

*The Rwanda Initiative: The dynamics of a North-South media project and its prospects for building capacity, cooperation and community*

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## **Introduction and background**

Sixteen years after the Rwandan genocide, politicians, analysts and historians continue to devote efforts to understanding the nature of the conflict, its causes, its culprits and how best to heal its wounds. While this is essential work, perhaps the most compelling research is forward looking, aimed at preventing such events from ever taking place again.

The Rwanda Initiative is an example of a project that is both practical and proactive. The School of Journalism and Communication at Carleton University (Ottawa, Canada) officially launched the project in 2006, in partnership with the National University of Rwanda.

“Media development is everywhere these days. But the Rwanda Initiative’s focus is particularly on the intersection of longer-term formal journalism education and practical hands-on training that gets reporters out in the field producing real work, versus short theoretical seminars that are inspiring but often not very useful in a local context” (Thompson 2009).

The project grew out of the experiences of Canadian journalist and current professor of journalism, Allan Thompson. Like many other reporters, he started covering the genocide several weeks after the killing started, bringing the world’s attention to the calamity when it was largely too late for international intervention to stop the slaughter. In 2005, Thompson organized an international conference of journalists, diplomats, scholars and the general public. The conference was a forum to discuss the media’s role in Rwanda’s 1994 genocide and became the genesis of the Rwanda Initiative.

In addition to the failure of Western media to play a constructive role, the Rwanda Initiative was also developed to address the devastation of the media sector in Rwanda and the legacy of its role in instigating and propagating violence. The Rwanda Initiative

was created to acknowledge that a new generation of young reporters was emerging in Rwanda, students who wanted to rise from the ashes of their country's past and play a part in creating a vibrant, media community.

The central aim is to address the shortage of journalism educators in Rwanda, to build capacity, to improve journalism standards in the country and to forge a partnership between the two universities. (rwandainitiative.ca)

To start the project, instructors – including university journalism professors and current practicing journalists – began travelling to Butare, Rwanda to teach short courses at the National University of Rwanda and conduct training with Rwandan journalists. From its early days, the Rwanda Initiative also included a student internship component in which Carleton journalism students (most of whom largely self-funded their travel and living expenses) travelled to Rwanda for several weeks at a time to volunteer at a range of media outlets in the small, densely populated central African nation.

As of May 2010, more than 140 teachers and students – mostly Canadian, but some from other countries, including from Rwanda, Central and East Africa -- have participated in this program. Another twelve Carleton students are scheduled to head to Rwanda between May and September of 2010. Overall, interest is still high and there are more applications than spaces for students to participate. Some students have even cited the initiative as one of the reasons they applied to Carleton's journalism program.

The project continues to evolve and it is becoming closer to the true definition of an exchange with approximately 12 Rwandan journalism students and journalists coming to study in the graduate journalism program at Carleton or get placed in short-term internships at Canadian news organizations, including the Canadian Broadcasting Corporation, the Toronto Star and the Montreal Gazette. As well, the teaching

component of the program is shifting away from solely sending foreign teachers in Central Africa to a focus on building the capacity of Rwandan faculty – ideally in the form of Rwandan or regionally-based professional journalists – to deliver the National University of Rwanda’s journalism curriculum. This is taking place through the training of Rwandan reporters, who are already working in the media, of teachers who have some media experience and of recent journalism graduates from Rwanda, through courses offered by Canadian and Rwandan teachers at the Great Lakes Media Centre in Kigali. In February 2010, the program launched a formal, 30-hour, teaching certificate program in Kigali, facilitated by staff from Carleton University’s Education Development Centre. This course is expected to be offered again in the near future. Overall, the Rwanda Initiative represents the “largest single effort at media development in Rwanda at present.” (Thompson 2009)

While the Rwanda Initiative has received much positive publicity and media coverage, the program has, understandably, experienced growing pains. Finding funding has been a consistent challenge, the logistics of managing a project at a distance have also proved daunting at times, especially given that the journalism instructors charged with administering the program aren’t experts in project management.

The challenge at this end is finding the money to support a project like that because journalism education doesn’t seem to capture people the way other development efforts do. You’re not dealing with nutrition or primary education or even basic health, survival issues that may be more compelling to donors or to a mass audience who you’re trying to raise money from (Thompson, interview).

As well, there have been some resentments, both at the home institute in Canada and the journalism program in Rwanda about the resources and attention devoted to this initiative and the perception that the interventions of foreigners are somehow required

and perhaps preferred to more indigenous expertise. There have been some clashes between Canadian journalists and Rwandan authorities over definitions of and limitations placed on free speech. These will be explained more fully later in this paper.

However, in spite of these challenges, supporters of the program say it has changed the lives and careers of its participants and, in most cases, in an overwhelmingly positive way. Anecdotally, the program has resulted in greater cultural understanding and has built working relationships among young journalists operating in diverse circumstances. More concretely, for the first time in many years, students are graduating from the National University of Rwanda with degrees that are opening the doors to jobs within the local media.

To date, while organizers have kept track of the number of students and teachers who have participated in the program and have conducted formal and informal teaching evaluations as well as publishing participant blogs, there has been little in-depth analysis of this innovative project. With the benefit of four and a half years of hindsight, this paper will pull together some disparate data – both concrete and anecdotal (quantitative and qualitative) – to begin to provide a thoughtful assessment some facets of this project.

### **Research Motivation and Research Questions**

An analysis of the Rwanda Initiative at this juncture could prove important and insightful for the future, especially if the project could be considered a potential model for other international journalism education and exchange programs. As mentioned, the project has attracted more than 140 enthusiastic participants, far exceeding the expectations of those who founded the initiative. There have also been hundreds of Rwandan journalism students and reporters and citizens who have been touched by and

given a voice through this project. Project organizers have found creative ways to financially sustain and, at times, expand operations, perhaps setting a precedent with donors to continue working with this type of development project. Currently, the Rwanda Initiative is being funded under the auspices of the United States Agency for International Development (USAID), heading into its second year of a two-year commitment worth \$500,000. Between 2006 and 2009, project organizers secured approximately \$543,000 from Canadian donors, with the project sustaining itself on an average of \$135,000 annually.

There has been considerable publicity sparked in Canada, in Rwanda and around the world. A simple search of a Canadian newspaper database comes up with about 50 hits for articles about or related to the Rwanda Initiative. In order to build on its success – a concept that needs also to be more formally defined – as well as the challenges and lessons learned, this type of research and reflection is essential. Presenting this paper and engaging in discussion at the World Journalism Education Congress – a forum of international journalists and educators – could be a critical step in refining the Rwanda Initiative as a model and building on the momentum of the program to implement and adapt it to other countries.

This research paper will start addressing the following questions:

- Can the Rwanda Initiative be considered a successful example of journalism education and international development?
  
- What are the concrete and more subtle impacts derived from the project?

## **Methodology, Research Scope and Research Limitations**

This research will draw mainly on a selection of blogs of Rwanda Initiative participants posted on the project's web site: [rwandainitiative.ca](http://rwandainitiative.ca). The journalists, journalism instructors and students who took part in the Rwandan Initiative were encouraged to reflect on their experiences in the form of personal blog contributions. Indeed, from the outset, the project viewed these blogs as the "primary public engagement vehicle for this project" (Thompson 2006). As the project evolved, the blog site was accessed by hundreds of thousands of readers" (Thompson 2009). According to figures stated early on in the project, within the first 11 months of the project, the Rwanda Initiative website experienced 456,343 hits (Thompson 2006).

If you systematically go back and measure all of that output and the exposure – it was probably largely a Canadian audience – but whoever stumbled across that web site or those blog entries, those people were drawn into something they otherwise weren't going to find out about (Thompson interview).

Reflecting back, Thompson says he simply had a hunch that the blogs could serve a number of purposes.

It wasn't contrived as a way to get CIDA's (Canadian International Development Agency) money. It wasn't designed so that we would meet the commitment of this public engagement funding. Coincidentally, our funding was through a public engagement program. I think I just always had a sense that it would be a good thing for the journalists who go there to write about their experience because I think it just makes the experience more fulfilling if you have this kind of output. But it has ended up being almost the only institutional record of the work of the project because you can have a glimpse of what these people have done (Thompson interview).

Given the importance placed on blogs in this project, I analyzed these web posts to search for major themes and examples of outcomes in an attempt to determine if the project organizers' stated goals and criteria for success are evident in the actions and perspectives of participants. At this initial stage of the research, rather than a more

rigorous content analysis, textual analysis or formal hermeneutical approach – all of which could prove interesting and valuable – this blog analysis presents limited elements of both quantitative and qualitative analysis. In addition to trying to address the research questions, other goals here include providing some synthesis and to suggest some jumping off points for future research.

Participants have been blogging since the Rwanda Initiative launched in 2006, but considerable content from 2008 was lost due to a crash of the web site and the failure of the company contracted as the web host to back up material. While some of this material was recovered after individuals were asked to resubmit their posts (at least those who had saved them to their computers), this content has still not been put back up on the site due to administrative constraints. Since the primary funder of the project switched to U.S. Aid in 2009, there has, temporarily, been less emphasis on blogging as project organizers work with the donor to determine its comfort level and interest in participants' use of new media to publish details of their work. This analysis will look at a selection of 10 Rwanda Initiative bloggers. This list includes five instructors and five student interns. Their contributions alone, amounted more than 100 blog posts (instructors: 54 and student interns: 53). I drew from the publicly available blog entries on the Rwanda Initiative website, keeping in mind the limitations on content from 2008 because of the website crash and the absence of material from the latter part of 2009 and the time that has elapsed so far in 2010.

Although this was a small sample of individuals, I tried to make it as representative as possible by capturing a range of years in which participants travelled to Rwanda as well as a variety of teaching assignments, journalistic backgrounds and



internships. For example, the instructors and interns who were chosen participated in 2006, 2007, 2008 and 2009 and they taught or worked in a variety of media: print, television, radio and in both Butare, where the university is based, and in Rwanda's capital, Kigali.

In addition to the analysis of blogs, to carry out this research, I also interviewed the founder of the Rwanda Initiative, Associate Professor Allan Thompson of Carleton University's School of Journalism and Communication. I accessed some final project reports submitted by Professor Thompson to Canadian government agencies that provided funding to this project. These documents, which are quoted from for this research, provided a summary of activities conducted under the project as well as some perspective on the successes and challenges faced by organizers and participants in both Canada and Rwanda.

Some of the research also consisted of pulling information that currently exists in disparate documents into one place to provide a summary of the project's work and offshoots, the number of people who have taken part, in what capacity and the outcome of their participation.

It should be stressed again that this research should be considered only a first step in analyzing the Rwanda Initiative. Time constraints, logistical limitations – specifically, the difficulty in tracking down Rwandan students from a distance and in the absence of any formal tracking by the project administrators – and the inability to access student evaluations of courses due to privacy restrictions -- means this work does not include the views of the Rwandan faculty and students who play a central role in this project's *raison d'être*. This is, by no means, meant to suggest that these perspectives are unimportant. To

the contrary, no analysis of the Rwanda Initiative could be considered complete without the perspectives of Rwandan participants. Future research should entail interviews with Rwandan students and a formal survey to assess the impact of the project on their lives and careers. As well, follow-up communication should be conducted over the next decade to genuinely assess the impact this project has had on Rwandan graduates and the media environment in that country. In the meantime, I believe there is still considerable merit in taking stock of the impact on Canadian instructors, journalists and student interns, especially given that the project's initial funding was provided by the Canadian International Development Agency on the basis of its ability to engage the Canadian public.

In the spirit of full disclosure, it should be noted that I am a past participant in the Rwanda Initiative. I was one of the first Carleton faculty members to travel to Rwanda where I taught a third-year television course at the National University of Rwanda in May and June of 2006. I have lived and worked in East Africa, mostly Tanzania, for various periods dating back to 1993. Through my own experiences with the project and its participants, I witnessed and experienced the challenges, the sensitivities and the accomplishments of those who taught, who interned and who were taught. This perspective, combined with my background in international development, journalism and with teaching journalism will assist in analyzing the strengths and shortfalls of the Rwanda Initiative.

### **Defining success**

There are at least two possible yardsticks by which the Rwanda Initiative can be measured: concrete and perceptual. With respect to both, however, from the outset,

organizers did not have many explicitly stated goals or benchmarks. The project's founder freely acknowledges that, at the beginning, success meant executing an idea and simply getting the project off the ground – sending a handful of Canadian teachers to Rwanda and raising the money necessary to allow this (Thompson interview). The concept of success, along with the project, however, have both evolved and are now somewhat more defined.

About half way through, I think I figured out what we were doing, what the actual niche was for the program. There's a lot going on in the developing world in terms of media and development and media training. But I realized there doesn't seem to be very much that involves efforts at building the capacity of journalism education at institutions (Thompson interview).

The project's two major stated objectives have become: to build the capacity of the media in Rwanda and to engage Canadians with what is happening in Rwanda.

Concrete accomplishments for this project revolve around number of people who travelled to Rwanda, the number of journalism courses delivered as well as the number of Rwandan students who were taught by Canadian instructors, who, in turn came to Canada as journalism master's students or media interns as well as those Rwandan journalism graduates who are now employed in the media or public relations sectors. As well, material success has become affiliated, to a degree, with journalistic output – the number of print, online, radio and television pieces produced by both Canadian and Rwandan journalism students and interns that have appeared in the media. In addition, the nature of this journalistic output, specifically the quality of the stories produced by Rwandan journalists and an improvement in their work, could be considered here. Having said that though, there is still no formal tracking device in place to record when, where and what stories are published or broadcast or by whom, which means even some of the more

tangible results are incomplete anecdotal. In Appendix A, I have assembled a table of Rwanda activities, including goals and actual outcomes, to provide a summary of some of the more concrete accomplishments of the project.

