

**A COMMUNITY MEDIA (RADIO) AND GIRL-CHILD EDUCATION IN TESO SUB-
REGION, EASTERN -UGANDA
A CASE STUDY OF ETOP 99.4 FM IN SOROTI DISTRICT**

**BY:
EKWARU ABRAHAM
BMC/37810/123/DU**

**A DISSERTATION SUBMITTED TO THE FACULTY OF HUMANITIES AND
SOCIAL SCIENCES IN PARTIAL FULFILLMENT FOR THE AWARD
OF THE DEGREE OF BACHELOR OF MASS COMMUNICATION
OF KAMPALA INTERNATIONAL
UNIVERSITY**

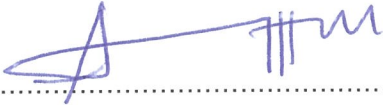
May 2015

DECLARATION

I, EKWARU ABRAHAM with utmost sincerity declare that this Journalism Fieldwork Report (venture) is my original work and has never been submitted or presented to any other institution of higher learning, authority or university in Kampala International University for award of any academic certificate, diploma, or degree. Where it is indebted to the work of others, due acknowledgement has been made.

This piece of work is also the whole truth about Etop a community local FM radio station broadcasting in the heart of Soroti Municipality, Teso sub region, its activities in the promotion of girl-child education and my involvement. The purpose of this report is to give an insight into the role of a community media (radio) in the promotion of girl-child education. In that, I solemnly bear and stand to correct any inconsistency.

Signature:



DATE:

25 Feb 2015

APPROVAL

This is to certify that this dissertation/report is a result from the researcher's effort in the area of a community media (radio) and girl-child education was conducted under my supervision with my approval as a University Supervisor; it is now ready for submission to the academic board for the award of a Bachelor's degree of Mass Communication in Kampala International University

Signature: 

Mr Samuel Okoh

Kampala International University

Date: 4TH DAY OF JUNE 2015

DEDICATION

This project is dedicated to my family members, especially my mother Florence Angero for her love and efforts in making sure I went to school. My Daddy, Mr. Charles Ogole. You're the best father I have ever had. Thank you for your tireless efforts of making sure I get educated.

ACKNOWLEDGMENT

For the successful completion of this work, first of all I give thanks to the almighty God for his mercy, grace, and above all the gift of life that he granted upon me during this time of pursuance of my degree course and through this research project.

Then I am indebted to my supervisor Samuel Okoh for being there for me whenever I needed him and also offering his professional advice where necessary. I want to thank you for your invaluable encouragement, suggestions and kind cooperation.

Mr Samuel Okoh always wore a nice smile whenever he sees me consulting him over some difficulty that I could always encounter in the course of writing this dissertation, this is a rare thing to happen, but he demonstrated it with high liveliness. Thank you for being my supervisor few people are lucky to have.

I would also like to thank Stella Ipas, the news editor Etop FM radio for opening up her doors to me to carry out my report. Special thanks go to her fellow staff as well for being cooperative and offering me lots of skills during the eventful time that I had with them in my report writing process. You instilled in me a spirit of endurance that is gradually growing to make me a better researcher and a future planner.

ABSTRACT

The purpose of this study was to examine the role of community media in promoting girl-child education and national development and to point out existing challenges and opportunities. The key assumption of the study was that if community media were to be established and sustained in rural areas, the majority of Ugandans would have more influence in decision making in matters concerning their own development thus education. A community radio station Etop radio under the auspices of the Vision Group was used as a case study radio. Both qualitative and quantitative approaches were used in data collection. The quantitative approach focused on Iteso community in Soroti district (Teso sub region). Data collection instruments included Questionnaires, observation and interviews with local and national officials whose activities have an impact on the establishment or regulation of the community media. More information was obtained through observation and documentary review. Statistical analysis was performed with the aid of relevant software, the Statistical Package for Social Science (SPSS). Findings suggest that community media are capable of fostering girl-child education, interest and participation of its target audience regardless of sex, age group, occupation or level of education. Community media set the agenda for its audience and are useful as credible sources of information and education. They also play the vital role of facilitating social change and act as catalysts for development.

However, establishment and development of the grassroots media face challenges such as over dependence on donor funding, inadequate supply of professionals, strict legislations and regulations governing their establishment and operations. Despite these challenges, opportunities are abundant; among them being wide acceptance by the communities because of their relevance; increasing number of international institutions and agencies (for example UNESCO, USAID, UN Food and Agriculture Organization) that are willing to provide funds for community media development; low cost of operating community radio stations and anticipated availability of space on the FM spectrum following digital radio switchover. Recommendations call for the exploitation of potentials for community media to enhance education, democracy and national development.

Table of Contents

DECLARATION	iv
APPROVAL.....	iii
DEDICATION	iii
ACKNOWLEDGMENT	iv
ABSTRACT.....	
CHAPTER ONE_INTRODUCTION	x
Introduction.....	x
1.1 Background to the Study.....	1
1.2 Operational Definition of terms.....	2
1.2 Statement of the Problem	6
1.3 The General objective.....	7
1.4 Specific Objective	7
1.5 Research Questions.....	7
1.6 Scope of the Study	7
1.7 Significance of the Study	8
1.8 Conceptual Framework	7
CHAPTER TWO	8
LITERATURE REVIEW.....	11
2.0 Introduction.....	11
2.3 challenges that community radios face in the promotion of girl-child education.	13
CHAPTER THREE_RESEARCH METHODOLOGY.....	15
3.0. Introduction.....	15
3.1 Research Design.....	15
3.2 Population.....	15
3.3 Sample size.....	16

3.4 Sampling Procedure	16
3.5 Methods of Data Collection.....	16
3.6 Data control and measurement	18
3.7 Data Processing and Analysis	18
CHAPTER FOUR PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS	19
4.0 Introduction	19
4.1 Demographic Characteristics of Respondents.....	19
4.1 profile of the respondents.....	19
Table 1: Response on profile of the respondents	19
4.2 Role of the community radio in the promotion of girl-child education.....	20
4.2.1 The community radio helps in disseminating information related to promotion of girl-child education and in improving education outcomes	21
4.2. 2 The community radio serves as the sole independent and reliable source of news and information	22
4.2.3 Community radio stations influences education in their communities	23
4.2.4 Community radio and marginalized peoples without access to other means of communications.....	24
4.3.1 The community radio faces a challenge of Licensing	28
4.3.2 There is Lack of a distinct identity and confusion with Vernacular FM stations	29
4.3.3 Challenge of Sustainability where there is need to address the sustainability of community radios; Need for training, especially of the volunteers	30
4.4 Way forward	31
CHAPTER FIVE	

5.0 Introduction	33
5.1. Summary and Discussions.....	33
5.1.1 Summary of findings on the role of the community radio in women empowerment	33
5.2. Conclusion	35
5.3. Recommendations.....	36
5.3.3 Government / Donors.....	37
5.3.4 Research.....	38
5.3.7 Measuring impacts.....	39
5.3.8 Participation	39
5.3.9 Sustainability, Capacity Building and Adequacy of Assistance.....	39
REFERENCES	42
APPENDICES.....	43
APPENDIX I: QUESTIONNAIRE	44
APPENDIX II: BUDGET	<u>49</u>
APPENDIX III: TIME SCHEDULE.....	48

ABBREVIATIONS

BBC	British Broadcasting Corporation
FM	Frequency Modulation
IDPs	Internally Displaced Persons
KIU	Kampala International University
LRA	Lord's Resistance Army
NGOs	Non-Governmental Organisations
NRM	National Resistance Movement
NP	Newspapers
UBC	Uganda Broadcasting Corporation
UDHR	Universal Declaration of Human Rights
UNEB	Uganda National Examinations Board
UNESCO	United Nations Education and Scientific Cultural Organisation
UPE	Universal Primary Education
USD	United States Dollar
US	United States
USE	Universal Secondary Education
TV	Television

CHAPTER ONE INTRODUCTION

1.0 Introduction

*"I would rather live in a country with newspapers (Press) and without government than in a country with a government but without newspapers (Press)." Thomas Jefferson (Rotarian, 1943, P. 31).*¹

The above statement by the 3rd President of the United States in office from March 1801 to March 1809 underscores the importance of mass media in any country. During his lifetime newspapers were the main medium of communication as radio and television had not yet been invented. Had he lived about one century later, he would have included radio and TV in his dictum so as to read mass media, a more general term, rather than just newspapers. Jefferson may have been too uncompromising in his maxim about the importance of mass media, but he made the everlasting point that without them society would be lacking an important pillar. True to their perceived role, institutions of mass communication inform, interpret, educate, socialize, persuade and entertain. Because of their immense persuasive power the mass media are in a position to direct their audiences to follow a particular path. In that aspect they play a vital role in spearheading social change in society.

