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SCHOOL OF GRADUATE STUDIES

Effectiveness of 'Children's Right Pictorial Booklet' in
awareness creation of children on child rights

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Acknowledgement

“For from him and through him and to him are all things.

To him be the glory forever! Amen. Rom 11:36

Acronyms

AIDS Acquired Immunity Deficiency Syndrome

ANPPCAN Association for Nation wide action for Prevention and Protection against Child Abuse and Neglect

CANU Child Abuse and Neglect Unit

CPU Children Police Unit

CRC UN Convention on the Rights of Children

FGD Focus Group Discussion

FGM Female Genital Mutilation

FSCE Forum for Street Children, Ethiopia

HIV/AIDS Human Immuno-deficiency Virus

IFSO Integrated Family Service Organization

NGO Non Governmental Organization

UN United Nations

UNCRC United Nations Convention of the Rights of the Child

UNICEF United Nations Children's Fund

WHO World Health Organization

Abstract

This study was conducted to explore effectiveness of 'Children's Right Pictorial Booklet' in awareness raising of children on child rights. Thus it employed reception analysis of children with an objective to find out the meaning children make out of the magazine and how they identify themselves with the stories in the magazine.

In the focus group interviews it was also found out that the main place where the magazine is consumed is in class rooms and in homes of the respondents. It was also evident that most of the respondents do not read the magazines purposely. In this study it was also found out that children's reading habit of the magazine is affected by various factors like children's lack of knowledge about the magazines availability in school library and those who knew, only went to library to study.

In the focus group interview, the main themes of the magazines that are read by respondents are compared to the meaning the respondents make out of the magazine. Hence it was found out that respondents understood the intended meaning transmitted by the magazine.

It was also learned that all respondents between the ages of 7-9 like the magazine for its content, Child rights, while respondents between the ages of 13-15 like the magazine for its pictorial and narrative presentation that makes it entertaining and educative. It was also found out that children between the ages of 13-15 have a better understanding of the story told and the pictorial presentation than children between the ages of 7-9. The focus group interview has also been found useful in identifying how children, in terms of gender vary in their interpretation of messages. Generally it was found out that there are different factors that affect children's reading habit of the magazine and the meaning making of respondents varies mainly due to age and gender.

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Chapter One

Introduction

1.1 Background

Ethiopia ratified the 1989 UN Convention on Rights of the Child in 1991 and incorporated as part of its legislation through Proclamation No. 10/1992. The country also ratified African Charter on the Rights and Welfare of the Child, which provides guidelines for member states to ensure the protection, survival, development and well being of children. Furthermore, the constitution of the Federal Democratic Republic of Ethiopia (1995), the Ethiopian Penal Code (1957), the Federal Family Law of Ethiopia (2000), the 1993 Labor Proclamation, the Developmental Social Welfare Policy (1960) and the policy on HIV/AIDS enumerate the basic rights of children (Forum for Street Children, Ethiopia, n.d.).

It has been only few decades since child rights issues have surfaced and dealt in an organized manner. However deep rooted attitudes, beliefs and values ingrained during socialization did not change easily and need efforts and multi pronged strategies (FSCE Annual Report, 2006: n.d.).

Thus advocacy and awareness creation programs are means in creating awareness for the society on issues of child rights, empowering children to demand their rights and enabling governments to review child related policies and laws. There are indications that advocacy efforts have been influencing government policy and organizational structures in favor of children in general and the disadvantaged in particular (FSCE annual Report,2006). Hereby advocacy and awareness creation can mainly be made possible through the media.

In relation to this, the civil society (generally constituting of families, churches, neighborhood groups, business organizations, volunteer associations and non governmental organizations (NGOS) plays a beneficial role in increasing public awareness and encouraging child participation in protection of child rights.

In this study the researcher contacted around 20 organizations that work on child right to find a print media outlet that targets mainly children. From these organizations, the researcher has selected ANPPCAN (Association for Nation wide action for Prevention and Protection against

Child Abuse and Neglect). ANPPCAN-Ethiopia advocates through workshops and trainings, printed materials including a regular newsletter, pictorial booklets, posters and billboards, electronic media radio and TV programs (ANPPCAN, Ethiopia Brochure). From these public advocacy tools used by the organization, this research specifically studies on reception analysis of 'Children's Rights Pictorial Booklet'. This magazine is selected for being one of the very few media outlets that targets mainly children in a style that is expected to appeal to them and compared to other similar media outlets it is also the one with a wider outreach in Ethiopia.

'Children's Right Pictorial Booklet' is one of the print media outlets used by ANPPCAN-Ethiopia for awareness raising and advocacy on children's rights. The purpose of the pictorial story magazine is to make children aware on their rights and responsibilities, empowering children to demand their rights, and enabling them to do their part in avoiding problems they face related to their rights. The story magazine is published with project preparation twice, three times a year or even once in three years depending on the project. ANPPCAN-Ethiopia published 11 story magazines during its nineteen years of operation.

ANPPCAN-Ethiopia circulates an average of 2000 copies to more than 200 schools in Addis Ababa, 101 schools in Northern Gonder, 75 schools in Northern Wollo, 31 schools in Northern Shawa and 3 schools in Sidamo. In each publication the magazine contains a different child rights issues like right to learn, physical, emotional, sexual abuse and others. The story magazine is presented mainly in a narrative story telling method of characters that are presented in pictures with a caption in each page. It is expected that the story magazine is easily understandable to children due to its pictorial representation with a few wording.

1.2 Statement of the problem

Children in Ethiopia are victims of neglect and abuse due to political, socio-economic and cultural as well as familial factors. "Poverty, rapid urbanization, drought and famine, armed conflict epidemics, destabilization of families etc have left millions of children in Ethiopia without proper care and protection" (FSCE, 2003:1) Traditional values and cultural practices are also major causes for indefectibility of children rights in Ethiopia.

Governmental and non-governmental organizations have been using the media for public awareness and advocacy on children rights targeting the whole society. Though children are part of the society, it is less probable that they are reached with these media outlets since they are mainly written and broadcasted in a language and style that appeal to adult readers. Children also has less access to these media outlets since they are circulated mainly in big cities and towns, they are also expensive to be purchased by all part of the society, let alone by children.

The above mentioned facts however call for the need to media outlet that target mainly children. If children are made aware of their rights, they will not accept abuses and exploitation as their fate but will be enabled to report it either to the police or organizations that work on children. The researcher also believes that it is not only parents who educate their children but children could also educate their parents.

Ethiopia is also a country where fear of stigmatization by the society and intimation by the perpetrators and the unfriendly environment that left the abuses unreported or unchecked. But if children are made aware of their rights in media outlets like ‘Children’s Right Pictorial Booklet,’ they could educate their illiterate parents as well as be empowered to demand their right.

1.3 Research questions

This study seeks to answer the following major research questions

1. What meaning do children make out of the magazine?
2. How do they identify themselves with the magazine?

1.4 General objective

This study is primarily aimed at the reception analysis of ‘Children’s Right Pictorial Booklet’.

1.5 Specific Objectives

Study what knowledge and frame of interpretation audiences bring to bear in their use of ‘Children’s Right Pictorial Booklet’.

Study how audiences of ‘Children’s Right Pictorial Booklet’, relate to make sense of, use, negotiate and interpret its content.

Study how children audiences use ‘Children Right Pictorial Booklet’ as a resource in their everyday life.

1.6 Significance of the study

As indicated earlier this study focuses on reception analysis of ‘Children’s Right Pictorial Booklet.’ Therefore the results of the study are expected to answer what knowledge and interpretation audiences bring to bear in their use of ‘Children’s Right Pictorial Booklet’. The findings of this study also aim to give basic information of children’s reception of children’s right media outlet to governmental and non governmental organization working on child rights and related issues. Though all the stakeholders in the rights of the child will benefit from the study, it has a distinguished significance for ANPPCAN as it assists their knowledge on the reception of audiences to the booklet they publish in the future. In addition to the researcher, who develops her understanding of the rights of the child and the universal understanding of the rights by the children, the study will also serve as a stepping stone for further research. Ultimately governmental and nongovernmental organizations working on child right advocacy, media people and other researchers will be the beneficiaries of the results of the study.

