|---------------------|-----------|
| Graduated University | Hawassa University | 9 |
| | Mekelle University | 35 |
| | Bahirdar University | 25 |
| Graduation Year | 2004-2010 | 9 |
| | 2011-2017 | 60 |
| Work Experience | 1-5 years | 35 |
| | 6-10 years | 22 |
| | 11 years and above | 12 |
| | TOTAL | 69 |

Table 3 Profile of former students/Journalists

The table 3 in the above shows that the profile of the journalists who participated in the questionnaire about their experience while they were in campus and later being journalists. They are totally 69 in number. In terms of sex females are 15 and males are 54. This shows still journalism and communication field is still dominated by male (54). In terms of age, 20-30 years are 52, 31-40 years are 15, and 41-50 are 2. This age shows the journalists are still young (52). In terms of media house, AMMA (state owned) 12, Reporter News Paper (private) 2, FBC (private) 10, EBC (state owned) 20, ENA (state owned) 5, TMMA (state owned) 4, SNNPRSRTA (state owned) 7, DWET (private) 9. This shows most of the media houses (5) are state owned. In terms of position, reporters are 35, senior reporters 6, assistant producer 2, producers 13, senior producer 7, editor 4 and monitoring 2. This profile shows the journalists work in different but also most of them (35) are reporters. In terms of graduated universities, from HU are 9, MU 35, and BDU 25. This data also shows most of the journalists have graduated from MU. In terms of graduation year, as far as journalism and communication education was started in 2004, journalists graduated from 2004-2010 are 9, and journalists who graduate from 2011 until last year are 60. This data shows the graduation year of the most journalists is still recent phenomena. .in terms of work experience, journalists who have 1-5 years of work experience are 35, 6-10 years 22, and 11years and above are12. This also shows most of the journalists work experience is still below 5 years.

3.6.5 The Curriculum

The Nationally Harmonized Modular curriculum for the undergraduate journalism and communication was also considered as a sample since it was necessary to understand the phenomena.

3.7 Data Analyses

The purpose of analyzing something is to gain a better understanding of it. Through a detailed examination of the thing that is being studied the aim is either: to *describe* its constituent elements; to *explain* how it works; or to *interpret* what it means (Denscombe, 2010).

According to Creswell (2014) one of the options of data analyzing in convergent parallel mixed methods design is a side-by-side comparison. These comparisons can be seen in the discussion sections of mixed methods studies. This is first reporting the qualitative findings and then quantitative statistical results (e.g., themes) that either confirm or disconfirm the statistical results. Alternatively, the researcher might start with the qualitative findings and then compare them to the quantitative results. Based on this, the researcher used this design.

Accordingly, first the quantitative findings, the data from quantitative content analysis, and semi-structured questionnaire are presented and analyzed in table and number based on Likert scale frequency analysis. In order to present and analyze the quantitative data, soft wares like SPSS version 20.1 and Microsoft excel were used. Quantitative data are presented in form of table and chart. Next qualitative data presented and analyzed through open coding based on the predetermined themes an emerging themes, in a way the research question could be addressed. According to the literature reviewed in chapter two the data was compared in the discussion part. Furthermore statements were also compared.

3.8 Ethical Consideration

According to Bulmer (1992) cited in Iphofen (2009) a practical simple definition of ethics is that they are ‘... a matter of principled sensitivity to the rights of others’. Accordingly all participants’ identity was neither acquired nor disclosed in this study. This was communicated with the participants during the questionnaire filling and interview sessions, both by written and verbal form respectively.

Additionally, it was made clear to the participants that filling the questionnaire is voluntary. Participants were given necessary information of the nature of the research with the appropriate contacts, during questionnaire filling as well as the in-depth interview.

3.9 Limitation of the Study

First, though the researcher first intended to have all journalism major third year students to participate in the study, few students (five from HU, one from MU and six from BDU) were not available and that was attributed to many reasons like they were on vacation and so on. Second, another limitation was the department head of Bahirdar University, department of journalism and communication was not willing to be interviewed. The researcher then tried to manage it by interviewing other two former department heads currently instructors in the department. Third, limitation was that Addis Ababa was selected due to it is among the first generations of Ethiopian higher education institution which offer undergraduate level of journalism education. But after some steps like three educators was interviewed, in the middle of data collection time which is March 2018, the department of journalism and communication of Addis Ababa told the researcher that another class mate was conducting his study in Addis Ababa University undergraduate level of journalism and communication. Hence the researcher was forced to quit and managed his study by focusing on the three selected universities. And finally another limitation was also five questionnaire which was filled by the former students were discarded due to the hand writing of the questionnaire was illegible.

Definition of Terms

Goals: are broad statements of intended learning outcomes. They are stated using broad terms that are not measurable until they are broken down into action verbs.

Objectives: are specific statements of intentions of what is expected of the learners at the end of teaching session.

Implementation: is putting into action, the planned curriculum. It is the combined efforts of the learner, the teacher and other stakeholders in ensuring effective execution of the curriculum.

Evaluation: deals with the extent of attainment of the stated objectives. It is the process of identifying the strengths and weaknesses of the curriculum. It exposes what the learners have learnt and the gaps to be closed.

Knowledge: refers to content knowledge, or to propositional, or declarative, knowledge, including, for example, both theoretical and empirical knowledge: knowledge ‘that’, as in “I know that ...”.

Skills: refers to procedural knowledge, and includes, for example, cognitive and non-cognitive skills, ‘hard’ and ‘soft’ skills: knowledge ‘how’, as in “I know how...”.

Attitudes: refers to dispositional knowledge, and includes, for example, which are consequent on the values we hold, moral dispositions, and motivation, will and commitment: knowledge ‘to’, as in “I know to ...”.

Curriculum: defines as a planned process, the actual implementation of the teaching, and students’ experiences of the learning process. This study examined the official nationally harmonized curriculum for undergraduate level of journalism and communication education.

Theory: refers to the kind of knowledge that would help journalists reflect on their practice

Practice: refers to mean reflective practice which involves the repeated performance of a skill, in order to master it, as well as critiquing one’s practice in order to improve future performances.

Hackademics: ‘hackademics’ (a combination of ‘hack’, slang for journalist, and academic) is the term given these journalists and ex-journalists. And it is considered as a solution to appeal to student demands for both theory and practice, to face a challenging array of new professional demands and to develop new skills in teaching, research and academic publication (Sreedharan 2013; Cushion, 2007). Hence hacademics here considered as such.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The aim of this study was to examine the state of undergraduate journalism and communication education at Bahirdar, Mekelle and Hawassa universities. To achieve this aim, three research questions were posed. In order to answer the three research questions mixed methodology was used. Both quantitative content analyses and qualitative content analysis were used to analyze the current curricula of the journalism and communication which is ‘Nationally Harmonized Curricula of Journalism and Communication’. Questionnaire was also used to analyze the curriculum, to understand the perception of the third year students and the former students of the selected universities. In-depth interview was also done with the different eight media house managers, editors, and the journalism and communication educators in the selected universities. Data was collected from March 2018, up to April, 2018. Based on that, the researcher here in the chapter four, presented, analyzed and discussed the data.

4.2 Qualitative Content Analysis

4.2.1 Brief Description of the Nationally Harmonized Curricula of the Undergraduate Journalism and Communication Education

The researcher tried to evaluate the current curriculum of journalism and communication education in selected public universities. Based on that, the researcher found out that the selected universities are implementing the same curriculum which is called Nationally Harmonized Modular Curriculum for Journalism and Communications Undergraduate Program. It was prepared on March 13, 2013 and six universities such as Bahirdar, Dilla, Wollega, Jigjiga, Hawassa and Madawolabu participated in the preparation of the curriculum. According to the document graduates are awarded the degree of Bachelor of Arts in Journalism and Communications after three years with six semester of attending. The need to harmonize the curricula was to bring similarity and to alleviate students’ mobility problems and that was done as per the direction given by the Ethiopian Ministry of Education [MOE].

The program admits students who have successfully completed the social sciences courses offered in preparatory school. Thus students of any high school social science background with reasonable English language mastery can join the program.

4.2.2 Why a harmonized curriculum of Journalism Education?

According to the introduction of the ‘Nationally Harmonized Curriculum for the Degree of Bachelor of Arts (BA) in Journalism and Communication’ the aim of introducing Journalism and Communication in to the country is stated as follows:

Proper communication and dissemination of information is vital for development. Countries like Ethiopia need to strive for building a better communication environment that assists its development agenda. The fact that a country can develop effective communication atmosphere lies with training professionals who are capable of assisting societies to achieve common understanding in enhancing development. To this end, there is a high need for communication personnel and media practitioners in areas like agriculture, health and education. Therefore, it is imperative that there should be institution that trains professionals in the area of media and communication. (p.1)

It is from this lingering inquiry that the program of Journalism and Communications is commenced in Ethiopia. Bahir Dar University took the initiative to start the program for the first time offering BA degree for students in 1996 E.C/2003. Later, other universities in the country have started the program as well. Even though these universities have similar mission of producing efficient journalism and communication professionals, they had curricula which were different in terms of courses, course codes, course titles, course contents, credit hours, delivery and assessment methods.

Why Journalism Education?

According the above idea, the aim of introducing journalism and communication education was due to the need for building a better communication environment that assists development agendas. That means the education is believed that the profession is decisive one in contributing towards the development of the country through shaping the attitude of the society towards a

common goal. Areas like agriculture, health and education are also articulated where the profession is expected to play its role in particular. In order to bring the aforementioned goal the higher institutions are not only aiming at producing journalists but also other communication experts. Hence, unlike the past times graduates are expected to have similar capacity through harmonized curriculum.

The general objective of the program as stated in the harmonized curriculum was:

The program of journalism and communications aims at producing journalists and communication experts who are intellectually rigorous and critical of mind, who respect fundamental human rights, who are tolerant and respect diversities in society, who are committed to social justice in theory and practice and who are dedicated to integrity and high ethical standards, empowering them with knowledge, skills and attitude of media and communication in a multi-layered and multicultural world. (p.2)

The general objective recognized that the graduates are expected to be all rounded in knowledge, skills and attitude. It also recognized that the graduates are expected to be multi skilled (generalists). It also recognized that the graduates are expected to have the theory and also the necessary practical skills that could enable them to play their role. Hence, graduates are expected to be who are intellectually rigorous and critical of mind, who respect fundamental human rights, who are tolerant and respect diversities in society, who are committed to social justice in theory and practice and who are dedicated to integrity and high ethical standards.

4.2.3 Professional Profiles

After completion of the program, the graduates are by and large expected to be the following professionals:

Reporter, Editor, Press advisor, Program Producer, Media manager, Public relations officer and practitioners, Communications officer, Presenter and announcer, Media and communication researcher, Correspondent and freelancer, Director of radio and television programs, Instructor, consultant.

According to the above information, graduates are not only expected to be media practitioners, but also communication officers, media and communication researchers, instructors and consultant. The professional profiles also indicate that graduates, in their whole three years, are not only expected to be prepared for the entrance level like reporters but they are also expected to be media managers. In addition to that graduates are also expected to be instructors.

4.2.4 List of Modules

| | | Course Title |
|---|---|--|
| 1 | Module 01 Fundamentals of Journalism | Introduction to Journalism |
| | | Survey of Ethiopian Mass Media |
| | | Development Journalism |
| 2 | Module 02 Communication | Introduction to Communication |
| | | Intercultural Communication |
| | | Communication Theories |
| | | Development Communication |
| | | International Communication |
| | | Communication and Conflict Management |
| 3 | Module 03 Media Language and Translation | English for Journalists |
| | | Media Translation |
| 4 | Module 04 Public Relations and Advertising | Introduction to Public Relations |
| | | Public Relations: Theories and Practices |
| | | Advertising and Social Marketing |
| 5 | Module 05 Media Law, Ethics and Management | Media Law and Ethics |
| | | Media Management |
| 6 | Module 06 Print and Web Journalism | News Writing and Reporting for Print |
| | | Photo Journalism |
| | | Publication Layout and Design |
| | | Online Journalism |
| | | Investigative Journalism and Feature Writing |
| | | Newspaper Production |

| | | |
|---|---|--|
| | | Magazine Production |
| 7 | Module 07 Media and Communication Research | Media and Communication Research Methods |
| | | Internship |
| | | Senior Essay I |
| | | Senior Essay II |
| 8 | Module 08 Broadcast Journalism | Introduction to Broadcast Journalism |
| | | Broadcast News Writing and Reporting |
| | | Radio News Production |
| | | Television News Production |
| | | Radio Documentary Production |
| | | Television Documentary Production |
| 9 | Module 09 Common Supportive Courses | Communicative English Skills |
| | | Basic Writing Skills |
| | | Introduction to Logic |
| | | Civic and Ethical Education |
| | | Information & Communications Technology |
| | | Entrepreneurship/ Supportive |
| | | Introduction to Statistics/ Compulsory |

Table 4 List of Modules and Courses

Table 4 shows that the courses are assigned based on modules. The curriculum has 8 modules with 40 courses of 186 European credit transfer system (ECTS). The courses are also assigned a code. Modules 01, 03, 05, 06, 07 and 08 are journalism courses. They are compulsory. Modules 02 and 04 are communication, PR and advertising courses respectively. Module 09 is common and supportive courses such as Communicative English Skills, Basic Writing Skills, Introduction to Logic, Civic and Ethical Education and Information and Communication Technology, Entrepreneurship (supportive) and Introduction to Logic (compulsory)).

Based on the above information total journalism and communication education courses are assigned as modules and these modules are sub-divided in terms of courses. Journalism, communication, PR and Ad., courses are assigned as compulsory (mandatory) which are

supposed to be delivered from the journalism and communication departments. Common courses and supportive are supposed to be delivered from another departments. Here despite the journalism, communication, PR and AD courses are still merged in the curriculum, common courses like, English skills, ICT, logic, communicative skills are considered as arts and sciences. The curriculum recognized that graduates are supposed to be familiar with other fields. Entrepreneurship (supportive) course is also available in the curriculum. The curriculum seems to recognize that graduates are also supposed to be familiar with innovation, business managing and ownership and risk takers in the media sector. Therefore, it is possible to say that modules are assigned based on course families.