Any content in the media, whether news or advertising eventually affects people in one way or another. In order for education to thrive in any country, mass media must educate and mobilize people for active participation in Governance and matters pertaining to education of children and their livelihoods. Over years, African countries' economies have been regressing and institutions falling apart, one of the reasons being poor governance and lack of accountability of individuals in leadership positions spanning the village to national level. The watchdog role of the media has not lived up to its expectations either because they are state controlled or their profit motives supersede that of promoting public debate and nurturing democracy. In most African countries the majority of the people live in rural areas and their participation in decision making is limited because they lack the opportunity and the means to do so or simply because of their ignorance. Community media that are owned and controlled by

communities themselves could make a difference. They are viable alternative media that need to be cultivated so as to air multiple voices and opinions as well as impart pertinent knowledge and skills. The media have, however, not been given due emphasis in Uganda. One may say that a country without a government would not be functional but certainly mass media structures from the grassroots level are vastly decisive in any country. Already the advent of the independent media in Uganda is contributing immensely towards the development of education and girl-child, active civil society. Increasingly there are frequent calls for good governance, accountability, freedom of speech, observation of human rights and reforming media laws all forming part of the basic tenets of democracy that the media can spearhead. Those enjoying the fruits of an enhanced flow of information are mostly in urban areas and form a small percentage of the nation's population.

The role of the community media in promoting girl-child education and transforming the nation is thus an area that begs investigation in order to attract positive action.

This chapter presents the background of the study, statement of the problem, purpose, objectives, research questions, hypotheses, scope, and significance of the study and operational definitions of the key terms and the conceptual framework.

1.1 Background to the Study

Education is a basic human right for all children. This was recognised in the Universal Declaration of Human Rights (UDHR), acknowledged and agreed to by many governments across the world. However, in Africa millions of children, particularly girls, are still denied the right to education and are unable to access the knowledge, skills and capabilities necessary to take an empowered and equal role in society. This violation of basic rights is unjust and must be changed. Across different continents and in several countries, community radio stations have been fostering community participation and creating an appetite for transparent and accountable governance. "It (community radio) aims not only to participate in the life of the community but also allow the community to participate in the life of the station at the level of ownership, programming, management direction and financing" Girard (2001:9).

According to the report by Plan International it has been consistently demonstrated that education, particularly girls' education, is one of the most effective means of development, not only for girls themselves but for their families, communities and wider society. Educating girls improves maternal health, reduces child mortality, raises levels of household nutrition, and increases the potential workforce and opportunities for economic growth. Tackling barriers to girls' education is thus central to addressing the root causes of poverty, (African Report: 2012).

Uganda has been listed as one of the countries where young girls are experiencing high levels of violence in and outside school, making their progress in education a major challenge, according to a United Nations policy paper. Forty per cent of school principals in Uganda, Kenya and Zambia admitted that sexual harassment was perpetrated by fellow pupils and 39 per cent by the teachers, says the UN Girls Education Initiative policy paper of March 2015. This corroborates other studies that show teachers, who are expected to protect young girls, as perpetrators of sexual violence against them. Girls who were interviewed said they do not feel safe in school, where they reported having experienced sexual harassment and sometimes rape in the hands of their teachers and male students. It is feared that this trend in schools may

stand in the way of girls' education, which is rated as the highest form of empowerment and a sure way for them to break away from poverty.

Education continues to be denied to girls as a result of cultural and social norms and practices that perpetuate harmful stereotypes about appropriate roles for women and reinforce the idea that education is 'wasted' on girls. Gender related violence and other forms of discrimination within schools also contribute to a high rate of school abandonment by girls. Alongside the sociocultural factors that give rise to violations of girls' human rights, there are other legal, political and economic obstacles that may limit the full implementation of the right to education for girls. Several recent cases of attacks against girls accessing education have highlighted the fragile nature of achievements in increasing the accessibility, availability, adaptability; accept ability and quality of education for all these events include the abduction of more 110 girls at Luala Girls Secondary School in 2003 by Lord's Resistance Army(LRA) led by Joseph Kony ,the killing of more than 100 children in a Pakistani Taliban attack at an army school in Peshawar in December 2014, the abduction of nearly 300 school girls in April 2014 by the Boko Haram movement in northeast Nigeria, the 2012 shooting of education activist Malala Yousafzai by members of the Taliban in Pakistan,several incidents of poisoning and acid attacks against schoolgirls in Afghanistan between 2012 and 2014, the reported forced removal of girls from schools in Somalia to become 'wives' of Al Shabaab fighters in 2010,and the abduction and rape of girls at a Christian school in India in July 2013.

According to United Nations' sources, more than 3,600 separate attacks against educational institutions, teachers and students were recorded in 2012 alone. Attacks on schools in at least 70 different countries were documented during the period 2009-2014, with a number of these attacks being specifically directed at girls, thus limiting or prohibit the free exercise of their right to education.

Operational Definition of the terms

Communication

Various communication scholars have defined the concept of communication. For example, Folarin: 2003 defines communication as any means by which a thought is transferred from one person to another. Luthans (1985) opines that communication means the flow of material information, perception and understanding between various parts and members of an organization. This research will be based on the agenda setting theory which according to Soola (2000) states that the mass media determines the issues that are regarded as important at a given time in a given society. That means that the press is significantly more than a purveyor of information and opinion; and though it may not be able to tell its readers or listeners what it thinks, it does successfully tell them what to think about. In other words, our perception of the world is dependent not on our personal interest, but also on the map that is drawn for us by the media through communication.

Community media (Radio)

Definitions of community media are numerous and do vary. Bruce Girard asserts that there is no single definition of community media and there are almost as many models as there are stations. He explains that each community radio station is a hybrid, a unique communication process shaped by some characteristics and distinct culture, history and reality of the community it serves. (Girard, 2007). Christer Heder does not head off from Ellie Rennie who views Community Media as a facilitative tool for discussion and engagement for the ordinary citizen. They are independent of the market-driven commercial or government media outlets. (Rennie, 2006) Meanwhile, Kevin Howley defines community media as popular and strategic interventions into contemporary media culture committed to the democratization of media structures, forms and practices. (Howley, 2005). Kennedy Javaru, on the other hand defines community media as those that are devoted to the social, political and cultural interests and aspirations of identifiable groups resident in particular geographical areas within a country or with specific political experiences and interests. (Javaru, 2010). His definition is perhaps more specific and rules out those categorizing wider or religious

media structures/forms as community media. For this study community media is defined as forms of communication created specifically to serve a geographical area inhabited by people with generally common interests who own and control the media structure.

This research practically examines the contributions through communication made by the community radio towards girl-child education in Uganda. Uganda relatively enjoys a good economy in Africa and in that has the most sophisticated media as well in the region (East Africa). There are dozens of private radio and TV stations. They mostly broadcast in English and Kiswahili while some broadcast in vernacular according to their locations.

Community media development in Uganda;

Before independence, Uganda relied on traditional media as a key instrument for mass communication. After independence in 1962, there was only state-owned media, with a top-down communication approach (Nassanga, 2009a, 2009b). This trend continued until 1993 when private ownership entered the media business. This, alongside the growth of the ICT sector, shifted Uganda's media into a participatory communication model. The MedieKultur5211Article: Models of and approaches to the station management of six African .Linje Manyozo, Goretti Nassanga Linda & Claudia Lopes defining moment for community broadcasting though came with the emergence of Kagadi Kibaale Community Radio (KKCR) and Radio Apacin 1999, as well as Mama FM in 2000. Since then, more stations have emerged under the umbrella of community media. Nowadays, such stations pay more attention to the tastes and preferences of the surrounding communities and at the same time they work in opposition to the powerful commercial media that send commercial-packaged messages to people instead of development information. Carpentier et al.(2003) developed a four-tiered theoretical framework of community media that defines them in relation to their functional objectives. Community media are conceived as alternative, or serving a specific community, or are part of a civil society, or are rhizomatic (Carpentier et al., 2003). In the case of Uganda, such community radio started by fulfilling the first two functional objectives – of serving specific community segments, but also as citizens'

media. Although these stations have been established as private stations they have participatory programming, for which communities give input to the station through calling-in or by sending SMS messages, thus providing a certain degree of participatory communication, a key characteristic of community radio. Community media is specifically provided for in the 2004 draft broadcasting policy. As its objective, community media should be a platform for articulation of local issues; it should carry programmes in native languages, while encouraging community members to participate in the planning, production and programming (Draft Broadcasting Policy, 2004, quoted in Manyozo et al., 2011).