1.7 The scope of the research

This research is mainly focused on one magazine, ‘Children’s Right Pictorial Booklet’. The qualitative content analysis does not emphasize on detailed textual and pictorial analysis. It covers all the eleven stories that were published in the past eight years. The research does not however look into the design and layout of the magazine.

1.8 Limitation of the research

Due to shortage of time the researcher has to limit the study only to one magazine. Since there are only very few magazines that cover similar issue and target similar audiences the research could have been incorporating all the magazines without the constraint of time.

The qualitative content analysis of the magazine also covers only the narrated stories, leaving aside the pictorial representation. The researcher involves only three focus group interviews with a total of 23 participants.

Chapter two

Literature Review

2.1 Introduction

This chapter covers the review of literature on theoretical arguments surrounding audience and media. It also presents a brief background on children rights issue and laws.

2.2 Children rights

At the beginning of this literature review it is important to explain the major cases where child rights are not protected in Ethiopia. These shows how deep rooted the problem is and it also reveals the relevance of such a research that dealt with effectiveness of child rights advocacy magazine.

2.2.1 Right to learn

In Ethiopia, especially in rural areas which encompasses more than 80% of the whole population, children are forced to work in farms and at home instead of going to school. Private School enrolment in 2003/04 was 57.4%. This means from children between the ages of 7-14, 42.6% or more than 5million children didn't have the opportunity to attend school (Mebratu, 2007:18). Even if private school enrollment has recently increased to 80%, girls are deprived of equal educational opportunities and have low academic aspiration due to gender bias. On the other hand kindergarten education is not a well addressed issue on the education policy of the country, it is not funded by either the federal state or the regional state except in the regional state of Addis Ababa (ibid:17).

2.2.2 Traditional Values

In Ethiopia many children are supposed to engage in hard labor beginning the tender years. The cultural values of the country also encourage physical punishment particularly by parents, older siblings, teachers and other adults. Many children are also forbidden to speak for themselves in areas where adults are gathered. Opinions and deeds of children have no value and are degraded by different local sayings (proverbs).

Many harmful traditional practices have victimized Ethiopian children for long. The children have been victims of such customary practices as Female Genital Mutilation (FGM), early marriage, tattooing, cutting of the uvula, extraction of milk teeth, incision of the eyelid and other parts of the body, excision of nail, use of traditional medicine, feeding of butter to new born babies etc. (FSCE, n.d.)

Different societies have different justifications for each of their practices. If we take, for example the female genital cutting tradition, there are different reasons behind undergoing the practice. But the major ones can be generalized as cultural attitudes, and beliefs. Cultural practice encourages women to want to undergo one of these procedures. It is often associated with positive attributes such as gaining respect within the village and becoming a woman. Most importantly, girls who have not undergone one of the procedures are considered more likely to be promiscuous (loose towards having multiple sex partners) and, therefore, unworthy of marriage. The belief also exists that external female genitals are unclean. Some use traditional beliefs as the basis for their justification in performing these procedures, despite the fact they are not required by neither the Holy Quran nor the Holy Bible (Lambadina: English January, 2008 issue). In Ethiopia about 73% of female children undergo FGM .
(<http://www.savethechildren.net/ethiopia>) .

2.2.3 Child Abuse

According to the definition given on a consultation meeting on child abuse prevention organized by World Health Organization (WHO), in 1999,

“Child abuse constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, or commercial or other exploitation resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power” (FSCE.n.d.)

Child abuse is generally classified into three groups:

a. Physical Abuse

In Ethiopia it is commonly believed that parent’s have a right to discipline their children in different forms of physical punishment. Pinching, slashing, beating with a piece of stick or

leather cord as well as burning are the major forms of corporate punishment (FSCE, n.d.). According to a study on family violence against children in Addis Ababa (ANPPCAN, 2007), 85% of cases reported constitute children that have experienced various forms of punishment mostly inflicted by parents. “The study also identified that major forms of corporal punishment include severe beating (48%), slapping (12%) pinching and beating (8%), battering (7%) & whipping (5%) (ibid,n.d.). It is important to note here the high cost of intimation by the abusers have often left the abuses unreported.

b. Emotional and Intellectual abuse

In Ethiopia it is also usual for children to be disgraced, insulted and humiliated in the name of discipline (ibid, n.d.). Use of threats is also a common practice. For example, most Ethiopian children are not put to bed hearing tales but by threats where they are commonly told the hyena or the monster that would cut of their ears is coming.

Many children are also deprived of love and attention from their parents and the society as a whole. They are not allowed to eat in the same table with adults, let alone to express their views and opinions.

Children also grow up hearing tales and children’s song that tell the evil of step parents. As a result if they happen to have step parents they will have difficulty in accepting love and care from them. On the other hand some children also become victims of unjust and subjective mistreatment at the hands of step parents (ibid, n.d.).

c. Sexual abuse

In Ethiopia children especially female children are victims of sexual abuse. In these areas different types of cultural practice play a major role, for instance early marriage and abduction are the most common cultural practices. Young girls between the ages of 8-10 are forced into marriage by their parents or abductors (ibid, n.d.).

Many children in Ethiopia are also victims of rape and incest, sexual abuse. According to the police report children as young as 7 month to 4 years old are also victims of sexual abuse (ibid,

n.d.).

2.2.4 Child labor and Commercial exploitation

Child labor and commercial exploitation is related term with child abuse; however the later aims at the use of children in work or other activities for the benefit of others. Child exploitation includes, but is not limited to, child sexual abuse, child labor for private, commercial and political benefits. Sexual exploitation on the other hand refers to the use of children for sexual actions by deceiving, frightening and forcing them for financial, social or political benefits (Mebratu, 2007:25).

Many children are also forcefully carried off or deceived by illegal dealers, brokers and pimps, where they become victims of sexual abuse and exploitation, forced into bonded labor and made to suffer all types of abusive violent treatment and exploitive working condition. Most abducted male children become farm workers, weavers, shepherds, while female children become house maids or barmaids (FSCE, n. d).

Many children in Ethiopia are also forced to work beyond their capacity to support their families. For example farming, fetching water and wood, weeding and other street based work to gain income to support their families is common. 52% of children, between the ages of 5-17 are engaged in productive activities- excluding household chores, of these the average work 33 hours per week. These children often do not go to school, play or rest and are denied of their rights (<http://www.savethechildren.net/ethiopia>).

2.2.5 Food security and emergencies

According to CIA fact book (2008) Ethiopia is a country with a population of more than 78 million, which is growing at the rate of two million a year. 85% of the population is dependent on agriculture for subsistence even if the agricultural methods are very primitive. Only 37% of the population gets a clean water supply (Mebratu, 2007:19). The GDP per capital is 170USD per year. Food security is chronic issue as many families are unable to buy or grow enough food to feed themselves. On an average, 4 million people are in need of food aid each year in order to survive. 49% of the population has no access to modern health services, and in some rural areas

the coverage falls to 25%. The doctor to patient ratio is 1:36,000.

(<http://www.savethechildren.net/ethiopia>).

These have a direct impact on children. One out of every six Ethiopian children dies before its fifth birthday. 14% of children born to mothers under 20 years of age die during childbirth. Diarrhea accounts for nearly half of the deaths. Only 60% of infants below one year are immunized against four major illnesses. Chronic malnutrition, both a cause and effect of poor health, is very high. 52% of Ethiopian children are stunted due to malnutrition

(<http://www.savethechildren.net/ethiopia>).

HIV/AIDS pandemic affected 2.2 million Ethiopians (the third highest number of people infected in the world). “3.8 million Children have lost one parent due HIV/AIDS (among other illnesses) and there are more than 1.2 million orphans in Ethiopia” (<http://www.savethechildren.net/ethiopia>). Traditionally, these children are taken in by extended families but because of their growing number and economic strain, many children are exposed to street life. According to the United Nations (UN) report, there are estimated 50,000 street children in Addis Ababa.

2.2.6 Other Practices

Beyond what are mentioned above, there are also other practices that affect the rights of children in Ethiopia. Few of them are abandonment and abduction of children. Abandonment of children is mainly practiced on new babies, when they are born of parents without wedlock, HIV infected parents and parents who have many children to look after. The other practice is abduction of children for the sole purpose of begging. These children mainly get maimed by their abductors who only consider the contribution the child’s impairment will have in increasing their financial gains (FSCE, n.d.).