4.2.5 Curriculum Map

| Courses | Knowledge | | Skills | | Attitude | |
|----------------------------------|--|---|------------------------|--|------------------------|-------------------------|
| | A. Indicate I, R, or M | B. Identify Assessments | A. Indicate I, R, or M | B. Identify Assessments | A. Indicate I, R, or M | B. Identify Assessments |
| Introduction to journalism | I, introduces historical, definition, types, significance, ethical aspects of journalism | -Assignments -Class activity -Attendance -Final exam | | | | |
| Survey of Ethiopian mass media | | | | | | |
| Development journalism | | | | | | |
| Introduction to communication | I, introduces characteristics, means types, function, situation and factors affecting of communication. | -Quiz -Mid exam -Final exam | R | -Reflection paper on students experience | I | Assignment |
| Intercultural communication (IC) | I, introduces nonverbal comm. & culture, culture shock, IC adaptation, challenge of cultural diversity, rules and principles IC, theories, and influence of context. | -Class participation -Mid exam -Final exam | R M | -Writing students logbook -Group assignment, IC project | | |
| Communicative English skills | | | | | | |
| Introduction to logic | | | | | | |
| Basic writing skills | | | | | | |
| Civics and ethical education | | | | | | |
| Communication theories | I, introduces with theories of communication | -Mid exam -Final exam | R | -Writing reflection | I | -Feedback |

| | | | | | | |
|--|---|---|--------|--|---|---|
| | | | | paper -Writing commentary | | |
| Development communication (DC) | I, Introduces to theories, approaches, strengths and weakness, relation b/n development. & comm., history, key issues and systems of DC | -Mid exam -Final exam | R | -Commentary article -Evaluation of participatory comm. Theory | R | -Feedback |
| International communication | I, introduces the nature, origin, characteristics, theories, and flow of info. | -Attendance -Class participation -Mid and Final exam | R | -Research paper | | |
| Communication and conflict management | I, introduces to nature of conflict, constructive and destructive forms of conflict and vocabulary of conflict resolution. | | R | -peer teaching | R | -Presenting traditional conflict resolution |
| English for Journalists | I, introduces to importance, using words, sentences, paragraphs and essays for media usage. | -Attendance -Class participation -Quiz -Final exam | R | -Assignment | R | -Assignment |
| Media translation | I, introduces to important, theories, principles, methods, process of translation | -Mid exam -Final exam | R | -Assignment | R | -Assignment |
| Introduction to public relations (PR) | I, introduces to concept, origin, development, role, and ethics of PR | -Attendance -Class participation -Mid exam -Final exam | R | -Reflection paper -Presentation | | -Feedback |
| Public relation: theories and practices | I, introduces to approach, role, research method, trend, business, planning and evaluation. | -Mid exam -Final exam | R | -Assignment | R | |
| Advertising and social marketing | I, introduced to interrelation b/n Ad. & Sm., elements, influence, social & ethical issues of advertisers. | -Attendance -Class participation -Mid exam Final exam | R M | -Assignment & presentation -Advertising project | R | -Feedback |
| Information and communication technology | | | | | | |
| Media law and ethics | I, introduce to legal & ethical, concept, principle, responsibilities, rights, history and importance of media law and ethics. | -Attendance -Class participation -Mid exam -Final exam | R | -Pop test & Assignment | R | -Assignment |
| Media management | I, introduce to d/t media mgt. challenges, decision making & human relation. | -Quiz -Mid exam -Final exam | | | | |
| Online journalism | I, introduce to internet, | -Final exam | R | -Exercise | M | --Biographical |

| | | | | | | |
|--|--|---|------------|---|---|---|
| | gather, analyze, & evaluate, legal, ethical & concept of online media. | | M | -Oral reports & class participation -Response papers -Interview stories of website | | webpage -Blogging |
| News writing and reporting for print | I, introduce to news writing, media house style, difference between news and opinion, elements, sources and interview. | -Quiz -Final exam | R M | -Group work -Presentation -Attendance -Class -Participation -Writing news | M | -Editing news |
| Newspaper production | | | R M | -Assignments -Newspaper production project | M | -Newspaper production project |
| Magazine production | | | R M | -Assignments -Magazine production | M | -Magazine production |
| Photo journalism | I, introduce to nature, development, legal & ethical issues. | -Project -Exam | R M | -Exam -Project | M | -Project |
| Publication layout and design | I, introduce to history of layout and design, concept, elements, and process and varied photo shapes. | -Assignment -Exam | R M | -Assignment -Project | M | -Project |
| Investigative journalism and feature writing | I, introduces to meaning, stages, qualities, features and techniques of feature writing. | | R M | -Writing feature -Researching and looking for sources -Interviewing -Writing personal column and Critical commentaries | R | -Interviewing -Writing personal column and Critical commentaries |
| Introduction to statistics | I, introduce to concepts, types of statistics and sampling | -Exam -Class participation -Final Exam | R | -Assignment -Presentation | R | -Feedback |
| Media and communication research methods | I, introduce to social research, media and comm. Research, types, QUAL, QUAN, sampling and designing proposal. | -Attendance -Class participation -Mid exam -Final exam | M | -Research proposal | | |

| | | | | | | |
|--------------------------------------|--|--|--------|---|---|-------------|
| Senior essay I | | | | | | |
| Internship | | | M | -Report -Oral presentation | | |
| Introduction to broadcast journalism | I, introduces to nature, TV & radio studios and role of broadcast technology. | -Mid exam -Quiz -Final exam | | | | |
| Broadcast news writing and reporting | I, introduces to characteristics, news writing and style. | -Attendance -Class participation -Mid exam | M | -Radio news writing -TV news writing | | |
| Entrepreneurship | | | | | | |
| Senior essay II | | | | | | |
| Radio news production | I, introduces to nature, characteristics and principles of radio news writing. | -Attendance -Class participation -Quiz -Mid exam -Final exam | R M | -Assignment -Documentary project | R | -Assignment |
| Television news production | I, introduces to nature, and principles of TV news writing. | -Attendance -Class participation -Quiz -Mid exam -Final exam | R M | -Assignment -Script -Project | R | -Assignment |
| Radio documentary production | | -Attendance -Class participation -Quiz -Mid exam -Final exam | M | -Documentary project | | |
| Television documentary production | I, introduce to television documentary, techniques and planning of television documentary. | -Attendance -Class participation -Quiz -Mid exam -Final exam | M | -Documentary project | | |

Table 5 Curriculum Map of the Harmonized Curriculum of the Journalism and Communication Education
Program Learning Outcomes (I = Introduction, R=Reinforcement, M=Mastery)

Program Outcome and Course Outcome

According to the curriculum map, most of the course outcomes align with the program outcome in terms of knowledge, skills and attitude. However, there are some courses objectives do not align with the program objectives. For example, in the program objectives like developing the ability to argue logically, making correct judgments, problem solving capacity, prioritizing and analyzing problem related to media and provide feedback to the community and policy makers, using local languages and local resources are not stated in the course objectives.

There are course also courses like development journalism and Ethiopian media survey which not have objective.

Syllabus Guiding

The syllabuses are mostly articulated well. But there are some syllabuses which did not articulated like syllabus for development of journalism, magazine and newspaper productions, and internship. And though it is not clearly articulated it is tried to put course policy.

Learning Opportunities

There are learning opportunities articulated which could help to the attainment of the course as well as the program objectives. These learning opportunities are like demonstration, presentation, lecture, laboratory, discussion, seminar, fieldwork, field trip and monitoring. Through assignments, presentations and projects the courses also seem to attain their objectives. But seminars, fieldwork, field trip and monitoring seem less. And despite there are learning opportunities, due to the courses especially production/practical courses are supposed be delivered by the block mode, the learning opportunities would give the students enough time to be applied.

Content Organization

The content organization of the harmonized curriculum seems not satisfactory. The philosophy of the curriculum seems not clear. The course descriptions are not well articulated (the motivation, material to be used and the importance are not clearly articulated). The articulation of chapters and sub chapters are also not satisfactory either they don't have numbers or an organized. There are course content which is exactly the same like content newspaper production and magazine production. Hence, course organization of the document seems not friendly.

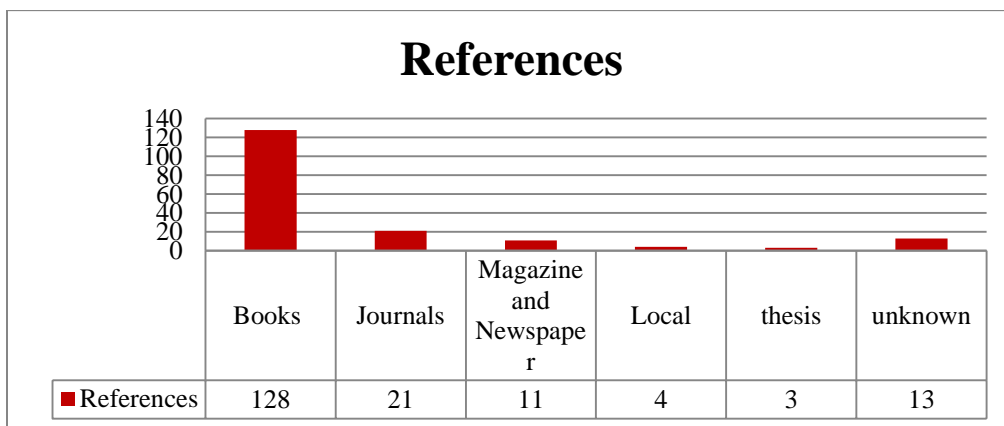
Course Sequence

In the first year and second year most courses are scattered courses of communication, PR and Ad. But journalism, specifically journalism production courses come at the third which might not allow the students to practice effectively. Hence the courses are arranged in the course families not in the concept of modularization.

Internship

According to the document internship is expressed as it could allow students the opportunity to translate academic theories and principles to action, to test out career interests and to develop skills and abilities through carefully planned and supervised programs. It is also designed to strengthen the partnership between media industries and university students by providing practical work-based training opportunities where the students can apply the knowledge and skills they have developed through their studies in a professional capacity. The students are required to stay at a media outlet for twenty-five (25) hours to gain practical experience and acquire skills and further knowledge in actual journalism practice. Each intern is expected to produce a final type-written report containing five sections.

References



Cart 2 References

Cart 2 shows that the total number of references used. Out of 180 listed references in the harmonized curriculum 149 of them are western books and journals. Out of the total references, 11 of them are magazines and newspapers, 4 local references and 3 theses. But due to the citation problem in the curriculum 13 of them are unknown whether they are books or journals. In addition, due to the number of local sources are very few it could show that the attention given to the local sources are less. Hence, generally it is possible that the curriculum is backed by the western references and epistemology.

4.3 Quantitative Content Analysis

4.3.1 Total Course Shares of the Harmonized Curriculum

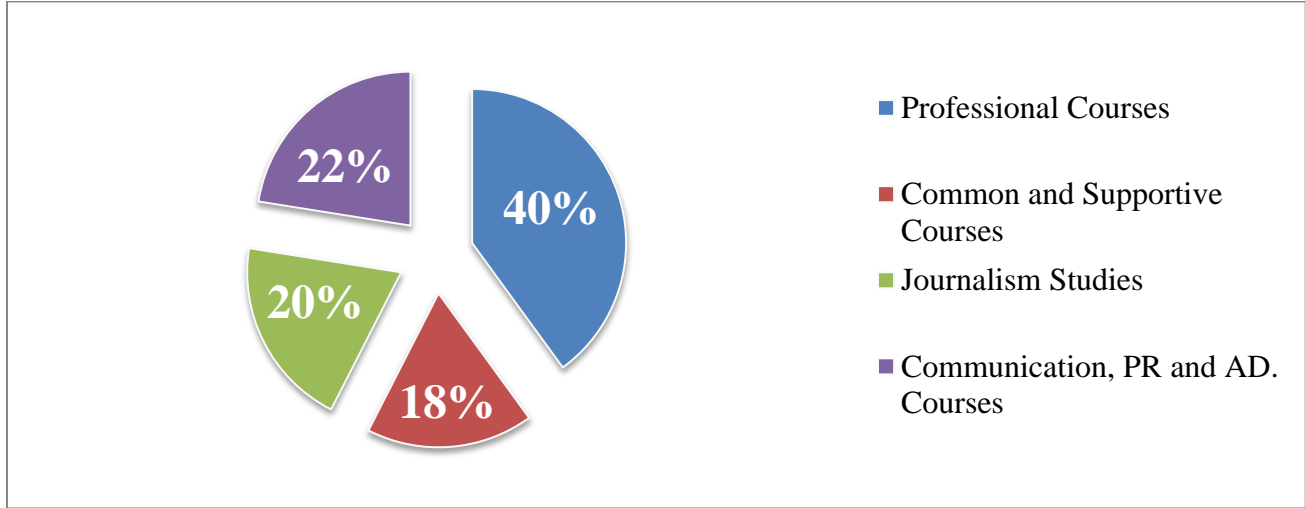


Chart 3 Total Course Shares of the Harmonized Curriculum

Here the chart31 shows the total share of the harmonized curriculum of journalism and communication. Here 40% is professional courses, 20% journalism studies and 18% supportive courses and 22% Communication, Public Relations and Advertising courses. As depicted in the chart 1, journalism are totally (professional courses 40% + journalism studies 20%) 60%. It is almost above 50% but it is still too low because graduates are expected only to have the sixty present through their three year stay in the campus.

4.3.2 Total Course Shares of the Harmonized Curriculum in Three Academic Years

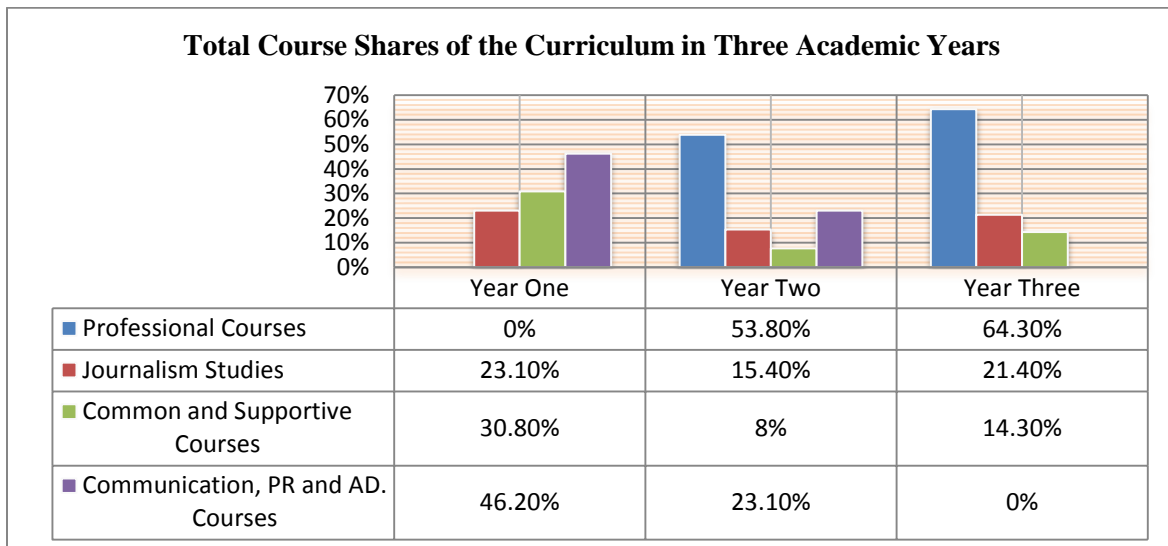


Chart 4 Total Shares of Courses in Three Years

The above chart 4 shows, the total course shares in the three academic years. Based on that, professional courses are 0% in the first year, journalism studies 23.1%, common and supportive courses 30.8%, and communication, PR, and AD courses 46.2%. For the second year, 53.8% professional courses, 15.4% journalism studies, 8% common and supportive courses and communication, PR, and AD courses 23.1%. For the third year, 64.3% professional courses, 21.4% journalism studies, 14.3% common and supportive courses and communication, PR, and AD courses 0%. Here it is possible to say that despite in the first year, in the second and third year professional courses are dominant.

4.4 Questionnaire Analysis

4.4.1 Interest of the Current Students of the Selected Universities

| Have you joined the department based on your interest? | | | | |
|---|-----|---------|----|---------|
| | Yes | Percent | No | Percent |
| Interest of Hawassa University Current Students | 18 | 75% | 6 | 25% |
| Interest of Bahirdar University Current Students | 12 | 63.2% | 7 | 36.8% |
| Interest of Mekelle University Current Students | 12 | 66.7% | 6 | 33.3% |
| Total | 42 | 68.9% | 19 | 31.1% |

Table 6 Interest of the Current third year students

The table 2 also shows the interest of third year students of the individual universities as well as total interest. As it is shown in the table, 18 (75%) of the total HU university have joined the department based on their interest but 6 (25%) was not based on their interest. Students of BDU 12 (63.2%) was joined based on their interested but 7 (36.8%) was not. Students of MU 12 (66.7%) was joined based on their interested but 6 (33.3%) was not. So that, it implies HU students were more interested than MU and HU. And generally, 42 (68.9%) were joined based on their interest and 19 (31.1%) was not. As a result it can be said that, though more students join the department of journalism and communication department but still considerable number of students are joining the department not based on their interest.