The media in Uganda is a diverse and vibrant growing industry which faces uncertain future. It has several traditional newspapers mostly English dailies that include; The state-owned New Vision together with its sister publications (Etop, Rupiny, Orumuri, Kampala Sun, and Bukedde), The Daily Monitor, The Observer, and Red Pepper which trades in tabloid journalism. While on broadcast, 40 TV stations and 250 FM radio stations and the Uganda Broadcasting Corporation -Radio and TV respectively as the only nationwide broadcasters. The relationship between the media and the Ugandan government is still up to-date in shaky condition with the question of control of these media outlets still being controversial. The Government recently through the minister for Information and National ordered all broadcast media in Uganda to allocate time for government programmes that favour the ruling National Resistance Movement (NRM) party. The outcome of this pronouncement will have a far-reaching implication to communication on issues that affect mostly the girl-child education in the country. This time allocation to government programmes will limit time for the issues of girl-child education programmes countrywide.

1.2 Statement of the Problem

Communication is a process that involves the transmission of messages from a sender to the receiver, (Obilade: 1989). Some argue that Community radio is the most effective means for Community communication in Africa since the era of independence (Daloze and Verrier-Frechette, 2000; Mwakawago, 1986; UNESCO, 2003). Community radio is a medium that provides a forum for information sharing that is not simply limited to information dissemination through broadcasting but rather through 'narrowcasting' which tailors programming to fit the needs of very specific, local population(s).

Community radio represents the democratisation of communications. Ever since the coming of democracy into Uganda in 1990s many communication activists now look at it as a basis for popular participation by the majority of the people. Though community radios are supposed to promote girl-child education, it has to address issues such as who is in control, whether it is democratically managed and whether there is a mechanism whereby it is accountable to those it serves (audience/listeners).

Many African states have introduced national policies to enact their commitments to girls' education under these international and regional frameworks. Policies aiming for the achievement of Universal Primary Education (UPE) and Universal Secondary Education (USE), feeding of pupils, and the removal of school fees are common across the continent. In some cases, girls' education has been explicitly addressed in separate policies such as Kenya's Gender Policy in Education and Liberia's National Policy on Girls' Education. Despite the existence of such policies, Plan International's research shows public awareness of government policies and initiatives around girls' education remains very low.

The medium fills a hole/gap left by mass media in which self-expression and access to information are not always guaranteed (Fraser and Estrada, 2001). It is upon this background that the study seeks to investigate the relationship between communication and girl-child education.

1.3 The General objective

The general objective of this study is to investigate the role played by communication especially among community radios in the promotion of girl-child education in Soroti district, Eastern Uganda.

1.4 Specific Objective

1. To find out the role of the community radio in the promotion of girl-child education in Soroti district.
2. To investigate the challenges the community radios face in the promotion of girl-child education.
3. To propose strategies that can help solve the challenges the community radios face in the promotion of girl-child education.

1.5 Research Questions

1. What is the role of the community radio in the promotion of girl-child education in Soroti district?
2. What challenges do community radios face in their effort to promote girl-child education?
3. What are the strategies that can help solve the challenges the community radios face in their struggle to promote girl-child education in a community?

1.6 Scope of the Study

The study investigated the role played by community radios in the promotion of girl-child education. The study was carried out at the selected community radio station in Kichijanji, in Northern division, Soroti Municipality. The study was carried out for a period of four months from February to June 2015.

1.6.1 Geographical Scope

Etop radio is a community broadcast station under the Radio Strategic Business Unit, one of the media house under the Vision group, operating with the frequency of 99.4fm. Started in 2009 September and launched in November 2009 by then the Editor

in chief Else detern Naman following the Vision of opening up the multimedia business in the country. The radio covers majorly the age brackets of 25 to 35 years of age; however its programmes are so divergent for all age group and participation. The radio focuses on social, political and economic development and news, and appreciates the rural urban audience alike. Radio Slogan: "Aica Na Ateker", meaning. *The light of the Community*.

In 2003, Teso sub region was attacked by armed rebels of Lord's Resistance Army (LRA) Joseph Kony. This invasion culminated into Tens of thousands of people to be forced into the several filthy Internally Displaced Persons (IDPs) camps that were established by the district authorities, affecting the education of girls in the region as many parents traded their daughters for money at the expense of education.

1.6.2 Time Scope

The research was carried out for the period of four months commencing from the month of February to June 2015. This time coincided with the report that was released by a certain research organisation over a consistent decline of girls' performance and drop-out from schools whenever Uganda National Examination Board (UNEB) results are released.

1.7 Significance of the Study

I hope that media scholars, other academicians and researchers will find the findings of this study a contribution to the existing literature on media economics, especially on how the commercialization of media affects content. The study, also being the first of its kind on Etop Radio provides empirical evidence of the shift on the broadcast programming policy over the years. It can therefore be useful to the broadcast media to evaluate their performance or change their programming policy. The study will be beneficial for the following reasons;

The study will contribute to the promotion of the media role in the promotion of girl-child education.

It will also come up with recommendations for Ugandan and international media in applying the framework to their coverage on different educative programmes especially on the promotion of girl-child education.

This study will also contribute to the long-term education programme in the community in this congested area of study.

The study will establish the role of the community radio/media in the promotion of girl-child education.

The study will help the researcher to further their studies in the field of community media roles in order to improve the available literature in the field.

The study is of importance to the researcher himself as it will serve as a requirement for the award of degree in his studies at Kampala International University.

1.8 Scope of the study.

The study revolved around communication versus the role of community radio in promoting girl-child education and it will cover a wide range of items ranging from the agenda setting theory and the relationship between communication and girl-child education. In a periodic analysis, the study capitalised on several theories particularly the agenda setting theory. The study will cover special aspects of communication and girl-child education.

The area in question pictured and documented specific reasons as to what effect does communication play in the girl-child education and how this can be achieved through community radio activities.

Various methodological scopes were employed at the appropriate study levels to help classify the eventualities of a study process. Hence the contributions made by communication were particularly important in helping to arrive at a conclusive platform in analysing the concept of communication versus community radio.

Figure 1: Shows a Conceptual frame work in relation to community radio and girl-child education

Independent Variable

Community Radio

- Thorough research,
- Proper utilization of education methods and techniques,
- Information technology and
- Attitude towards government policies

Dependent Variable

Girl-child education

- Increased awareness
- Expansion of coverage (Listenership)
- New branding of programmes &
- Extension of wave coverage

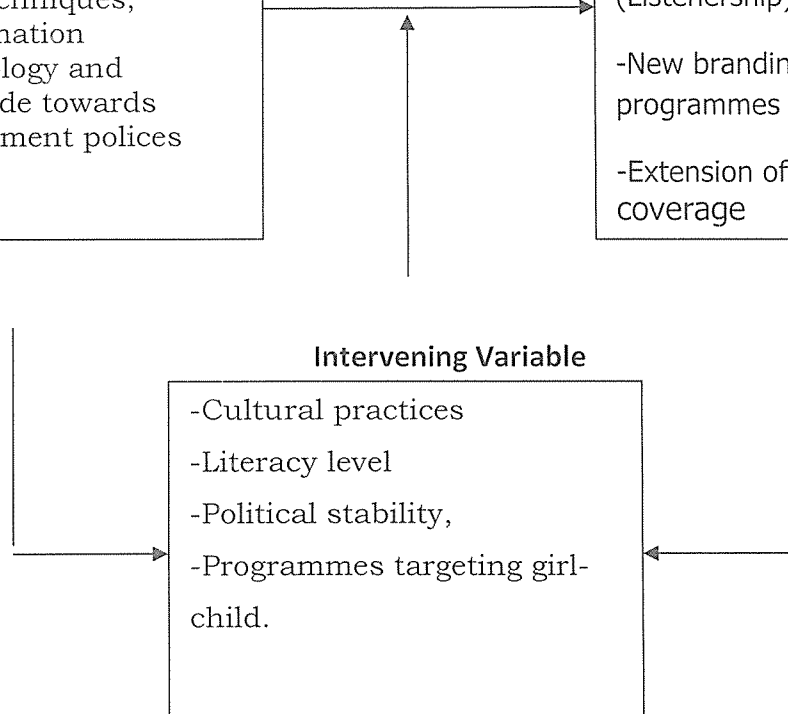


Figure 1 indicates the Independent Variables in a community radio and Dependent Variables as opposed to girl-child education. It further indicates that community radio operationalised as through research, proper utilization of education methods and techniques, information technology and, attitude towards government policies. And this influences girl-child education as it operationalises in terms of increased awareness, expansion of coverage (listenership), new branding of programmes & extension of wave coverage. However, it also indicates that, apart from community radio which is the Independent variable, other factors from the intervening variables such as cultural practices, literacy level, political stability and instituting programmes that target girl-child education have an impact on the dependent variable.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature on the theoretical arguments and debates about communication and the role of community radios in the promotion of girl-child education and other issues relevant to the study.