2.3 Laws on children rights in Ethiopia

Having had all the above cases where child rights are not protected in Ethiopia it doesn’t however mean that there is no law to protect the rights of children in the country. But the question remains whether the society, especially children are actually informed about these rights

and whether governmental and non governmental organizations are really working for the implementation of these rights. The child rights laws in Ethiopia are:

2.3.1 Convention on the rights of the child

Ethiopia ratified the 1989 UN Convention on Rights of the Child in 1991 and incorporated it as part of the countries legislation through Proclamation No. 10/1992 (Mebratu, 2007). “The Convention on the Rights of the Child was the first instrument to incorporate the complete range of international human rights— including civil, cultural, economic, political and social rights as well as aspects of humanitarian law (www.unicef.org).

UN convention on the rights of the child can be grouped into four categories of rights and a set of guiding principles. These are guiding principle, survival and development rights, protection rights and participation rights. Additional provisions of the Convention (articles 43 to 54) discuss implementation measures for the Convention, explaining how governments and international organizations will work to ensure children are protected in their rights (www.unicef.org).

a. Guiding principles: “The guiding principles of the Convention include non-discrimination; adherence to the best interests of the child; the right to life, survival and development; and the right to participate” (www.unicef.org).

b. Survival and development rights : “These are rights to the resources, skills and contributions necessary for the survival and full development of the child” (www.unicef.org). The convention defines child development in a broader sense of physical, intellectual, spiritual, moral, and social growth (Mebratu, 2007). Thus for full development of children the convention include rights to adequate food, shelter, clean water, formal education, primary health care, leisure and recreation, cultural activities and information about their rights. These rights require not only the existence of the means to fulfill the rights but also access to them. Specific articles address the needs of child refugees, children with disabilities and children of minority or indigenous groups (www.unicef.org).

c. Protection rights : “These rights include protection from all forms of child abuse, neglect, exploitation and cruelty, including the right to special protection in times of war and protection from abuse in the criminal justice system (www.unicef.org). These protections are related to care given to children by parents, other members of a family, legal guardians, teachers and health officials. These rights also include protection of children who are neither temporary nor permanently living with their parents and children in a difficult situation. According to the Convention, children who are said to be in a difficult situation are children who lost their freedom due to legal punishments and children who are exposed to any form of exploitation (Mebratu, 2007).

d. Participation rights: These rights include children’s rights to have a say in matters affecting their social, economic, religious, cultural and political life. “Participation rights include the right to express opinions and be heard, the right to information and freedom of association.” (www.unicef.org).

2.3.2 African Charter on the Rights and Welfare of the Child

The need for children rights charter that is suitable for Africa was first mentioned on a paper entitled ‘children and war’, which was presented at a meeting organized by ANPPCAN in cooperation with UNICEF in 1987. Putting the question raised by these organizations into consideration the African Union calls for a national meeting that studies the Convention on the Rights of the Child in 1988. It was then ratified in July 1990 in Addis Ababa after a number of studies (Mebratu, 2007). African Charter on the Rights and Welfare of the Child is similar with UN Convention except few differences on rights related to harmful traditional practices, wars, parents responsibility, nationality, education, definition of a child, children with special attention and on duties and responsibilities of children.

2.3.3 Constitution of the Federal Democratic Republic of Ethiopia (1995)

The Constitution of the Federal Democratic Republic of Ethiopia (1995) incorporates the rights of children in its article 36. These rights include the right to life, right to a name and nationality, right to know and be cared for by his or her parents or legal guardians, right not to be subject to exploitative practices, neither to be required nor permitted to perform work which may be

hazardous or harmful to his or her education, health or wellbeing, right to be free of corporal punishment or cruel and inhuman treatment in schools and other institutions responsible for the care of children.

The constitution also states that in all actions concerning children undertaken by public or private welfare institutions, courts of law, administrative authorities or legislative bodies, the primary consideration shall be the best interests of the child. Juvenile offenders admitted to corrective or rehabilitation institutions, and juveniles who become wards of the state or who are placed in public or private orphanages, shall be kept separately from adults. Children born out of wedlock shall have the same rights as children born of wedlock. The state shall accord special protection to orphans and shall encourage the establishment of institutions which ensure and promote their adoption and advance their welfare and education.

There are also other rights on The Ethiopian Penal code (1957), article 172-corporal punishment, article 589-Rape, article 620- Aggravation to the offence (law on adultery with infant or young person), article 621(2)-incest, article 622(1&2)- Indecent behavior between relatives, article 623(1&2)-Omission to register the birth of infant, article 624-False registration, supposition and substitution of infants, article 626-Failour to bring up. The Civil Code (1960) also states on article 265-274- Powers of the Guardian and of tutor, article 2039(c) - Justification for corporal punishment, Article 2052- Duty to educate and to supervise, Article 2111- Abduction of child. Chapter 3 of the Criminal Procedure Code states on article 171-178 – Procedure in Cases Concerning Young persons. On the other hand Federal Negarit Gazeta states on article 89 (1-4)- Working Condition of Young Workers, article 90-Limits of Hours of Work, article 91-Night and Overtime work.

There are also other related laws such as The Federal Family Law of Ethiopia (2000), The 1993 Labor Proclamation, The Developmental Social Welfare Policy (1960) and The policy on HIV/AIDS. Some rights however are not specifically identified for children but they are put on the constitution under articles of human rights. For example article 41/4 states that the government should ensure health, education, social services. This right however includes children's right to learn and to get a health service.

2.4 Intervention measures

According to the present government structure, regional governments are directly responsible for the implementation of programs, policies and laws that are mentioned above. Moreover these regional Social and Civil Affairs Bureaus are also expected to play a significant roles in co-ordinating efforts and strengthening collaboration between the various concerned bodies in the area of children’s affairs. In regard to this, the civil society mainly of non-governmental organizations (NGOs) perform specifically on child rights protection by establishing committees, forums, projects, conducting researches, awareness raising programs and various rehabilitation projects. In the past years the NGOs were able to undertake awareness raising projects by using both the electronic and print media, establishing CPU’s (Children Police Unit) in police stations, child friendly courts and children rights clubs in schools that are located in different regions. They also established National Committee against Sexual Abuse and Exploitation of Children, Child Abuse and Neglect Unit – CANU, rape center at the Integrated Family Service Organization (IFSO) and others (FSCE, n.d.).

However the existence of policies, legislations, endorsement of international conventions and efforts of the civil society have only been first steps towards upholding of children’s rights and protecting them from becoming victims of neglect, abuse and exploitation. “The biggest challenge lies in their proper implementation and enforcement” (ibid, n.d.). According to the UN report 2008, “no developments have taken place with regards to Ethiopia’s national plan and legislation since last year.” This is because; the issue of children’s neglect and abuse has been deep-rooted issue into the thoughts and practices of the society due to traditional customs and cultures, that would take much time and energy to bring about a radical change (ibid, n. d.).

2.5 ANPPCAN (Association for Nation wide action for Prevention and Protection against Child Abuse and Neglect)

ANPPCAN- Ethiopia is one of the non governmental child rights organizations in Ethiopia that works towards the prevention of child maltreatment and protection of child abuse, neglect and exploitation. These are implemented through advocacy, development of information system on child rights, increasing public awareness, encourage child participation, providing psycho-social and related services for child victims of maltreatment and other supports for children especially

in difficult circumstances. ANPPCAN-Ethiopia was started in 1989 and acquired its national status in 1992.

The objectives of ANPPCAN are;

Protection of children against abuse neglect and exploitation

Promotion of child rights

Conducting studies on issues of child abuse and neglect

Intervene in cases of child abuse, neglect and exploitation

Advocate for legal social administrative changes to improve the well being of children.

(ANPPCAN Brochure)

2.6 Theoretical framework

2.6.1 Audience research

Audiences are defined by contemporary scholarship in a number of different ways: by a particular product such as a newspaper, or by specific types of product such as women's magazine, television formats, news programmes, or specific types of music or by social or geographical type (Williams, 2003:190). On the other hand McQuail defines audience in different and overlapping ways by place (as in the case of local media); by people (as when a medium is characterized by an appeal to a certain age group, gender, political belief or income category); by the particular type of medium or channel involved (technology and organization combined): by the content of its message (genres, subject matter, styles); by time(as when one speaks of the 'daytime' or primetime' audience, or an audience that is fleeting and short term compared with one that endures) (McQuail,2000:360).