There is also a whole other set of notions around success that are, admittedly, more difficult to describe, assess or measure. The goal of expanding the capacity of the media in Rwanda captures some of this ambiguity. The outcome can be measured in terms of an expansion of the media sector in the country and the ability of journalists to report both professionally and thoroughly. But, media capacity could also be seen as more subtle and long term and, a result, much more complicated to document. As well, an increase in media capacity in Canada, specifically of Canadian journalists who report on Rwanda and development issues, is also difficult to capture definitively.

As stated, the Rwanda Initiative was designed, in part, to engage Canadian journalists in the realities of life in Rwanda, through their roles as journalists and visiting journalism professors. In turn, the veteran journalists and students were supposed to reach a wider audience, creating a more “nuanced and diverse picture of life in Rwanda” and identifying the interconnections between Canada and Rwanda through their work and activities upon return home to Canada (Thompson 2009). Other, related goals defined success as increasing participants’ understanding of development issues, knowledge that could result in better, broader journalistic coverage of international development and Rwanda in particular. The ideal, according to Thompson, was “increasing Canadian engagement with development issues in Rwanda beyond a narrow conception of the 1994 genocide,” to include issues such as poverty alleviation, HIV/AIDS, gender and rural life as individual topics and cross-cutting themes (Thompson 2009).

In one of his final reports to the Canadian International Development Agency, Thompson reflected on some of the longer-term aims of the project.

...much of what Carleton has accomplished with this project has yet to come to fruition. The 25\* Canadian journalists who lived and worked in the developing world had their lives changed. They are different reporters now and will approach development issues differently for evermore. ... Dozens of young journalism students who might not otherwise ever have visited Africa have not been immersed in a developing world experience. Their lives have changed as well, as will the direction they take in the journalistic careers. For now, it is difficult to measure that accomplishment, but it is important to highlight nonetheless.

The point to be taken from this discussion is that there is a tension here, perhaps evident in many media development projects and likely much more universal, between the desire and need for short-term and measurable results and the ambition for grander but more intangible indications of impact and success. These goals are not mutually exclusive, but, in the quest for more immediate satisfaction, the more elusive, long-term legacies can get lost or may not be fully appreciated. This may be especially true when there are numerable, external sources of funding and in an age of results-based management.

I think working with a university journalism program especially helps you to have the most long-term kind of impact you can have because you're working with the next generation of journalists. It's just it makes it difficult to measure your outcomes because they're a generation away. It could be a decade or more before those people really have an impact. That's especially true in a place like Rwanda where the current media environment doesn't lend itself to journalism graduates really shining and making a big difference in their society because it's really constrained. Those who have done really well in the program have a really good sense of why journalism matters and what impact it could have in Rwanda if given a chance (Thompson interview).

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\* Note, this number has now changed to more than 50 Canadian journalists as of 2010

I would argue that it is these more intangible benchmarks, while complex, are likely to be the most meaningful and substantial and will offer a truer reflection of the legacy of this project. For these reasons, the main focus of analysis of this project is on these more elusive accomplishments, recognizing that tracking these kinds of successes is more difficult, indeterminate and likely to be seen as subjective.

### **Blog Analysis**

The blogs were analyzed on the basis of six major themes or categories chosen to try to capture the extent to which participants engaged in the experience, what they learned and observed as well as what took place around the goal of media development. This is in keeping with the overall aim – as identified by the project’s founder -- of measuring the project’s success on the basis of public engagement and a growth in Rwanda’s media capacity.

The themes and a brief description of their parameters is as follows:

- **Journalism:** direct and indirect references to teaching journalism in Rwanda and working in Rwanda’s media sector; reflections on the state of Rwandan media
- **Rwandan affairs:** direct and indirect references to Rwandan political, social and economic affairs, description of the country, its people and events; general reflections about the country’s current status and future
- **Rwanda-Canada interconnections:** comparison of life in both countries, personal, social, political, economic connections between Canada and Rwanda, including a comparison of journalism in both locations

- **Genocide:** direct and indirect references to the 1994 genocide and its legacy
- **Development:** direct and indirect references to development issues; status and description of Rwanda as a developing country; logistics associated with living in the Global South; comments indicating an increased and broader understanding of development issues
- **Perceptual shift:** explicit or implicit acknowledgement of a change in attitude or opinion or a more concrete impact on the life of the blogger, resulting from experiences in Rwanda and knowledge gained through these experiences.

To try to provide a clearer sense of what these blogs contained, I analyzed the blogs on the basis of primary and secondary themes reflecting the proportion of each blogger's posts devoted to topics and issues that fit within these themes.

While there is considerable potential and innovation in studying blogs and using them as a barometer, this choice of approach also comes with some limitations and challenges. For example, the idea of selecting and plugging in major themes could be seen as constraining the amount and kind of content discovered. In the vast majority of cases, however, the blogs did include these themes, to varying degrees. I tried to acknowledge interesting or unusual remarks that didn't correspond to the themes in the notes about the individual blogs (see Appendix B).

Not surprisingly, there was a fairly wide range of styles in terms of the writing and approach. Some wrote their blogs as letters – in at least one case, a love letter to Rwanda, in another instance, as a series of letters to a fictitious journalism student. As the

project and blogs evolved, photos were added to enhance content. In the past two years, some blogs have emerged as platforms for journalistic work, with the interns (mostly current and recently graduated journalism students) and some of the instructors posting stories that had been published or broadcast. These were in the form of news articles and features, short radio documentaries as well as some multimedia pieces that combined audio, video and photographs.

Contrary to this variety, however, the range of experiences discussed in the blogs was more limited. Many of the project's participants visited the memorial genocide at Murambi, where an estimated 50,000 people were killed. Understandably, the accounts in the blogs indicated that everyone who went there was touched emotionally and forced to reflect on the genocide, how it happened and what it meant for the country today. As well, many of the interns and instructors explored parts of Rwanda as tourists. One of the biggest attractions and a topic of dozens of blog posts was the Mountain Gorillas in Virunga National Park.

The range of content was also narrowed by the fact that many bloggers focused their posts on the same topic or an aspect of a single topic for most of all of their posts. For example, as discussed in more detail below, several participants talked about Rwandan affairs consistently and only strayed once or twice into another theme. Others talked mostly about teaching journalism or the state of journalism and examined little else about their experiences in Rwanda. I'm not sure if this was a conscious decision or simply an unexamined pattern that emerged and, which may have inadvertently narrowed the scope of several blogs.



As well, the medium also likely influenced the nature of content. Because of the nature of blogging – usually seen as a form of a first-person essay on a topic or event -- many of the posts were quite personal (and at times, some might say, myopic, naïve and even narcissistic). As such, it was sometimes difficult to extrapolate wider meanings. Another factor to consider is that many participants likely read the blogs of those who were in Rwanda before them, as a way of preparing for the trip. This raises the possibility the early blogs established a certain model and expectation that others followed and also may have limited the scope of their content. Many said this was the first time they had ever written a blog. While this offers the potential for fresh perspectives, it could also mean a preoccupation with form over content and some confusion and perhaps reticence over the extent of personal disclosure of information and a consequent impact on the insights published online.

It should also be noted that the role of blogs in this project was not without controversy, especially with regard to donors.

It was a very tough sell to convince CIDA that having Canadian journalists go to Rwanda and teach journalism and blog about their experience that met public-engagement criteria. They weren't convinced of the merit of that. They were looking for more examples of outputs" (Thompson interview).

Despite some initial doubts about the value of blogging by both donors and some participants as well as the potential limits on content, the blogs that were analyzed also revealed some extremely thoughtful, constructive observations about Rwanda, about journalism as well as a questioning of Western values, an admiration of African community and a frank discussion about individual purpose.

Canadian journalist Claude Adams covered the genocide as a reporter and returned as a teacher. Here's what he gleaned from his time in Rwanda in 2007.

With the lessons out of the way, I asked the students to talk about themselves, their own life histories, and their own motivations. To my pleasant surprise, they were expansive and candid—more candid, in fact, than any students I've ever taught in Canada. And this is where my learning came. I learned things about how they viewed the limits of forgiveness: where the personal anguish and loss they suffered in the genocide came crashing up against the social imperative of national unity. One student gave me insight into reconciliation of the “heart,” as opposed to reconciliation by political decree. As they talked, they gave me hope that the next generation of Rwandan journalists does indeed have a strong voice and a social conscience that will help to break ground and heal wounds. All that's needed, perhaps, is a little more oxygen, a little more empowerment—an acceptance by authorities that the rewards of more open expression in Rwanda, may well outweigh the risks.

### **Measuring success through blogs: Major themes**

Of the five instructors whose blogs were analyzed, the two primary themes that emerged, in terms of the proportion of blog posts, were Rwandan Affairs and Journalism. While four out of five bloggers featured Journalism as their primary theme, compared with three out of five for Rwandan Affairs, the frequency of references for the latter was much more substantial (see table below).

For the five student intern bloggers, the overwhelming primary theme was Rwandan Affairs followed by posts about working in the media and observations about Rwandan journalism. Two out of the five interns mused about the connections between Rwanda and Canada as their secondary themes. Two others didn't have any significant secondary themes of note.

### Journalism Instructor blog analysis

<b>Blogger</b>	<b>Primary themes</b>	<b>Percentage of posts</b>	<b>Secondary themes</b>	<b>Percentage of posts</b>
Roger Bird	Journalism Development	71 28	Rwanda-Canada connections Rwandan affairs	43 28
Sue Montgomery	Rwandan affairs Journalism	46 37	Rwandan affairs Genocide	21 21
Claude Adams	Genocide Journalism	43 43	Journalism	57
Jim Handman	Rwandan affairs	100	No significant secondary themes	
Lynn Farrell	Rwandan affairs Journalism	64 27	Journalism Genocide	27 27

### Student interns/Young journalists blog analysis

<b>Blogger</b>	<b>Primary themes</b>	<b>Percentage of posts</b>	<b>Secondary themes</b>	<b>Percentage of posts</b>
Susannah Heath-Eves	Rwandan affairs Journalism	64 27	No significant secondary themes	
Garrett Zehr	Rwandan affairs Journalism	50 25	Rwanda-Canada connections	62
Cynthia Vukets	Rwandan affairs Journalism	73 37	Rwanda-Canada connections	18
Dan Robson	Rwandan affairs	87	No significant secondary themes	
Marion Warnica	Rwandan affairs Perceptual shift	71 28	Perceptual shift Rwandan affairs	28 28

With more than 140 Rwanda Initiative participants, most of whom hopped on the blog bandwagon (ranging from a single post for two dozen), there are more than 1,000 blog posts that could be assessed both quantitatively (using themes, through coding or some other methodology) and qualitatively, probing the content more fully and systematically. While my sample is small, I believe it is representative of the people who taught and interned. Below is a summary of the content contained in the blogs within

these themes and what these online posts revealed about the dynamics of the project and how they speak to the impact of the Rwanda Initiative.

### **Journalism**

Many of the posts about journalism focused on the mechanics and logistics of teaching of Rwandan students, including the frustrations attached to working at an under-resourced department (lack of classroom space and access to computers as well as difficulty arranging field trips). Also frequently mentioned were the challenges of teaching in English, what for many students was their third language. Cross-cultural teaching challenges came up frequently in posts as well. Here are the observations of one instructor stemming from a class discussion of “freebies” (gifts from sources or organizations):

In Canadian journalism we say, ‘Of course not.’ Well, said my students, if you have to cover, say, the opening of a new tea plantation, the only way to get there is in a vehicle provided by the company running the plantation. And the company will likely provide lunch too, as the reporter is often too poor to buy it. Otherwise no story (Bird, Jan. 17, 2006).

In addition to gaining understanding about the realities of working as a Rwandan reporter, the instructor learns the importance of empathy and concludes that ethics are situational.

While there was some consternation expressed about students’ frequent failure to show up on time or hand in assignments on deadline – a sacrosanct concept in journalism – as well as the need to build interviewing and story recognition skills, there was also considerable respect for the students’ maturity, their often sophisticated awareness of the political and social implications of journalistic activities, their aptitude for technology as

well as their enthusiasm for their chosen field, especially in the context of the personal tragedies and instabilities they experienced as children during the genocide:

My students are so eager to rebuild the media here – media that was not only complicit in inciting the genocide, but was decimated as journalists were killed or fled the country. They recognize that a free press is the cornerstone of democracy, and without it, Rwanda’s future is bleak” (Montgomery Feb. 10, 2006).

Through reporting assignments and field trips, many of the instructors tried to shape their classrooms into a microcosm of the environment they were preparing their students to work in. These experiences led to revelations about self-censorship – a product of historical fear and cultural sensitivities. For example, after a visit with male prison inmates, most of whom were incarcerated on genocide-related charges, one instructor is dismayed that her students didn’t even ask the men why they were there in the first place. She learns that her students didn’t want to embarrass anyone by asking such questions and so they instead chose to focus on the workings of the prison farm.

I explained that was part of being a journalist. Sometimes we had to ask difficult questions, and if the person chose not to answer, fine. But we have to ask. (Later, reading their stories, I learned a couple of things: 1) it wasn’t going to be easy to get across the point of asking tough questions, and 2) for all the talk of openness and reconciliation here about the past, there is still an awful lot hidden below the surface (Montgomery Feb. 23, 2006).

Similar observations about the challenges of working as a journalist, including low pay, a lack of respect for the craft and the impact of government pressure to produce positive news, were made by the instructors who also conducted training with journalists already working in the media, such as reporters at the newspaper the *New Times*.