4.4.2 Cumulated Level of Confidence of the Current Students on the Graduate Profiles

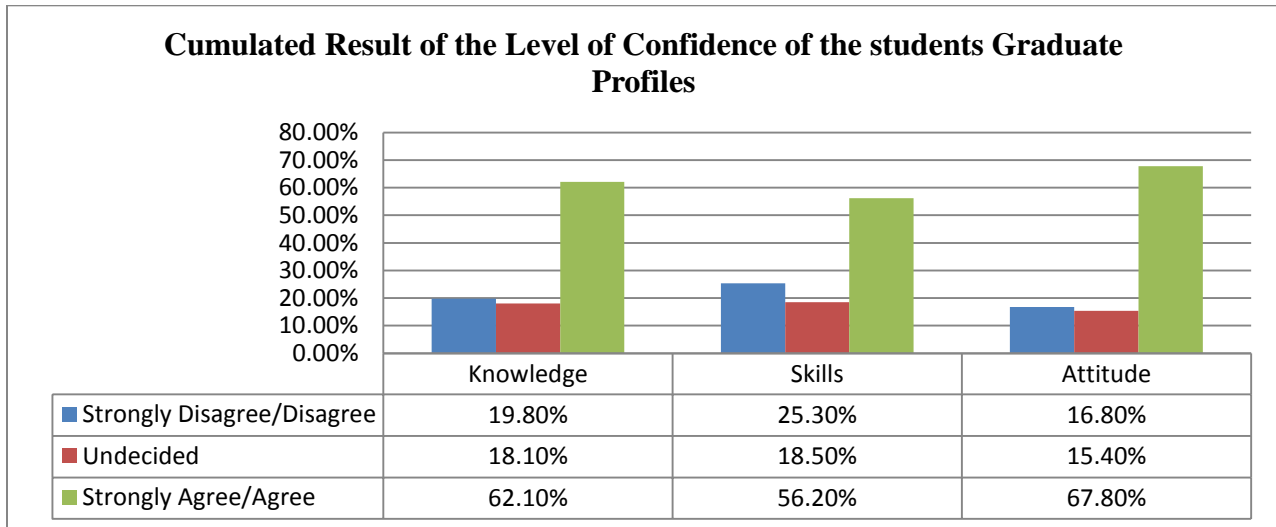


Chart 5 Cumulated Result of the Level of Confidence of the Graduate Profiles

The chart 5 shows cumulated result of the level of confidence of the students' graduate profile of the three universities. For that matter it indicates all of the third year students have 62.1% level of confidence on their professional knowledge in the two and half years of their stay in the universities. Regarding skills and attitude 56.2% and 67.8% students are also have level of confidence on their skills and attitude respectively. Generally it is possible to say that most of the students have more confidence on attitude followed by knowledge and skills.

4.4.3 Cumulated Level of Satisfaction of the Current Students on Modules

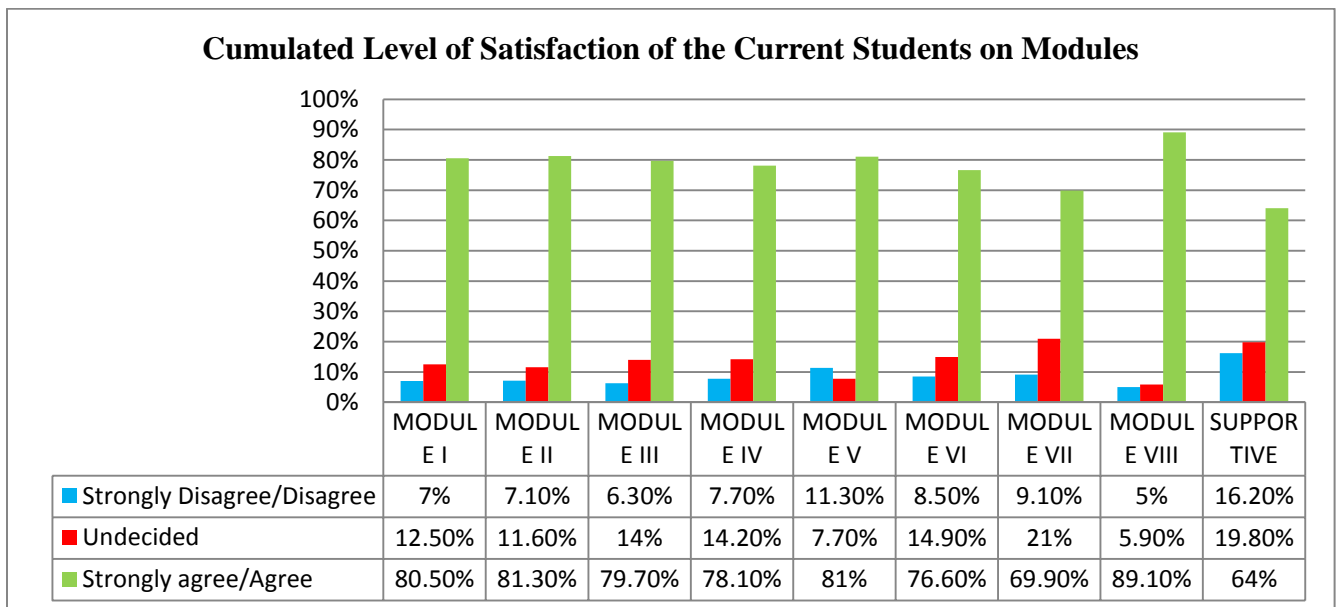


Chart 6 Cumulative level of satisfaction on Modules

Here the chart 5 shows that the cumulative level of satisfaction of the three universities students based on the modules. In the two and half years of their stay in the respective universities, the total satisfaction of students lies on the positive above 50%. But the highest level of their satisfaction lies on module VIII (89.1%); Broadcast (Introduction to Broadcast Journalism and Broadcast News Writing and Reporting). The lowest level of satisfaction of the students also lies to the common and supportive courses (64%). So that, here it is possible to say that the students are more satisfied with the broadcast courses.

4.4.4 Cumulated Level of Satisfaction of the Current Students on the Course Shares

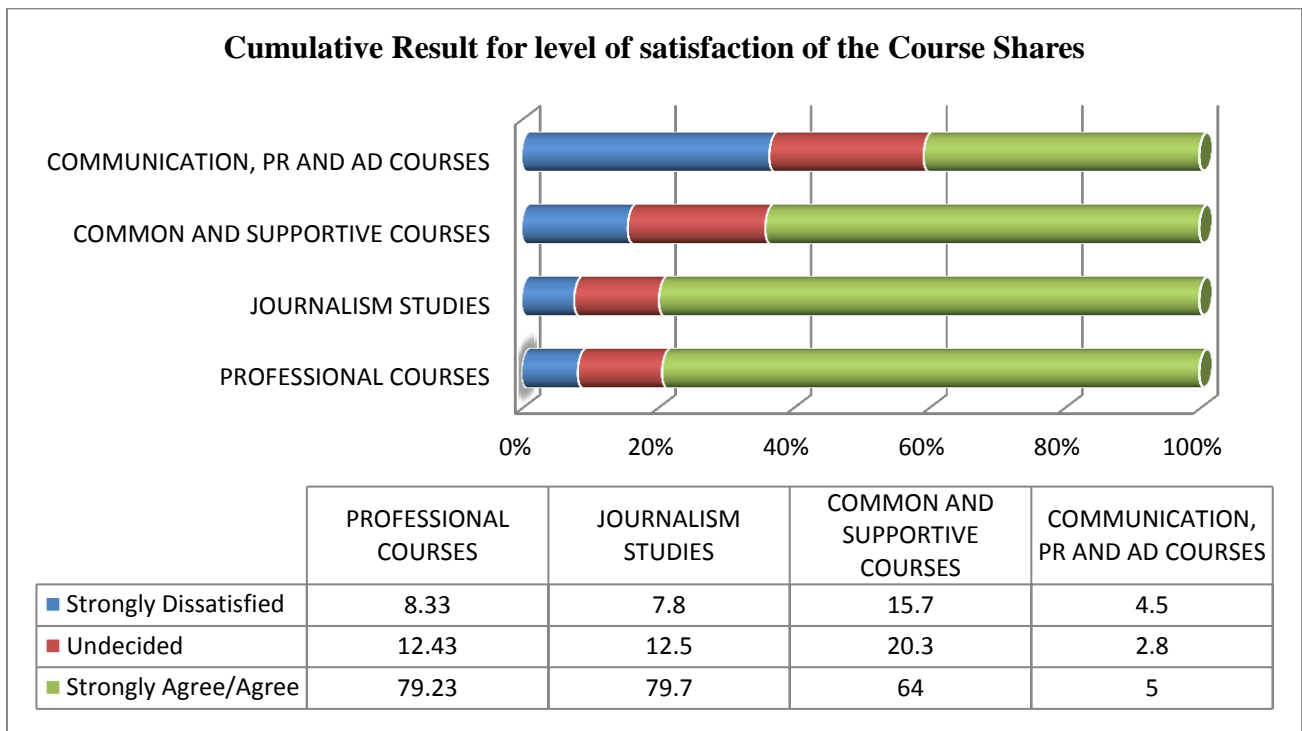


Chart 7 Cumulative results for level of satisfaction on the course shares

In the above chart 6 cumulative results for level of satisfaction of the courses are depicted in percent. Based on that, all course shares have still positive above 50%. Academic courses are 79.7%, professional courses 79.3% and supportive courses are 64%. Here the highest level of satisfaction lies to academic while the lowest lies to the common and supportive courses. So, based on the above information it is possible to say that students in their two and half years stay in journalism and communication education are more satisfied with academic courses.

4.5 Findings from Former Student's Close Ended Questionnaire

Cumulated Level of Agreement of the Former Students on Closed Ended Questionnaire

| No | Questions | Cumulative Percent | | | |
|----|---|-----------------------|-----------|-----------------------------|------|
| | | Strongly Agree/ Agree | Undecided | Strongly Disagree/ Disagree | 100% |
| 1 | I am currently using the professional knowledge that I have got from journalism and communication education | 34.4% | 24.1% | 41.5% | 100% |
| 2 | I am currently using the professional skills that I have got from journalism and communication education | 44.5% | 17.7% | 37.8% | 100% |
| 3 | I am currently using the professional attitude that I have got from journalism and communication education | 46.3% | 32% | 21.7% | 100% |
| 4 | The curriculum that I have taken in university was mostly theoretical part | 78.4% | 4.2% | 17.4% | 100% |
| 5 | The curriculum that I have taken in university was mostly practical part | 16% | 4.2% | 79.8% | 100% |
| 6 | The curriculum that I have taken in university was balanced theory and practice | 17.7% | 31 | 51.3% | 100% |
| 7 | The curriculum that I have taken in university was considered contextualize knowledge such us politics, culture, language, philosophy, economy and current situation of our environment | 11.8% | 18.1% | 70.1 | 100% |
| 8 | Had I had an opportunity to join university again, I would have joined department of journalism and communication | 39.5% | 17.2% | 43.3% | 100% |

Table 7 cumulative result of the former students of the selected universities

Table 4 presented the response of the journalists on the questionnaire. Based on that information for question one is 43.5% (30 journalists) strongly disagree and disagree, 16% (11 journalists) undecided, 40.5% (28 journalists) strongly agree and agree. Based on the information it can be said that most of journalists are not practicing the professional knowledge they got from journalism and communication education.

For question two, 40.5% (28 journalists) are strongly disagree and disagree, 16% (11 journalists) undecided and 43.5% (30 journalists) strongly agree and agree. Based on this information, it can be said that most of journalists are practicing the professional skills they got from journalism and communication education.

For question three, 37.7% (26 journalists) are strongly disagree and disagree, 18.8% (13 journalists) undecided and 43.5% (30 journalists) strongly agree and agree. Based on this information, it can be said that most of journalists are practicing the professional attitudes they got from journalism and communication education

For question four, 17.4% (12 journalists) are strongly disagree and disagree, 4.3% (3 journalists) undecided and 78.3% (54 journalists) strongly agree and agree. Based on this information, it can be said that most of the journalism and communication education was covered by theoretical parts.

For question five, 73.9% (51 journalists) are strongly disagree and disagree, 5.8% (4 journalists) undecided and 20.3% (14 journalists) strongly agree and agree. Based on this information, it can be said that most of the journalism and communication education was not covered by practical parts.

For question six, 62.3% (43 journalists) are strongly disagree and disagree, 14.5% (10 journalists) undecided and 2.2% (16 journalists) strongly agree and agree. Based on this information, it can be said that the journalism and communication education of the three universities were not balanced as practical and theoretical parts

For question seven, 69.5% (48 journalists) are strongly disagree and disagree, 16% (11 journalists) undecided and 14.5% (10 journalists) strongly agree and agree. Based on this information, it can be said that the curriculum that they have taken in the three universities were

not considered contextualize knowledge such as politics, culture, language, philosophy, economy and current situation of the country.

For question eight, 34.8% (24 journalists) are strongly disagree and disagree, 23.2% (16 journalists) undecided and 42% (29 journalists) strongly agree and agree. Based on this information, it can be said that most of the journalists who participated in the questionnaire and graduated in journalism and communication education, would join again to the same department had they had an opportunity. But still considerable number 34.8% (24 journalists) do not want to join to the same department again.

4.6 Findings from the Current Students Open-ended Questionnaire

4.6.1 Perception of BDU student on the open-ended questions

1. How did you get your curriculum? Was that balanced? Highly theoretical? Or highly practical?

Few of the current students of BDU responded as it was balanced. And some of them described it as balanced and majority of them described as despite there is studio they didn't use it. And for that matter it was highly theory based.

2. To what extent technological equipment such as internet, digital media materials books and others were accessible? And to what extent they were helpful?

Regarding this question there is mixed reactions. Most of the students believe that there are enough supportive books, Wi-Fi, soft wares and studio but limited access and they were supportive to their education. But considerable students also replied that though there are few materials, whether they are out of function or damaged. But few in number also replied as, "Getting media equipment in our university is like talking to God!" Based on the above information it can be said there is highly scarce of technological, internet and media equipment.

3. What problems do you think you will face after graduation?

Almost all of the students agree on the following issues regarding issues they think they will face after graduation. These are like issue of press freedom, unemployment, the discrepancy between practical and theory, security issue while working on investigative reporting, jailing and being new to the career. Specifically almost all students stressed on two issues. The first is

unemployment issue. Their reason for that is they believe there is not enough professional market and they believe that the country is where everybody can be a journalist. The second one is the education in university and the practice on the ground is unrelated even a student described it as “Like waiting a car being in a lake”.

4. What challenges do you observe while you were working as internee? Do the media houses simply allow you to practice or carefully nurture you?

Regarding this question most of the students replied that, though they were allowed to join media houses as internee the staffs were not supportive. But few students also noted that some AMMA journalists were supportive.

5. Have you been participating in campus, community media or media houses around? To what extent was that supportive?

For this question all students noted that they never participated in community radio or media houses which found near to the university.

4.6.2 Perception of MU student on the open-ended questions

1. How do you get your education? Was that balanced? Highly theoretical? Or highly practical?

Most of the current of MU described that their education was balanced. Very few described there was practical courses but not highly so that it tends to be theoretical.