In the transmission model (of the audience-sender relationship) where signals or messages are sent over time for the purpose of control or influence, the receiver is perceived as a destination or target for the purposeful transfer of meaning. This model applies, for example, to education and many kinds of public information campaign and some kinds of advertising. McQuail defines the 'target' audience as 'that section of potential audience singled out for reach by a particular source' (ibid, 2000:377-378).

Audience research has understood the audience in two ways: in terms of effects and in terms of reception. Effects studies look at how audiences are directly affected by the media while reception studies look at how audiences use the media.

Until quite recently researching audiences has 'been largely confined to determine the effects of exposure to the mass media'(Fourie, 2005:243). 'In the early days of audience effects research there was the tendency to treat the media as all 'all powerful' (ibid, 2005:244). The second phase of mainstream research however dates back to the early 1940's and focused on the reasons for the popular appeal of different radio programs, especially 'soap operas,' quizzes, and also daily newspaper reading (Lazarsfeld and Stanton, 1994, 1949 cited in McQuail, 2000: 387).The basic assumption of the approach was then rediscovered and elaborated twenty years later in the 1960 with the birth of uses and gratification theory (ibid, 2000: 38). The assumption is that audience members are actively involved in selecting messages to gratify individual needs like a need to relax, to be entertained, to escape from daily routine or worry, to be informed and other needs (Fourie, 2005:244). Uses and gratification theory, which emphasizes the audience as being 'in charge' of their media experience is criticized for overstating the real autonomy of the audience (Elliott,1974 cited in Mcquail, 2000: 364). This theory has however been followed by a range of new theories and more humanistic critical (qualitative) traditions such as reception analysis and ethnography.

2.6.1.1 Reception theory

The other area audience research understood the media is in terms of reception. Recently media researchers are interested to know the influence of the media by how audiences bring out meaning from the media texts instead of studying media effects. For a number of media theorists, more power rests with audiences as to how they understand media messages with regard to their individual attitudes and opinions, and social backgrounds. These theorists criticized the media effects model for considering audiences as only passive consumers of media messages ignoring interpretations that they could hold (Williams, 2003).

Reception theory on the other hand is interested in how readers interpret texts. 'In other words, when one use reception theory to investigate readers, s/he investigates theoretically and

empirically the process of interpretation (sense-making)'. Interpretation is a process of negotiation between texts and readers situated within specific social and cultural contexts (Fourie, 2005:244). According to Williams, audiences' ability to interpret media messages is determined by a range of individual, social, cultural factors (2003:109). According to Wicks, audiences do not simply receive media messages even when the media is instrumental in shaping attitudes, opinions, and beliefs. Instead people interpret media messages in the context of stored knowledge (Wicks,2001:XIV cited on Biset 2007). 'Reception analysis emphasized the ability of audiences to appropriate the meaning they wanted from popular media and cultural forms'. It also emphasized on their ability emanating from their critical and creative abilities to resist the media (Williams, 2003: 199). Media audiences are no longer seen as homogeneous mass of passive recipients of messages, but rather as a combination of different groups with their own histories, habits and social interactions.

David Morley and Charlotte Brundson (1980) are one of the pioneers of empirical reception research who studied on the meaning people took from the British current affairs programme, Nationwide. In this study Morley examined the context of media and concluded that 'meaning is not solely inscribed in the messages produced by the media but is the outcome of the interaction between the audience and the text'. He also found out that audiences from the same socio economic background could generate different interpretations of the same message (ibid, 2003: 191).

Reception theory has its roots in two schools of thought, German reception aesthetics (also called reception theory) and the encoding /decoding model of reception developed by,' Stuart Hall (Fourie, 2005:244).

2.6.1.2 The encoding and decoding model

The encoding- decoding model, the starting point in active audience research, was developed by Stuart Hall (1973). Hall was critical of traditional effects theories for their narrow conception of effects; focusing on the influence of A's behavior on B.

Hall's model represented a shift in the effects debate by making the influence of media dependent on people's interpretation and thoughts process. He provides a more dynamic understanding of how the media constructs meaning and how people make sense of what they see, hear and read. The model emphasizes the interaction between the audience and texts as well as the social context within which such interaction happens (Williams, 2005:194-195).

Hall argues that there is one dominant message coming from the media's tendency even if a number of messages could be encoded in media texts. 'On the audience side the process of understanding or decoding the messages is open to a degree of interpretations as it is polysemic' (i.e. having multiple meanings) and open to several multiple interpretations (ibid, 2003:195).

According to Hall the determinants of the decoding process are social factors in particular class rather than individual inclination or preferences. He distinguishes three possible kinds of decoding or reading of media content. The dominant- or hegemonic – reading, that accepts the dominant ideology produced by a text (Fourie, 2005:243), the oppositional reading that rejects and decode meaning according to readers own values and attitudes, the negotiated reading where people adopt rather than completely reject the preferred reading (Williams, 2003:195).

Unlike the uses and gratification model Hall 'did not focus narrowly on the individual uses of the media but rather on how different social contexts and backgrounds influence individual interpretations' (ibid, 2005:195). David Morley and Charlotte Brundsons' (1980) study on Nationwide was a direct attempt to try out Hall's model in practice. 'The study demonstrated that audience groups from different class backgrounds did to some extent decode the hegemonically encoded Nationwide programme in ways that could be meaningfully categorized as dominant, negotiated and oppositional'. However 'class position does not directly correlate with the three decoding positions' (Morley, 1992:118 cited in Schroder.et al.2003:129)

2.6.2 Approaches towards audience research

2.6.2.1 The structural approach

Structural approach states that media use is largely shaped by certain relatively constant elements of social structure and media structure. 'Social structure refers to 'social facts' such as those of

education, income, gender, place of residence, position in the life-cycle, etc', where as media structure refers to the relatively constant array of choices in media contents that is available in a given place and time (McQuail, 2000:385). McQuail states the main aim of structural approach is to describe composition, enumerate, relate to society by using social demographic data of media and time use and survey and statistical analysis methods (Mcquail, 2000:368).

2.6.2.2 The behaviourist approach

The main aim of behavioral (functionalist) approach is to explain and predict choices, reactions and effects. 'The typical effects model was a one-way process in which the audience was conceived as an unwitting target or a passive recipient of media stimuli'(McQuail, 1997: 22).

Early effects research complemented the institutional view of the media by the conceptualization of media audiences as 'masses'. 'Scholars emphasized their large size and saw them as being made up of isolated and defenseless individuals.' The notion of the 'masses' reinforced a particular image of media audiences as passive dupes who are easily manipulated (Williams 2003:192). According to McQuail the audience as a mass is passive since it is incapable of collective action (McQuail, 1997: 22).

The second type of 'behavioral' audience research was in many ways a reaction from the model of direct effects (ibid, 1997: 366-68). 'The audience was viewed relatively as active and motivated set of media users/ consumers, who were 'in charge' of their media experience, rather than passive 'victims'.

Active audience theory stresses the ability of audiences to make their own meaning from what the media pump out, to use the media technologies for their own purposes and to take their own pleasures from what they see, hear and read (Williams, 2003:193). Active audiences provide more feedback for media communicators, and the relationship between senders and receivers is more interactive. Response can also be more or less active, in terms of degree of motivation, attention, involvement, pleasure, critical or creative response, connected with the rest of life and so forth (McQuail, 1997:22). Audiences were also permitted to provide the definition of their own behavior (Blumler and Katz cited in McQuail, 2000:367).' The main data in behavioural

approach are motives; acts of choice; reactions where as the main methods are survey, experiment and mental measurement (ibid, 2000: 368).

2.6.2.3 Socio cultural (cultural tradition) and reception analysis

The cultural studies tradition has been almost exclusively concerned with works of popular culture. “It emphasizes media use as a reflection of a particular social-cultural context and as a process of giving meaning to cultural products and experiences in everyday life” (McQuail, 1997:18).