Instructors were surprised by some of the story ideas their students selected because they countered their expectations of what should be covered. Instead of doing pieces about malaria or AIDS education – topics a Canadian journalist and audience may

be interested in, the students opted to pursue pieces on motorcycle taxis, an artists' co-operative, local musicians, online dating etc. At the same time, some instructors also learned that in spite of wide cultural gaps between Rwandans and Canadians, there were also many shared perspectives and interests among students: bad cafeteria food, student funding, safe sex and sub-standard accommodation.

More profoundly, some blogs also contained some tough questioning of the media environment, which perhaps lies at the heart of a project that aims to build media capacity.

I'll look at how they, and other Rwandan journalists, report on the genocide and its aftermath. Are they able, after these few years, to do their work with balance and fairness? Do they have the courage and the professionalism to 'speak truth to power' in dealing with a state whose post-genocidal agenda has a number of rough edges? (Adams, April 8, 2007).

Since the Rwanda Initiative describes itself as a media development project, one of its benchmarks lies in creating a more robust sustainable environment in which journalists can work. Some of these blog entries, ironically, highlighted some growing pains. Three Rwanda Initiative instructors, Claude Adams, Gary Dimmock and John Honderich became the target of government criticism because authorities felt the content of their blogs and other online columns crossed the boundaries of what they considered acceptable comment. Adams was not permitted to take on his assignment as a trainer with state-run TV Rwanda and instead taught at the university. Dimmock's posts, one of which questioned the intelligence of Rwanda's president, resulted in the Rwandan Information Minister sending a letter to the Rwanda Initiative founder announcing the intention to impose restrictions on Rwanda Initiative teachers, requiring them to register as foreign reporters. In his 2009 report to donors, Thompson quoted from the letter from

the Information minister: “Unfortunately, what started as a laudable initiative turned out to be a vehicle for tarnishing the image of our country in the name of press freedom.”

While the restrictions on participants have not materialized, it essentially put the project on notice and sent a message to be more cautious about the content of its blogs. However, Thompson says in a project like the Rwanda Initiative, censoring or editing the blogs would run completely contrary to its purpose. The tension between officials and participants remains a possibility. In the meantime though, Thompson says the clash of values may actually be beneficial:

In the long run, it maybe wasn't a bad thing to be able to demonstrate to Rwandans that you can criticize without there being formal censure. There was no formal reprimand or censure beyond expressions of disdain and outrage and disappointment. So it sort of set a high water mark for what can be said and done by outsiders (Thompson, interview).

While the Canadian students and recent graduates who went to Rwanda as interns also blogged about journalism, the focus on this theme was comparatively and considerably less than the attention instructors paid to the topic in their blogs. There were other differences as well, related to the fact that the interns, understandably, blogged from the perspective of actually working in the media in Rwanda. Even though they were young and inexperienced as journalists, some expressed concern about the quality of the reporting they saw happening at their assigned media outlets. For example, they talked about the failure to gather accurate quotes and facts, the lack of balance and respect for news values. One student was perturbed by a story that appeared with her byline even though she hadn't written it!

The concerns about the state of the media, including the self-censorship and insufficient professional standards were, however, tempered by an admiration for

Rwandan journalists who the interns felt were doing a remarkable job given the circumstances. Specifically mentioned was the difficulty they faced in getting people to agree to interviews, a reluctance of authorities to cooperate and the ongoing personal burden of the genocide. Others used their observations about Rwandan media and Rwandan affairs to question Canadian journalists who don't pursue hard-hitting stories either even though they can't use technological, logistical, economic or social limitations as an excuse. One student blogger also pointed out an error made by the Canadian Broadcasting Corporation in a story about the premiere of the film, *Shake Hands with the Devil*. In turn, he used this error to discuss the difficulty in getting Western media outlets to issue corrections and to bemoan the lack of multi-dimensional coverage of Africa by the mainstream media in Canada and elsewhere.

Two of the five student interns – both graduate students -- whose posts were analyzed, chose to use their blogs as platforms for the journalistic work they did while in Rwanda rather than posting entries discussing the media. Their blogs included a radio documentary, an audio slide show, a series of written profiles and several photographs.

### **Rwandan Affairs**

This was the most common and consistent theme in both the instructor and intern blogs. Granted, this was a very broadly defined category and somewhat of a catch all, which explains some of the frequency. As well, given that this was the first time many participants had been in Rwanda and that they were all journalists or soon-to-be journalists, the observations generated out of curiosity about their surroundings was probably to be expected. But, even taking these factors into consideration, the interest in



and education about what was happening in Rwanda – on many levels -- and how it affected the lives of participants and the people they met, was significant.

Rwandan affairs often took the shape of vivid description of what bloggers saw while travelling (by car, bus, motorcycle taxi and by foot), on a class field trip or while sightseeing (Lake Kivu, Virunga, Nyungwe). Judging from the number of times bloggers referred to it, there appeared to be a fascination with the way Rwandans transported things, such as women with huge, heavy baskets on their heads or men carrying everything from a vegetable harvest to a goat while riding a bike. The beauty of the landscape was cited frequently. Equally often, a description of the scenery was noted as a sharp contrast with the violence that took place during the genocide.

Rwanda's population is mostly rural which means the slaughter occurred all over the place, including these tiny hamlets that seem so remote, so inaccessible that you'd need divine help just to find them. It's so remarkably beautiful I can't fathom what went down here, it just doesn't make any sense at all. And you can't take it all in, all that amazing countryside without -or at least, often- thinking about the Genocide: It resides there in the hills, in the valleys, along the ubiquitous dusty red roads, with the people that walk them as if it's hewn into the landscape, physically, psychologically (Lynn Farrell, May 25, 2007).

The theme also manifested itself in descriptions of encounters participants had with regular Rwandan citizens – often the people they met while on reporting assignments, getting their hair done, through the students they taught and their colleagues at newspapers, radio and TV stations. Bloggers frequently focused on the children they met, perhaps in an attempt to talk about the country's current health and future prospects?

Within the theme of Rwandan Affairs, some of the other topics that came up several times included:

- Observations about how Rwandans tend to be polite, warm, kind, helpful, secretive, tardy, resilient, fun and community oriented.

- Descriptions of street children, traditional dancing, Labour Day ceremonies, evangelical church services, aerobics classes, lineups for voting, football games, basketball, a hospital, a school for the deaf,, cockroaches, chaotic traffic, a wedding, genocide memorials, a film festival, Rwandan food, the high level of physical contact among Rwandans (hand holding, hugging etc.), an incident of mob rule, a grassroots (gacaca) court and torrential rains
- Rwanda is praised for abolishing the death penalty, for banning plastic bags and criticized for alleged extrajudicial killings

It's clear the interns and instructors engaged in range of activities while in Rwanda. There was, however, certainly some commonality of experiences evident within the blogs and perhaps even something approaching consensus in the views about life in Rwanda. Some bloggers chose simply to observe, but most used their posts to present some thoughtful external and self-analysis.

### **Genocide**

Genocide was the primary theme for only one of the instructors. In that case, the instructor had covered the Rwandan genocide as a reporter in 1994 and, as result, he had taken an interest in seeing how the country was healing its wounds. For him, participating in the Rwanda Initiative became part of that broader journalistic and personal quest to seek answers about the massacres.

The genocide was a secondary theme for two of the instructors. It was neither a primary nor secondary theme for any of the interns.

The genocide was, however, certainly mentioned and included in several blog posts, especially when bloggers wrote about visits to genocide memorials.

I wasn't prepared for what I would see when the caretaker of the site turned the key in the lock and swung open the door. There, spread lovingly on low-lying wooden slates were the skeletons of the brutally murdered, exhumed and

preserved for the world to see. The caretaker, whose wife and five children had been slaughtered, opened room after room full of plaster-like figures, their horrified expressions frozen in time on cracked skulls. One held both hands clasped together in front of her face, as if in prayer. A tiny figure of a baby still wore a medallion of the Virgin Mary on a tiny piece of string around its neck. An adult figure wore a wedding band. Soft black tufts of hair clung to some skulls. Legs were missing feet.

For the first time since arriving here, the enormity of the genocide hit me and the tears came. My students have all been affected in some way by the genocide – either forced to flee or having lost many relatives, including parents and siblings. And while their stories have touched me, they are somehow easier to digest individually, than to view this extraordinary number of bodies captured in such an obvious state of terror (Montgomery Feb. 14, 2006).

Although these types of entries demonstrate the strong presence of the genocide, especially in the wake of a visit to a genocide memorial, this theme overshadowed by the more general category of Rwandan affairs. In the case of instructors, genocide, as a main focus, took a backseat to blogs that discussed teaching journalism, Rwandan journalism students and Rwandan media. Again though, this shouldn't suggest the genocide didn't factor into the blogs. Instead, references were subtler and often entwined with descriptions and observations about other facets of Rwandan life. For example, several of the blogs about teaching, included some reference the students and the impact of the personal impact of the genocide. In this respect, genocide references, like the genocide legacies, were actually pervasive.

### **Development**

Very few of the bloggers and blogs analyzed zeroed in on development as a topic. When it was raised, it was often in the context of frustrations with a lack of development manifested by difficulty in getting connected to the Internet, electricity outages, poor roads, and other infrastructure-related woes. Some mused about the nature of development and underdevelopment in terms of the level of ownership of consumer

goods such as televisions, cars and computers, the absence of Western fast-food franchises, and the reliance on foreign aid.

One instructor specifically mentioned United Nations statistics on population density and turned that topic into a fairly thoughtful discussion about the linkages between deforestation, erosion, intensive agriculture and large families – all this while on a tourism excursion through one part of the country. Other bloggers used their posts about visiting Rwanda's Mountain Gorillas as food for thought about development (tourism, local economic stimulation, more general economic malaise and poachers)

Some bloggers discussed development in the context of where Rwanda fit as a developing economy and, as a result, those posts fell under the theme of Rwandan affairs.

### **Rwanda-Canada connections**

Blogs directly connecting Rwanda and Canada – either concretely or in terms of more philosophical associations – were not common. At the most, this emerged as a secondary theme for three out of the 10 bloggers – one instructor and two interns.

It came into play, at times, when bloggers mentioned or questioned how their fellow Canadians would react to what they were seeing and experiencing in Rwanda, often in the context of journalism. For example, some wondered how Canadian journalists would respond to learning in a second or third language, to reporting in situations where resources were limited, where sources were uncooperative and when salaries were tight.

When comparisons were made, Rwanda most often, came out ahead of Canada. This was especially true in terms of inter-personal relationships, creativity, maturity and

overall attitude about life. The empathy Canadian instructors and students gained from their time in Rwanda appeared to create a kind of idealism.

One student blogger felt that Rwanda was significantly ahead of Canada in the gender composition of its Parliament and also showed more progressiveness ahead in its efforts to clean up the environment, noting the 2005 ban on plastic bags.

### **Perceptual Shift**

This category was created in an attempt to determine if the Rwanda Initiative was fulfilling some of the project's loftier goals, more specifically, to try to determine if participating in the project changed perspectives and also if that was somehow channeled into their journalistic and other outreach work. In some cases, a shift was clear.

Rwanda is fabulous! The people, the culture, the history – every second has made for a memorable experience. When I think about the perception I had of this country before I left home, it makes no sense up against the reality I am now living. Forgive me my ignorance, but the truth is before I got here I thought of Rwanda in terms of genocide, Don Cheadle and Gorillas in the Mist. I must say though, in all of my travels, I have never felt so safe and so comfortable so immediately. (Kyla Pearson, May 30, 2007)

More often though, this turned out to be one of the more tricky areas to categorize because a perceptual shift, if it isn't explicitly identified by blogger, required some reading between the lines. In part, because of this reason, when reviewing the blogs, it only emerged as a dominant theme by one of the interns.

In her blog, Marion Warnica, a graduate journalism student, struggles with the fact that she gets certain privileges, such as easier access to events she's covering as a journalist, because she is white. She also writes about the conflict she experiences resulting from her reluctance to pay taxi drivers a higher fare – again, an expectation because she is a Westerner – or to give money to a street child. On the one hand, she is frustrated because she is a student back in Canada and doesn't have much income, but

she also knows she is relatively rich in the context of Rwanda. This particular blogger writes as well about what she has learned about the human capacity to live through the worst of times. Over the course of her time in Rwanda, she realizes a pattern of sitting back and taking the path of least resistance. After her experiences in Rwanda she feels she has the confidence to dance to her own tune.

Beyond this blogger, however, no one else within the group analyzed mentioned a perceptual shift sufficiently often or clearly to warrant it becoming a secondary theme for them.

As challenging as this was though to categorize and substantiate, I believe it was still clear that many people emerged from their work in Rwanda more educated about the country and about at least one part of Africa. Conveyed in the frequency of references to Rwandan affairs and in the qualitative (often anecdotal) content of the blogs, the experiences often led to a better understanding of the culture, social, political and economic dynamics of the country they were starting to explore or had visited previously as journalists. For some participants, this new knowledge and awareness was translated into some profound realizations about themselves, their place in the world, as well as human nature. But, because they may not have explicitly stated these realizations as a perceptual shift, some interpretive liberties may be required if they are to be put in this category in future research.

In some cases, the perceptual shift meant raising questions rather than discovering the answers. In her final blog entry, written as an experiential epilogue, *Montreal Gazette* photo editor, Lynn Farrell, wrote about the impact of visiting the genocide memorial at Murambi.