In that, this chapter is where the researcher attempts to acknowledge the views of other scholars and incorporates them with other sources of information gathered, it can be both secondary and primary source of data collected by a researcher and documented with the clear citation indicating the source of information documented. This chapter, therefore, brings up relevant literatures required to find answers and connect to our research questions. It also attempts to identify the gaps as far as the topic is concerned.

2.1 Role of the community radio in the promotion of girl-child education

According to Girard; 1992, community radio is a tool that can empower the information-deprived communities to contribute to decisions that affect their lives. The ideals of community radio relate to the normative theories of the media, where the media are considered tools of liberation, and channels which people can use to agitate for political and cultural change (Thompson, 1994, Lewis, 2002).

Community radio therefore, operates under the theory of communicative democracy and self-governance, where communities on the margins of society access power to determine their destiny (Mitchell, 2002) Ojiambo (1999) writes that community radios have the unique two-way communication aspect that enables them to enhance democratic procedures in communication, both internally within the organization and externally in the communities.

In here, emphasis is on how less privileged people who are the primary stakeholders of information can be accorded more space to voice their contributions to national and community debates of whatever nature (Nelson and Wright, 1995). This space provided, creates avenues for developing confidence and changing the attitudes of the

stakeholders who can then work together to create more impact in their community affairs (Girard, 1994).

Mitchell (cited in Hollander, 2002, pp: 359) argues that community radio can act as 'an arena for feminist public sphere', meaning a women's radio can provide a platform for developing a media environment that is gender-tolerant in a field that is rife with inequality.

Linden [1999, online] writes that, formulation of policy and planning procedures in the Third World are characterized by vagueness in conceptualization, and National Plans are often prescriptive than analytical, showing the gaps between reality and rhetoric, intention and implementation [pp: 159].

Linden further comments, what prevails are isolated policies on various media and communication components and national governments playing a role in their ownership, management and control...in many African countries there is a glaring contrast between officially declared intentions and reality.....[pp: 168]

Opubor (1999) observed that the general policy framework under which community radio is regulated is not favourable. Although governments have come to legislate for the opening up of all sectors of the economy, including the media, which has led to the establishment of community radio initiatives, the legal framework is still not clear about the position of such initiatives. Opubor stresses the need to have communication and information policies at all levels that are pro- poor and reflect a wider understanding of how accessing information can aid the poor take part in the development process.

Taking a historical approach- according to Cline, Victor B et'al media (1973) had still played an effective role in minimizing domestic violence against women even; media can play a leading role in the society's fight against violence against women. As the community media is the eye, ear and limbs of the society they could help a great deal in mitigating violence against women.

She notes further that even with the advent of pluralism in all sectors, Few concrete constitutional, legal and policy provisions have been adopted to ensure that community media- as opposed to independent commercial media- are developed and explicitly supported (pp: 38).

The community media's role should be to expose and create awareness against society's ills and evils, therefore their main role should be more effective. The community media should be more aware in their coverage of domestic violence. Many women have held that the media coverage (rape or other violence) was like a second assault all over again, because of their insensitivity in using pictures, publishing names hence violating their private rights. Foa, Edna B, and Kozak, Michael J. (1986). Will the community media play a pivotal role in stopping injustices to women?

Because of the above it is against such a background that this research seeks to address the role of the community radio in promoting the girl-child education.

2.3 challenges that community radios face in the promotion of girl-child education.

According to an article by David Indeje (2011), on the challenges facing the media/radio industry; he mentioned that the radio is one of the fastest growing forms of media, outpacing other traditional media. One of the challenges he pointed out is;

Professionalism, according to David Indeje professionalism concerns have been raised regarding the level of professionalism and the ethical conduct of those involved in the sector. This has led to utter disregard of the basic rules of reportage by most players. In deed most radio stations are hiring people who are not trained. This has worsened the situation.

He further notes that, while some have felt that the media is doing a good job, others have increasingly raised concern over what they see as inaccuracies in reporting, a lack of balance in media stories, dirty language especially through radio and too much focus on the elite singling out the FM stations and their lack of social responsibility as defined by the profession.

David Indeje further examined the issue of content, where most radio stations are facing a challenge of what programme would appropriately be designed to suit the

listener to satisfy the gratification needs. Today, the substance and format of the content is dull, repetitive and hard to follow this is because it lacks sufficient background, as a result difficult to comprehend and therefore become dull. This challenge has been brought about based on time allotted being termed as inadequate. However, most radio stations have little to be learned when the content lacks interest and the format is unattractive thus, many listeners switch between stations as a way of trying to escape from repetition.

Srinivas Melkote (2001) in Communication for Development in Third World notes that, the lack of interest in the content of media messages and consequently individual or group differences in the use and perception, led to a lack of interest in the cognitive dimension of communication effects.

No attempt was made to discover the types of media messages audiences were exposed to; little or no attention was given to the content and quality of information, or knowledge and skills emanating from the messages.

Inadequate funding: Due to the fact that most community radios are started by the donors, these community radio stations end up failing and at times they shut down, when donors withdraw their funds due to lack of proper management of the available funds and ideas on sustainability.

Loss of talented employees: Hundred percent of the community radios are non-profit making outlets and often times, are run by volunteers, they end up by losing their most talented workers who are 'poached' by commercial radio stations that have the financial muscle as they tend to be better paying and sustaining than community radios.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter focuses on the Research design, organization of the study, data collection, and data collection procedure and data analysis.

3.1 Research Design

According to Parahoo (2006) the design selected for research should be the one most suited so as to achieve an answer to the proposed research questions. A research design is the plan of carrying out the research study and a yardstick for measuring variables. Amin (2005) refers to a research design as a plan which the researcher followed. It is also a series of advanced decisions that, taken together, make up a master plan or model for a research study. It is a stated method for systematically and scientifically obtaining the data to be used.

The study used a descriptive research design, where both qualitative and quantitative techniques of data collection were employed. Questionnaires and interviews were used to collect data from a cross section of respondents. The design is chosen because it gives details of the information for the research in focus. And one research methodology alone is not sufficient to produce an authentic and a more balanced scientific report. Here the study involved the case study which involved the use of structured questionnaire that was used to collect primary and secondary data on the role of community radio (Etop) in promoting girl-child education and some journals, and newspapers.

3.2 Population

The study used a sample population of 100 respondents from which the following categories like top management, listeners of the radio station and employees of the

radio station were interviewed in order to get the answers to the questions in this study.

3.3 Sample size

For a population size of 100, a sample of 30 respondents who are both staff workers and administrators were used for this study. It is good to use a few respondents to allow easy and quick data collection. It is also convenient for the researcher to put pieces of information together.

3.4 Sampling Procedure

The researcher employed a purposive sampling on the customers and staff members of the radio station. Radio administrators helped the researcher to identify customers and staff members who are relevant and insightful in the provision of information to the study. Cormack (2000) suggests that, in purposive sampling, qualitative researchers use a small selective sample because of the in-depth nature of the study and the analysis of data required. The study participants were mostly from the tribe of Iteso. In the radio station, each respondent from the different departments had an equal chance, with respect to the selected quota for each category, of being chosen as a respondent to the questionnaire or interview. Names of those who were likely to fill the questionnaire were listed and the questionnaires administered to them.

3.5 Methods of Data Collection

Questionnaires

This non-empirical approach to data collection was used in the study as there is no need for data validation. The researcher used a set of both open and closed questionnaires in an attempt to collect data to answer the research questions under investigation. Open ended questions were used to probe respondents for more information while close ended questions were used for easy statistical data entry and analysis.

The researcher used self-administered questionnaires. This is applied while collecting data from key employees involved in the study. This was appropriately used for top management.

Advantages of questionnaires:

The responses are gathered in a standardised way, so questionnaires are more objective, certainly more so than interviews.

Generally it is relatively quick to collect information using a questionnaire. However in some situations they can take a long time not only to design but also to apply and analyse.

Potentially information can be collected from a large portion of a group. This potential is not often realized, as returns from questionnaires are usually low. However return rates can be dramatically improved if the questionnaire is delivered and responded to in class time.

Interviews

Interviews were used to collect information from Etop radio administrators. The main advantages of interviews are; they are useful to obtain detailed information about personal feelings, perceptions and opinions, allow more detailed questions to be asked, usually achieve a high response rate as respondents' own words are recorded. And precise wording can be tailored to respondent and precise meaning of questions clarified as interviewees are not influenced by others in the group, beside some interviewees may be less self-conscious in a one-to-one situation.