2. How much technological equipment such as internet, digital media materials and others were accessible? And to what extent they were helpful?

Majority of the students noted that though there are no books, there are computer, video and photo cameras and they believe that they had no problem in practical aspects. Soft wares like Adobe Audition, Adobe Pro, and Adobe InDesign. And some of the students noted that though there are computers but most of them are not functional. According to the students due to the number of available video and photo cameras they were using turn by turn, which could not be able them to use at the right time.

3. What problems do you think you will face after graduation?

Among the issues the students think that they will face after graduation are unemployment, disagreement with amateurs, government intervention, low capacity of media managers, and the issue security. According to the students their fear of unemployment comes from the reason that everybody is becoming a journalist. And due to issue of unemployment a student feared “To be burden of family.” The second reason for unemployment is due to they think the education is westernized they might not fit on the ground.

4. What challenges did you observe while you were working as internee? Do the media houses you were being internee simply allowed you to practice or carefully nurture you?

Some of the students were satisfied with their internship. They think that the journalists were supportive even a student stated that “Internship helped me to see my capacity and was be able to learn an experience from senior journalists.” Some of them were unsatisfactory their reason for that was; first, the time given was not the right time because the internship period was simultaneously when they were taking classes. Secondly, due to all students were expected to practice their internship in Mekelle there was language barrier. Third, the assigned advisors were not strictly nurturing them. Finally the students believe that low capacity of the assigned journalists and even these journalists had not given them enough time. Even a student described the internship period as “It was boring!”

5. Have you been participating in campus, community media or media houses around? To what extent was that supportive?

Almost all students describe that they participate in Fidel radio program (in Amharic language) on DWET and Twfit radio program (in Tigrigna) on FM Mekelle 104.4. For that matter they believe that it helped them to exercise what they have learned and helped them to have a confidence on their capacity. Furthermore some of them described that they published in Fidel Magazine.

4.6.3 Perception of HU student on the open-ended questions

1. How do you get your education? Was that balanced? Highly theoretical? Or highly practical?

Majority of the students of HU described this question as it was completely theory. Though there is studio they didn't practice there. Students described for they didn't practice as "It is surprising we students of journalism and communication we have only taken theory courses." But very few described that though most of their education was too theory, there were some practical aspects.

2. How much technological equipment such as internet, digital media materials and others were accessible? And to what extent they were helpful?

All students believe that though there were some books, in their two and half years stay, they never get acquainted with practical aspects. Having not materials, they believed that extremely it made them difficult to learn their education effectively. Even they believe that their instructors were not helpful in this regard.

3. What problems do you think you will face after graduation?

For this question, the issues that they think they could face after graduation are: unemployment, practical incompetency, and issue of press freedom. For that matter even a student noted that "I dint want to work in journalism because I will be jailed and I doubt that I have confidence to be a professional journalist." And regarding unemployment some students also believe that, if you don't have money to be given as a corruption for employment and have not a relative in the media houses you can never be employed.

4. What challenges do you observe while you were working as internee? Do the media houses you were being internee simply allowed you to practice or carefully nurture you?

Regarding this question most of students believe that the journalists in media houses were not cooperative, supportive, willful and didn't give them enough time. But very few noted that journalists and editors were helpful through attendance and checking the news they wrote. To stress a student describe the internship period as "The internship period was better than the whole three years that I spent in campus."

5. Have you been participating in campus, community media or media houses around? To what extent was that supportive?

Few of them participated in community radio FM 97.7 and they believe it was helpful. In addition, few of them participated in Blchta Newspaper which was published three times. And most of them didn't participate in the community radio F.M.97.7. The reason for that was because the department was not ready for that. Even a student stressed that "The community radio is for those who write poem. That's why they refused me from participating because I couldn't write poem." And few of them though they didn't get chance to participate in the community radio, they participate in Journalism and Communication Students Association.

4.7 Data from Former Student/Journalists' Qualitative/open-ended Questionnaire

4.7.1 Perception of MU Former Student on the open-ended questions

1. What do you concretely get from university and do you think that is supportive in your work?

Few of the former of MU students believe that they have got the basics of journalism theory and practice. For that matter they believe somehow it is helpful in their career. A former student MU described Journalism education as "MU made me to love my profession I got the basics." On the other hand most of the former students of MU described as "What we have taught and what we have found on ground is extremely unrelated." For that matter they believe that as far the Journalism education was too theory and westernized, it didn't helped them.

2. What did you concretely miss in journalism and communication education?

Regarding this question, most of the former students of MU believed they miss practical aspects like software skills and investigative reporting. And some of them, due to they believe the education was western oriented, it influenced on their day to day activity. And few believed that they started learning journalism on ground as a new.

3. Do you get trainings in your media house? If yes what kind? And does that differ from the education you taught in campus?

Most of the former students responded they get on the job trainings. Among them are: Amharic language, current issues, news writing style, how to write hard news, ethics of journalism, video and radio editing, media presentation, institutional, concept of development journalism, political

issues, conflict management, reporting on election, policy and strategy and it is directly related to our job, peace journalism and the art of interviewing.

Most of the former students describe these trainings are different from their university education because of they are practice based, they believe the education in campus was westernized and the education was unrelated with the practical ground. For that matter they believe that due to the education in the university was not related to the practical ground, media houses are forced to deliver trainings. So that they believe that, the trainings are helpful to their career. A former student describes the training as “In the media house (EBC) there are practitioners’ who has been working for a long period of time. They are better”. And even a former student described the Journalism education as “It was not Journalism”

But few also described the training delivered by their respective media house as: “It is not related to journalism and it is killing the profession” and a former student also believes “Journalism is all about learning through practice.”

4. Is there any mechanism that you meet with your former teachers, or the department?

Most of the former students responded that they never see their former teachers as well as the department. Very few they see their teachers when they have an issue to cover in the university and on social media and on phone but not professional issues.

5. What is your general perception on journalism and communication education?

The general perceptions of the former students of MU have different views. Among the perceptions most of the former students have the following perception on Journalism education as:

It is interesting but it would be better if it could focus on practical and terminate the western education. Journalism education is different when you learn and practice. If the education could be practiced on the ground and could be practical on the university, it could change the country. But as an educational sector, it hasn’t given a concern. If the quality of the education could be assessed frequently, it can be better. When students join the department there should be voice, screening, and writing exams. The education is highly unrelated. It should be practical

Those most of the MU former students also have the following perception on the profession itself as:

Journalism is a powerful profession that strives towards the societal change. I love my profession but the society is not collaborative especially for interview. For the journalism in our country, needs to be done a lot. Journalists should be equipped with investigative, documentary and the journalists should improve their capacity. If the profession could be practiced effectively, it can bring change. Journalism is the base for development, the people and the government. Those who didn't graduated in Journalism shall not be journalists. I love it. Journalism is the mirror of the society but on the ground you can't be able to think like that. This profession is workable but it has not been used. Because of journalists are not working independently, the profession is exposed to highly criticism. The profession deserves a great respect and it is not that someone could choose to you rather you chose by yourself, you love it and you contribute to your country. The profession is interesting but its application is in trouble. It is an interesting but I don't want to pursue my MA in this field. Journalism is lovable and can change the life of many people. Journalism is not profession. Journalism is not only profession rather it is also talent.

6. What do you think should improve in journalism and communication education?

Most of the former students of MU recommend that undergraduate level of journalism education should be practical oriented. The education should be out of the westernized orientation and should consider the people and the country at all. The department should be equipped with the necessary equipment. In order to minimize the discrepancy between the education and the practice on the ground, they also recommended that, students should involve one year in media houses as part of a curricula. In addition, it would be better if the instructors could be professionals who come through the media because they could understand the context. Indigenous communication ways also should be considered. There should have competent educators. Instead of research paper/senior essay II, they should produce productions or articles. Practical! Practical! Practical!

4.7.2 Perception of BDU Former Student on the open-ended questions

1. What do you concretely get from university and do you think that is supportive in your work?

Some the former students of BDU believe that Journalism education helped them changed their attitude to be positive towards the profession. For that matter they believe they are currently using it. But some of them believed that they got nothing from Journalism education, knowledge, skills and attitude. And they added that their personal talent is better helpful rather than the education.

2. What did you concretely miss in journalism and communication education?

Almost all the Former students of BDU believe that due to their teachers was practically incompetent, they have lost practical aspects. Additionally, due to they think their education was westernized/theory oriented they are currently suffering on practical environment.

3. Do you get trainings in your media house? If yes what kind? And does that differ from the education you taught in campus?

Most of the former students responded they get on the job trainings. Among them are: Current issues, news writing, agenda setting and story selection, policy and strategy, on the job training related to day to day activity, software, editorial policy, productions, news reporting and video editing.

Most of the former students describe these trainings are different from their university education because of they are based on practical; it is related to the current situation of the country; the education in university is vast and includes many aspects but here only the institutional directions

Those most of the former students described the training as it was helpful and it is better than the university education because our trainers are better experienced. And very few described it was not helpful. And a former student responded as “I am currently studying my MA on the same field it is better now.” On the contrary a former student describes it as “We could not get a chance to pursue our master’s degree.”

4. Is there any mechanism that you meet with your former teachers, or the department?

Most of the formers students responded they never see their former teachers and very few the see them on social media.

5. What is your general perception on journalism education?

The general perceptions of the former students of MU have different views. Among the perceptions most of the former students have the following perception on Journalism education as:

The students should join based on their interest and the education should be practice oriented to the Ethiopia situation; the education is being opening without enough preparation; the teachers lack practical knowledge they are theory based; investigative journalism is not properly delivering; the journalism and communication is the education which did not help to grasp enough knowledge; If international and national politico-economy could be taught, it would be better.

Those most of the MU former students also have the following perception on the profession itself as:

If the education could be effectively practiced, it is the center of all professions. Despite it is dangerous profession the payment is low. The profession demands not only knowledge but also skills and there should be an interest. Such as knowledge + skill + interest then one can do differently. If the profession could be effectively implemented, the country could be benefited. If the profession could be applied freely it would greatly contribute to the development of the country. I understood that unlike the past times that journalism was considered as simply talking, it requires capacity and hardworking and it is respected profession. It is good because of the profession is supported by the education, but on the ground I invite you to judge. I feel regret because everybody is becoming a journalist.

6. What do you think should improve in journalism education?

The former students of BDU recommend the following. There should be contextual knowledge about the practice of our media. DJ, peace journalism and online journalism should be given more emphasis. There should be studios and other equipment. Students should join based on their interest. There should competent enough teachers theoretically as well as professionally. Journalism departments should be opened only after fully preparation. The medium of instruction should be Amharic.

4.7.3 Perception of HU Former Student on the open-ended questions

1. What do you concretely get from university and do you think that is supportive in your work?

Most of formers students of HU believe that due to all the education was theoretical now it is not helping them. But very few also believe that the theoretical knowledge is currently helping them in their career.

2. What did you concretely miss in journalism and communication education?

The same here, former students of HU believe that they missed the practical aspects totally.

3. Do you get trainings in your media house? If yes what kind? And does that differ from the education you taught in campus?

Most of the former students responded they get on the job trainings. Among them are: the countries development agenda, policies and strategies and institutional.

Most of the former students describe these trainings are different from their university education because of they are practical oriented. Despite the majority described the training was helpful but some described it as far it is not related to the profession, dispensable.

4. Is there any mechanism that you meet with your former teachers, or the department?

Majority of the former students responded as they never see their former student as well as the department. But very few the see the department sometimes when there is programs in the universities to be covered.

5. What is your general perception on journalism and communication education?

The general perceptions of the former students of MU have different views. Among the perceptions most of the former students have the following perception on Journalism education as:

If the education could be delivered contextually and supported by the practice it is useful.

Those most of the MU former students also have the following perception on the profession itself as:

It is becoming politics. I had great love to the profession and still I love it. In terms of current situation (due to some working conditions and proclamations) the profession is becoming dangerous and fearsome. Journalism is lovable and respected profession. Due to the profession forced you to read and be alarm to information, it is interesting. I love it and it is respected profession. Had we had competent journalists, the current situation, discrepancy between the people and the government, would not have happened.

6. What do you think should improve in journalism education?

The former students of HU also recommend the following. There should be media laboratories. Practical courses should be given priority. The education policy of the country should be changed at all. Contextual knowledge should be included. And the medium of instruction should be in Amharic.

4.8 Findings from In-depth Interview of the Educators’

4.8.1 Why journalism education?

The data from individual interview showed that, most of the educators as well as media practitioners supported the introduction of university level journalism education. Informant D and informant C noted that “Though Journalism and Communication education introduced lately to our country, it really helps to bring the intended development because without information and communication, development wouldn’t be realized.” Informant H and informant G also hoped that “Due to Journalism field in our country has been dominated by amateurs; the introduction of Journalism education would change the routine work of Journalism to its professional practice.” Furthermore, informant G and informant E noted that “The amateurs were mistreating the profession due to their lack of knowledge and ethics of the field.” Informant A and informant F added that:

The introduction of journalism education at the university level, in the first place unlike the past times it helped the profession to be respected and to have competent educators. It helped to fill the professional man power gap and serve the nation at all through serving the society, searching the truth, delivering verified information, being a bridge between the people and the government, supporting development, building and restoring peace.

Generally all educators have a positive perception towards the introduction of the journalism education.

4.8.2 Perception of the Educators' towards a Possible Normative Theory

Regarding the perception of educators' towards a possible normative to the country, most of them believed that development journalism is better to the current situation of the country.

Informant B noted that “I believe we should stick to Development Journalism. In fact, libertarian theory is good theory but I think it is not the right time to switch to it. In the first place we should answer the development and democracy questions of the people.”

In addition, informant D noted that “We teach our students the right concept of DJ because it is the right way to support development. I believe media should support development.” Informant G on his part believes that ‘If DJ could be applied effectively it is helpful because DJ is participatory.’ Similarly, informant D also believed that “DJ is all about how the media should work in a way they could be supportive of the development. But actually, if it is state owned it might work. But in private media it might not work.”

On the other hand, informant F believed that:

I see journalism as universal. When America was at the age of developing, they didn't use journalism as DJ. In fact, journalism can be for development or peace. When we think DJ it shows the focus on development. It is using journalism as a tool for development. I think using the DJ adjective is not contrasting to the universal principles. Journalism is all about guidance, surveillance so that we could focus on one thing but there is no such journalism. If we want to have an agenda we have agenda setting. Otherwise we could contextualize it.

Furthermore, informant D described his observation as “The problem is the wrong understanding held by the officials, media managers and journalists. They consider DJ as being mouth piece of the current government. Therefore DJ in our country is like screen saver.”

In addition, informant C argued that “I don't think tagging a name is needed. In the first place we should ask what the purpose journalism is. It is all about minimizing the harm, telling the truth, being out of conflict of interest. Whatever it is journalism is all about paying scarification to the

truth. Otherwise we are supposed to say developmental doctor, developmental engineer and so on.”

But what all agreed is that the media houses are not effectively applying DJ. Informant D described his observation as “Currently the state owned media are working as propaganda for the government.” Informant B also thinks that “The work of media houses in the country is tending to be PR not DJ.”

Informant H also agreed that “The problem it came to its implementation. Surely, our priority is development so we should focus on it. But in our country the concept has erroneously understood. They are propagandist.”

Generally, though there educators who didn’t agree with DJ as a possible normative theory, most of them believed that DJ could be as a possible normative theory to the current situation of the country.