I've heard more than one person say that in a situation like that, like in Rwanda where violence "held sway", under those circumstances of propaganda and threat and certain death, that they don't know what they'd do, meaning, I suppose, that they don't know who'd they'd be in all of that. This always strikes me as odd: odd because it had never occurred to me that I'd do anything other than what was right, be anyone other than who I am, who I've been raised to be. Like to think I'd count myself among those people who refused, those Hutus, "moderates" who refused to kill and died early on during the Genocide. I'd like to think I'd be in that camp. Clear-cut moral imperatives. I'd like to think that. ... Is it all cut in degrees, part misery and hope and wonder and caution and faith and fear and danger? I left Canada with no expectations. I leave Rwanda groping for answers.

By the end of the blog, Farrell wonders about Rwanda's future prospects and asks how people can learn tolerance and acceptance if everyone is supposed to be the same (a reference to government policy to treat everyone as Rwandans and to forbid the mention of ethnicity).

### **Conclusions**

One of the chief criticisms of journalism by both media practitioners and audiences is the lack of follow up on stories. People and events often only make the news for a moment and are seemingly forgotten by the next day. Our record of current affairs, like our attention spans, is shrinking. When I first proposed this paper, my goal was to provide some follow up on a project that I had personally participated in and was curious to learn how it had fared in the four and a half years since it came to fruition. While the project has received a fair share of media coverage, from what I could find, there was a dearth of analysis – journalistic and scholarly – about the impact of the project and its level of success. My goal was to fill some of that void.

As discussed, just as success can take several shapes, there are also numerous ways to assess the accomplishments of this project. Originally, I wanted to do interviews with participants, both in Canada and in Rwanda. But, time and resource constraints as

well as a lack of formal tracking mechanisms within the project, made this approach unfeasible. However, moving forward, I believe interviews, especially with Rwandan participants, are a vital complement to this work.

I chose to examine what the Rwanda Initiative founder considers to be the only “institutional record” of the project, its blogs. I made this decision partly out of convenience – an analysis of blogs didn’t require any new information gathering at this time, but also because of the focus placed on the online musings by project organizers. As well, given the changes affecting the fields of journalism and communication, I thought it was important to consider the role of new media, within which the blogs fit, as both a force to be reckoned with and as a potential tool in journalism and development. Within the context of the blogs, I decided it was important analyze a selection of authors (project participants) and their posts on the basis of themes. These themes – journalism, genocide, Rwandan affairs, development, Canada-Rwanda connections and perceptual shift – were informed by a conception of success outlined in some early project reports to donors and in an interview with the project’s founder, Allan Thompson.

I noted some of the more easily measurable indications of success, outlining the project’s history and comparing some of its activities and outcomes with its goals. But, as a media development project, the Rwanda Initiative’s vision was also defined in terms of its impact on journalism in Rwanda as well as the effect on the perceptions of Canadian participants and how these experiences in turn, would inform their careers and lives. These more intangible impacts became the focus of this stage of my research.

Taking the 10 bloggers and 109 blog posts that were analyzed – about one tenth of the material posted online -- I believe there can be little doubt that participants were



clearly interested in what was happening around them learned a great deal about Rwanda. The proportion of the blogs devoted to Rwandan affairs dominated all the other themes. This kind of engagement fulfills one of the chief ambitions of the project. And, while the authors of these blogs were mostly Western outsiders and could never compete with insider's knowledge and perspective, from these posts, there emerges a vivid, frank and reasonably complex picture of life in this Central African nation. If participants had preconceptions, they often appeared willing to set those aside in order to learn about what they were witnessing and experiencing. While many bloggers mentioned the genocide – understandably given the loss of life, the memorials marking the event and the media coverage (albeit belated) of the events of 1994 -- for the most part, they portrayed Rwanda as a country, despite its continued struggles, setbacks and secretiveness, that was somehow moving beyond its dark past through initiative, reconciliation, hope and creativity. The medium of blogging – which, in this project took the form of both personal reflections and journalistic pieces – appeared to lend itself to revealing and recounting the stories of individual Rwandans. In this respect, blogging allowed a more intimate perspective and one that might prove more accurate and effective for those who want to understand where Rwanda is at this time and how they may best assist in rebuilding the country.

Creating and strengthening media capacity was one of the primary goals of this project. This has been difficult to assess given the lack of access to Rwandan students and journalists and to the teaching evaluations. Some recent Rwandan journalism graduates are now working in the media and also in some high-profile communications positions (government and NGOs), which could be seen as one clear sign of success. To counter

that though, there are continuing restrictions placed on the Rwandan media by the government (Armijo), project participants who have landed themselves in trouble because of their blog content and indications of ongoing self-censorship (some of which was addressed in blog posts). Success, in this area of the project, is perhaps a matter of perspective.

It's impossible really to gauge what impact the project has had on the media environment in Rwanda because, if anything, the media environment in Rwanda has gotten worse while we were there. So if you were looking for a causal relationship than you could say the project has had a negative impact. But you can't measure it that way. ... Anecdotally, I think we start measuring it in terms of the individual students who have flourished and benefitted from the presence of visiting lecturers in Canada (Thompson interview).

The activities and experiences of instructors and their Rwandan students, documented in the blogs, suggest knowledge and skill transfer and evidence of constructive journalistic output – both in terms of classroom assignments and work by Rwandan students published in Canadian media. Beyond providing students with the infrastructure to complete their degrees (partly by supplying lecturers for courses that wouldn't have otherwise taken place) and equipping them with more professional training and some of the practical and intellectual tools of the trade, little more is known about the project's impact on Rwandan journalists. It's likely these recent graduates are making a difference within the news organizations they are working in and through that, contributing to the wider media environment. However, a true assessment will require the passage of time and, in the meantime a more formal attempt to gather information about their activities and views.

While this paper has attempted to define success mostly on the basis of analyzing participants' blogs, it is important, in future work, to acknowledge some of the lessons

learned, as indicated by project organizers and participants. Some of this information will could come from surveys of participants and communication with donors and partner organizations. A detailed discussion of these is beyond the scope of this paper.

For now, a list of some outstanding issues and questions that could be considered:

- Project sustainability: the capacity of faculty at the National University of Rwanda's journalism program to fully and effectively deliver the current curriculum without the outside assistance of visiting lecturers. As well, a requirement here would likely be the involvement of Rwandan faculty in revising and possibly expanding the curriculum to best reflect domestic needs
- Donors: the need for some donors to widen their definition of media development projects from a development information orientation in which Western reporters acquire expertise in covering the Global South, to programs that focus on actually building the capacity of the media in the developing world
- A potential model: Given the level of interest in being part of this project, at least on the part of students and instructors, it could be worthwhile to investigate whether this project could be adapted as a potential model for other journalism programs in transitional economies. Are there are other comparable projects? If not, why not? If so, what are the lessons learned from these other initiatives and, if there is interest in launching something resembling a Rwanda Initiative, what needs to be in place for this to happen?
- Future research: the focus on blogs could lead to further work on the potentials and pitfalls of new media in development projects. Additional, more extensive and more systematic analysis of blog discourse could form the basis of inquiry in several areas, including the dynamics of media and development, pedagogical implications of cross-cultural teaching, differences in motivation of instructors, interns and students and the implications of this within an overseas educational exchange. An exploration of how young journalists experience reporting in a foreign environment could also prove valuable and interesting

What will come of these short bursts (most participants spent a maximum of two months in the country) of educational cultural immersion? At this point, it's still difficult

to say how the Rwandan experience has been manifested and how it will become a presence in the work of Canadian journalists. However, an early indicator of this impact may be found in the preliminary results of an electronic survey that I sent out during the final week of May 2010 (see Appendix C for survey questions) to almost all of the 140 plus instructors and student interns (with the exception of about 10 e-mail bounce backs). The purpose of the survey is to help further determine the nature of their instructors and interns' experiences in Rwanda and the impact their participation has had on their careers and, more broadly their personal and world views. They were given one week to respond and, in the end 58 (more than 40 percent of the former instructors and interns) completed the survey. The perspectives gathered from these responses will inform future research.

For now, it should be noted that of the 55 participants who responded to a survey question asking if Rwanda Initiative had an impact on their current activities, 41 said there was a link – direct or indirect – between their time in Rwanda and what they were now doing in their lives. A more sophisticated longitudinal study would be required to more clearly assess the Rwanda Initiative's legacies. At this point though, I believe this represents the start of efforts to quantitatively and qualitatively substantiate the scope, challenges and potential legacies of this media development project.

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Note: the blogs cited can all be found by following links on the Rwanda Initiative web site: [www.rwandainitiative.ca](http://www.rwandainitiative.ca)

## Appendix A

### Rwanda Initiative Goals and Outcomes

Goal*	Actual outcome
<p>To set up a program in which Canadian journalism instructors go to Rwanda for short periods (usually four to six weeks) to teach courses at the School of Journalism at the National University of Rwanda. The initial target was to send 16 instructors to Rwanda over a two-year period (the initial mandate and funding time frame for the project)</p>	<p>Twelve visiting lecturers went in 2006 and that number has since grown to about 56 instructors, most of who come from Canada, but others from the U.S., East and Central Africa. Some instructors have done repeat visits because they enjoyed the experience so much. This, says Thompson, is one indication of the project's sustainability.</p>
<p>To establish a program in which Canadian journalism students travel to Rwanda during the summer term (usually for six to eight weeks) to do volunteer internships at Rwandan media outlets. Again, there were no specific targets set at beginning of project as organizers assessed how the initial 10 interns fared in 2006 and the reception they received by Rwandan journalists.</p>	<p>This facet of the Rwanda Initiative was also launched in 2006. About 70 students have participated with an additional 12 more expected to intern in Rwanda in the summer (May-August) of 2010            Note: As one measure of interest in the project, of the 12 placements that were available in 2009, more than 50 students applied for these spots</p>
<p>To establish a more genuine exchange program (although the number of Canadian interns still far exceeds that of African participants) in which Rwandan journalism students and journalists come to Canada to either participate in internships at Canadian news outlets or study graduate-level journalism at Carleton University (Master's degree program)</p>	<p>In 2008 and 2009, in partnership with the New College at the University of Toronto, the Metroland Media Group, Embassy newspaper in Ottawa, the Ottawa Citizen, CBC Radio and Carleton University, the Rwanda Initiative brought six Rwandan journalists to Canada to spend three months as journalism interns. As of 2010, four Rwandan journalists have studied journalism. Two have completed their master's degrees. An additional two students have been offered admission in Carleton's graduate journalism program.</p>
<p>To increase coverage of Rwanda in Canadian media outlets.            As the program evolved, there was an expectation that participants would produce two works of journalism while in Rwanda for dissemination in Canada.</p>	<p>Through this project, articles about Rwanda have been published in the Toronto Star, the Ottawa Citizen, the National Post, Montreal Gazette, the Kitchener Record, the Vancouver Sun, the Philadelphia Enquirer as well as other</p>

	<p>print publications. There have also been documentaries aired on TV and radio through the Canadian Broadcasting Corporation (The National, CBC Newsworld, CBC-Vancouver, CBC Ottawa, the Current, Dispatches, Radio-Canada and Radio-Canada International) and CTV's Canada AM show.</p> <p>Many participants exceeded the goal of producing two works of journalism that have been published, broadcast or posted on the web.</p>
<p>Public outreach through activities of Canadian participants upon return home.</p>	<p>Many participants have done media interviews about their Rwandan experiences. Many have also done public-speaking engagements.</p> <p>There was not as much formal public outreach (a series of scheduled talks) as initially anticipated however, due to the work commitments of Canadian journalists, i.e. the demands of their jobs made it difficult to spend more time on the project when they returned home. No specific record, however, of the number of interviews or speaking engagements has been kept.</p>
<p>Produce at least 32 digital video segments about life in Rwanda, including local schools, cooking, children's games, farm life, and community events.</p>	<p>The objective proved to be unfeasible because of "logistical constraints" in Rwanda. However, by mid-2009, some technical and logistical barriers were overcome and video segments began to be routinely published on the Rwanda Initiative website.</p>
<p>The participation of some Canadian news photographers sparked the idea of bringing a project, known as Photosensitive, to Rwanda. The project was founded in 1990 by two journalists at the Toronto Star as a non-profit collective of photographers who wanted to visually explore social justice.</p>	<p>The Rwanda Initiative and PhotoSensitive worked together in December 2007 to shed light on Rwanda's struggle with AIDS and capture individual stories behind the pandemic. The photographers spent 10 days in Rwanda, gathering photos and training Rwandan photojournalists to produce photo essays. The work results in publications in Rwanda and a Canadian photo exhibition.</p>