Observations

Observation method was also used in this study. Observational techniques are methods by which an individual or individuals gather first hand data on programmes, processes, or behaviours being studied. They provide evaluators with an opportunity to collect data on a wide range of behaviours, to capture a great variety of interactions, and to openly explore the evaluation topic. By directly observing operations and activities, the evaluator can develop a holistic perspective, that is to say, an understanding of the

context within which the project operates. This may be especially important where it is not the event that is of interest, but rather how that event may fit into, or be impacted by, a sequence of events. Observational approaches also allow the evaluator to learn about things the participants or staff may be unaware of or that they are unwilling or unable to discuss in an interview or focus group.

3.6 Data control and measurement

The researcher ensured that names of respondents do not appear on the questionnaire to ensure confidentiality of the respondents.

The researcher assured respondents that the information given by them is purposely for the reasons of this study and that it would not be used for any other purpose. This is done to ensure that they confidently answer all the necessary questions for this research without fear of using it for other purposes other than that of academic research.

Permission to conduct the research was got from the relevant institutions, which include Kampala International University department of Mass Communication, and Heads of the community radio station at Etop radio where data collection took place.

3.7 Data Processing and Analysis

The researcher carried out quantitative analysis, where data is converted into numerical codes. The researcher prepared the code sheet specifically for items which are open ended. While for the close ended items, data is entered straight into the computer. The data is analysed using a statistical software package known as Excel.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter which is the longest of the thesis is a presentation, interpretation and discussion of the field results. The objectives of the study were to find out the role of the community media (radio) in the promotion of girl-child education, to investigate the challenges the community radios face in their struggle to promote girl-child education and to propose strategies that can help solve the challenges the community radios face in their efforts to create a literate and informed community in Western division in Soroti District. The results are presented in tables and in form of frequency counts and percentages.

4.1 Demographic Characteristics of Respondents

4.1 profile of the respondents

This includes the sex or gender of the respondents, age of the respondents and the academic level. **Table 1: Response on profile of the respondents**

Respondents	Frequency (f)	Percentage (%)
Sex		
Male	30	60
Female	20	40
Total	50	100
Age		
25yrs and below	8	16
30-45yrs	22	44
46 and above	10	20
Total	50	100
Years spent at radio station		
1 – 2 Years	15	30
3 - 5 years	15	30
6 – 7 years	10	20

8 – 10 years	10	20
Total	50	100

Source: field data (2015)

Sixty (60) questionnaires were distributed to respondents and 50 were filled and returned. Results in table 1 indicate that, 83.3 % of the total numbers of questionnaires were distributed.

The study covered 50 randomly selected community FM radio employees of whom 30 (60%) were male and 20 (40%) were female respectively.

The age category of the respondents were divided into three groups that are 25 years and below were 8 (16%), 30-45 years were 22 (44%) and 46 years and above were 10 representing (20%) of the total number of the respondents.

The numbers of years respondents had spent on their job was divided into three categories that are three years and below, between four and five years and above five years. 15 (30%) of the respondents had worked for below three years, 25 (50%) had worked for more than three years but less than six years and 10 (20%) of the respondents had worked for more than five years. Implying that, the organisation has a good working environment that allows workers to at least spend three years on job such as; praising the employees promptly an act that reflects a positive and motivating gesture among the staff. Also the employees are properly compensated for their work something that makes them feel as though they are a valued members of the team considering in mind incentives such as bonuses and perks.

4.2 Role of the community radio in the promotion of girl-child education

The first objective of the study was to investigate the developmental programmes in the radio and the role of the community radio in the promotion of girl-child education. To achieve this, respondents were asked on whether the community radio helps in disseminating information related to the promotion of girl-child education; whether community radio serves as the sole independent and reliable source of news and information; whether community radio stations influences education in their

communities, particularly in increasing focus on issues of corruption, partisanship, transparency, and political conflict and whether the community radio particularly helps marginalized groups of peoples without access to other means of communications. The results are presented in the subsections illustrated below;

4.2.1 The community radio helps in disseminating information related to promotion of girl-child education and in improving education outcomes

Respondents were asked if community radio helps in disseminating information related to the promotion of girl-child education and in improving the teaching outcomes. Their responses are summarized in the table 2 below;

Table 2: Opinion on whether the community radio helps in disseminating information related to the promotion of girl child education and in improving education outcomes

Response	Number	Percentage (%)
Agree	13	26
Not sure	12	24
Disagree	25	50
Total	50	100

Source: Primary Data (2015)

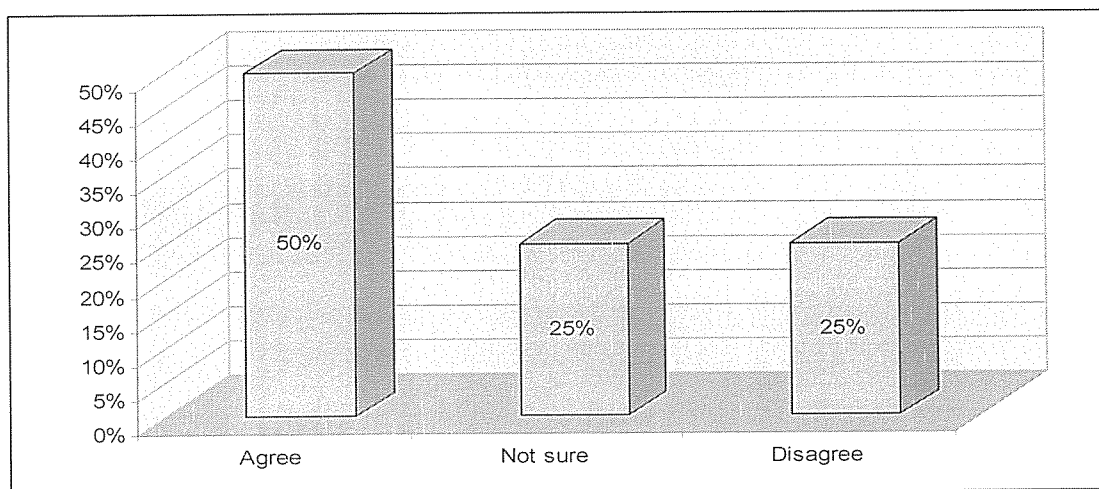
The results in Table 2 shows that 25 (50%) of respondents disagreed with the statement that community radio helps in disseminating information related to the promotion of girl-child education and in improving its outcomes. 12 (24%) were not sure and 13 (26%) agreed that community radio helps in disseminating information related to the promotion of girl-child education and in improving its outcomes. This implies that, a considerable population in the area are not well informed on the impact of community radio, and this could be the non and lowly educated class of people in the community. While to those who agreed represent the educated ones, who can interpret the development in the community.

4.2.2 The community radio serves as the sole independent and reliable source of news and information

In both the respondent interviews and focus groups, the importance of news emerged as one of the dominant themes. The news editors and reporters said the news bulletins; especially the morning and evening in the local language (Ateso) is among the most listened two programmes. The fact that, Etop FM radio station schedules its news bulletins – both in the local language and in English – around the different time, that is between 7:00am and 9:00am and between 5:00pm and 8:00pm, this shows that news is among the top priorities. These are the times with highest number of listeners. As Julius Obongo, the news reporter with Etop radio rightly put it, “People always want to know what is happening around them, in their Locality, Local Council meetings or Central government, and outside the country.” The news in the local language at 8:00pm- 9:00pm is the most listened program and last for one hour.

However, it's unfortunate that, many local people cannot understand English while to others, they care less about news in English. Such news bulletins serve the interests of a section of the audience mostly the audience from other tribes who do not understand the local language Ateso. Therefore, one can say, it is a good step by the management of a community radio station. So, respondents were asked if the community radio serves as the sole independent and reliable source of news and information that helps in the promotion of girl-child education. Their responses are summarized in Figure 1

Figure 1: Opinion of respondents on whether community radio serves as the sole independent and reliable source of news and information



Source: Primary Data (2015)

The results in Figure 1 showed that 20 (50%) of respondents agreed that community radio serves as the sole independent and reliable source of news and information. 10 (25%) were not sure and 10 (25%) disagreed that community radio serves as the sole independent and reliable source of news and information.

The results of the findings therefore, show that community radio serves as the sole independent and reliable source of news and information.