There are two main strands in culturalist approach. The first one is that most media messages are essentially “polysemic.” Polysemy is ‘the multiplicity of meanings that arises all the time from encounters with media content, usually without the individuals’ conscious awareness (Corner, 1980:80 cited on Schroder.et al, 2003: 130). It is ‘used in reception research to define the kind of textual openness that allows different readers to actualize different meaning from a text, as a result of the readers’ differently developed interpretative repertoires, or codes (Jensen, 1990;Dahlgren, 1998 cited on Schroder.et al, 2003: 130). The other strand involves the use of media as a significant aspect of ‘everyday life’. Media reception research emphasized the study of audience as “interpretative communities,” which refers to shared outlook and modes of understanding, often arising out of shared social experiences (Lindlof,1988). “Reception analysis is effectively the audience research arm of modern cultural studies, rather than an independent tradition. It strongly emphasizes the role of the ‘reader’ in the “decoding” of media texts” (Ibid, 1997:19)

2.6.3 Conclusion

Generally, this chapter presents the concept of Child rights in Ethiopia, the black holes in its practice and intervention measures especially the laws and legislations set for protecting children from abuse and neglect. The concept of reception theory has also been discussed. Since the purpose of this study is to investigate audience reception of ‘Childrens’ Right Pictorial Booklet’, a magazine that advocates child rights, the aforementioned review of literature and the theoretical framework of reception analysis are relevant to this study.

Chapter three

Research methodology

3.1 Introduction

The main aim of this research is to study the effectiveness of ‘Children’s Right Pictorial Booklet’ in awareness creation of children on child rights. In the study of what knowledge and frames of interpretation audiences bring to bear in their use of media content, what role media use has in their everyday life, it is necessary to turn into qualitative methods which allow us to observe in a more natural setting (Hansen, 1998; 257). Thus this research employs a qualitative method to study the frame of interpretation children audiences bring to bear in their use of ‘Children’s Right Pictorial Booklet.’ This chapter describes sampling procedure, data collection and analysis undertaken in the study.

3.2 Research procedure and sampling

This study employs three methods to carry out the research. The section below discusses the three stages of the research process and the sampling procedure in the following order.

- Qualitative content analysis
- Focus group interviews
- Individual in-depth interviews

3.2.1 Qualitative content analysis

This study employs a reception research that predominantly uses focus group interviews and in depth interviews for studying how children make sense out of ‘Children’s Right Pictorial Booklet.’ ‘Thus it follows that the researcher must have a certain amount of knowledge about this media product, in order to be able to conduct a meaningful and focused conversation with the informants about it’ (Schroder et al 2003:154)

‘By definition content analysis is a technique used for gathering and analyzing the content of texts and how they are combined.’ Content refers to any message that can be communicated in forms of words, pictures, symbols, ideas, themes or meanings (Deacon et. al. 1999 cited in Mabweazara, H. 2006:6)

According to Schroder et. al. (2003) ‘it is necessary to abstain from a detailed preliminary textual analysis, and just familiarize oneself with the text sufficiently enough to be able to pursue the cultural research that motivates the project.’ Thus this research does not employ detailed textual analysis since the sole purpose of qualitative content analysis is to prepare the researcher sufficiently for the role of interview facilitation in the succeeding focus group interview.

This study analyses all the editions of ‘Children’s Right Pictorial Booklet.’ The analysis includes a total of eleven editions published by the organization between the periods of January 2000-October 2007. Qualitative content analysis helped in identifying ‘preferred meaning’ encoded in the magazine and set the basis for subsequent focus group interview analysis of children’s attraction towards the magazine as the researcher proceeds with a clear picture of the content of the magazine requisite for the focus group (Mabweazara, H, 2006:6)

3.2.2 Focus group interview

Focused group interview has gained widespread popularity as a research method for studying media audiences with the rise of ‘reception studies’ during the 1980’s (Hanson et.al.1998: 258). During this period, the choice of focus group interviews as a method of investigation has thus been governed by the desire to examine, through a more ‘natural’ setting and frame, how media audiences relate to, make sense of, use, negotiate, and interpret media content.

A focus group is a research method frequently used in the social sciences to discover participants meaning and ways of understanding of a message transmitted (Peter Lunt 1996:32). Hanson, citing Morley (1980) states that, the first priority of this methodology is to ‘determine whether different sections of the audience shared, modified or rejected the ways in which topics had been encoded. It also finds out how ‘interpretations were collectively constructed through talk and the interchange between respondents in a group situation. (ibid, 1998; 261)

Focus group interview involves bringing together a group, or, more often, a series of groups, of subjects to discuss an issue in the presence of a moderator (Peter Lunt 1996:32). Deacon et al 1999 states that the most common number of participants per group is between five and ten. Consequently, the researcher decided to have six participants for a group, and believed that it is a

reasonable number to stimulate a discussion among children. The selection of these participants is conducted in snow ball sampling method. In snow ball sampling of the participants, where initial contacts suggest further people for the researcher to approach, who in turn may provide further contacts (Deacon et. al. 1999), the researcher's initial contact was with the director of the schools who contacted the researcher with a teacher who suggests a number of students to be used for the study. This study priory employs four focus groups that were selected randomly by the teacher. The first focus group employs students between the ages of 7-9. For the FGD 2 it was priory aimed to have students between the ages of 10-12, however it was impossible to find students who have read the magazine within this age group. The researcher contacted students, teachers and facilitator of the child rights club if they are able to suggest students who have read the magazine, but was not able to find any student who have read the magazine. FGD 2 is conducted among female respondents between the ages of 13-15. Within this group some respondents did not show up to the meeting therefore the researcher used snow ball sampling method where the teacher suggests for other participants. FGD 3 was conducted among male respondents between the ages of 13-15. In this FGD only one respondent show up to the meeting. Therefore the researcher fill up these absentees by asking this respondent if he could further suggest other participants that could be used for the study. The FGD generally employs 23 respondents, 6 respondents in FGD 1, 7 respondents in FGD 2 and 10 respondents in FGD 3. These doesn't however mean that FGD 2 and 3 employs 7 and 10 respondents, instead the numbers refers to the participants added to the discussion in a place of prior respondents who are absent in the following sessions.

These sampling is done based on where the students attend school, governmental, public, or private schools. For this study Africa Andenet public school is purposely selected for being one of the schools where 'Children's Right Pictorial Booklet' is circulated. It is also believed that the students have access to read the magazines because they are put in library. Africa Andenet public school also have active child right club compared to other schools. It is the child right clubs that keep the magazine in the library while it is given to the clubs by the organization.

The focus group discussion were conducted in Amharic the native language of the study area and later translated in to English. The interviews setting for the discussion were in Africa Andenet

school library because of its convenience to me as well as the discussants. My role as moderator during the discussion was facilitating and stimulating discussion. According to Deacon et. al, 1999 the role of the moderator is to ensure the issues, topics outlined in the interview guide are covered in the course of discussion, to maintain a reasonable balance of contributions where no single individual is allowed to dominate the group and to keep the discussion on course and not allow to drift off in direction of little or no relevance to the study. Even though I was the moderator of the discussion I used an assistant moderator to help me with controlling the recorder, giving out snacks, and in noting down important ideas and emotions of participants, while I was engaged with asking the question and maintaining the atmosphere.

In setting of these focus groups, students from three consecutive grades are assigned in a group because ‘the generally accepted rule is to have an age range of not more than two years among participants. Developmentally, youth change a great deal over a period of two years, and they can be very age conscious where younger participants may defer to older participants (A. Krueger, 2000:178). The first focus group is selected from students in grade 1-3, whereas the last two groups are selected from students in grade 7 and 8. In the last two groups boys and girls are kept separate because focus groups between the ages of 12-14 are often chaotic and it is wise to keep boys and girls separately (A. Krueger, 2000:179).

As long as these focus groups are conducted among young people, questions discussed among the groups are 6-8 instead of the standard 10-12 questions, the time span is also 45-60 minutes (A. Krueger, 2000:180). Before the FGDs one of the magazines is read out to facilitate the discussion.

3.2.3 Individual in-depth interviews

This study employs in- depth interview only with the main editor of the magazine. This is done to find out the aim of the magazine and the publishers view on the consumption of the magazine by readers.