<p>Rwanda Now: Improving Journalism one story at a time</p> <p>An innovative training project, that included advance “pitch labs” for participants was proposed to build on the momentum of the Rwandan Initiative work three years into the project and to continue building the skills of Rwandan journalists by working with international experts. The stated goals included: seeing 20 print reporters turn their story ideas into published pieces; 15 radio reports to produce three radio shows and six TV reporters to assemble two short television documentaries. This work was supposed to be distributed throughout Rwanda and disseminated through the project’s main website.</p>	<p>The intensive week-long conference took place in Rwanda in July 2008, sponsored by the Canadian Embassy in Rwanda’s Fund for Local Initiatives and a Canada-Rwanda internship program. More than 75 journalists applied for one of the 44 positions available in the training workshop. Besides focusing on basic skills, the trainers emphasized health, science, technology and rural reporting. More than a dozen media trainers from across Africa and Canada took part and there were several keynote speakers as well as an exhibition of the work produced during the week.</p> <p>According to a report by one of the conference organizers: “The print stories made it into the 16-page conference newspaper <i>New/Nouvelles Initiatives</i> and reporters were also free to use the work in their own publications. Seven of the radio stories were broadcast on Radio Salus (some translated back from English or French into Kinyarwanda to better reach the local audience) and some may have also been played by the reporters’ own stations” (Robinson).</p> <p>The hands-on training produced more than 45 original works of journalism that met international standards of balance and accuracy (Robinson). x</p> <p>Reports on the event indicate that informally, contacts between Rwanda Initiative trainers and their former students have lead to more than six Rwandan reporters having stories published in <i>The National Post</i>, <i>The Globe and Mail</i>, <i>The Ottawa Citizen</i> and broadcast on Radio Canada.</p>
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<p>Participants to post 25 blog entries (three per week during an eight-week placement)</p>	<p>This figure proved to be unrealistic (several bloggers only posted a single entry) because of technical and resource constraints. Up until late 2008, there was no Internet service at the home rented for the project in Kigali and there is reported to be no Internet service in Butare yet. The process of posting blogs proved to be onerous for the Carleton-based webmaster and the consequent lag between the time blogs were written and posted frustrated many participants.</p> <p>The blogging platform was changed in 2009 to make it easier to students to have their entries posted. As well, entries now more photos and multimedia.</p> <p>Project organizers say that, in hindsight, more attention should have been paid to providing resources for the design and maintenance of the website.</p>
<p>The Great Lakes Media Centre in Kigali</p>	<p>Created in 2008 through the efforts of several people, including a former director of the School of Journalism at the NUR. The Rwanda Initiative helped with initial curriculum design and has been sending teachers to the Centre. Dozens of Rwandan journalists have attended night classes and workshops held by visiting instructors.</p>
<p>Teaching certificate program (Note: This was inspired by the Rwanda Initiative and assisted by the project's infrastructure and previous work, but is a separate program)</p>	<p>Carleton University's Education Development Centre developed and administered a 30-hour teaching certificate program for 12 journalists in Kigali. Entry was competitive. The first certificate program was held in February 2010 and another is expected in the near future.</p>

\*It should be noted that beyond the set up of a visiting lecturer and student internship program, most, if not all of the other outcomes arose organically, out of experiences on the ground in Rwanda and out of requests and ideas from the project's founder, from Rwandans and from Canadian instructors and students.

## Appendix B

### Analysis of Rwanda Initiative Blogs

<p><b>Blogger:</b> Roger Bird</p>	<p><b>Notes:</b> Blogger is a retired Carleton Journalism professor and one of the first instructors to participate in the Rwanda Initiative. He was in Rwanda in January and February, 2006. Total of seven blog posts. Main primary themes: Journalism 71% Development 28% Main secondary themes: Rwanda-Canada connections 43% Rwandan affairs 28%</p>	
<p><i>Blog post title and date posted</i></p>	<p><i>Main themes i. primary, ii. secondary</i></p>	<p><i>Description, quotes and summary</i></p>
<p>“A note to Max” Jan. 13, 2006</p>	<p>i. Development  ii. Journalism</p>	<p>focuses on “electrical logistics,” i.e. lack of ability to get online and inability to charge equipment because of incorrect adaptors and inadequate classroom set up at the university writes blog in form of a letter to a fictitious Canadian journalism student hopes to pick up technical tips about what journalism and journalism teaching are like in Rwanda (described as “this beautiful county with the catastrophic history.”)</p>
<p>“Journalism Ethics” Jan. 17 2006</p>	<p>i. Journalism  ii. Rwanda-Canada connections</p>	<p>account of first class at National University of Rwanda, teaching ethics central question under discussion revolved around “freebies” and if it’s OK to take gifts from sources or organizations “In Canadian journalism we say, ‘Of course not.’ Well, said my students, if you have to cover, say, the opening of a new tea plantation, the only way to get there is in a vehicle provided by the company running the plantation. And the company will likely provide lunch too, as the reporter is often too poor to buy it. Otherwise no story. Conclusion: “Your ethics are heavily affected by where you stand on the Earth.” (situational)</p>
<p>“Trip to Kigali” January 19, 2006</p>	<p>i. Journalism</p>	<p>insights from first visit to New Times newspaper and conversation with the newspaper’s managing editor problem include the view that journalism isn’t regarded as a serious profession in Rwanda due to</p>

	ii. Rwandan affairs	<p>government pressure, low pay and lack of professional standards and training</p> <p>blogger wants to know if it's possible to include opposing views in stories, especially when they would be counter to those of Rwanda's president</p> <p>play-by-play account of bus trip to Kigali, description of people busy working, travelling, transporting goods</p> <p>Observations of population density (every square centimetre of land cultivated, no forest remaining)</p>
<p>"Election day ethics" Jan. 23, 2006</p>	<p>i. Journalism</p> <p>ii. Canada-Rwanda connections</p>	<p>describes ethics classes he taught and concludes that only the education of journalists and of the public by journalists could encourage, though not enforce ethics</p> <p>discusses impact of encouraging students to present their own ideas rather than simply listening to a lecture</p> <p>compares Canadian and Rwandan students and is impressed by Rwandans' maturity and more sophisticated awareness of political and social implications of journalistic activities</p> <p>mentions challenges of learning in English (for most students a distant third language) and legacy of the genocide: "I can only guess at their family histories, since almost everyone here grew up in a world shattered by the genocide."</p> <p>blog post title refers to fact there was a federal election in Canada taking place that day and how that event was used to talk about ethics and responsibility of media</p>
<p>"Breakthrough" Jan. 31, 2006</p>	<p>i. Journalism</p> <p>ii. Rwandan Affairs</p>	<p>cross-cultural challenges of teaching journalism in English and of initial difficulty in translating some concepts (panel discussions, stock market)</p> <p>description of animated class discussion and good reasoning of students who were debating an ethical dilemma of a business reporter</p> <p>"Someone made the point that the underlying lesson about journalism was you're always learning something new in this trade. These Rwandan students learned several new things over two short days. And they made at least one prof feel less like he was presenting a cardboard replica of a course instead of the real thing."</p>

		Talks about his interest in bird watching and provides an update on latest sightings
“Long weekend road trip” Feb. 7, 2006	i. Development  ii. Rwanda-Canada connections	describes excursion by Canadian instructors to town of Kibuye and uses trip to discuss development issues and to cite UN statistics on population density “Around me on the trip was a four part equation between forests (disappearing), erosion (severe), agriculture (intense) and population (growing). People marry young and love large families. For example, our class representative is one of 11 children in his family. More people means fewer trees, more agriculture and erosion, less land available for more people. Equals less food.”  Points out that because most Canadians are relatively rich they don’t often think about these kinds of development issues (see above) compares voter turnout between Rwanda (where it appears to be higher) and Canada after noticing long line ups of voters for local elections
“Preparing to say goodbye” Feb. 25, 2006	i. Journalism  ii. Genocide	describes class field trip and expresses pride in students who, by end of his course, are starting to develop stronger journalistic instincts (cites specific example of students pressing a PR person for World Food Program to acknowledge, despite government denials, there was a famine in a particular area) students hoping to stay in touch and requesting help with pitching future stories hopes Rwanda will allow students to constructively use their education talks about the house guard where he’s staying and how he has taken in two orphans after their parents were murdered in the genocide
<b>Blogger:</b> Sue Montgomery	<b>Notes:</b> Blogger is a journalist at the Montreal Gazette. She was among the first Canadian instructors in Rwanda in 2006 and returned in 2007. Total of 24 blog posts Main primary themes: Rwandan affairs: 46% Journalism 37% Main secondary themes: Rwandan affairs 21% Genocide 21%	

<i>Blog post title and date posted</i>	<i>Main themes i. primary, ii. secondary</i>	<i>Description, quotes and summary</i>
<p>“First day jitters” Feb. 7, 2006</p>	<p>i. Journalism</p> <p>ii. Rwandan affairs</p>	<p>describes her first class where she encountered a lack of resources (no classroom), outlines plan for course she’ll be teaching including field trip to prison farms, session of community courts.</p> <p>describes excursion with fellow Canadian instructors to Lake Kivu: beautiful scenery, people with enormous loads on their heads or on bicycles (and how all this compares to Canadian landscape, roads system etc.)</p> <p>learns, through a profile-writing assignment, that most of her students lost family members during the genocide -uses blog about trip to Nyungwe Forest to discuss her encounter with a park guide and reveal his experiences with the genocide (father’s throat slit in front of him) -visit to genocide memorial at Murambi (technical school where 50,000 Rwandans took refuge)</p>
<p>“Sticking to the Program” Feb. 10, 2006</p>	<p>i. Journalism</p> <p>ii. Rwandan affairs</p>	<p>Excited about class assignment in which students go into town and find a story. Already surprised by differences in story ideas (while she thinks stories about malaria, AIDS education would be interesting, her students chose to pursue stories about motorcycle taxies, an artists’ co-operative etc.)</p> <p>“My students are so eager to rebuild the media here – media that was not only complicit in inciting the genocide, but was decimated as journalists were killed or fled the country. They recognize that a free press is the cornerstone of democracy, and without it, Rwanda’s future is bleak.”</p> <p>comments on need to think outside the box when it comes to teaching in Rwanda and acknowledges the challenge of getting students to pay attention rather than surf the net, check e-mail and download music surprised by contrast between students’ knowledge</p>

		<p>of and aptitude for computers and technology and their home lives (many grew up in villages with unreliable electricity)</p> <p>Rwandan concept of time and how it differs from Western version (in response to showing up for a swimming lesson she promised to some local residents only to find they weren't there). Talks about likelihood of lower stress levels and stress-related health issues related to less priority on time and sticking to a schedule</p>
<p>"A Valentines blackout" Feb. 13, 2006</p>	<p>i. Rwandan affairs ii. Rwanda-Canada connection</p>	<p>humorous account of preparations for a party in which students were invited and ability of her class to improvise and persevere while attending a party when there was an electrical blackout comments that Canadian students would have been less persistent and creative if faced with the same circumstances (and in fact, would likely have gone home)</p>
<p>"Forest of ghosts" Feb. 13, 2006</p>	<p>i. Rwandan affairs ii. Genocide</p>	<p>describes journey to Nyungwe Forest National Park, including scenery, aftermath of car accident, the rainforest, the situation with elephant poachers, weather in the park encounter with park guide, a 30-year-old father of two who saw his father's throat slit during the genocide (family was being sheltered in a church); ongoing nightmares; fact that the rainforest where he works was once a refuge for many Rwandans who managed to survive on what they found in the park</p>
<p>"Memorial" Feb. 14, 2006</p>	<p>i. Genocide  ii. Perceptual shift</p>	<p>Describes visit to genocide memorial at Murambi, a technical school where 50,000 Rwandans took refuge during the genocide. Notes that, for the first time since arriving the enormity of the genocide struck her "I wasn't prepared for what I would see when the caretaker of the site turned the key in the lock and swung open the door. There, spread lovingly on low-lying wooden slates were the skeletons of the brutally murdered, exhumed and preserved for the world to see. The caretaker, whose wife and five children had been slaughtered, opened room after room full</p>

		<p>of plaster-like figures, their horrified expressions frozen in time on cracked skulls. One held both hands clasped together in front of her face, as if in prayer. A tiny figure of a baby still wore a medallion of the Virgin Mary on a tiny piece of string around its neck. An adult figure wore a wedding band. Soft black tufts of hair clung to some skulls. Legs were missing feet.</p> <p>“What astounds me now, is the ability of humans to move beyond this evil period of history. People, at least on the surface, appear to be happy and living in peace and are genuinely hopeful for the future. But every once in awhile, a hint of the damage leaks through. The local man accompanying us on our visit to the memorial, for example, reeked of alcohol but didn’t appear drunk. Yet there was something vacant about him, as if some part of him had shut down. It’s a wonder there isn’t an entire population just like him.”</p>
<p>“One person’s story” Feb. 20, 2006</p>	<p>i. Journalism</p> <p>ii. Genocide</p>	<p>more details of class exercise where students had to suggest and find stories In terms of using this as an educational tool:</p> <p>“This was the first practical experience the students had ever had. Much of the education here consists of sitting in a classroom, listening to a professor drone on about theory (according to at least one student). That, of course, is no way to teach journalism, which one learns simply by doing over and over again. So they were pretty excited about playing reporter.”</p> <p>-became apparent that there’s self-censorship</p>

		<p>taking place, i.e. students didn't want to write anything that would upset police (story about mini-taxis)</p> <p>While students can talk about theory of roll of free press in democracy and need to improve things, in practice the situation is more complex.</p> <p><b>"It's going to take some courageous journalists to push the envelope ever so slightly, and see what the fallout will be. Perhaps there will be no serious consequences prompting others to follow suit. Petit 'a petis, as they are so fond of saying here. Little by little."</b></p> <p>notes legacy of genocide on the media:  <b>"It illustrated one of the biggest hurdles the media have to overcome here. I think there is a lot of self-censorship, which clearly stems from a violent history during which people were killed simply for who they were, let alone what they said."</b></p>
<p>"A visit to the New Times" Feb. 22, 2006</p>	<p>i. Journalism  ii. Genocide</p>	<p>Describes visit to the offices of the newspaper, the New Times where meeting with journalists turns into a discussion about intimidation, self-censorship. Conclusion by participants that change will come slowly and only with training and education</p> <p>Mentions an employee of the papers said that the public doesn't understand role of the media given that radio and print media encouraged Hutus to slaughter Tutsis and moderate in 1994.</p> <p><b>"As a result, there isn't a lot of trust in the media right now, and people tend to fear talking to journalists. Some even demand money in return for an interview."</b></p>
<p>"It's hard to be a journalist" Feb. 23, 2006</p>	<p>i. Journalism ii. Genocide</p>	<p>Describes a class field trip to a prison where inmates were found guilty of or awaiting trial on charges of genocide</p> <p>Surprised by focus on prison farm and reluctant to ask basic question of why the inmates were there in</p>