4.2.3 Community radio stations influences education in their communities

Respondents were asked if community radio stations influences peace in their communities, particularly in increasing focus on issues of corruption, partisanship, transparency, and political conflict. Their responses are summarized in Table 3;

Table 3: Opinion of respondents on whether community radio stations influences education in their communities

Response	Number	Percentage (%)
Agree	25	50
Not sure	10	12.5
Disagree	20	37.5
Total	50	100

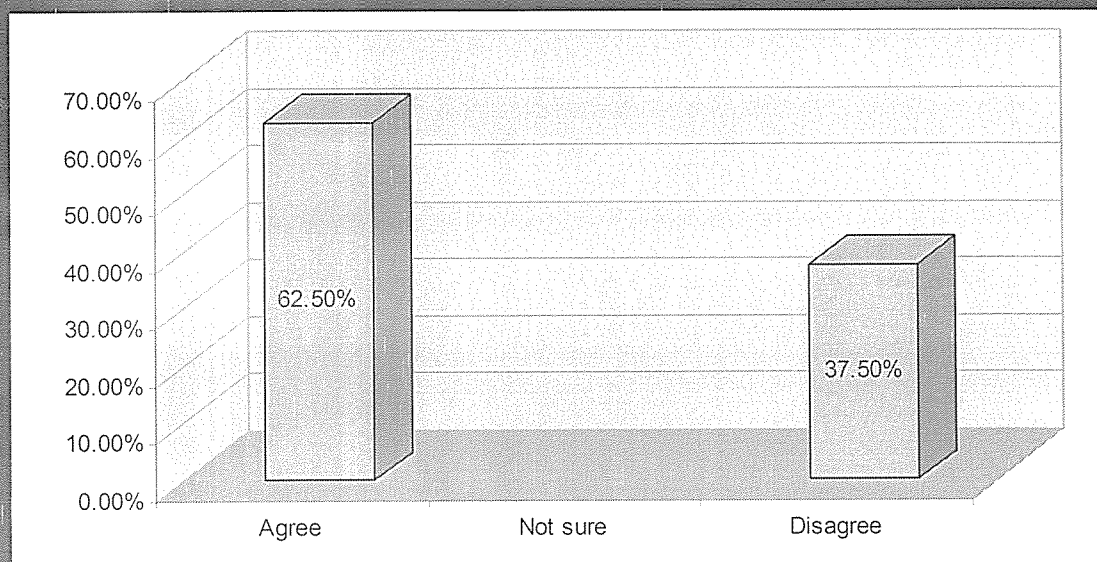
Source: Primary Data (2015)

The results in Table 3 showed that 20 (50%) of respondents agreed that community radio stations influences peace in their communities, particularly in increasing focus on issues of corruption, partisanship, transparency, and political conflict. 5 (12.5%) were not sure and 15 (37.5%) disagreed that community radio stations influences peace in their communities, particularly in increasing focus on issues of corruption, partisanship, transparency, and political conflict.

4.2.4 Community radio and marginalized peoples without access to other means of communications

Respondents were asked if community radio particularly helps marginalized peoples without access to other means of communications. Hence, their responses are summarized in Figure 2;

Figure 2: Opinion of respondents on whether community radio helps marginalized peoples



Source: Primary Data (2015)

The results in Figure 2 showed that 25 (62.5%) of respondents agreed that community radio particularly helps marginalized peoples without access to other means of communications and 15 (37.5%) disagreed that community radio particularly helps marginalized peoples without access to other means of communications.

The results therefore conclude that community radio particularly helps marginalized peoples without access to other means of communications.

4.2.5 Community radio is an alternative media that can counter balance the profit-motive of the corporate media

Respondents were asked if the Community radio is an alternative media that can counter balance the profit-motive of the corporate media. Their responses are summarized in Table 4;

Table 4: Opinion on whether Community radio is an alternative media that can counter balance the profit-motive of the corporate media

Response	Number	Percentage (%)
Agree	35	87.5
Not sure	-	-
Disagree	5	12.5
Total	40	100

Source: Primary Data (2015)

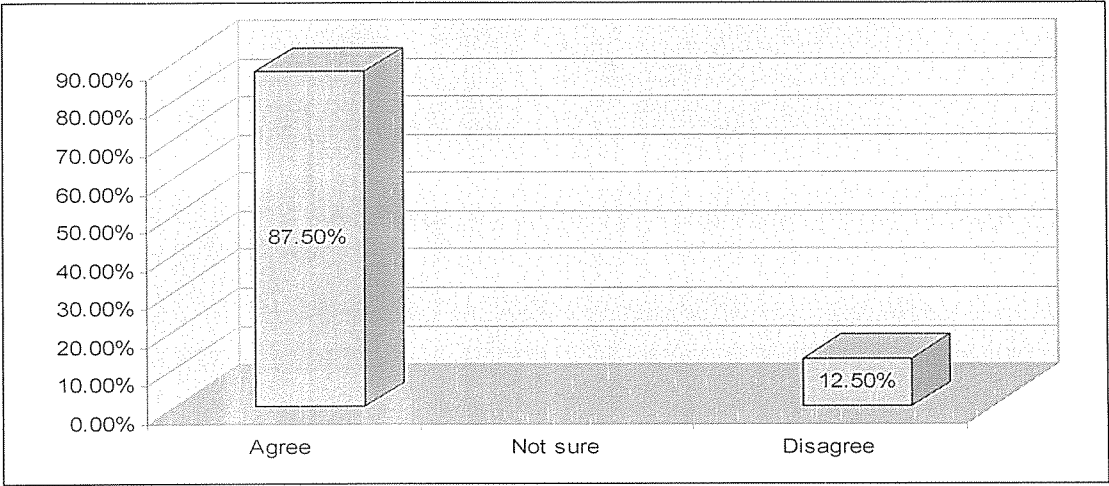
The results in Table 4 showed that 35 (87.5%) of respondents agreed that Community radio is an alternative media that can counter balance the profit-motive of the corporate media and 5 (12.5%) disagreed that Community radio is an alternative media that can counter balance the profit-motive of the corporate media.

Community radio is an alternative media that can counter balance the profit-motive of the corporate media. What community media emphasizes is to facilitate empowerment of people with their active participation in the process not as passive consumers or listeners because it has specific objectives to promote people's agenda first - local knowledge, cultures, human rights and social justice, environmental issues and community problems as well as the issues related to development

4.2.6 Community Radio can contribute a lot in development activities for example, mitigating disasters and making people aware of events

Respondents were asked if Community Radio can contribute a lot in development activities for example, mitigating disasters and making people aware of events. Their responses are summarized in Figure 3;

Figure 3: Opinion on whether Community Radio can contribute a lot in development activities e.g. mitigating disasters and making people aware of events



Source: Primary Data (2015)

The results in Figure 3 showed that 35 (87.5%) of respondents agreed that Community Radio can contribute a lot in development activities for example, mitigating disasters and making people aware of events and only 5 (12.5%) disagreed that Community Radio can contribute a lot in development activities for example, mitigating disasters and making people aware of events.

According to Barber et al (2003), as experiences in many countries have shown, community radio can be integrated with the various practices prevalent in community life. They offer concrete means for public participation and for deepening cultural diversity. The content includes political and economic news that facilitates community

dialogue and involvement, community and personal messages (marriage, union-meetings, lost donkeys, and musical greetings, educational programmes for development, health, environment, and gender), information programmes, and culturally relevant entertainment. Through access to the production and consumption of relevant communications, these media form a collective platform for community empowerment.

4.3.1 The community radio faces a challenge of Licensing

Respondents were asked if the community radio faces a challenge of licensing where there has been no consistent policy to encourage a vibrant sector. Their responses are summarized below in Table 5;

Table 5: Opinion of respondents on whether the community radio faces a challenge of licensing where there has been no consistent policy to encourage a vibrant sector

Response	Number	Percentage (%)
Agree	25	50
Not sure	10	12.5
Disagree	20	37.5
Total	50	100

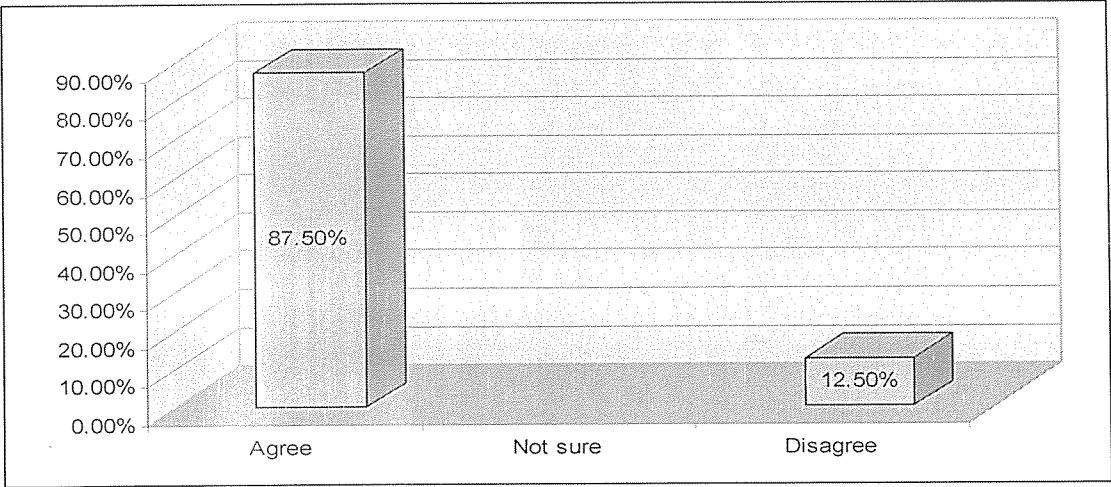
Source: Primary Data (2015)

Results from Table 5 show that 20 (50%) of respondents agreed that community radio faces a challenge of Licensing where there has been no consistent policy to encourage a vibrant sector. 15 (37.5%) of the respondents did not agree that community radio faces a challenge of Licensing where there has been no consistent policy to encourage a vibrant sector while 5 (12.5%) of the respondents were not sure. It can thus be concluded that the community radio faces a challenge of licensing where there has been no consistent policy to encourage a vibrant sector according the results of this study.