3.3 Data analysis procedure

Analysis is made based on qualitative method. In analyzing the focus group interview, all the information is first gathered and transcribed into English since the discussions were held in Amharic. Then four themes are selected which are in line with the research question of the study to analyze each response of the interviews. The focus group discussions and the in-depth interview are analyzed simultaneously using narrative techniques.

3.4 Conclusion

This chapter mapped the methodological structure that is going to be used to collect data. It also points out the method of data analysis. The next chapter will discuss the results of data collection and the data analysis.

Chapter 4

Data analysis and interpretation

4.1 Introduction

This chapter discusses the major findings of the study. The analysis is presented in line with the objective of the study which tries to identify the meaning children make out of the magazine and how they identify themselves with the contents of the magazine. The analysis is done accordingly with the theoretical framework presented in chapter two. However it is not bound to any distinct theoretical approach, instead it uses the theory as a guide in making sense of the data. The research presents findings from qualitative content analysis, focus group interview and individual in depth interview.

The analysis begins by presenting the qualitative content analysis of the magazine followed by findings from focus group interviews and an in-depth interview. Findings from focus group interviews and the in-depth interview are analyzed simultaneously. In analyzing the interviews four themes are selected which are in line with the research questions of this study.

4.2 Qualitative content analysis

This section presents the qualitative content analysis of eleven editions of 'Children's Right Pictorial Booklet'. The researcher establishes an analysis of the following magazines based on the basic stories told and narrative structure. The cover page is also described since it is the first thing that grasps readers' attention.

The magazine adopts its name 'Children's Rights Pictorial Booklet' after it got its license of publication from the Ministry of Information in 2007. The magazine also started to write the volume and number of publication after it got its license. The editions before the license have different titles based on the theme, each of the magazines cover. These magazines also have less quality of paper where the cover pages are not made of a hard paper. All the magazines have in common the name of the publishing organization, ANPPCAN, and the name of the sponsoring organization, Save the Children, written on the bottom of the cover pages. Each magazine also has an introduction page in their first pages about child rights and the specific issue covered in the magazine. The following are the analysis of 'Children's Right Pictorial Booklet' from the

latest to the earliest editions.

1. Edition of October 2007

The cover page of the magazine presents the name of the magazine 'Children's Rights Pictorial Booklet' written in Amharic and English. Underneath, there is title of the specific edition, 'Children's Rights and Responsibilities,' in Amharic and English. The cover page have pictures of a boy on a crutch, a smiling girl, a mother holding a baby, and a boy sitting in front of the computer respectively from right to left.

Each of the inside pages of the magazine have one theme, one picture and a caption on child rights and responsibilities, one after the other. The captions on rights and responsibilities are written in words of children, for example on the second page of the magazine it says 'I have the right to be heard' and there is a picture of an adult man and woman sitting side by side with two kids who are standing in front of them. Then in the following page there is a picture of the same people but in different position, with a statement at the top of the page that says, 'I have the responsibility to hear and respect others.' All the pictures in the magazine are attractively made with different colors and are expressive of the statements written at the top of the pages. As the whole, the magazine covers seventeen rights and eighteen responsibilities of children. The magazine ends with a statement in the middle of the last page written in bold and big letters that says, 'Love and Protection for Children.'

2. Edition of May 2007

The cover page contains picture of two girls getting into Child Rights Protection Centre. The drawing on the cover page is an extract from the inside page which is also the resolution part of the story. In the middle bottom of the page there is a statement that says, 'Let's Protect Children from Illegal Trafficking and Harmful Traditional Practices,' this also seems like the title of the specific edition. On the back cover of the magazine there is a drawing of a little girl kneeling with her hands stretched and with tears on her face. This drawing is an extract from the first page of the inside pages of the magazine, with a caption 'why did you create me God?'

The story in the inside pages is presented in a full page pictures of an incident with a caption on each page. The drawings are attractively drawn with different colors. The story in the inside page of the magazine is about a little girl who never got the chance to play or learn like other kids instead she is over burdened with house hold chores. One day she overhead her parents are planning to betroth her. Therefore she runs away from home where she meets brokers who promised her to take her to a city and get her a job. However one of the men rapes her when they reach the city. Afterwards, the brokers send her to the Middle East when they realize that she is planning to tell the police. In the Middle East she is not only overburdened with hard tasks but she is also sexually abused. At the end of the story the girl comes back to Addis Ababa and sue the broker for what he have done to her and to many other girls like her.

The flash back in the story is presented in different picture at the upper side of the page as the characters talk about the issue. For example when the main character told her friend that she was raped in Arab there is another picture on the top of the page that shows the incident. Looking at the drawings of the houses, the market place and the roads, one can infer that the setting of the story at the beginning is in rural area. Then as the character moves to Addis Ababa and Middle East the setting also differ. The story begins with disruption and involves a series of complication as the character runs away from home, get raped by a broker (which is also the climax of the story) and move to Middle East where she is also sexually abused. The main theme of this story is child trafficking. Themes of right to play, right to learn, child labor and sexual abuse are also covered in the story.

3. Edition of March 2007

The cover page begins with the magazines name, 'Children's Right Pictorial Booklet', in Amharic and English. Then there is the title of the specific edition, 'Helina and Mastewal'. The page contains eight different kinds of pictures in a box that are scattered around the page. The page has dark blue background color which makes the cover page unattractive and messy with the scattered pictures. At the bottom half of the page there is a statement written in white that says, 'A pictorial magazine that deals with children issues.' Unlike the editions that are mentioned above this magazine presents its message mainly through a story written in words. The pictures however are in the pages mainly to aid the texts. The drawings are also made with

too many lines that make them unclear. Most of the pages also have different dark fading colors, with the texts that are also written in different colors. This however has also make the inside pages unattractive.

The main characters in the story, whose names are also the title of the magazine, are two teachers in rural area. These teachers are also wedded couples who are also leaders of a child rights club and reproductive health club. The stories in the magazine are narrated through a dialogue between the teachers and different dwellers of the village. The first story is a dialogue between the male teacher, Mastewal, and a dweller of the village who wants to betroth his daughter who is below the age of 18. The second page, which is also the second story of the magazine, is a dialogue between the female teacher, Helina, and a mother who was about to commit harmful traditional practices to her new born baby. Then the following three pages present a story in a setting of a classroom where Child Right Convention and HIV are discussed among the teachers and students. The fifth page continues with a dialogue between a female student and Helina about sexual harassment. Then the story goes back to a setting of a classroom for four pages. Afterwards the story about sexual harassment continues here followed by another story that is presented in a form of a dialogue between Helina and a woman about FGM. The last pages of the magazine cover a story in a different setting of a social gathering where child rights issues are discussed among the teachers and the villagers. Generally there are eight different stories that are put together in this magazine. This magazine however seems to lack coherence, flow and focus in the construction of the story.

4. Edition of February 2007

The cover presents the magazines name, 'Children's Right Pictorial Booklet' in Amharic and English version on top of the page'. Underneath the magazines name there is the title of the specific edition, 'Lets Unite to Avoid Harmful Traditional Practices.' The page contains one drawing of a crying little girl with three women around her who are holding her tight. There is also an old woman with a blade in her hands, with a caption that says 'why are you crying, do in think you are the first person to get circumcised?' The drawing on the cover page is an extract from the inside page which is also the climax part of the story. The drawing on the cover page has different and attractive colors on a yellow background and all texts are written in black.

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CHILDREN'S RIGHTS PICTORIAL BOOKLET

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Save the Children
Canada

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Fig1:1 'Cover page of Children's Right Pictorial Booklet,' February 2007 edition

The story in the inside pages is presented in full page drawing of an incident with a caption on each page. The drawings are attractive having clear pictures drawn with different colors. The story in the inside pages of the magazine is about a girl who was about to get circumcised and betrothed at an early age. As a result she became emotionally disturbed in school and stops attending class. Her friends whom she advised about her situation then told the teacher, who then told the police and rescued the main character from circumcision. The setting of the story seems to be in rural area as to how the houses and the area are drawn. The causes of the events in the story are traditional practices in the area where the story is told. In analyzing the opening scenes of a narrative, double narrative of early marriage and FGM is presented. The main theme of this story is FGM.