		<p>the first place?</p> <p>Learns about reluctance to embarrass prisoners by asking a personal question.</p> <p>“I explained that was part of being a journalist. Sometimes we had to ask difficult questions, and if the person chose not to answer, fine. But we have to ask. (Later, reading their stories, I learned a couple of things: 1) it wasn’t going to be easy to get across this point of asking tough questions, and 2) for all the talk of openness and reconciliation here about the past, there is still an awful lot hidden below the surface.”</p>
<p>“An electrifying lead” Feb. 23, 2006</p>	i. Journalism	<p>Details another visit to the New Times, frustration at pace of training and short account of how she helped a couple of reporters with leads and focusing on impact rather than process</p>
<p>“Field trip royale” Feb. 28, 2006</p>	<p>i. Journalism</p> <p>ii. Genocide</p>	<p>Account of field trip where students got to see famine firsthand and the revelation by some students of their potential for having a positive impact on their country through their work</p> <p>Amazed by ability of students to laugh and joke and have fun given the horrible things many of them experienced as teens</p>
<p>“Gorillas in the hall” Feb. 28, 2006</p>	<p>i. Rwandan affairs</p> <p>ii. Development</p>	<p>Describes sightseeing trip to Virunga to go on a gorilla-watching trek</p> <p>Recognizes that gorillas are a key part of tourism and development (employment, local economy)</p>
<p>“The Umuzungu strikes again” Jan. 12, 2007</p>	<p>i. Rwandan affairs</p> <p>ii. Development</p>	<p>Description of what it looks and feels like to be back in Rwanda for a second time – riding a motorcycle taxi, lush scenery, the way people transport goods and greet each other.</p> <p>Reflects on changes, i.e. plastic bags now banned</p> <p>Developing country logistics: Frustration at being unable to communicate because of inability to get cell phone to work and lack of Internet at the house she’s staying at.</p> <p>New wireless Internet capacity in Rwanda seen as</p>

		juxtaposition between the lack of development in most other parts of the country
“Nothing is simple” Jan. 13, 2007	i. Rwandan affairs ii. Development	Similar to previous post in which blogger talks about her frustration with not being able to communicate with outside works. Searches for a cell phone that works and describes the frustrating process of finding one.
“Classes? What classes?” Jan. 17, 2007	i. Journalism  ii. Rwandan affairs	Describes experience of being back in the classroom and fact that it took two days for everyone to show up (although she discovers later there were legitimate reasons for the absenteeism and tardiness. Surveys class on what they want to do with their journalism education and finds answers are refreshing and honest. “One wants to do international reporting, to explain the problems of Africa to the rest of the world. Another wants to help rebuild Rwanda through educating the masses. All want to restore the reputation the media had before it turned into a Catalyst for genocide.” Learns about students’ lives and perspectives through a profile-writing exercise. While noting the challenges many have of writing in English, she loves their optimism, the way they talk about love, relationships and family. All students mention the “atrocities of the genocide.”
“Exorcising the demons” Jan. 19, 2007	i. Genocide  ii. Rwandan Affairs	Describes experience of attending the grassroots court (gacaca) used now to provide an alternative to traditional court system for prosecuting participants in the genocide. Witnesses a sense of disillusionment with the slow process and lack of answers from witnesses. Experience of attending an aerobics class and idea that this kind of activity is a way of chasing away the demons and having fun in a way that Canadians don’t have when they’re at the gym.
“To Catch a Thief” Jan. 22, 2007	i. Rwandan affairs ii. Rwanda-Canada	Recounts experience in her neighbourhood of mob rule and punishment, i.e. a beating, delivered to a thief. Some expressed surprise that same system isn’t

	connections	used in Canada (how else will people get their money back?) and laughed at her suggestion they call the police (which is what would happen in Canada)
“Running for his life” Jan. 25, 2007	i. Rwandan affairs	Describes meeting a young boy while jogging. He kept up with her, despite wearing no shoes. She gets a Rwandan friend to speak to the boy on the phone to find out his story. Turns out he’s an orphan, living on the street with his siblings. Blogger decides to give him supper, while expressing some concern that she unfairly raises boy’s hopes and opened herself up to seeing a mob at her front door.
“Bad hair days” Jan. 27, 2007	i. Rwandan affairs	Describes scene in a hair salon. Finds it ironic that she’s getting her hair done in African-style braids while all other African women in the salon are getting their hair straightened to resemble a white woman.
“Can’t see the forest for the fees” Jan. 29, 2007	i. Rwandan affairs  ii. Journalism	Class trip to Nyungwe rainforest. Lots of description of the forest and the trip to the park. “There is a bustle here, a sense that things are happening, but with an extraordinary output of energy. It reminds me a bit of the Myth of Sisyphus, where a man is condemned by the gods to push a rock up a hill, only to have it roll down again.” Brief mention of purpose of field trip – to do stories about environment and tourism
“Story telling” Jan. 29, 2007	i. Journalism ii. Rwandan affairs	Starting to wonder, as she approaches the end of the course, if she’s having any impact and if she has engaged her students. Results of assignment to find a story that would shed a different light on Rwanda, i.e. beyond the negative image the West often has about their country due to the genocide. Pleasantly surprised by results: stories about online dating, a rising musician, streets kids, safe sex on campus, a recreational soccer team etc.
“Please send chocolate” Jan. 30, 2007	i. Rwandan affairs  ii. Development	Rwandan food, experience of having a cook and amazement at what he’s able to do with what he buys at the market.  Notes lack of fast-food outlets:

		<p>I suppose one of the upsides of underdevelopment is that the likes of McDonalds, KFC and Pizza Pizza aren't here. In fact, there is no fast food at all, and I'm sure that's why you never, or rarely, see a fat Rwandan."</p>
<p>"Let us pray" Jan. 31, 2007</p>	<p>i.Genocide</p> <p>ii. Perceptual shift</p>	<p>Story of one of her students and her experience during the genocide – hiding out in a Hutu-run orphanage, separated from her parents. Home was destroyed.</p> <p>Wonders how this student, and others manage to have religious faith:</p> <p>"It's an aspect of this society I just don't get. How can so many people – and the numbers are growing – be so religious. Sometimes I think it's a way of avoiding having to deal with the horror of the genocide head on. Perhaps it's easier to bury oneself in religion, saying God acts in strange ways, even letting people massacre neighbours and friends, rather than dealing with the unimaginable.</p> <p>My sense is that there are many, many people here who are deeply psychologically scarred, but there is no outlet for that pain. Men, especially, are very reluctant to talk about their feelings. And the women I talk to tell their genocide stories with as much emotion as they would tell me what they did on the weekend.</p> <p>I have yet to see anyone cry."</p>
<p>"Let us pray, part II" Jan. 31, 2007</p>	<p>i.Rwandan affairs</p>	<p>Account of visit to evangelical students' group holding regular prayer session.</p> <p>Further questioning of faith, especially given that blogger acknowledges she is an atheist.</p>
<p>"Keeper of the bones" Feb. 5, 2007</p>	<p>i.Genocide</p>	<p>Blog post that focuses on Emmanuel, the man who is the caretaker of the genocide memorial at Murambi. This is the blogger's second visit to the site. Emmanuel's family was slaughtered during the genocide and his work here is his way of paying homage to their memory and the memory of the</p>

		estimated 800,000 other genocide victims.
<b>Blogger:</b> Claude Adams	<p><b>Notes:</b> Blogger is a freelance journalist, documentary filmmaker and instructor of broadcast journalism. He is based in Surrey, British, Columbia, Canada. He covered the aftermath of the Rwandan genocide in 1994, returned again in 1998 and went again to Rwanda in 2007 to teach. Total of seven blog posts.</p> <p>Main primary themes: Genocide 43% Journalism 43%</p> <p>Main secondary theme: Journalism 57%</p>	
<b>Blog post title and date posted</b>	<b>Main themes i. primary, ii. secondary</b>	<b>Description, quotes and summary</b>
“Remembrance framed” April 4	i.Genocide ii.Journalism	Writes blog on way back to Rwanda Talks about previous experiences in the country, covering the genocide as a journalist and his desire to pursue a story based on a piece of paper he found in a churchyard with the names of an entire family. He assumed they had all died. When he discovers they are in fact Hutu and all survived, he is forced to acknowledge his presumptions. Uses this experience to discuss nature of journalism, the way the media frames stories, the need to avoid over-simplification and embrace ambiguities
“Commemorating the genocide” April 8, 2007	i.Genocide ii.Journalism	Describes attending a genocide memorial service as an observer and reporter. Event included an emotional tour of memorial of Murambi. Makes reference to his assignment to work with TV Rwanda journalists. “I’ll look at how they, and other Rwanda journalists, report on the genocide and its aftermath. Are they able, after these few years, to do their work with balance and fairness? Do they have the courage, and the professionalism, to “speak truth to power” in dealing with a state whose post-genocidal agenda has a number of rough edges?”
“A week of mourning” April 13, 2007	i.Genocide ii.Journalism	Describes rituals and the sometimes strict decorum during official week of mourning to mark the anniversary of the genocide. The week represents a time to exchange stories and reflect. Brief reference to coverage of these events on TV Rwanda and the New Times newspaper. Recurring theme: need to uproot any trade of “genocidal ideology”

<p>“The art of storytelling” April 18, 2007</p>	<p>i. Journalism  ii. Genocide</p>	<p>Reflections on experience in fourth-year classroom, focus on storytelling as a vehicle to build communities, help create national dialogue. Challenges or cross-cultural teaching Eventual breakthrough as one of the students tells of an amazing story of post-genocide reconciliation.</p>
<p>“New discoveries” April 22, 2007</p>	<p>i. Perceptual shift  ii. Journalism</p>	<p>Surprised by Rwandan student interest in and sympathies toward the victims of the U.S. Virginia Tech massacre given the distance and the genocide experience. Emotionalism in reporting, ethics of playing “suicide tape” of the Virginia Tech killer. Again surprised by results of class exercise in which students were asked to come up with story ideas. Rather than suggest pieces about post-genocide reconciliation, they came up with ideas that would preoccupy students around the world: bad cafeteria food, lack of student funding, student housing, a local football team etc. Concerns by Rwandan students about pro-government editorial line in much of the media, long hours, low pay, lack of reliable equipment tempered by optimism they’ll be able to cope.</p>
<p>“Jump in with both feet” April 27, 2007</p>	<p>i. Journalism</p>	<p>Recounts final class assignment of asking students to make a TV documentary about problems on campus. Talks about challenges and victories and, above all the enthusiasm of the students.</p>
<p>“Teaching the teacher” May 15</p>	<p>i. Journalism  ii. Perceptual shift</p>	<p>Author is now back in Canada. This blog post reflects on his experiences, elaborates on a controversy around some of his early blogs. Apparently the government felt he focused too much on the “shadows” still found in post-genocide Rwanda. As a result, his original assignment of working at TV Rwanda was cancelled. His teaching at the NUR came about by default. Considerable reflection about the state of Rwandan media and society, including the idea there was self-censorship even among students.  “With the lessons out of the way, I asked the students to talk about themselves, their own life histories, and their own motivations. To my pleasant surprise, they were expansive and candid—more candid,</p>

		<p>in fact, than any students I've ever taught in Canada. And this is where my learning came. I learned things about how they viewed the limits of forgiveness: where the personal anguish and loss they suffered in the genocide came crashing up against the social imperative of national unity. One student gave me insight into reconciliation of the "heart," as opposed to reconciliation by political decree. As they talked, they gave me hope that the next generation of Rwandan journalists does indeed have a strong voice and a social conscience that will help to break ground and heal wounds.</p> <p>All that's needed, perhaps, is a little more oxygen, a little more empowerment—an acceptance by authorities that the rewards of more open expression in Rwanda, may well outweigh the risks."</p>
<b>Blogger:</b> Jim Handman		<p>Notes: Blogger is a producer and science journalist with CBC radio in Toronto Canada. He taught a radio class at the National University of Rwanda in 2009. He posted to the Rwanda Initiative blog five times.</p> <p>Main (only) primary theme: Rwandan affairs 100%</p> <p>No secondary themes</p>
<b><i>Blog post title and date posted</i></b>	<b><i>Main themes i. primary, ii. secondary</i></b>	<b><i>Description, quotes and summary</i></b>
"Journalism takes to the field" July 14, 2009	i. Rwandan Affairs	Disagreement over classroom space – highlighting the reality that the university has a shortage of space given the number of students – forcing him to teach his radio storytelling class in the university's stadium, a first for the Rwandan Initiative.
"Rwanda's got talent" July 16, 2009	i. Rwandan Affairs	Brief account of what, at first glance, appeared to be an outdoor talent contest but what was actually be a promotion of cell phone company, MTN
"The Primate in the Mirror" July 20, 2009	i. Rwandan Affairs	Starts blog by talking about road kill and his dismay at seeing a dead Colobus monkey. Leads to a brief description of his recent trip to see

		Rwanda's mountain gorillas and some reflections on the links between modern-day humans and Great Apes.
"A country on the move" July 22, 2009	i.Rwandan affairs	Description of people walking along the roads, many carrying heavy loads on their heads. Comments that the introduction of the ubiquitous yellow plastic water container and how it lightened the load when carrying water, allowing children to help out their mothers
"Football and beer – Rwanda Style" July 29, 2009	i. Rwandan affairs	Describes what he characterizes as two of Rwanda's favourite pastimes: the experience of attending a football game in Butare – young men high up in trees to catch a view of the match, the chaos and confusion in trying to enter the stadium. Finishes blog by sharing another experience: drinking banana beer made by nuns.
<b>Blogger:</b> Lynn Farrell	<b>Notes:</b> Blogger is a Canadian photographer who went to Rwanda in 2007 to teach a photojournalism course. Total of 11 blog posts. Main primary themes: Rwandan affairs: 64% Journalism: 27% Main secondary themes: Journalism 27% Genocide: 27%	
<b><i>Blog post title and date posted</i></b>	<b><i>Main themes i. primary, ii. secondary</i></b>	<b><i>Description, quotes and summary</i></b>
"Montreal's PET airport" April 21, 2007	i.Journalism	Details stress of preparing for her five-week photojournalism course and concern that her luggage, which includes camera equipment and accessories, won't make it to Rwanda
"Butari and NUR" April 25, 2007	i.Journalism	Describes experience of going to the university, discussion with some students about the content of photos. Reflects on likely challenges of getting students to seek out interesting photo opportunities and how this needs to happen in tandem with gathering the colour in their stories
"The rain, the roads" April 26, 2007	i.Rwandan Affairs ii.Journalism	Talks about torrential downpours, the condition of the roads after the rains and precariousness of being a pedestrian amid vehicles trying to avoid potholes. Preparations for class, getting advice for suggestions for photo essays
"May day" May 1, 2007	i.Journalism	Reviews what happened in her previous class and what content she covered. Stymied by some technical problems with the camera memory cards and lack of Internet access makes it difficult to communicate with colleagues at home who could provide advice.