4.8.3 The Perception of Educators’ towards African Journalism

Regarding this question different perception was observed. In the one hand, informant E argued that “We need to do a lot more on African Journalism. If we can focus on our values, history, culture and economy we can create African sense and thereby we can create powerful African media.”

On the other hand, informant H disagreed that “As a developing country we are supposed to give more emphasis on DJ rather than sensational reporting like ‘Western’. We can only differ on our focus. Otherwise the universal principles can be practiced worldwide.” In addition to that informant A, F and G agreed that “In fact our education is copy paste of the westernized, but as far as the universal principles are standard, we try to contextualize it by using local resources.”

But on the other hand informant D believed that though there is influence of western through making their news individualist, adventure and sensational, there is no western journalism vs. African journalism. For that reason he supported his idea through two examples as follows;

First, if someone went out from his home and saw a house burning, how would he tell his friend? Just he tells only house burns somewhere and its consequences. He wouldn’t tell what breakfast he ate, how he came and so on. Just he tells the most

important information.” The second example is, if you consider ‘Afar Dagu’ (traditional way of disseminating information), 100% is the same with the inverted pyramid style. When two persons (they didn’t know each other) come from Semera and Mile, after greetings the person from Mile ask “Dagu Bah” (give me an information), then the informant could say “Last day three persons die from Malaria” (the fact and the most important information). And if the informant has two stories he tells first the hard one.

As it is observed from the above idea, though most of the educators believe the education of journalism should be contextualize and considers the current situation they don’t believe there is there is African journalism.

4.8.4 The Perception of the Educators’ towards the Course Shares of the Current Journalism Education Curriculum

Regarding the course shares of the current undergraduate level curriculum of the journalism and communication /the nationally harmonized curriculum/ their perception was varied, but most of them agreed that it is highly theoretical.

Informant H described the current curriculum of the journalism education curriculum as “It is balanced as theoretical and professional.” But except informant C, all described as the current curricula is dominated by theoretical part.

Informant D argued on that issue as “The students should be well prepared technically but it is not the mandate of the graduates to know the interest of the media industry because the media have their own agenda.” Informant G and A on their part stated that their practice regarding the curricula as “Why we focus on theoretical parts is because there are no enough practical materials. Even had we had these practical materials we have no professionally skilled man power.” But informant C on his part argued that;

I think there is attitudinal problem. Everybody says you teach them theory! Theory! Theory! Theory is all about knowledge and practice is all about infrastructure. So that I think teaching the students’ only theory would not be a problem because the media industry can teach them the practical aspects. To have

infrastructure for practical aspects it depends on the finance capacity of the universities.

Generally the educators believed that the current curriculum of the undergraduate level of journalism was highly theoretical. And due to technological input is limited they are focusing on teaching the theoretical parts.

4.8.5 Challenges in Implementation the Nationally Harmonized Curricula

Modularization

The educators' describe that the current curriculum has limitations. Informant C believed that "There are courses overlapped and need to be converged courses like Newspaper production and Magazine production. Another is problem inconsistency in the implementation of the curriculum. Teachers deliver contents based on their own content not based on the curriculum." Informant D on his part stated;

A big problem with the curricula is about block courses. How on earth journalism and communication courses could be delivered in three or four weeks? Students have a jock for this 'they teach us hastily, they take it hastily' and in the middle of these courses, there are assignments. Simultaneously, they have to be ready for exams. I would rather call this as 'soliloquy' not learning.

In addition to that informant d noted that "For that matter after the media industry professionals observed unpreparedness of the graduate, they tend to say that the education has a problem. On the part of the students, they also tend to say that the education and the practice in ground are unrelated."

Furthermore, informant F noted that "The production courses come in the third year. At that time they have no full time for practice." Furthermore, informant C and D noted that "Here courses are ordered based on course families. But modularization is based on specialization. For example if you take 'Junior Reporter', the courses should arranged in that way. A module is supposed to be prepared based on competency. At the end of the day this order has brought a basic problem."

In general due to the curriculum is modularization, the educators believed it has limited them on its implementation like courses are overlapped, inconsistency, block courses, and its order.

Technology and References Books

Regarding technology input and reference, most of the educators agreed that there is no enough facilities there by it limit the curricula from its fully implementation. Informant A noted that “There are no computers and internet connection. For example we are delivering online courses but we have still no access.” In addition, informant G noted that “Our students even don’t know how to use emails” And according to informant F “Almost I can say the internet connection is dead. The numbers of commuters are limited. Though there is laboratory, the lab isn’t fully functional. There is no studio. There are no periodicals. There are no TV-room, magazine and newspaper corners.”

And informant H noted that “In fact we have studio which was built eleven years ago but it is no well-equipped” informant B also stated that “Though we have sixty computers in a lab but internet connection is dead.”

On the other hand informant C noted “There is no problem because technology has already simplified things. We are already introducing online courses we are not expected to build a technology. We can simply use everything in a computer”

Regarding reference books most of them also agreed that there are no full reference books. Informant A noted that “There are no enough books. For example I give my students a reference from the curricula syllabus, but the students can’t find them in library. So they are always complaining”

From the above information it can be said that the technology and reference inputs are not satisfactory.

Contextualization

In terms of conceptualization most of the educators agreed that the education should be contextualized. Informant A described it as “The curriculum is simply copy paste of the westerns. But as far as we teachers are from local the assumption is that we are delivering contextually”

But most of them believed there are problems that hinder them from contextualizing the curricula. According to informant C “The basic notion of curriculum comes from abroad with their positive and negative aspects. In order to contextualize, it needs institutional preparedness. But here the capacity of the university is not enough to contextualize it.” Informant E also noted that “Though the reference books are westernized, they are suitable to our country. The problem is there are no modules or supportive modules that are contextualized.”

On the other hand informant D disagreed on the contextualizing of the curricula of the journalism and communication because he thought “Contextual knowledge is the mandate of media houses not the university. They have to give them training.”

But generally, most of the educators agree that the curriculum of the undergraduate journalism education is not contextualized.

Language

Though the proclamation of higher institutions articulated that the medium of instruction is in English, but almost all educators argued that the English language competency of the students is becoming a big problem. Informant H described its experience as “I communicate the students in Amharic because it is too difficult to communicate in English” Informant B also described his experience as “Sometimes you are forced to switch to Amharic because they can’t understand you in English. There are students who cannot write a sentence. Even in a presentation, they ask you to allow them to present in Amharic” in addition informant F noted its experience as “I think as a generation there is English language deficit” He added that:

There are students who do not have even an interest of the education. They are totally divorced with reading. I think those remnant from other departments are joining this department. We are teaching them grammar and the usefulness of reading the whole three years. Sometimes we work to save the department not to be closed.

And some educators believed that switching local languages are not a solution. Informant C described it as “In the first place, as per the proclamation of higher education institution, the medium of instruction is in English. If we try to change it in to local languages are we ready? Do

we have references? If we don't have equivalent words the transformation of knowledge would be inconsistency." In addition to that informant D believed as "If you try to teach students in Amharic, what about those who do not listen and speak Amharic? Rather the university should teach only the theory and skills. As far as media houses have their own language, editorial policy and interest, they should train them as such." And finally informant E also noted that "Before it is switched on to the local languages, first they should understand in English. I think this related to the problem of Ethiopian education policy. It has to be done at the grass root level then next we pursue to the next."

Therefore, it can be said that the students' incompetency of English language was also challenging the curricula from fully implementation.

4.8.6 The Perception on the Relationship of the Academia and Media Industry

As understood from informant B and informant H, BDU and HU have memorandum of understanding with DWET and AMMA respectively. And all educators' believe that having a relationship with media industry can help to boost the education of journalism education. For that matter they suggest that as far as students are expected to join the media industry universities should have a strong relationship.

Informant F noted as "We teach students because there are media. And if there are competent enough journalists, the media industry could also be developed. But our relationship currently is at its infant" In addition to that, informant C noted as "Our relationship is too weak." Informant A on its part noted as "Having a good relationships with the media industry, would help students to be familiar with up-to-date technologies and they could get experiences from the professionals"

From the above information it is possible to say that though the current relationship of media industry and the academia is not strong all the educators believed having a relation can determine the healthiness of the journalism and communication education.

4.8.7 The Perception of Educators' on 'Hackademics'

As articulated in chapter two, 'hackademics' (a combination of 'hack', slang for journalist, and academic) is the term given these journalists and ex-journalists. And it is considered as a solution to appeal to student demands for both theory and practice, to face a challenging array of new

professional demands and to develop new skills in teaching, research and academic publication (Sreedharan 2013; Cushion, 2007).

Regarding this informant D described its agreement as “If a person wants to swim but don’t how to swim he/she will sink. What we are observing is those who are winners in their academic result are becoming teachers. That’s weakening the quality of education.” Informant H agreed on the above idea as “Teaching how to write news is simple but actually writing the news is difficult if you don’t exercise it. I myself would like to join the media industry on my free time to have a considerable experience.” Informant E also added that “If it can be combined the educator and the professional I hope there would be good result”

But informant G, B, C and A disagreed on the above idea as “Being a teacher and being a journalist is different. In order to be a teacher, in the first place you should have the quality of being teacher and the next the profession itself. So I disagree rather they could share their experience.” Informant F also believed that:

In my experience when I train professionals they ask me to have my lived experience but I escape. So, of course practitioners’ can share their experience and can help being technical assistants but I don’t I agree they should be teachers. Because first they don’t know how to transfer knowledge, even they can’t experience their ideas, and they can only reflect the editorial policy of the media they have been working for. Rather I suggest teachers should be able to have technical skills.

Based on the above information most of the educators do not agree that the experienced journalists should join the academic as teachers rather they share their experience.

4.9 Data from Individual Interview of the Practitioners’

4.9.1 Why Journalism Education?

The data from the most individual interview of the practitioners’ indicated that they believe that Journalism education tremendously have a great contribution towards upgrading the quality of journalism practice. Informant 12 noted that “As far as changes are observed on the profession from time to time, the education helps the students to understand the current and future challenges and prospects.” Informant 9 added that “It helps to understand the world wide

experience of the field especially the techniques are interesting.” In addition informant 8 noted that “Journalism is not experience it is profession. If journalism especially development journalism needed to be effectively practiced, there should be journalists who know the nitty-gritty of the profession.” Informant 11 and 3 on their part noted as “It is obvious educated man power has a great role in a country so does an educated journalist. In addition when the media industry filled by the professionals it has its own meaning.” Informant 7 on its part stated that “It could help to have a unity on our professional job.” Informant 5 also agreed on the above ideas and he noted that as follows:

Due to journalism field had been dominated by the amateurs, it had limited benefit and was not allowed the media industry to move forward. It didn't also help to understand the experience of the media practice of the world. However, the introduction of the education at a university level implies the respect that has given to the profession because journalists in the past times were considered as ‘runners or minion’/Telalaki Gazetegna/Tultula/.

According to the above all the educators and practitioners agreed that introducing the journalism education is profoundly important to the country in terms of developing the quality of media works and information sharing. Beyond that they believe that it is an indicator that how much the profession is given a respect.

4.9.2 Perception of the Practitioners’ towards a Possible Normative Theory

Regarding the possible normative theory most of the practitioners’ believed that development journalism is the only choice the country has to apply. Informant 7 on its part agreed as “I believe it is a base for starting point to our media practice as well as our development. I don't mean the others are useless but DJ is suitable to our country.” In addition, informant 9 believed that “Development journalism is suitable to our country.” Informant 8 also noted that:

In our country, we need economic and social change. For this reason, the media should work in a way they could support the development through being independent and bridge between the people and the society unlike the western sensationalism. If we could implement DJ effectively, that is the only choice that we could ever have.

Informant 16 also described it as “As far as the media practice is determined by the politico-economy of the country, we should know what are the current government ideology, policy and strategy. Our country is developmental democratic state. So that whichever media should be in this framework.” Informant 11 also noted that “We should implement DJ not only because of our government is developmental democratic but our country needs a development. The question of development in our country is all about survival and until we develop DJ serves us as a ladder.”

The same thing here informant 3 stated as “As far as we are poor, there are a number of illiterate people, and we need to eradicate poverty, the media should support by employing DJ.” Informant 15 on its part noted as “Our priority is development, democracy peace and unity. Media should maintain the power to be a bridge between the people and the government.” Furthermore, informant 15 emphasized that “The western media are the vanguards of their current, political and economy. They always strive to safeguard their political and economic superiority through effective technique. And as far as our priority is development we should also strive to employ DJ effectively.

Informant 2 also expressed that:

The country is very poor. The people lead backward life of style. This people had not been privileged to exercise democracy. This people have enormous questions of development. This people were undermined to express his expression. In order to solve these issues the media should be supportive. For that matter DJ is essential because its benefit has been seen in the Asian countries. So I believe DJ is suitable to our countries current environment.

On the other hand, informant 10 argued that “In fact as a country we are looking for development but I think we don’t need such an adjective rather we should stick to the basic and universal journalism”

As it seen in the above despite most of the practitioners believe DJ is better to the country’s current situation but they described DJ is not contributing as it was intended. The reason for that they described as follows:

Informant 9 described the problem as:

There is a gap in fully understand of the concept of Development Journalism. Some professionals and officials tend to understand that DJ focuses only on the reporting of positive side of the government activities. DJ allows criticizing what the government fails to do and once you discover those failings and presenting to the society, as a journalist it also allows you work to its solution.

Informant 1 on its part noted that “The officials consider DJ as image building. If they are asked for what they have not done or what they wrongly done, they consider that as if the journalists try to damage their image and reputation. They directly relate it with politics.” Informant 5 believed the basic problem DJ as follows:

Journalists tend to understand DJ reporting what is seen like infrastructures. DJ has not been implemented to improve the mentality of our society. Before the society move towards the activities of development, it should have a consensus on the issue of development itself. They should participate and decide on the development. They have to first assure that whether they are going to be benefited from the development or not. So that here DJ does not include the above. Only reporting on the government project is not DJ. The question is not whether DJ is essential to our country or not rather it is how we practice it. DJ is a matter of content. And DJ is unpacked yet. No one understands it.

Informant 9 further more described its observation as “Journalists are censoring their selves in fear of officials harm.” In addition informant 15 described its observation as “We don’t have capacity and patience. There is lack of finance, lack of capability of defending challenges, self-censorship and lack of focus. “

Informant 14 also noted his observation as:

Our package system has a problem. We don’t present our stories in a way that can give a sense to the life of the people. For example in our country journalists cannot insert their opinions in a reporting but what we are observing is how the westerns are inserting their opinions in their reporting. I believe a journalist should play that role in DJ because as far as our priority is development so we should mobilize the society to development. The western media judge their news

based on the assumption that their society is always in a rush, for that reason, the most important information should come first in attractive way in order to be consumed their stories. So shall we consider our society in that way? No! Our way of storytelling should be different from the westerns.

And on the other hand informant 3 believed the journalism and communication education by itself is also a factor for not implementing DJ effectively. He argued as:

When graduate journalists come to our media, instead of agreeing, most of the time, they argue us on whether they should implement DJ or not. I believe they are not preparing enough in their school. For that matter, they almost don't have clear understanding of DJ.

In addition, informant 5 emphasized that "In a university, different theories and philosophies of journalism can be taught. But I don't believe our universities are well-prepared to teach DJ in a way that could fit to our current situation, different platform, and to different languages and specific societies."

Based on the above information though the practitioners believed that the implementation of DJ is still at in question and the universities are not producing graduates that can effectively implement DJ, they all believe DJ is the only possible normative theory to the current situation of the country.