5. Edition of May 2006

The cover page begins with a title, 'Protect Children Against all Forms of Abuse, Neglect and Exploitation,' both in Amharic and English versions. Below the title there is a picture of an old man and woman holding a big flower. In the flower there are drawings of around sixteen children wearing different costumes like cultural, graduation gown and nurses uniform. At the bottom of the page there is a statement that says 'today's flowers' which is the first phase of an Ethiopian quotation referring to children as 'today's flowers and tomorrow's fruit'. The page has green, orange, purple, yellow and other colors that are attractively drawn especially to children.

This magazine narrates one story per page. It also presents quotes from the Ethiopian constitution and UN Convention on the Rights of a Child. For instance in the first page of the magazine, there is a picture of three girls, two of them hugging each other and the other standing apart from them, their conversation goes as follows:

A: "Your hair is very dirty, so I will not play you"

B: "Me too I don't want to play with you because your cloth is dirty!"

Then at the bottom half of the page there is another drawing that that shows two of the girls playing while the third one is sitting sadly saying,

C: "My parents don't care about me. They don't keep me clean so I am about to lose my

friends.”

The caption at the bottom of the page says “Parents or guardians have the responsibility for the growth of a child.” Art is 18 (1)

The magazine covers issues like right to be loved and cared for, early marriage, sexual abuse, corporal punishment, physical abuse and others.

6. Edition of July 2004

This magazine begins with the title of the magazine, ‘Stop Stigma and Discrimination,’ which is written both in Amharic and in English versions. Below the title there is picture of kids who were looking and pointing at another kid who is standing aside from them. At the left side of the drawing there is a red rivan sign of HIV.

This magazine also has a story per page, with titles on each page and the pictures of children whose dialogue is presented in captions. The issues covered in the magazine are about HIV, stigmatization, right to speak, right to play, right to receive love and care and physical abuse.

7. Edition of June 2004

The cover page presents the title of the magazine, ‘Respect the Rights of Children’ in Amharic and English on top of the page. Below the title there is a drawing of old men, women and a priest, where some of them sits and the others standing behind them. In front of these people there are four children looking at the people except one who faces the reader with a smile on his face.

Each page of the magazine covers different rights of children which are presented in a form of a dialogue between children characters, who are presented in full page colorful pictures. Each of the pages also has a title based on the rights each page covers. The issues covered in this magazine are right to be certified in birth, right to life, right to name and nationality, right to get medical service, right to learn, right to play, right not be discriminated, right to participate and right to be protected from harmful traditional practices.

8. Edition of December 2001

The cover page of this magazine begins with its title written in big and bold letters, 'Childrens Rights and Obligation,' both in Amharic and English version. Then there is a picture of a family within a circle where the sun shines in front of them. This magazine uses a dialogue in a question and answer form between children and children's TV host, Ababa Tesfaye, to present its message. The messages of this magazine are similar with edition of October, 2007, in covering issues on children's rights and obligations, except that this magazine presents its messages in a form of a dialogue between children and the host. Unlike all the magazines this edition presents the dialogue between the characters in Amharic and English version that could invite audiences of the two languages speakers. The rights that are covered in this magazine are right to be heard, right to good health care, right to learn, right to be loved and cared for, right not to be subjected in any form of corporal punishment, right to be proud of once culture and beliefs, right to get good and nutritious food, right to make mistakes, right to live in a clean and safe environment, right for special service for disabilities, right to play and right not to be involved in hard and exploitive work. Where us the responsibilities covered in this magazine are responsibility to listen to other people, responsibility to keep personal hygiene, responsibility to study, responsibility to respect the cultures and beliefs of others, responsibility to care for and respect others, responsibility to respect rules and obligations of the school, responsibility to learn from mistakes, responsibility to keep the environment clean and safe and responsibility to involve others in a fair play.

9. Edition of January 2001

The cover page of this magazine presents the title of the magazine, 'The Effect of Irresponsible Parenthood on the Lives of Children.' Below the title there are five scattered and dark pictures, which are extracts from the inside page. Unlike most of the other editions this magazines presents a narrated story in texts. Few pictures are only used to aid the texts. The story in the magazine is about a girl who lives with her step mother and her father who have a drinking problem. One day her father becomes sick and could not go to the market. Therefore she goes to the market to sell her father's eggs. But she fell on her way and crushes the eggs she was holding on her back. She also lost the donkey that was carrying the other eggs. While crying sitting on

the road side, she met a man who tells her that he will take her to a city and get her a job. But when they reach the city, the man rapes her and leaves her in a hotel room. The people who found her in the hotel room sue the man and the girl starts to live with a woman who is owner of the hotel. At the end of the story the owner of the hotel dies after telling her will, to give her belongings to her children whom she do not know where they are. However it turns out that the girl who was raped and the man who raped her happens to be the woman's children. The story ends with their repentance and their change of behavior where they start helping children in broken families.

10. Edition of 2001(month of publication not given)

The cover page of this magazine begins with the title of the magazine, 'Children's Rights.' Below the title there is a picture of a flower with a statement in the middle that says, 'Convention on the Rights of the Child,' with nine rights written on the petals of the flower. Below this picture there is picture of thirteen children.

The magazine presents its story by different pictures of children and parents who talks about different issues on child rights. There is also a picture of an old man who answers the issues that are raised by the different characters in the story. Each page of the magazine presents extracts of articles from the UN Convention on the Rights of the Child. The magazine covers around 31 rights of children from the convention.

11. Edition of January 2000

The cover page of magazine presents its title 'Abuse in the Lives of Children,' followed by five scattered pictures that are extracts from the inside page. The story in the magazines is presented in a narrated story, where pictures are only used to aid the texts. Unlike the edition of 2001, all the pages have different colors and there are more pictures in each pages compared to the later edition.

The story in the magazine is about a shop keeper who deceives and rapes three girls. One of these girls tells her parents what has happened to her and to her friends. Then her parents sue the man, however the man is sentenced only for five years that arouse opposition from the people.

On the other hand the children become stigmatized because of what happened to them. As a result two of the girls run away from home and get a job in a bar. After a while one of the girls died of HIV and the other one became pregnant and start to live on a street where she died giving birth. At this part of the magazine the story mistakes the name of the second character with the first one, and makes the story difficult to understand by presenting the character as dead in earlier page and alive in the following page. The third girl who was still living with her parents is then raped by a boy from her school. Then she runs away from home and starts to live on the streets when she found out that she is pregnant. While begging in the streets, she met a man who works in an N.G.O, who helps her to unite with her parents. At the end of the story the organization starts doing awareness creation programs where the girl also becomes an active participant.

4.3 Focus group interviews and in-depth interviews

The following section presents the analysis of the data collected in focus group interview and in-depth interview. The data is analyzed using four themes, children's reading habit of 'Children's Right Pictorial Booklet', relevance of the magazine in meeting interests of readers, meaning making of readers and relevance of the magazine in real lives of readers.

4.3.1 Children's reading habit of 'Children's Right Pictorial Booklet'

This section presents children's reading habit of 'Children's Right Pictorial Booklet' based on when, where and how many times children read the magazine. It also discusses whether children involve in a conversation about contents of the magazine and factors affecting their reading habit of the magazine.

It was mentioned that ANPPCAN- Ethiopia circulates 'Children's Right Pictorial Booklet', to around 200 governmental and public schools in Addis Ababa. Africa Andent is one of these schools used in this study. According to Ato Wakuma, main editor of the 'Children Rights Pictorial Booklet' the organization makes sure to reach every child rights club with the magazine. It is the clubs that keep the magazines in library after giving out some to the members of the club. According to the respondents who are members of child rights club, the club gave one magazine for the members after grouping them into five. This is true to respondents of FGD

2, where there are two children who are members of the club. It was the researcher's prior aim not to use participants who are members of child rights club for they are aware of child rights issues in other different means. However two respondents are used to figure out how accessible the club makes the magazine to its members and to compare the members' views with those participants who are not members of the club. Respondents of FGD 2, who are members of the child rights club, states that they are able to read the magazines because it was given to them by the club.

FGD2 (E) I saw the magazine this year. They gave us the magazine in child rights club. They group us into five and gave one magazine for each group.

(B) I was able to read the magazine by being member of child rights club.