<p>“And then there are the Moto-taxis” May 3, 4 2007</p>	<p>i. Rwandan affairs</p>	<p>Relays experience trying to get a moto-taxi and comments on how she’d like to rent her own motorcycle given the scare she had while on the back of one of the taxis.</p>
<p>“Meeting the family of Athanasie Mukarwego” May 5-6, 2007</p>	<p>i. Rwandan affairs ii. Genocide and perceptual shift</p>	<p>Story about bringing a suitcase full of clothes to the family of a Rwandan woman living in Montreal. The woman’s sister says she is comforted by the visit. The reference to the genocide is implicit, but quite touching: “I’m not sure what to say, except that I am happy to be here, be a messenger for her sister and honoured to meet her, meet them all. And sitting there, with this woman who’s story I can only guess from something I read back in Montreal, her sister’s story, one of utter horror and courage that assaults the senses and the imagination, I begin to realize that I’d been unconsciously avoiding inevitable things since I’d arrived in Rwanda. Avoided asking questions. You read, you look, you listen, you imagine. But none of this prepares you for a time you might find yourself sitting in a garden with a woman whose life has been mangled beyond hell and who tells you, softly, that having you come here brings her comfort. It’s way past your ability to understand and presses your heart in a particular way, a deep and dull ache that you will always link to a few moments you spent once with a woman in her garden atop a hill in Kigali.”</p>
<p>“Even cowgirls get malaria” May 12, 2007</p>	<p>i. Rwandan affairs ii. Development</p>	<p>Blog post about the saga of one of the other instructors who has had a relapse of malaria. Describes the scene of a doctor’s visit to the house, a lively debate between the patient and physician about possible treatments, all amid a backdrop of country music playing on a laptop (music that the doctor downloaded onto a flash card!)</p>
<p>“St. Gabriel’s School for the</p>	<p>i. Rwandan affairs</p>	<p>Visit to a school for the deaf where the blogger got a chance to photograph, with the blessing of the</p>

<p>Deaf’ May 18 2007</p>	<p>ii. Journalism and genocide</p>	<p>teachers and students. She describes how the school is rowdy and rambunctious and the immense smiles she encounters. This blog includes a photo gallery. Visit to the school leads to discussion about how she has been asked several times to pay for taking photographs and how she’s concerned about the implications of this for her students who want to pursue photojournalism Talks about mixed feelings about visiting genocide memorial at Murambi, describes what she expects and how she has been warned to not go alone, especially on this, her birthday.</p>
<p>“Nyungwe Forest National Park” No date</p>	<p>i. Rwandan affairs ii. Journalism</p>	<p>Class trip to park to review photo techniques, but above all, to have fun, see the park and get to know each other better. Describes scenery, the grueling hike and class camaraderie.</p>
<p>“Kibeho” May 25, 2007</p>	<p>i. Rwandan affairs ii. Genocide</p>	<p>Attempts to find transportation to site famous for the purported visitations by the Virgin Mary and also for the camps of internally displaced Rwandans during the genocide. Description of journey and beautiful scenery lead to musings about the genocide. “Rwanda's population is mostly rural which means the slaughter occurred all over the place, including these tiny hamlets that seem so remote, so inaccessible that you'd need divine help just to find them. It's so remarkably beautiful I can't fathom what went down here, it just doesn't make any sense at all. And you can't take it all in, all that amazing countryside without -or at least, often- thinking about the Genocide: It resides there in the hills, in the valleys, along the ubiquitous dusty red roads, with the people that walk them as if it's hewn into the landscape, physically, psychologically.”</p>
<p>“Epilogue: Notations in passing: Kigali – Oxford – Highway 40 Montreal –</p>	<p>i. Genocide ii. Perceptual shift</p>	<p>Long, thoughtful blog post in which author tries to mentally process her experiences in Rwanda, including a visit to the genocide memorial at Murambi. The blog about her struggle to find some meaning in what she saw and felt as well as the impact on her work, a desk job as a photo editor.</p>

<p>Toronto – Montreal” June 2, 2007</p>	<p>“I’ve heard more than one person say that in a situation like that, like in Rwanda where violence “held sway”, under those circumstances of propaganda and threat and certain death, that they don’t know what they’d do, meaning, I suppose, that they don’t know who’d they’d be in all of that. This always strikes me as odd: odd because it had never occurred to me that I’d do anything other than what was right, be anyone other than who I am, who I’ve been raised to be. Like to think I’d count myself among those people who refused, those Hutus, “moderates” who refused to kill and died early on during the Genocide. I’d like to think I’d be in that camp. Clear-cut moral imperatives. I’d like to think that.”</p> <p>“Is it all cut in degrees, part misery and hope and wonder and caution and faith and fear and danger? I left Canada with no expectations. I leave Rwanda groping for answers.”</p> <p>By the end of the blog she is wondering about Rwanda’s future prospects and asks how people can learn tolerance and acceptance if everyone is supposed to be the same (a reference to government policy to treat everyone as Rwandans to forbid the mention of ethnicity).</p> <p>The sight of a pregnant woman on the road outside Murambi is seen as a symbol of life moving on.</p>
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### Student Interns

<p><b>Blogger:</b> Susannah Heath-Eves</p>	<p><b>Notes:</b> Blogger is a graduate of the Carleton University School of Journalism master’s program. She was among the first group of student interns who went to Rwanda in 2006. She interned at the New Times newspaper. Susannah’s blog is mentioned by Rwanda Initiative founder, Professor Allan Thompson, in his reports to donors, as a potential model of blogging, in part because the frequency with which she blogged compared to many other student.</p>
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	<p>She spent eight weeks in Rwanda and blogged 19 times.  Main primary themes: Rwandan Affairs 68%  Journalism 21%  Main secondary themes: Most posts didn't have a secondary theme</p>	
<i>Blog post title and date posted</i>	<i>Main themes i. primary, ii. secondary</i>	<i>Description, quotes and summary</i>
“A time to celebrate” May 1, 2006	i.Rwandan affairs  ii.Genocide	Describes Labour Day celebrations in Rwanda, including taking parting a march with her new colleagues at the newspaper. Very brief mention that this holiday is supposed to be a time to mark the progress Rwandans have come since 1994 and the work that still needs to be done.
“Solly” May 8, 2006	i.Rwandan Affairs ii.Rwandan-Canadian connections	Observations about how polite Rwandans are, even when she's the one who should be apologizing –for dropping a pen, stepping on someone's foot etc. Thinks that notion of Canadians as polite, friendly and over-apologetic is more applicable to Rwandans
“Kindergarten” May 9, 2006	i.Rwandan affairs	Describes trip to kindergarten class to gather material for children's section of newspaper. Blogger is obviously charmed by the smiles and hugs and curiosity of the five-year-old students.
“Dance” May 12, 2006	i. Rwandan affairs	Describes traditional dancing competition, noting the beauty and skill of the dancers. Characterizes this surprise event as the highlight of her trip so far.
“Akagera” May 14, 2006	i. Rwandan affairs	Touristic recollections of “yet another signature Rwandan experience,” i.e. a trip with fellow Canadians to see wildlife Akagera National Park
“Foie de chevre” May 15, 2006	i. Rwandan affairs	Unpleasant experience of eating goat liver brings back bad memories of her mother forcing her to eat it as a child
“Roach” May 16, 2006	i. Rwandan affairs	Story of how she killed a three-inch cockroach, the largest she'd ever seen
“The walk of life” May 25, 2006	i.Rwandan affairs	Describes her new daily routine – the walk to work and the Rwandans and sites she sees along the way
“Pandemonium” May 29 2006	i. Rwandan affairs	Talks about what happens when she decides to go for a run in her neighbourhood – the attention she attracts as a white person doing what's considered a fairly unusual activity
“Outsourcing is in” May 30, 2006	i.Development ii.Journalism	Observations drawn from a story she's writing for the paper about a centre for people infected with HIV. Describes centre's activities and the struggles organizers have with finding funding. They ask her

		<p>to help and she has to explain that her role as a journalist is to create awareness and hope that others step in.</p> <p>Sees many examples of Rwanda depending on foreign aid for development. Wonders how healthy this is and if the country is giving itself enough credit.</p>
<p>“The Canadian initiative” June 1, 2006</p>	i.Journalism	<p>Chronicles attempts by blogger and another Canadian student intern to work with newspaper editors and staff to make the publication better. Suggestions include: gathering accurate quotes and facts, balance and newsworthiness.</p> <p>Conversations with colleagues reveal feelings that press freedom doesn’t exist or is qualified by self-censorship.</p>
<p>“Quoting woes I” June 4, 2006</p>	i.Journalism	<p>Wonders if she’s making progress in working to improve professional media standards after discovering one of her stories was edited, purposefully, to create quotes.</p>
<p>“Quoting woes II” June 4 2006</p>	i.Journalism	<p>Assessment that New Times is getting into trouble with inaccurate reporting after hearing about an interview with Dutch ambassador where reporter didn’t take notes and wrote a mistake-ridden story. Credibility with international community and government suffering as a result.</p>
<p>“Speaking of accuracy” June 5, 2006</p>	i.Journalism	<p>One line blog post stating that her name appeared as an author of a story that she didn’t write.</p>
<p>“Marambi” June 13, 2006</p>	i.Genocide	<p>Visit to Murambi genocide memorial. Describes the rooms with bodies, preserved with lime. Concludes that she’ll never understand the genocide, but comprehends enough as she’ll allow herself to.</p>
<p>“Who’s the boy” June 15, 2006</p>	i.Rwandan affairs	<p>Story of 11-year-old orphan boy dropped off at their house by reporter at New Times. Boy was apparently trying to find his sister. Blogger tries to help him out.</p>
<p>“African hospital” June 18, 2006</p>	i.Rwandan affairs	<p>Blogger goes to hospital to get a blood test to see if she has malaria. Doctor tells her it’s likely a stress-related illness and may be linked to where in the room she puts her purse.</p>
<p>“African hospital, part II” June 19, 2006</p>	i.Rwandan affairs	<p>Long wait in emergency room back at same hospital – not unheard of in Canada either – to get results of blood test. Describes other patients, hospital staff. Test results were lost and another one is required.</p>

<p>“My new job” June 21, 2006</p>	<p>i.Rwandan affairs</p>	<p>Assigned new role in house: cockroach exterminator, because other Canadians too squeamish to extinguish pests.</p>
<p><b>Blogger:</b> Garrett Zehr</p>	<p>Notes: Blogger is a fourth-year (graduating) undergrad student in Carleton’s journalism program. He interned at Radio Rwanda in 2007. Total of eight blog posts. Of the blogs examined for this research, this blogger was among the few to address the topic of blogging, including his comfort at sharing personal thoughts with strangers and the need to perhaps show some restraint on content in order to take into account the context (rather than publish initial reactions). Main primary themes: Rwandan affairs 50% Journalism 25% Main secondary theme: Rwanda-Canada connections 62%</p>	
<p><b><i>Blog post title and date posted</i></b></p>	<p><b><i>Main themes</i></b> <b><i>i. primary,</i></b> <b><i>ii. secondary</i></b></p>	<p><b><i>Description, quotes and summary</i></b></p>
<p>“A few thoughts on human interaction” July 16, 2007</p>	<p>i.Rwandan affairs ii.Rwanda-Canada connections</p>	<p>Reflections on the sense of community he has found so far in Rwanda. He’s impressed by how people greet and touch each other. Related to this, he contrasts this to the lack of touch, an absence of interest in other people and the solitude of Canadian life.</p>
<p>“First week at Radio R” July 25, 2007</p>	<p>i.Journalism ii.Rwanda-Canada connections</p>	<p>Talks about his experiences working at state-run radio station, nature of his job (filing English report), comments on positive work environment. Covered a speech to Parliament by then British Conservative Party leader David Cameron. Rwanda’s Speaker refused to be interviewed. Other Parliamentarians off limits too. Comments about how Rwanda is doing much better than Canada in terms of gender equality of MPs. Also notes that Canadian media should be doing a better job of interviewing MPs who don’t often see the limelight, especially since they have access to them.</p>
<p>“A day for justice” July 26, 2007</p>	<p>i.Rwandan affairs</p>	<p>Post applauding Rwanda for being first African country in the Great Lakes region to abolish the death penalty. Also notes context: Rwanda likely motivated by expectation that countries in which wanted genocidaires are living will be more likely to extradite if Rwanda doesn’t have the death penalty. Turns into a journalistic-type story about what’s happening with the death penalty world wide, notes that the U.S. is among the four countries</p>