4.9.3 The Perception of the Practitioners' Towards the Course Shares of Journalism and Education Curricula

Regarding the course shares all practitioners believe that the undergraduate level journalism and communication should be focused more practically.

Informant 9 argued here as "In fact the theoretical part is good as far as it is knowledge but in order to understand the current challenges of media practices it would be better if the students can have practical skills." In addition informant 9 and 4 expressed their observation as "Bahirdar University students have a gap in practical skills. They don't even know minor things like handling microphones. We are almost teaching them from the beginning." Informant 15 described his observation "I think the students are learning 90% theory and 10% practice because they are almost not familiar with practical skills."

For that matter even some of the practitioners suggest course shares in percent. Among the suggested percent are; 70% practical and 30% theoretical, above 50% and 60% practical 40% theoretical.

Generally all practitioners agree that the course shares for the undergraduate journalism and communication education should be more professional than theoretical.

4.9.4 Practitioners' Observation on the Performance of the Graduates

In order to understand the practitioners was interviewed to understand their observation on the performance of the graduates'. Based on that, some of them described the graduates as some graduates have a passion to work in the profession. Some practitioners are also observed that there are few graduate who theoretically good than practice. And there are very few tough graduates who can be editor enough.

Despite the above positive observation, almost all practitioners agreed that on most of the graduates they observed a number of weaknesses. And they believe these weaknesses come from the individual graduates as well as the journalism and communication education in general. Among the problems observed are professional attitudinal, skills, and knowledge.

Knowledge based problems are articulated as like the graduates don't know what kind of journalists the country needs. They have lack of focus. When they go out for information gathering, they bring all what is necessary and unnecessary. Most of the time, they immerse their selves in to soft news or entertainment rather than hard news. Their ability to express their idea is too poor. They are not conscious for things. They think media work as only office hour and they don't bring new things from their weekends. They are not creative they follow the routine works. They simply write news of 500 words beyond that they have no the ability to be analytical. They don't differentiate whether it is news or not. Instead of moving to the ground, they simply write news being on their desk so that you can't see an effort.

Regarding skills the following are observed. Most of the graduates are not familiar with the current media environment they are just always confused. Their technical capacity is low like basic software and not being familiar to technologies. Most of the students have a problem of idea developing, media planning, writing scripts and different kind of camera shots. They have translation problem from local language to local language. Their translation is

'hybrid'/Guramaile. Their translation from English to local languages is also terrible whether they cut out words or they use the contextually wrong words. They know how to write news but they can't write. They don't know news angle selection. They have problem of lead selection There are also students they don't even follow media and their reading habit is poor.

Observed problems regarding attitude are also as follows. They are ethically poor. There are also graduates who have good grades but they don't have the passion towards the profession. Most of the graduates have no power of observation. And generally they are less patriotic and they have professional crises what they are learning is western model and when they go to the media industry is contextual knowledge.

4.9.5 Practitioners' Observation on Students Internship Period

Here all media practitioners' believe that internship could be one effective way to address the students' practical problem, they can understand the challenges and prospects for their future career, they can be familiar with technologies and working environment and it can be as a mirror to see their interest and capacity.

In all media the internship process is the same. Students bring their department letter to the media houses. After they are given brief orientation, they are placed in to different departments. Then they are sent out for gathering information together with senior journalists. And their work is edited by the senior journalists or immediate editors comparing with the news written by the senior journalists. Finally the students take back their evaluation for which supposed to be filled by their immediate editor.

All practitioners' agreed that there are only few tough students who are interested to practice. Regarding these students informant 11 described its experience as "There are some tough students. For that matter, we hired two graduates." informant 1 also added that "This month we hired a graduate out of sixty competitors. But that student was who has been strictly following his internship here in our media house." In addition to that some practitioners' informant 2, 12, 8 and 16 describe that they support the students in a way they could develop their capacity whether by following them up strictly or coaching." Informant 15 on its part emphasized that "If the students don't follow their internship period strictly, I even write warning letter to their department"

Though all the practitioners believed that the internship is very helpful to the students, the department and the media industry as a whole, most of them agreed that the internship is still not successful due to many reasons. First it is related to time. Regarding time informant 4 and 12 noted that “The time given to the students is not enough. Due to it is short period of time, we only send them to do news once or twice” informant 6 added that “They are given a month but that’s not enough. In this short period of time they don’t even become familiar with the media materials”

Second is related to the students and the universities commitment. Regarding this informant 6 noted that “For example, students of MU are forced to take their internship while they are taking other regular courses. For that matter they don’t follow their internship strictly.” Informant 4 and 11 also expressed their observation on the commitment of the students as “Some students spent their internship period on vacation with their family. And finally they come for their results and that is due to they know that they are obliged to have it.” Informant 6 added that “Even there are students who we don’t give them grade on their evaluation form because they only come at the end of the time for results” Informant 13 on its part stated that “We are open to cooperate because the students will be benefited and we might also find tough students and thereby we could hire them. Many times we write letter to universities to send us interneers but none of them respond.”

Third is related to the practitioners’ and the media house commitment. Regarding this informant 4 expressed her experience as “Frankly speaking we give priority to fill our air time rather than following them up. Even had they come on time we might not give them enough time. To your surprise, sometimes we simply give them grade without noticing.” In addition informant 3 and 9 also noted as “We are not that much committed to help students in a way they could develop their capacity.” Informant 5 also noted that “I don’t think there is awareness that as a media house we have to cooperate and mentor the students. Due to all the journalists and editors focus on their own job, the students frustrate.”

4.9.6 The Perception of Practitioners’ on ‘Hackademics’

According to Sreedharan (2013) and Cushion, (2007) articulated in chapter two, Hackademics are considered as a solution to appeal to student demands for both theory and practice, to face a

challenging array of new professional demands and to develop new skills in teaching, research and academic publication

For that matter the perception of the educators are varied. Informant 15 believed as “It is helpful because in order not to happen the challenges on the ground again, they could support the students. That’s not only due to they have an experience but also by upgrading their capacity” informant 1 also argued as:

The education of journalism and communication is pure western ideas and ideology. The westerns want us to follow their path. They consider journalism as always criticizing our countries situation, policy, culture, history and economy and uncovering only negative aspects. But due to the experienced practitioners know the contextual knowledge, they would be better supportive.

Furthermore, informant 11 and 3 agreed as follows:

In the first place the graduates are confused when they come to be hired because their education is only theory oriented. Secondly, when we want educators to train our journalists they try to deliver only theory and that is unrelated to the ground. In the middle, the training turns to be argumentative on the issues like what is news how should it be reported and so on. As a solution either we train ourselves or we bring experienced ones from Addis Ababa.

Informant 12 on his part stated his agreement as:

Personally I have been to academia but teaching only theory is not helpful. So that I believe the gap between theoretical and practical could be fulfilled through these experienced professionals. There are educators who cannot write news. So what kind of journalists are they going to produce? That’s why we are suffering from fresh graduates. So either the educators should improve their practical capacity or experienced professionals should teach.

On the other hand, informant 5 didn’t completely agreed because he believed “The objective reality that the practitioner has been working and the current situation might be different. Of course, he/she might tell her/his the cases and the challenges he/she experienced. But that does

not mean up-to-date theory and knowledge. And journalism and communication is dynamic.” Informant 16 also argued as “I doubt that would be solution rather the educators should understand the environment of the media industry” In addition to the above informant 6 argued that “The reading habit of the practitioners is low. And he/she could only pass the worn-out ability. Rather the educators should do more researches so that they will have a better understanding of the media environment.”

As a result, based on the above information, most of the practitioners’ agreed that Hackademics could be a solution for the discrepancy of the theory and practice.

4.9.7 The Perception of the Practitioners’ on the Relationship of the Media Houses and the Academia

Though some of them have no relationship some others like ENA has relationship with Bahirdar University in terms of scholarships. AMMA also has Memorandum of understanding with Bahirdar University which focuses on scholarship, and short trainings. And in terms of internship it connects with Hawassa and Mekelle university students. Though it is not formal SNNPSRTA has a relationship with Hawassa University. Some of them are their board members. DWET also has a memorandum of understanding with Mekelle University in terms of trainings, research, scholarship and airtime.

But generally all media managers believed that the relationship is weak and must be strengthen.

4.9.8 Media Industry Expectations and Professional Marketability

All the media expect competent enough graduates who already completed the undergraduate degree in journalism and communication. In fact, in terms of expectation and marketability there are varied stands. From EBC informant 7 stated as “In the perspective of acquiring man power fifty-fifty it is good”

Informant 15 described the expectation of DWET as follows:

First of all we expect the graduates to be passionate. Frankly speaking if we want competent enough we hunt journalists from other media. But the graduates also should be prepared enough for the entry level. At least we expect them to be practically competent enough. Regarding this we want to minimize investing on training.

Informant 16 also described the expectation of SNNPSRTA as “We only hire competent graduates. In order to be hired for our media, a graduate has to fulfill the following requirements; be fluent in Amharic, practically competent enough, have attractive voice, be photogenic, and pass writing and interview exam.”

Informant 12 on behalf of AMMA stated its observation on the competence of the graduates as “The fresh graduates hired in our media house have less capacity in practical skills. Almost it is just teaching them again.” In addition that informant 15 described its observation as “After employing them we give them two up to three months for trial. But it took them to up to four months to be familiar with the media works. Even for some of them, it took them two up to three years to find themselves in the profession.”

Media are still employing from different fields. Even there are media which has no graduates of journalism and communication like print media. The reason for not having these graduates informant 13 described as “They came to be hired but none of them pass the written exam they don’t even understand the questions. We prefer to have journalists from law back ground because at least they are better in writing” In addition informant 10 described it as follows:

Our expectation could not be satisfied. It is discouraging. We don’t almost hire graduates from universities except few those who have been tough internee. Otherwise we hire sometimes but after two or three months, due to they can’t control the challenges, the males move to be public relation officers and the females move to be hostess and others move to promotion sector.

Some state owned media also still take even from engineering. Informant 14 described the reason as “We give priority to JoCo graduates. Next we take from language, social science and natural science respectively. We hire from natural science for specialty, for example from sport science for sport reporting.”

State owned media are also hiring based on the direction given by the civil service. Informant 6 described it further as;

In fact we hire journalists based on the requirements of the civil service. That means it gives more priority to those who have work experience. We are allowed

only 10% to hire fresh graduates. Furthermore we hire from all social science. And if journalists are supposed to be hired in to our media, first he/she should have the passion. We also highly consider voice clarity, knowledge of the profession as well as current situations; he/she should know the culture and history of the society.

Generally it can be said that the most the media houses are not satisfied by the competency of the graduates. Consequently, they are forced to take from other fields.

4.10 Discussion

Why Journalism Education in Ethiopia?

The data from qualitative content analysis showed that, the journalism education was launched in response to the need of the communication experts and practitioners for the countries development purpose. It was hoped that it could play a great role in achieving the common understanding of the society towards development. Similarly the data from the qualitative analysis in depth interview showed that, all the educators as well as the practitioners' are optimistic to the university level journalism education. This makes universities an important factor in media capacity building. This in turn gives a high value for professionalism. This is more emphasized as Gardeström, (2016) believed that education made journalism better, journalists needed better general knowledge, education liberated journalism from the party press system, and education was an important step on the road to professionalization. Hence unlike the past times journalism practice would be changed by professionals who can deliver quality information. Having informed society through quality information in turn would also be a basis for the society to make decision in their day to day activity. All in all, journalism education would be a center for profession through producing quality graduates who can strive to serve the country at all. However, that did not seem to continue over time.

Almost all practitioners agreed that most of the practitioners observed a number of weaknesses on the graduates. And they believe these weaknesses come from the individual graduates as well as the journalism and communication education in general. Despite the optimistic to the journalism education, it didn't go far. And practitioners argued that graduates have not only lack

of skills but their problem is multi-faceted in terms of professional attitude, skills, and knowledge. Hence they are forced to invest their time and money on the new graduates. The graduates also forced to think that the education in university and the practice on the ground is unrelated. This seems to affirm the assertion of Self (2015) that the absence of effective university level journalism education represents a significant factor in assessing the health of any country's media sector.

The Attainment of Learning out Comes

The aim of the harmonized curriculum graduates are expected to be journalists who are intellectually rigorous and critical of mind, who respect fundamental human rights, tolerant and respect diversities in society, committed to social justice in theory and practice and dedicated to integrity and high ethical standards. But will that be attainable?

According to the quantitative content analysis the level of confidence of the students on the total objectives and the level of satisfaction on modules are above 50%. Most of the students also have more confidence on attitude followed by knowledge and skills. It seems the attainment of the general objective is realized. However, according to the open ended qualitative data analysis despite the graduates was learning the same curriculum, the capacity of the selected university are varied. Example while MU and BDU have some confidence on their practical competency HU students didn't have.

The same thing most of the former students of the selected universities believe that they have concretely missed practical skills as well as contextual knowledge. Hence, according to the quantitative questionnaire of the former students, had they had an opportunity again to join the journalism education most of them (46%) would have not joined. Furthermore, due to the think they have missed the practical as well as contextual knowledge, they think to believe the experienced ones are better than the formal educators. This implies the learning outcome is not effectively attainable.

Still, despite the department is joining by the same number of male and females based on their interest but a considerable number (31%) of students are not joining the department based on their interest. At the end of the day that leads them to frustration of unemployment. This could also hamper the learning outcomes from attaining.

Furthermore, according to the qualitative content analysis curriculum map, due to there are course which does not have objectives, lack of technology, not well arrangement of course sequences and the course organization of the document seems unfriendly, the attainment of the learning outcomes are less.

Total Course Shares

According to the quantitative data analysis (chart 1) the course share of the harmonized curriculum does not much with the UNESCOs model. The UNESCO model curricula is only prepared for journalism but here according to graduate profile, graduates are expected to be Public Relations, Communication, and Advertising experts which is multi profession. The total three year course share of UNESCO model are professional 40%; journalism studies, 10%; arts and science, 50%. But here the course categories' are in four, as depicted in module profile, such as professional courses (40%), journalism studies (20%), communication, PR, and Advertising courses (22%), and common and supportive courses (18%). This reveals that the course categories are different. Here though in terms of profession seems similar totally they are different. So that, the harmonized curricula has not considered the course share of the UNESCOs curricula model.

The same thing according the quantitative data analysis (chart 2) the course share of the three academic years did not consider the UNESOs model curricula. The first course share for professional courses is 0%. But in the UNESCOs Model is 20%. This reveals that students could not be able to be familiar with the reporting and writing course which introduces students to basic news and feature stories in the first year.

What Kind of Journalists to Produce?

According to the qualitative content data analysis the general objective recognized that the graduates are expected to be all rounded in knowledge, skills and attitude. The quantitative questionnaire data analysis showed that most of the students have more confidence on attitude (67.8%) followed by knowledge (62.1%) and skills (56.2%). The quantitative questionnaire data analysis seems positive with general objective analysis. Cumulatively it is above 50% it is positive. According to the quantitative questionnaire data analysis, the students have more confidence than skills. This reveals that the students are more theoretically equipped than

practically. This is proved by the quantitative data analysis from cumulative level of satisfaction on course shares which is (79.7%) journalism studies followed by 79.3% professional courses.

And according to the open ended analysis of the former students, they describe that the education is full of theory. And even their attitude towards the education was varied. Hence despite the MOE tried to improve the quality of teaching and learning process through harmonizing curricula aimed at producing graduates that could have similar capacity, yet the outcome is still not improved in journalism education.