4.3.2 There is Lack of a distinct identity and confusion with Vernacular FM stations

Respondents were asked if there is Lack of a distinct identity and confusion with Vernacular FM stations. Their responses are summarized in Figure 4;

Figure 4: Opinion on whether there is Lack of a distinct identity and confusion with Vernacular FM stations



Source: Primary Data (2015)

The results in Figure 4 showed that 35 (87.5%) of respondents agreed that there is Lack of a distinct identity and confusion with Vernacular FM stations and 5 (12.5%) disagreed that there is Lack of a distinct identity and confusion with Vernacular FM

stations. Thus, it can be said that there is Lack of a distinct identity and confusion with Vernacular FM stations basing on the findings of this study.

4.3.3 Challenge of Sustainability where there is need to address the sustainability of community radios; Need for training, especially of the volunteers

Respondents were asked if there is a challenge of Sustainability where there is need to address the sustainability of community radios; Need for training, especially of the volunteers. Their responses are summarized below in Table 6;

Table 6: Opinion on whether there is a challenge of Sustainability where there is need to address the sustainability of community radios; Need for training, especially of the volunteers

Response	Number	Percentage (%)
Agree	25	50
Not sure	15	25
Disagree	15	25
Total	50	100

Source: Primary Data (2015)

The results in Table 6 showed that 20 (50%) of respondents agreed that there is a challenge of Sustainability where there is need to address the sustainability of community radios; Need for training, especially of the volunteers. 10 (25%) were not sure and 15 (35%) disagreed that there is a challenge of sustainability where there is need to address the sustainability of community radios; Need for training, especially of the volunteers.

Thus, it be concluded from the findings that there is a challenge of Sustainability where there is need to address the sustainability of community radios; Need for training, especially of the volunteers

4.4 Way forward

Regulatory frameworks still remain a constraint on the development of community radio due to the power retained by governments to authorize use of the frequency spectrum and to license broadcast services.

Original reason for regulation predicated on the frequency spectrum being a finite and limited resource (decision on fair and impartial distribution).With the development of satellite, digital and internet broadcasting, and podcasts that can be downloaded into cell phones, this may no longer hold true.

Regulation is more than allocating frequencies. Regulation (if done professionally) should increase access to media and make sure that a greater variety of voices are heard. It should therefore, take into account specific characteristics of community radio and provide incentives.

Greater awareness required of their potential among policy makers, donors, regulators and Non-Governmental Organisations (NGOs), and also to distinguish them from Vernacular FM radio Stations.

Assistance should be provided to enable existing stations to adapt to new digital production technologies. Digital broadcasting and the convergence of broadcasting and telecoms technologies will vastly expand the range of frequencies available. The community sector in general tends to arrive late and be poorly positioned when new digital frequencies are distributed. This threatens their capacity to reach public spaces, and even their very existence. It is important to ask whether it will be possible to make progress in closing the digital divide without closing the analogue first. The adoption of

the technological standard and associated public policies will need to take into account that the democratisation of access also involves dealing with the difficulty of purchasing transmitters (in the case of community radios) and the ability of the poor to purchase digital sets or top boxes.

Community broadcasters should submit to a Code of conduct developed by regulator of sector. At national and regional levels, there is need to establish and nurture secondary networks and associations providing training, guidance, support and advocacy.

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

In this chapter, the conclusions from the study and the recommendations made are presented. The study used both qualitative and quantitative methods of analysis. In that, it deals with the discussion of what has been found as far as the role of community radios in the promotion of girl-child education and in that, it tries to put forward the implications, conclusion, and recommendations on what should be done in relation to the objectives highlighted in this research.

5.1. Summary and Discussions

5.1.1 Summary of findings on the role of the community radio in women empowerment

The findings of the study discovered that the following are the major roles of the community radio: 50% of respondents agreed that the community radio helps in disseminating information related to development and in improving development

outcomes; another 50% of respondents agreed community radio serves as the sole independent and reliable source of news and information; 62.5% of respondents agreed that community radio stations influences peace in their communities, particularly in increasing focus on issues of corruption, partisanship, transparency, and political conflict; and 87.5%) of respondents agreed that community radio particularly helps marginalized peoples without access to other means of communications.

5.1.2 Summary of findings on the Challenges the community radios face in women empowerment

It was revealed from the findings of the study that 50% of respondents agreed that the community radio faces a challenge of Licensing - there has been no consistent policy to encourage a vibrant sector; 87.5% of respondents agreed that there is Lack of a distinct identity and confusion with Vernacular FM stations; and 50%) of respondents agreed that Sustainability – need to address the sustainability of community radios; need for training, especially of the volunteers.

From the findings, it is clear that both the radio reporters/editors and the listeners have the same perceptions about the development role of the community radios in promotion of the girl-child education. They only, in some cases, disagree on the degree and form of participation or interaction between communication role and the Etop FM radio. Etop FM has good ideas but they are constrained because of what the editors referred to as “Limited Funding” to cater for the different programmes.

The time limitation, they said, is based on the fact that within the 20 hours of broadcasting per day, several programmes have to be included, besides advertising, music, and Diskey Jockey (DJ) programmes.

Sometimes good programmes are displaced by commercial advertisements because the community radio need money to sustain their operations. Perhaps this scenario could

be avoided if the radios look for sponsorship for such programmes from donors interested in promoting certain causes such as girl-child education.

But in a nutshell, Etop radio station, in its 6 years of existence has helped to promote and induce different forms of development in upcountry settings through the types of development programmes mentioned earlier in chapter four.

Although the degree of community participation is still low, one can say that the trend is encouraging and picking momentum steadily. As more people become aware of their rights, and as “competition” for the audience, between the FM radio stations becomes stiffer, it will probably offer more platform for community participation in order to tap more listeners for their survival.

5.2. Conclusion

From the findings and analysis in the previous chapter, it is rational to confidently conclude that, despite some weaknesses which call for adjustments, the FM radios are playing significant roles in the promotion of girl-child education in the community. From the data analysis, I can draw specific conclusions which support my hypothesis in chapter one that FM radio is promoting girl-child education in Uganda.

Community radio comes in to serve the people underserved by commercial radio, especially those in the low-income categories- the urban poor and the rural-based, the women and those with disabilities. Communications policy frameworks in Uganda, however, are not conducive to the survival of community radio.

The findings indicate that the present policy framework affects funding, the retention of human resource personnel, and the service delivery of community radio, making sustainability extremely problematic for operators of community radio stations.

If community radios in Uganda and other countries continue to be regulated by a framework designed for independent commercial radios, it will eventually collapse or metamorphose into commercial broadcasting media outlets.

5.3. Recommendations

Prior to agreeing on specific recommendations for community radios, the participants reinforced the need to regard broadcast media as a distinct sector for development rather than as an auxiliary of larger development projects, as is often the case. “Up to now there have been no serious efforts to create an enabling environment,” lamented one of the representatives of an implementing organisation, urging initiatives that support the development of infrastructure necessary for independent and sustainable media to emerge.

He noted the significance of having quantifiable evidence of media’s impact – community radio in this case – to advocate funding for the media as an end but not as a means for development.

However, a number of courses of action are possible to rectify this situation. These may include the following.

5.3.1 Government:

Government should revisit the policy framework to ensure it is sensitive to the different types of broadcasting. Government should make it a matter of priority to consult development communication practitioners, policy analysts and other stakeholders in all stages of policy formulation. This will ensure- among other things- that policies arrived at are actually addressing the needs of the people and also that the policies are well coordinated and not contradicting each other.

There should be a clear developmental agenda – if it is to facilitate participation, self-governance and all those democratic principles – then ready access to information should be facilitated. Community radio does just this.