		responsible for 94% of known executions and makes case for getting rid of it.
“Consumption Part 1 – Welcome to Heathrow Shopping Mall” July 29, 2007	No corresponding themes	First of a number of posts that are essentially essays on consumption. In this one, blogger talks about shock of discovering that Heathrow Airport (which he passed through on way to Rwanda) resembles a shopping mall more than an airport
“Banning the bags” August 2, 2007	i.Rwandan affairs ii.Rwanda-Canada connections	Praises Rwanda for its policy of banning plastic bags in 2005, the precedence of the environment over business concerns and the regular clean-up efforts undertaken in the country. Uses this topic to talk about the comparatively meager efforts in Canadian province of Ontario to phase out plastic bags and the influence of corporations on government policy.
“The public doesn’t have a right to know anything” August 10, 2007	i.Rwanda-Canada connections ii.Rwandan affairs	Another post resembling a journalistic story or essay rather than personal musings often more characteristic of the blogging medium. Mentions alleged extrajudicial killings in Rwanda and report by Human Rights Watch about the more than 20 prisoners killed while in police custody over past 10 months. Uses this story to detail a story from Canada in which a young man was killed shortly after being taken into police custody. Talks about need for more investigative journalism and to hold authorities accountable.
“A small error that is very telling” August 17, 2007	i.Journalism ii:Rwanda-Canada connections	Debut of film about the genocide, Shake Hands with the Devil premiered in Kigali. Blogger complains about an error on the website of the Canadian Broadcasting Corporation. A CBC story on the film premiere stated that Rwanda had no cinemas. Uses this mistake to criticize difficulty in getting media outlets to issue corrections and to bemoan the lack of coverage of Africa by Canada and the mainstream media.
“What I learned from the beautiful game” August 19, 2007	i.Rwandan affairs ii.Rwanda-Canada connections and Development	Brief, final blog describing what it was like to attend a local football game and the extent to which the sport is embraced by most Rwandans. The mood surrounding the event reminds him of hockey in Canada sometimes. Even though he’s not a sports fan, he starts to understand allegiances and the excitement. Closes by saying, however, that he wishes people would get equally excited about issues of human rights and social justice.

<b>Blogger:</b> Cynthia Vukets	Notes: Blogger is a fourth-year (graduating) undergrad student in Carleton's journalism program. She interned for the independent newspaper, Newline in 2007. Total of 11 blog posts. Main primary themes: Rwandan affairs 73% Journalism 37% Main secondary themes: Rwanda-Canada connections 18%	
<b>Blog post title and date posted</b>	<b>Main themes</b> <i>i. primary,</i> <i>ii. secondary</i>	<b>Description, quotes and summary</b>
"Heads up!" May 18, 2007	i.Rwandan affairs ii.Rwanda-Canada connections	Description of countryside, what people carry on their heads as they walk along the side of the road as well as some observations about Kigali, the beauty of Rwandan children Reflections on what it's like to be singled out for being white. Notes contrast with Canada, where there are hundreds of races and languages blended together while in Rwanda she sees that almost everyone has the same skin colour.
"Embracing physical affection" May 18, 2007	i.Rwandan affairs  ii. Rwanda-Canada connections	Comments on the level of physical contact between Rwandans (and now, including her). Pleasantly astonished by the handholding, hugs, back pats etc. From her perspective, the amount of same-sex touching is astounding given that homosexuality is outlawed here.  Wonders if Canadians avoid close body contact simply because they have the luxury of space to allow these barriers and if Rwandans touch each other because it's one of the world's most densely populated countries.
"Don't inhale next to the street" May 24, 2007	i.Rwandan affairs	Description of chaotic traffic situation in Kigali: lack of working traffic lights and seatbelts, plenty of exhaust and a braze disrespect for pedestrians.
"It will be a struggle to leave Rwanda without adopting a child" May 29, 2007	i.Rwandan affairs	More description of Rwandan children in her neighbourhood and how charming and cute she finds them. Encounter with street children makes her wonder about the wisdom of buying them some cookies, i.e. concerns they might get more aggressive and expect something all the time.



<p>“Our neighbours” June 1, 2007</p>	<p>i.Rwandan affairs</p>	<p>Post about catching insects (grasshoppers, cockroaches) in the house and about other wildlife in her neighbourhood (crows, geckos).</p>
<p>“Giraffes and zebras and impala, oh my!” June 5, 2007</p>	<p>i.Rwandan affairs</p>	<p>Trip to Akagera game park. Describes the drive there, the potholes, the animals.</p>
<p>“Radio Salus” June 11, 2007</p>	<p>i.Journalism</p>	<p>Gets the chance to finally meet the director of student-staffed Radio Salus, someone she has been in contact with for some time. Efforts to establish a partnership with Journalists for Human Rights. She spearheaded efforts to donate microphones and digital recorders for the station. Describes station and lack of resources and expresses admiration of what young Rwandan journalists – many of whom have little training -- are accomplishing. Thinks they would outshine Canadian students if given access to the same technology.</p>
<p>“Have your people call my people and we won’t get back to you” June 13, 2007</p>	<p>i.Journalism ii.Rwandan affairs</p>	<p>Realizes that journalism is hard work in Rwanda. Explains difficulty in getting people to reply to phone calls and to agree to do interviews. Expresses respect that Rwandan journalists are able to fill their newspaper</p>
<p>“Jungle trekking” June 20, 2007</p>	<p>i.Rwandan affairs</p>	<p>Trip to Nyungwe park. Describes trip, which included a heated debate about religion by people on the bus. Strenuous hike. Most beautiful place she has seen in Rwanda.</p>
<p>“Thanks, we’ll be here ‘til Sunday” June 25, 2007</p>	<p>i.Rwandan affairs</p>	<p>Experience of getting applauded as she, and some fellow interns got on a bus while on a short getaway to Gisenyi. Not sure why this happened. Describes the trip, the scenery, kids who wanted to get their photos taken and the fact her camera was stolen the next day by some kids. Feels badly about hanging out at a private beach, but needed to get away from the “marauding kids” at the public beach.</p>
<p>“T minus one week” June 27, 2007</p>	<p>i.Journalism</p>	<p>With one week to go in Rwanda, she’s happy to report that she’s finally doing some work she’s proud of, that could have</p>

	ii.Rwandan affairs	an impact and that she has grown as a journalist (taking more chances that are paying off). Explains protocol of trying to get people to talk to a reporter, some of the issues around drinking and driving. Describes an aerobics class.
<b>Blogger:</b> Dan Robson	Notes: Blogger is a Carleton master's student, who went to Rwanda in 2009, just after graduating. Total of 8 blog posts. Main primary theme: Rwandan affairs 87%	
<b><i>Blog post title and date posted</i></b>	<b><i>Main themes</i></b> <b><i>i. primary,</i></b> <b><i>ii. secondary</i></b>	<b><i>Description, quotes and summary</i></b>
"Kigali night lights" May 20, 2009	i.Rwandan affairs	Finding cultural understanding by joining a Rwandan basketball team. Enforces idea that the language of sport is universal. Blogger is impressed with the athleticism of his teammates and laughs at how slow he his in comparison.
"A wedding to remember" May 26, 2009	i.Rwandan affairs	Details experience and honour of being invited to be part of a Rwandan wedding party. Describes scene but is left without much understanding of specifics because of language barriers.
"A trip to Bugesera: radio doc with slideshow" May 27, 2009	i.Journalism ii.Rwandan affairs	Post consists of a short radio documentary and slide show he co-produced with another Canadian intern about a trip to the eastern province of Rwanda. They met with local students and teachers who were part of a school feeding program exploring ways to become more self sufficient
"The road less traveled" May 31, 2009	i.Rwandan affairs	Qualifies blog from outset saying that it will not be an insightful post. Inspired by his time in Rwanda to do some self-improvement, i.e. lose weight and get into better shape. Describes jogging, getting lost and reaction of Rwandans.
"Rwamkondera Rwandan kids dance troupe" June 7, 2009	i.Rwandan affairs ii.Journalism	Dance group of underprivileged Rwandan children returns home with first prize in an international competition. Post includes radio interview with the founder of the group, a segment that was aired on the weekly radio show the blogger interns for.

“Audio slideshow: Iby’wacu Cultural Village” June 9, 2009	i.Rwandan affairs ii.Development	Blog post features a short introduction for a radio documentary (almost nine minutes long) about a project by an eco-tourism operator at the foot of the Virunga volcanoes. The project tries to find meaningful employment to illegal poaching of mountain gorillas. The documentary features conversations with former poachers.
“Touring Kigali” June 16, 2009	i.Rwandan affairs	Radio documentary about a tour he took of Kigali.
“Rwandan cinema under the stars” June 28, 2009	i. Rwandan affairs	Describes a Rwandan film festival traveling around the country. It’s theatre under the stars as communities watch the films outdoors, on an inflatable screen. Many of the villagers had never seen a film before. Charlie Chaplin ends up being a big hit.
<b>Blogger:</b> Marion Warnica	Notes: Blogger is a master’s student in Carleton University’s journalism program, heading into the second year of the program. She interned in 2008 at City Radio where she worked on a current affairs who. Total of 7 blog posts. Main primary themes: Rwandan affairs 71% Perceptual shift 28% Main secondary themes: Perceptual shift and Rwandan affairs 28%	
<b><i>Blog post title and date posted</i></b>	<b><i>Main themes i. primary, ii. secondary</i></b>	<b><i>Description, quotes and summary</i></b>
“Your are welcome” September 4, 2008	i.Rwandan affairs  ii.Journalism	Talks about feeling so welcomed by people here, details some of the random acts of kindness she has witnessed. Acknowledges thought that no matter how many new friends she makes she will always be an outsider. Announces intention to use this blog journalistically, i.e. to publish a collection of profiles about people who live here to share stories of their lives in Rwanda.
“Woman in the making: Naomie Bisengimana’s story” Sept. 5, 2008	i.Rwandan affairs  ii.Development	Profile of 13-year old girl who loves music and wants, one day, to be a doctor. Spends hours walking to school with her, conversing about life. She needs to help out with her family, because her mother works as a cook and her father died four

		<p>years earlier.</p> <p>Describes Naomie’s neighbourhood, the lack of paved roads, small houses, few cars, TVs and computers and notes the differences between here and Canada</p>
<p>“Thinking on wealth and privilege” Sept. 6, 2008</p>	<p>i.Perceptual shift ii.Rwandan affairs</p>	<p>Author struggles with the fact that she gets certain privileges – easier access to events she’s covering as a journalist, for example – because she is white. She also becomes embarrassed by the conflict she experiences in her reluctance to pay taxi drivers a higher fare, giving money to a street child because of the presumption she’s wealthy. On the one hand, she knows she’s a student, but on the other, she also realizes that compared to most people here, she is rich.</p>
<p>“The bargaining dance” Sept. 7, 2008</p>	<p>i.Rwandan affairs ii.Perceptual shift</p>	<p>Explains experience of being asked to dance and also her initial ineptitude at bargaining for taxis and motos. Turns it into a metaphor for a revelation about herself: she generally lets others take the lead and follows the path of least resistance.</p> <p>Her experience in Rwanda is giving her confidence to follow her own tune.</p>
<p>“The worst of times: John’s story” Sept. 7, 2008</p>	<p>i.Rwandan affairs ii.Perceptual shift</p>	<p>Profile of a man she met on the street selling raspberries, drawn to him by the sadness and worry etched on his face. He is struggling to feed his family after his small plot of farmland in Kigali was purchased by the government. Since then, it has become increasingly difficult to sell produce on the street because of new laws. “John” (not his real name) has also been affected by the genocide, losing his wife and four children. He is now remarried to a fellow genocide survivor and is trying to make a new life.</p> <p>In the final sentence of the blog, author wonders about the human capacity to live through the worst of times.</p>
<p>“In her own words: Dusenge Egidia’s story” Sept. 8, 2007</p>	<p>i.Rwandan affairs ii.Genocide</p>	<p>Blog post takes the form of a question and answer profile with a female artist. Blogger asks her about her work and her life and, from these questions, the artist</p>

		reveals she is a genocide orphan. She talks about her future plans to possibly develop an art school for orphans.
“A Rwandan Love Letter” Sept. 10, 2008	i.Perceptual shift ii.Rwandan affairs	Reflections on her two months in Rwanda – what she has seen and learned and what she will love about this country.

## **Appendix C**

### **Survey questions: Reflections on Rwanda Initiative**

- 1. What time period were you in Rwanda as part of the Rwanda Initiative?**
  
- 2. Please provide a short description of what you did while you were in Rwanda.**
  
- 3. What experience did you have in Africa or elsewhere in the developing world prior to participating in the Rwanda Initiative?**
  
- 4. Impact (part I) - Please describe and assess how participating in this project affected you personally?**
  
- 5. Impact (part II) - Please describe and assess how participating in this project affected you professionally?**
  
- 6. Impact (part III) (a) To what extent, if any, do you think this project changed any preconceptions you had about Rwanda? and (b) What image of the country were you left with?**
  
- 7. What would you consider to be your main challenges and accomplishments in Rwanda?**
  
- 8. What are your thoughts on the blogging you and others did as part of this project?**
  
- 9. What are you doing now? (A few details about your employment, studies, travels etc.)**
  
- 10. To what extent if any, does your participation in the Rwanda Initiative influence what you're doing now?**