Challenges in Implementing the Harmonized Curriculum

Modularization

According to the data from qualitative in depth interview analysis, due to courses are arranged in block mode of delivery (the courses are supposed to be ended in specific weeks) they are limiting the curriculum from its full implementation. Informant D emphasized this through the students jock as *“They teach as hastily, they take it hastily”* This jock shows, the students are describing their dissatisfied with the courses time given. The course order by itself is challenging the curriculum. And according to the qualitative content analysis, courses sequences are arranged in course families. As the quantitative course shares of the three academic years data analysis showed, unlike UNESCO model 20% professional courses in the first year, in the harmonized curriculum is 0%. For that matter as far as the professional courses come in the third year, students could not have enough time to practice. In another words the concept of modular curriculum is not implementing.

Technology

As in the qualitative data analysis depicted, the absence of technology is attributed to many problems in journalism and communication. All the educators, current students, former students and the practitioners have repeatedly described the problem. As informant G noted that, “As far as we don’t possess technology equipment, it is challenging. Even some of our students can’t use email” the statements shows that, in the technological era if students are not familiarized with technology, how would they are expected to understand and apply the technology related courses, such as production courses. And even the departments are whether they have some equipment but not functioning well or are out of materials.

Many scholars agree that technology is challenging the journalism education. The struggle gets more difficult with each “new” media technology (Dennis cited in Seelig, 2010). Here in these selected universities it is not only the struggle gets more difficult with each “new” media rather the struggle is to have the basics. For example, according to the harmonized curriculum map, it showed that students are expected to have the skills of developing a web page but with nascence of technology resource students are becoming far below the expectations or in another words the curriculum is not implementing.

In addition, all the students of HU agreed that they have never become familiar with media technology in their two and half years stay in the university. And students describe the absence of technological equipment’s as “Waiting a car being in a lake.” This statement can reveal that, though the reason for harmonization was to have similar mission and produce more or less graduates who have similar capacity, but still there is variation. The departments attribute to the lack of support from the respective university managements. But Informant 9, disagreed such assertion as “Why did they first open a department without technology materials?” Hence despite Deuze (2000) stressed that journalism education has to be very flexible and responsive towards changes, since one cannot expect young students to learn to cope with the world of information without the benefits of timely and up-to-date preparation, but it is vice versa. And it affirms the assertion of Namasinga (2011) as cutting-edge media technologies, which are transforming the media landscape, are out of reach for most journalism schools despite their critical role in the profession and journalism education in Africa remains a stepchild at the universities despite growing enrolments.

References

In terms of references as the data from the qualitative analysis shown, almost all reference listed in the curriculum are western books. And the data from quantitative analysis showed that, most (149 out of 180 books and journals) of the reference listed in the harmonized curriculum are foreign or mainly western books. This can attribute to journalism education as it is not contextualized or westernized. Hence this can affirm that major books and theories used in African institutions are mainly written by Westerners (Dube, 2013) and hence mostly media education in Africa is carried on within the strictures of Western ontology and epistemology (Banda, 2009).

Contextualization

According to the qualitative data analysis, most of the educators believed that the journalism education still did not contextualize its curriculum. Contextualization here is expressed as due to harmonized curriculum is heavily dependent on western references and didn't still contextualize it, the journalism and communication education in Ethiopia is westernized. In addition to that western references are described by the educators as they can't fit with the current practices of local media outlets. Context, described by the former students as "The education in university and the practice on the ground is unrelated even a student described it as "Like waiting a car being in a lake". Despite except one, all of the interviewed educators were graduated from local universities, due to the curriculum did not contextualized, Western context means being detached from the social concerns of the day and journalists educated in this academic tradition would, therefore, be expected to be "neutral" and "objective" in their reporting (Murphy & Scotton, 1987). According to that notion, their task would be to report events without taking into consideration the consequences of their stories on the communities they are reporting on. For that reason, that leads the students to frustration and has no confidence on their education as well as their educators.

In terms of former students, they described 'context' as "What we have taught and what we have found on ground is extremely unrelated." For that matter they believe that as far the journalism education was too theory and westernized, it didn't helped them on their day to day activity. On the part of the educators, they agree that curricula of the undergraduate journalism and communication should be contextualized. They describe it context as "Using current products of local media outlets, local examples and cases and bringing them to be evaluated by the students, thereby, they could understand the way the local media functions.

Language

Though the proclamation of higher institutions articulated that the medium of instruction is in English, but almost all educators claim that the English language competency of the students is becoming a big problem. The English language competency is described as in the first place, the students have no Basic English skills thereby they can't communicate with their teachers as well as they do not understand the concepts of the education. In addition to that, due to the English

courses are expected to be delivered by English teachers it led them not to comprehend the English of journalism. This led those students not to be prepared enough. And according to the practitioners, the English language competency of the graduates is too weak. This was depicted first, when they sit for exam employment, they can't understand the idea of the questions. For that reason, they never pass where English language is prerequisite. When few also employed their translation become terrible, either they cut words or use contextually wrong words/terms/. From basic they could not comprehend the concept of the journalism and communication. Consequently, they tend to say that the education they taught in university is unrelated with the ground practicalities. Even some former students suggest that, the journalism and communication education should be in local languages. Due to this problem is too visible, informant F tends to express this as "I think as a generation there is English language deficit. We are teaching them grammar and the useful of reading the whole three years. Sometimes we work to save the department not to be closed"

Perceptions towards a Possible Normative Theory

In the qualitative data while most of the educators agree that Development Journalism is suitable to the current situation of the country, some others disagreed. The perception of the educators is varied towards that could be a possible normative theory. This variation also is expected to be reflected in the class. As a result this variation can hamper the journalism education from its effectiveness.

In terms of the practitioners, all except one of the practitioners believe that the possible theory of journalism and communication should be development journalism. They believe that as far as the country is striving to develop, the journalistic practice should follow DJ concepts and practice accordingly.

Practicing development journalism is considered as the base for the practitioners'. In order to be effective in practical aspect, the journalists are expected to know the policy, strategy of the current government. But the proponent educators called this as becoming mouth piece of the government. The practitioners who support DJ also believe the media practice is determined by the current socio-economic of the country. If it is that, media in the country should know the ideology, policy and strategy of the current government and act accordingly.

In addition to the above, the data from the former students of Journalism education showed that, due to they have missed DJ in the university, still they are suffering from understanding the concept. Generally the practitioners' and the educators have varied perceptions on the possible normative theory.

The Perception on the relationship of Media Industry and the Academia

In general as data from qualitative analysis shows the relationship between the Journalism departments is too weak. BDU and MU have memorandum of understanding with AMMA and DWET as a university level. Some what it helps in terms of scholarship, airtime and short trainings. But as the data from practitioners depicted, in terms of training they are always arguing with the educators. This is more clarified as the educators tend to train the practitioners' by bringing the contents from the class, and this is perceived by the practitioners as it is not related to their day to day activity and it is too theory and westernized. This shows that still the practitioners' and educators divide exist in terms of theory-practice divide. Some practitioners tend to say that how could an educator train us who cannot write a news? This perception leads to affect the whole relationship because it brings lack of trust. Generally, all educators and practitioners' believe that, despite the education is expanded in most part of the country as a university level, their relationship either weak or unhealthy. Hence, this affirmed the assertion of Wondwosen (2009) the existing level of university industry interaction in Ethiopia is yet at its rudimentary stage.

Expectation and Marketability of the Media Industry

All the practitioners' believe that their market demand and expectation is still not satisfied. They expect competent enough graduates. But contrarily they found the graduates' competency very weak and are forced to invest on them from the beginning. They tried to train them from the beginning the basics of journalism practices and knowledge. The weaknesses of their performance are attributed to, from the beginning, the absence of passion of the profession. Due to the 'holistic' problems of the graduates' the media industry tend to employ from another field. This in turn becomes a source of frustration for the students perceiving that everybody is becoming a journalist.

The Perception on 'Hackademics'

According to the data from qualitative analysis, most of the educators and the practitioners agreed that it would be better input if academics could join the academia. This is mainly they thought that there is lack of man power who knew the nitty-gritty of the practical aspects. In that manner even the current and the former students tend to complain on the practical competence of the educators. That's why most of the educators and the practitioners believe the academics would be a solution for that case. But some few educators and practitioners' didn't agree. They tend to say that journalism education is dynamic, for that matter due to the academics were practicing the editorial policy of specific media, they could not be able to teach comprehensively rather they could share their experience. Generally it is clear that there is lack of skilled man power in the universities.

Internship

According to UNESCO model curricula, it considers four weeks the minimum length of an effective placement which should be done between second and third year. A longer placement is deemed to be more instructive. Where possible, students should be placed in national or international media and the work experience should be supervised and evaluated by a field supervisor. Internships have developed as a key experiential learning component in curricula, which often favor professional skills (Foot, 2017). And according to the qualitative content analysis, it is believed that internship was designed to strengthen the partnership between media industries and university students by providing practical work-based training opportunities where the students can apply the knowledge and skills they have developed through their studies in a professional capacity but the case here is different.

And though all the practitioners, educators and students believed that the internship is very helpful to the students, the department and the media industry as a whole, most of them agreed that the internship is still not successful due to many reasons.

CHAPTER FIVE

CONCLUSION AND RECOMENDATIONS

5.1 Conclusion

In this chapter, the researcher draws conclusions based on the findings and discussion of the study and then makes recommendations. The aim of this study was to examine the state of undergraduate journalism and communication education at Bahirdar, Mekelle and Hawassa universities. To achieve this aim, three research questions were posed. In order to answer the three research questions mixed methodology was used. Both quantitative content analyses and qualitative content analysis were used to analyze the current curricula of the journalism and communication which is the 'Nationally Harmonized Curricula of Journalism and Communication. A questionnaire was also used to solicit opinions on the curriculum, to understand the perception of the third year students and the former students of the selected universities. In-depth interviews were also done with the eight media house managers, editors, and the journalism and communication instructors in the selected universities.

Based on the findings and the discussion, it is possible to conclude that the 'Nationally Harmonized Curricula of Journalism and Communication' did not consider the UNESCOs model curriculum for journalism education in developing countries and emerging democracies.

The curriculum is westernized or in another words it is not contextualized. According to the former students, westernized is expressed as the education could not be applied with the existing contextual knowledge, psychological framework of the society. In addition, it is highly dependent on western references, highly theoretical and sensational reporting. There are challenges to implement the 'Nationally Harmonized Modular Curricula of Journalism and Communication' such as lack of technologies and reference books, it is not contextualized, the orders of courses are not arranged well, the mode of delivery is arranged in the form of block and the concept of modular by itself is in the curriculum is not clearly articulated.

In terms of satisfying the expectation of the media industry, the journalism and communication education responding capacity to the need of the media industry is still low. This is depicted as, the relation between the university and the media industry is not visible or it is unhealthy, the

disagreement on the possible normative theories, and the incompetency of the graduate students of their knowing craft as well as the knowledge.

And finally, the challenges of journalism education in Ethiopia are lack of skilled educators, lack of technology and reference books, the absence of strong relationship between the academia and the media industry, the low status of marketability of the graduates, the lack of consensus of the educators on the possible normative theories, weak relationship between the local public university's department of journalism education, and the curriculum is not contextualized.

In conclusion the university level undergraduate journalism education in Ethiopia it is still at its infant stage although more than two decades passed since it was introduced.

5.2 Recommendations

The curriculum

The curriculum should be urgently revised. It should consider the Reporting Africa, A selective syllabus (the four-course syllabus that reflect the spirit of the UNESCO's model curricula) which would have the advantage of grounding students in a particular intellectual and social-cultural context. When the curriculum intended to be revised the media industry and the practitioners' shall also have to be invited. It should incorporate the contextual knowledge or should be contextualized. The order of courses should be rearranged in a way the 'modular' concept could be considered. The block mode of delivery should be changed (especially the production courses). The educators should engage in extensive researches regarding journalism education as well as the journalism practices. Courses like peace journalism and local languages should be considered.

Departments of Journalism and Communications at the three universities under study should have urgent frequent discussions with the media industry and make reforms. The universities should initiate forums and discussions and debates by inviting all the stakeholders of journalism and communication education directly or indirectly. They should strive to have strong relationships with the university hierarchy and within the department staff members. They should have to fulfill the necessary media equipment for practical education. Experienced journalists and ex-journalists and experts from different fields should be invited for the class consumption so that the students get broader knowledge. In the absence of media technology necessary for practical

education, universities should frequently take their students to the nearby media houses and conduct class sessions there. They should have quality assessment. They should strive to have their respective staffs to get frequent training of practical skills.

The Media Industry

They should strive to have strong relationships not only with universities and more importantly with departments of journalism education. They should be highly cooperative and create inviting work condition for internship. They should make their archive accessible for journalism and communication education students and researchers.

The Ministry of Education

There should be a mechanism that the students could enter the department based on their interest and capacity (language and passion). The departments of journalism and communication should be allowed to revise their curriculum comprehensively. New journalism and communication departments should not be allowed without consulting existing departments of journalism and communication and making sure the necessary capacity is in place.

5.3 Scope for Further Research

Throughout the data analysis and discussion some scopes were observed by the researcher. Among them is ‘who is journalism teacher’? What would be the possible difference of the teachers who has been studying in abroad and in local? Another scope is about contextualization. What would consist contextualization? How could be achieved contextualization in journalism education? Would it really solve the discrepancy of the theory practice divide? Another scope for further research is internship. To what extent internship could really help students? And finally scope would be about the ‘normative theories’. Shall it be though with the existing policy and strategy of the country or not.

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Appendix I

Semi-structure interview questions for Educators

1. Which theory/concept of journalism do you think is suitable to Ethiopia?
2. As educator of journalism and communication education, what kinds of journalists do you aim to produce?
3. Where do you think the current curriculum falls? More practical, more theoretical or balanced?
4. Do you think journalism and communication education should focus more on theoretical or on basic skills?
5. To what extent do you think the current curriculum considers contextual?
6. What challenges did you experience while trying to implement the current curriculum?
7. What course would you want to be included in the curriculum? Why?
8. Do you teach your students to report in indigenous languages? Why?
9. Scholars and practitioners suggest that Ethiopian journalists should be informed by the development journalism model in their reporting. What is your stand on this?
10. What is your opinion on the suggestion that journalism and communication education in Africa should be Africanized?
11. Is there any attempts you tried to contextualize the current curriculum? Local books and journals?
12. How available are teaching materials?
13. Have ever you tried to consider the expectations of media industry from journalism and communication education?

Appendix II

Semi-structured Questions for Media Managers

1. What are the requirements to recruit journalists in your media houses?
2. Which form of journalism do you think is suitable to Ethiopia?
3. What is your expectation from public universities of journalism and communication education?
4. To what extent does the journalism and communication met your expectations?
5. What do you do to your new employees if your expectation doesn't meet with what they have?
6. Do you think journalism and communication education should be taught in universities at undergraduate level? Why?
7. Do you believe to have a relationship with the universities is necessary?
8. So far, with which universities do you have formal or informal relationship? Why?
9. Do you allow internees from public universities to practice in your media house? Do you simply allow them or carefully nurture them?
10. What perceptions do you have about the journalism and communication education in general?
11. Do you provide trainings or education to your journalists? Why and what kind of training or education?
12. What do you think journalism and communication education should consider or improve?

Appendix III

Semi-structured Questions for Editors

1. Which form of journalism do you think is suitable to Ethiopia?
2. What is your expectation from graduates?
3. To what extent the performance/quality of degree graduates of journalism and communication from University satisfies your expectation?
4. What are specifically the challenges that you are observing in graduates when they practice journalism?