Government should put in place a mechanism where corporate broadcasting can cross-subsidize community radio so that operational costs are not heavy on community radio. In line with this, community radio initiatives should be exempted, or at least should benefit, from tax holidays to give them time to establish themselves.

Policy makers should take time to educate themselves about the benefits of community broadcasting.

5.3.2 Community Media Owners:

Should consider a onetime investment into erecting own facilities like tower/mast to cut annual payment of USD 3,000.

Potential community radio activists should be fully aware of the policy framework to avoid rude surprises!

Community Broadcaster's Forum should be quickly established / strengthened to:

- (a) Create general awareness about this radio broadcasting type.
- (b) Sensitize general public on various issues that affect the community.
- (c) Create critical mass among self to engage government in policy reform.

5.3.3 Government / Donors

For the national awareness campaigns managed by government and most times funded by donors, a special consideration be made for community radios as *Etop* in Soroti respectively. Such review would help sustain part of the operations.

Donors should consider supporting sustainability moves made by the community radios, for instance, a full time person to fundraise for a year.

5.3.4 Research

There are more areas that need research in the field of community radio and its impact on education onto the communities, and the results should be well publicized and disseminated both to policy makers and the general public. One such area is how local governments can be empowered and aided to support community radio stations, without the stations losing their autonomy.

5.3.5 Influencing Unfavourable Environment

Community radio is essential for empowering disenfranchised sectors of a population and bringing about democratic process and social change. Where local need and potential is present, but the legal and political environment conducive to community radio development is absent.

The locals should find ways to encourage government to adopt and enforce legislation and regulations necessary for opening up space to community radio. The other option is for the international community most especially, the US to earmark funds for media development and direct aid-recipient governments to allocate resources for the development of the community broadcasting sector.

5.3.6 Staff and Human Resource Development

All the staff, especially those on top management such as; managers, editors and at times the reporters, should be given some form of training on development journalism. Though, this did not become apparent in many findings, it is my own observation that the more the media people acquire skills on development journalism, the better they can perform in the rural areas when dealing with issues such as the promotion of girl-child education.

Governments should come up with a "Minimum wage" law to ensure that workers in all FM radio stations get not less than certain amount of wages/salaries that are currently paid to them by media owners. Then also, most importantly, more women should be incorporated on board and be encouraged to join the radios, either as editors or reporters, for this will help to boost gender balance in programming.

5.3.7 Measuring impacts

The impact of community radio is measurable. Donors should allocate substantial resources necessary for rigorous quantitative and qualitative research as part of every media assistance initiative that include community radio projects that will help to measure their effects.

5.3.8 Participation

Etop FM radio should find ways of encouraging more ordinary people and those on the grass root leadership to take part, either as guests or contributors in the talk shows, phone-in programmes and other development programmes that advocate for the rights of citizens.

It should introduce pre-recorded talk shows for rural people who are unable to take part in the live talk shows. This will necessitates journalists going out to the community (grass root) to seek and record people's views on any topical issue. Then this recorded debate is broadcast on air for public consumption, say once or twice a week.

5.3.9 Sustainability, Capacity Building and Adequacy of Assistance

The management of community radios should ensure that these radios should be able to continue functioning after the donor projects end. Therefore;

Donor organisations should design projects in a way to ensure that governance of a community radio station is not parachuted from outside and that the community acquires a sense of ownership. All these projects should respond to existing needs and

encourage input from the community to ensure a participatory, two-way exchange of information.

Supporting and implementing organisations should be careful not to overbuild community radio stations. They should only provide equipment and technological support that is appropriate for the local environment and compatible with the skills of the operating personnel, who are in most cases volunteers. Models and tools that help maximise limited resources should be developed and made accessible to local stations that provide local programming to the local community.

Training, implementing organisations should incorporate training of management, financial, technical, equipment maintenance, and journalistic skills into their projects. Most importantly, they should prepare project beneficiaries to face and adapt to changes. Funders and implementers should be more open to local solutions that emerge on the ground.

Community radio developers should invest in the development of professional associations such as Uganda Journalists Union (UJU), Uganda Journalists Association (UJA), Uganda Sports Press Association (USPA), Uganda Parliamentary Press Association (UPPA) and Mount Elgon Press Association (MEPA) to name but a few as they can play a vital role in establishing professional code of ethics, in identifying training needs and establishing training programmes as well as providing information resources on financial, auditing, grant writing, and grant reporting requirements.

Developers should also foster the creation of networks of community radio stations as effective and efficient for exchange of programming and creation of national news and information programmes. These networks should be a one-stop shop for donors to support.

Professional associations can play a vital role. They can also serve as advocates for the sector, soliciting more funds for the sector's development.

Donors should invest in the development of a globally accessible clearing house for exchange of information, ideas, contacts, and programming.

REFERENCES

Allan, S. & Zelizer, B. (2004). Reporting War Journalism in Wartime: Rules of Engagement Journalism and war. (eds.) London and New York:

Routledge Allen, T. & Seaton, J (Eds.) (1999). The Media of Conflict : War Reporting and Representations of Ethic Violence. New York :

Budsayakul, B. et al (2006) An Analysis of Textual Evidence: The Case of the Southern Conflict and Discursive Discrimination. Bangkok: a master thesis of the National Institute of Development Administration (NIDA) 79

Cottel, S. (2006). Mediatized Conflict: Developments in Media and Conflict Studies Maidenhead: Open University Press

Curren, J., Gurevitch, M., & Woollacott, J. (1977). Mass communication and society . London:

Murdock, G. (2007). Researching communications: A practical guide to methods in media and cultural analysis. London:

Hodder Arnold. Fairclough, N. (1992). Discourse and social change . Cambridge: Polity Press.

Fairclough, N. (2003). Analysing Discourse: Textual analysis for social research. London and New York:

Galtung, J. (2002). Peace Journalism - A Challenge . In Kempf, W. & Loustarinen, H. (eds.) Journalism and the New World Order Studying war and the Media Vol. 2

Goteborg : Nordicom Garnham, N. (1979). Contribution to a political economy of mass communication, in Media, Culture & Society, vol. I, no. 2.

Edward Arnold. Hall, S. (1980). 'Encoding/Decoding' , in Culture, Media, Language , Hutchinson, London

Murdock, G., & Golding, P. (1977). Capitalism, communication and class relations . In J. Curren, M. Gurevitch & J. Woollacott (Eds.). Mass communication and society (pp. 12-43). London:

APPENDICES
APPENDIX I: QUESTIONNAIRE

QUESTIONNAIRE FOR RADIO STAFF

Dear respondent,

I am a student of Mass Communication in Kampala International University carrying out a university research on the role of the community radio in promoting girl-child education. You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: Do not write your name anywhere on this paper.

A) Personal Information

Section A

1. GENDER

Male ☐ Female ☐

2. AGE

Below 30 years ☐ 31- 40 ☐

41-50 ☐ 51 and above ☐

3. How long have you worked in this radio station?

1 – 2 Years ☐

3 - 5 years ☐

6 – 7 years ☐

8 – 10 years ☐

11 and above ☐

Educational Background: Primary School Certificate ☐ Secondary School Cert ☐

Bachelors Degree/HND ☐

Post-graduate ☐

Others (Specify)

SECTION B:

Q2. Do you think community media (radio) can promote girl-child education in your community?

Yes ☐ No ☐

Q3. Please give reason for your response to the above question

.....

.....

Q4. Other than media role, Is there any other means of promoting girl-child education in your community. Please, name them.

.....

.....

Q3. Evaluate the following statements using the following;

I strongly Agree	I Agree	I Disagree	Strongly disagree	Undecided
5	4	3	2	1

Do you listen to a Radio Programmes on the community radio?

1	Education-Literacy programmes	
2	Environment control in your area	
3	Information Technology/Computers	
4	How to manage your home efficiently	
5	Health and Hygiene – General	
6	How to keep your surroundings clean	
7	Epidemics/Diseases	
8	Health – Care of seniors /elders	
9	Your personal health	
10	Starting a business at home	
11	Traditional Health Tips	
12	Vocational Training	
13	Tips about farming/agriculture	

Evaluate the following statements using the following;

Others	Doctor/ Health Workers	Friends/ Relatives	Elders / Family	Media (NP/TV) Radio /
5	4	3	2	1

Where are you MOST likely to find information on?

1	Children's Health	
2	Nutritious food for the family	
3	Education	
4	General Family Health	
5	Preventive care during epidemics	
6	Pregnancy Care	
7	Adolescent girls' health	
8	Senior Citizens Health	

THANK YOU

APPENDIX III: TIME SCHEDULE

Activity	Time in Months			
	1	2	3	4
Proposal writing				
Data collection				
Data analysis				
Submission				