5. What media-related courses are relevant for undergraduates seeking for entry level jobs in the journalism?
6. Is there anything you would want to see changed about the journalism and communication education in public higher institutions? What and why?
7. To what extent do you believe the importance of going to journalism and communication education in universities to earn degree in journalism? Why?
8. Do you think journalism and communication education should focus more on theoretical or on basic skills.
9. Do you allow internees from public universities to practice in your media house? Do you simply allow them or carefully nurture them?

Appendix IV

Total List of Modules in the Harmonized Curriculum for the Degree of Bachelor of Arts (BA) in Journalism and Communication, Course Required and their Status

Module 01: Fundamentals of Journalism

| Course Title | Module Code | Course Code | Status | Cr. Hr. | ECTS | | | | CP |
|--------------------------------|-------------|-------------|------------|----------|------|-----|---|----|-----------|
| | | | | | L | L/P | T | HS | |
| Introduction to Journalism | JoCo-M1011 | JoCo1011 | Compulsory | 3 | 3 | | | 7 | 5 |
| Survey of Ethiopian Mass Media | | JoCo1012 | Compulsory | 2 | 2 | | 1 | 5 | 4 |
| Development Journalism | | JoCo1013 | Compulsory | 2 | 2 | | 1 | 5 | 4 |
| Total | | | | 7 | | | | | 13 |

Module 02: Communication

| Course Title | Module | Course | Status | Cr. | ECTS | CP |
|--------------|--------|--------|--------|-----|------|----|
|--------------|--------|--------|--------|-----|------|----|

| | Code | Code | | Hr. | L | L/P | T | HS | |
|---------------------------------------|------------|----------|------------|-----|---|-----|---|----|----|
| Introduction to Communication | JoCo-M1021 | JoCo1021 | Compulsory | 3 | 3 | | | 7 | 5 |
| Intercultural Communication | | JoCo1022 | Compulsory | 3 | 3 | | | 7 | 5 |
| Communication Theories | | JoCo1023 | Compulsory | 3 | 3 | | | 7 | 5 |
| Development Communication | | JoCo1024 | Compulsory | 3 | 3 | | | 7 | 5 |
| International Communication | | JoCo1025 | Compulsory | 3 | 3 | | | 7 | 5 |
| Communication and Conflict Management | | JoCo1026 | Compulsory | 2 | 2 | | 1 | 5 | 4 |
| Total | | | | 17 | | | | | 29 |

Module 03: Media Language and Translation

| Course Title | Module Code | Course Code | Status | Cr. Hr. | ECTS | | | | CP |
|-------------------------|-------------|-------------|------------|---------|------|-----|---|----|----|
| | | | | | L | L/P | T | HS | |
| English for Journalists | JoCo-M2031 | JoCo2031 | Compulsory | 3 | 2 | | 1 | 7 | 5 |
| Media Translation | | JoCo2032 | Compulsory | 3 | 2 | | 2 | 6 | 5 |
| Total | | | | 6 | | | | | 10 |

Module 04: Public Relations and Advertising

| Course Title | Module Code | Course Code | Status | Cr. Hr. | ECTS | | | | CP |
|--|-------------|-------------|------------|---------|------|-----|---|----|----|
| | | | | | L | L/P | T | HS | |
| Introduction to Public Relations | JoCo-M2041 | JoCo2041 | Compulsory | 3 | 3 | | | 7 | 5 |
| Public Relations: Theories and Practices | | JoCo2042 | Compulsory | 3 | 2 | 2 | | 6 | 5 |
| Advertising and Social Marketing | | JoCo2043 | Compulsory | 3 | 3 | | | 7 | 5 |
| Total | | | | 9 | | | | | 15 |

Module 05: Media Law, Ethics and Management

| Course Title | Module Code | Course Code | Status | Cr. Hr. | ECTS | | | | CP |
|----------------------|-------------|-------------|------------|---------|------|-----|---|----|----|
| | | | | | L | L/P | T | HS | |
| Media Law and Ethics | JoCo-M2051 | JoCo2051 | Compulsory | 3 | 3 | | | 7 | 5 |
| Media Management | | JoCo2052 | Compulsory | 2 | 2 | | 1 | 5 | 4 |
| Total | | | | 5 | | | | | 9 |

Module 06: Print & Web Journalism

| Course Title | Module Code | Course Code | Status | Cr. Hr. | ECTS | | | | CP |
|------------------|-------------|-------------|--------|---------|------|-----|---|----|----|
| | | | | | L | L/P | T | HS | |
| News Writing and | JoCo- | JoCo2061 | | 3 | 1 | | 2 | 7 | 5 |

| | | | | | | | | | |
|--|-------|----------|------------|----|---|---|--|---|----|
| Reporting for Print | M2061 | | | | | | | | |
| Photo Journalism | | JoCo2062 | Compulsory | 2 | 1 | 3 | | 4 | 4 |
| Publication Layout and Design | | JoCo2063 | Compulsory | 2 | 1 | 3 | | 4 | 4 |
| Online Journalism | | JoCo2064 | Compulsory | 3 | 2 | 2 | | 6 | 5 |
| Investigative Journalism and Feature Writing | | JoCo2065 | Compulsory | 3 | 2 | 2 | | 6 | 5 |
| Newspaper Production | | JoCo3066 | Compulsory | 3 | 1 | 3 | | 6 | 5 |
| Magazine Production | | JoCo3067 | Compulsory | 3 | 1 | 3 | | 6 | 5 |
| Total | | | | 19 | | | | | 33 |

Module 07: Media and Communication Research

| Course Title | Module Code | Course Code | Status | Cr. Hr. | ECTS | | | | CP |
|--|-------------|-------------|------------|---------|------|-----|---|----|----|
| | | | | | L | L/P | T | HS | |
| Media and Communication Research Methods | JoCo-M3071 | JoCo3071 | Compulsory | 3 | 2 | | 2 | 6 | 5 |
| Internship | | JoCo3072 | Compulsory | 2 | | | 3 | 5 | 4 |
| Senior Essay I | | JoCo3073 | Compulsory | - | | | | | - |
| Senior Essay II | | JoCo3073 | Compulsory | 4 | | | 5 | 9 | 7 |
| Total | | | | 9 | | | | | 16 |

Module 08: Broadcast Journalism

| Course Title | Module Code | Course Code | Status | Cr. Hr. | ECTS | | | | CP |
|--------------------------------------|-------------|-------------|------------|---------|------|-----|---|----|----|
| | | | | | L | L/P | T | HS | |
| Introduction to Broadcast Journalism | JoCo-M3081 | JoCo3081 | Compulsory | 2 | 2 | | | 6 | 4 |
| Broadcast News Writing and Reporting | | JoCo3082 | Compulsory | 3 | 2 | | 2 | 4 | 5 |
| Radio News Production | | JoCo3083 | Compulsory | 3 | 2 | 2 | | 4 | 5 |
| Television News Production | | JoCo3084 | Compulsory | 3 | 2 | 2 | | 6 | 5 |
| Radio Documentary Production | | JoCo3085 | Compulsory | 3 | 2 | 3 | | 5 | 5 |
| Television Documentary Production | | JoCo3086 | Compulsory | 3 | 2 | 3 | | 5 | 5 |
| Total | | | | 17 | | | | | 29 |

Common and Supportive Courses

| Course Title | Module Name | Module Code | Course Code | Status | Cr. Hr. | ECTS | | | | CP |
|------------------------------|---------------|-------------|-------------|--------|---------|------|-----|---|----|----|
| | | | | | | L | L/P | T | HS | |
| Communicative English Skills | Basic English | EnLa-M1013 | Enla 1011 | Common | 3 | 1 | | 2 | 7 | 5 |

| | | | | | | | | | | |
|---|-----------------------------|------------|-----------|------------|----|---|---|---|---|----|
| Basic Writing Skills | Skills | | Enla 1012 | Common | 3 | 1 | | 2 | 7 | 5 |
| Introduction to Logic | | | Phil 1021 | Common | 2 | 2 | | | 6 | 4 |
| Civic and Ethical Education | Civic and Ethical Education | CESt-M1023 | CESt1012 | Common | 3 | 3 | | | 7 | 5 |
| Information & Communications Technology | | | Inct1011 | | 3 | 1 | 3 | | 6 | 5 |
| Entrepreneurship | | | Mgmt3042 | Supportive | 2 | 2 | | | 6 | 4 |
| Introduction to Statistics | | | Stat 1081 | Compulsory | 2 | 3 | | 1 | 4 | 4 |
| Total | | | | | 18 | | | | | 32 |

Total Number of Modules = 8; Total Number of Courses= 40; Total ECTS = 186

Appendix V

Semi-structured Questionnaire for Current Students

My name is Kahsu Tesfay, a graduate student in Journalism and Communication at Addis Ababa University. I am currently working on my thesis which examines state of Undergraduate Journalism education in Ethiopia: Bahirdar, Mekelle and Hawassa Universities. Your information is only for the thesis. I seek your voluntary participation in this study. You are not expected to provide your name or any contact address. Your responses will be kept confidential. Please answer as honestly as you can.

Thank you for your valuable contribution!

Part I

Select the appropriate option to indicate your response. Where a space has been provided fill in your answer.

1. Sex: _____

2. Name of your institution: _____

3. Did you join the department of Journalism and Communication based on your interest? Yes No

Indicate your level of satisfaction by selecting the appropriate option, whether you are Strongly Agree, Disagree, Undecided, Agree, Strongly Agree

| No | The journalism and communication education enabled me; | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|---|----------------|-------|-----------|----------|-------------------|
| 1 | Knowledge Related Questions To be skillful journalists with knowledge and technical skill to the broader news media. | | | | | |
| 2 | To be professional with high ethical and moral touch. | | | | | |
| 3 | To analyze, evaluate and synthesize range of options together with the ability to execute ideas and knowledge to various situations that they will work on. | | | | | |
| 4 | To develop ability to argue logically, reason out critically and make correct judgments | | | | | |
| 5 | To identify problems, analyze them within the framework of the cognitive knowledge built already and giving solution (problem solving capacity | | | | | |
| 6 | To grasp basic research methods in the | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | scientific way and the ability to conduct research individually or in group. | | | | | |
| 7 | To understand, use, evaluate and present numerical and statistical information in a variety of ways. | | | | | |
| 8 | To understand and apply the principles and the law appropriate to professional practices. | | | | | |
| 9 | To demonstrate knowledge of contemporary issues in professional practices | | | | | |
| 10 | To identify, prioritize and analyze problems related to media and provide feedbacks to the community and policy makers | | | | | |
| 11 | To have sufficient professional knowledge of geographical historical and cultural aspects of my country | | | | | |
| 12 | To have sufficient professional knowledge of theories, principles and concepts of the field of journalism and communications | | | | | |
| 13 | Skills Related Questions To have the ability to understand and use local languages and English languages proficiently, both orally and in writing as a journalist. | | | | | |
| 14 | To have the capability to effective communication, both oral and written, using a range of media in the preparation and presentation of reports. | | | | | |
| 15 | To have ability to use computer, internet and e-mail as a proficient person in information and communication technology (ICT) skills in order to use different software and | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | programs in relation to media productions. | | | | | |
| 16 | To be potential entrepreneurs in the field of journalism and communications. | | | | | |
| 17 | To have the professional skill of the art of journalistic writing and producing materials (news, documentaries and other articles) for different media | | | | | |
| 18 | To use of the local recourses to efficiently deal with journalism and communications at grass root level | | | | | |
| 19 | To demonstrate critical, creative and independent thinking by contributing to the communication needs of the society and state through projects, internships and consultancy services | | | | | |
| 20 | To plan and coordinate activities of newsrooms | | | | | |
| 21 | To apply effectively and efficiently the necessary technology aids and handles media equipment. | | | | | |
| 22 | Attitude Related Questions To build high ethical and moral standards of professionalism that would be practiced with honesty and truthfulness in a society | | | | | |
| 23 | To gain professional prestige due to the worth-fully rendered service to the society | | | | | |
| 24 | To have the ability to actively participate in team work and effectively contribute to the group's task | | | | | |
| 25 | To have the ability to develop a culture of tolerance and commitment , civic virtues, | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | skills of effective listening, a power of negotiating, persuasion and presentation | | | | | |
| 26 | To have the capacity to build effective self-management skills in behavior, motivation creativity and taking individual initiatives to perform the assignments as well as time-management and work planning skills | | | | | |
| 27 | To have the ability to learn new experiences in-order to raise professional quality and lifelong learning. | | | | | |
| 28 | To have the ability to discharge the assigned activities with integrity and high professional ethics, as journalists and communication specialists. | | | | | |
| 29 | To challenge malpractices and praise pro-democracy and pro-development practices. | | | | | |
| 30 | To understand and appreciate the value of diversity in the media and society. | | | | | |
| 31 | To work ethically in pursuit of truth, accuracy, fairness and other essential ethical elements. | | | | | |
| 32 | To be journalists and communication experts who are intellectually rigorous and critical of mind, who respect human rights and diversities in society | | | | | |

Part II

Please provide your answers in the spaces provided below

1. What do you think that you have learned was more practical or theoretical or it was balanced?

2. How much books, technological equipments like internet, digital media materials and others were accessible?
3. What problems do you think you will face after graduation i.e. in your future work/career? Why?
4. What challenges do you observe while you were working as internee? Do the media houses you were being internee simply allow you to practice or carefully nurture you?
5. Have you been participating in campus, community media or media houses around? To what extent was that supportive?

Appendix VI

Semi-structured Questionnaire for Former Students

My name is Kahu Tesfay, a graduate student in Journalism and Communication at Addis Ababa University. I am currently working on my thesis which examines state of Undergraduate Journalism education in Ethiopia: Bahirdar, Mekelle and Hawassa Universities. Your information is only for the thesis. I seek your voluntary participation in this study. You are not expected to provide your name or any contact address. Your responses will be kept confidential. Please answer as honestly as you can.

Thank you for your valuable contribution!

Select the appropriate option to indicate your response. Where a space has been provided fill in your answer.

1. Sex: _____
2. Age: _____
3. Name of your institution: _____
4. Position: _____
5. Graduated time: _____
6. Graduated University: _____
7. Work experience: _____

Part I

Indicate your level of satisfaction by selecting the appropriate option, whether you are Strongly Agree, Disagree, Undecided, Agree, Strongly Agree

| No | Questions | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|---|----------------|-------|-----------|----------|-------------------|
| 1 | I am currently using the professional knowledge that I have got from journalism and communication education | | | | | |
| 2 | I am currently using the professional skills that I have got from journalism and communication education | | | | | |
| 3 | I am currently using the professional attitude that I have got from journalism and communication education | | | | | |
| 4 | The curriculum that I have taken in university was mostly theoretical part | | | | | |
| 5 | The curriculum that I have taken in university was mostly practical part | | | | | |
| 6 | The curriculum that I have taken in university was balanced theory and practice | | | | | |
| 7 | The curriculum that I have taken in university was considered contextualize knowledge such as politics, culture, language, philosophy, economy and current situation of our environment | | | | | |
| 8 | Had I had an opportunity to join university again, I would have joined department of journalism and communication | | | | | |

Part II

Please provide your answers in the spaces provided below

1. What do you concretely get from university and do you think that is supportive in your work?
2. What did you concretely miss in journalism and communication education?
3. Do you get trainings in your media house? If yes what kind? And does that differ from the education you taught in campus?
4. Is there any mechanism that you meet with your former teachers, or the department?
5. What is your general perception on journalism and communication education?
6. What do you think should improve in journalism and communication education?