Considering the child rights clubs, Ato Wakuma states that the clubs use the mini media to announce that the magazines are available in library. However, most respondents of the focus group discussion learnt about the magazines from their friends who are members of child rights club. Else only two respondents stated that they saw the magazine in library.

FGD 2 (A) I read the magazine by accident. I found the magazine from my classmate. I guess she is member of child rights club and they gave her the magazine there and she brought it to class.

FGD 3 (C) The magazine was given to my sister and she brought it home. She is member of child rights club.

FGD 2 (C) I came to know the magazine after I saw a girl reading it in library, then I read it for myself

FGD 3 (G) I saw the magazine in library when I arrange books.

Thus the main place where the magazine is consumed is found to be in class rooms and in homes of the respondents. Most of the respondents came to know the magazine through their friends and classmates who are members of child rights club. It is also evident that most of the respondents do not read the magazines purposely.

Most of the respondents read the magazines only once or twice in the last three years (2006-08). Most of them also read only one of the three or three publications of 2007 that mainly dealt with child trafficking and harmful traditional practices. These are the publications that were given to the child rights club. One respondents is however able to read edition of 2000. The time span

when the respondents read the magazine reveals that the magazine is not read much by the respondents to bring about the expected awareness and empowerment on the children.

In investigating children's reading habit of the magazine it is also relevant to see whether children share what they read with others. According to Thomson 'media messages are commonly discussed by individuals in the course of reception and consequently elaborated discursively and shared with a wider circle of individuals who may or may not have been involved in the initial process of reception'(cited inMabweazara2000:21).

Some of the respondents said they talk about the contents of the magazine with their friends and siblings.

FGD 3 (A) I have talked about the magazine. The story was about a girl who went to a man's home to watch a movie. She always goes to his house. There is no TV in her home...One day he brought a pornography movie and told her that he brought a very good movie. They sit and watch the movie together. And when she was subdued by the movie, he raped her. I told my friend this story. And she told me that there are people who do such things. I also told some kids about the story in another magazine I read.

FGD 2 (D) In our spare time we met and read it together. We talked about the content of the magazine but I don't remember what we really talked about.

FGD 1 (E) I told my sister and brother about the story I read.

However most of the respondents mainly engage themselves with a conversation about the magazine only to borrow the magazines and to ask where they could find a copy for themselves.

4.3.1.1 Factors affecting children's reading habit of 'Children's Right Pictorial Booklet'

According to Ato Wakuma, the editors of the magazine ask for feedback from teachers and students whether the magazine is reaching all students. "Our purpose is to reach not only the child rights clubs but the whole society of the school," said Ato Wakuma. However in sampling of the focus group discussants it was impossible to find children between the ages of 10-12 who have read the magazine.

Even though the child rights club aims at reaching all the students by keeping the magazine in the school library, the availability of the magazine in the library contributed less in the children's reading habit of the magazine. Some of the respondents did not know the magazines are available in the library even if they want to read them.

FGD 3 (A) I found the magazine from a girl who is my neighbor. I asked her where she found the magazine and she said she is member of child rights club. I asked her if they thought them there and if I could be a member, she said I don't think so...I didn't know the magazines are available in library. I asked the girl again, she said she didn't have any other copy. I didn't know it is in library.

(C) We would have read the magazine if we know it is in the library.

On the other hand, most of the respondents of FGD 1, who are students between the ages of 7-9, state that they are not welcome in library and even if they are their identity cards (ID) are usually with their parents who fear the kids would loose it. However it should be noted here that it is the kids right to use the library and to keep their ID with themselves and the parents' responsibility to teach the children to be responsible for their ID.

FGD 1 (A) I don't have an ID, my parents keep my ID with them because they fear I might loose it. And most of the time when I came to library the people here pushes me out because I am a kid. I saw the magazines last week with other student who was reading it here (in library).

(F) My parents don't allow me to keep my ID, so I can not book the magazine to read it in library.

Some of the respondents however did not care whether the magazines are available in library or not. They said they went to library only to study not to look at other books.

FGD 2 (D) The magazine is available in library. Most of us came to library to study. If we don't found the magazines for ourselves, we don't read them in library. And we don't see other kids having the magazines. If we don't read them by chance there is less probability we read them in library.

FGD 3(G) I saw the magazine when I arrange the books, but I didn't read them.

(H) We only came to library to study.

4.3.2 Relevance of 'Children's Rights Pictorial Booklet' in meeting interests of readers.

This section discusses the relevance of the magazine in meeting interests of children readers. Most of the respondents said that they like reading 'Children's Right Pictorial Booklet'. All respondents between the ages of 7-9 said they like the magazine for its content, children rights.

FGD 1(A) I love it, it is about children rights. No one can forbid children from their right. If they say we are hungry, giving them to eat, right to get medication, right to learn...

(B) I love it because from the magazine I know about children's rights and responsibilities.

(C) The book is very interesting and I love it because children have rights, one right is to learn.

However, only few respondents between the ages of 13-15 stressed about the content of 'Children's Right Pictorial Booklet.'

FGD2 (A) I love the magazine, why? It is written for us and about us, I love it!

Most respondents between the ages of 13-15 said that they like the magazine for its pictorial and narrative presentation that makes it educative and entertaining. According to uses and gratification model audiences are actively involved in selecting messages to gratify individual needs. These needs include a need to be entertained and to be informed about the immediate and moral distance world and the need for advice about how to deal with personal problems.'(J Fourie 2005:244). The following extracts reveal the children's interest towards the pictorial and narrative structure of the magazine.

FGD 2 (D) ... It is pictorial, every kid in our age could love the magazines for the pictures. The serious matter inside is also interesting. It is also like a tale, very educative...

(B) I love the magazine... it is educative and entertaining. What I mean by entertaining is that educative thing is presented in a tale form.

FGD 3 (C) The pictorial representation of the magazine is good. It is presented in a way children could understand.

(E) I love the pictorial representation. There are two things; it is presented in pictorial and dramatical form. It is educative. It gives knowledge...It is not boring, it is enjoyable. Both the writings and the pictures are for children so it develops their knowledge.

According to Ato Wakuma 'Children's Rights Pictorial Booklet's' target audience are children. He further states that children understood messages transmitted through pictures instead of texts.

Most of the respondents of the focus group interview said that there is nothing they dislike about the magazine. However some of the boy respondents said that they think the magazine is only for girls. Few of girl respondents also seem to agree with the male respondents view and they also

seem to identify themselves more with the story. However it should be noted that the following responses are given in groups where the boys and girls are put separately.

FGD 3 (B) It covers a lot on girls.

(C) The issues that are mostly covered are about girls so I used it to encourage my sister. For example, it tells that a female child should not be told not to play and be overburdened with household chores.

FGD 2 (E) The magazine shows the obstacle female children face. A girl should be a determined person. The magazine shows that she should not be defeated for anything, that she should be careful.

2 (F) The magazine shows that a girl should be careful. It explains that a girl should not go with a stranger.

4.3.3 Meaning making of readers

In reception studies media researchers are interested to know the influence of the media by how audiences bring out meaning from the media texts. For a number of media theorists, more power rests with audiences as to how they understand media messages with regard to their individual attitudes and opinions, and social backgrounds (Williams, 2003). This section covers what meaning children make out of 'Children's Right Pictorial Booklet.' It also presents the relevance of the magazine in awareness creation of children on child rights. As aforementioned participants of this study are only able to read publications of October, May, February 2007 and January 2000. Therefore the meaning they make out of the magazine only refers to these four publications. In the study of the effectiveness of 'Children's Right Pictorial Booklet' it is relevant to compare the issues covered in the magazine with the meaning participants make out of the magazine. The following section shows the issues covered in the magazines consecutively with extracts from the FGD on child rights issues respondents are made aware of by the magazine.

Edition of October 2007: Covers 17 rights and 18 responsibilities of children consecutively.

FGD 1 (A) Children should not only know their rights, they should also know their obligations... If children make mistakes people should tell them about their obligations. Children have a right to eat good food and they should wash and handle with care the utensils they eat with. Children should learn from their mistakes. Children should know about different illness because if they don't know HIV could be transmitted by blade they could touch the blade and be infected.

(E) What I learn is if I saw someone who is sad, I will go and comfort them. If someone sits quietly... I will tell his problem to others and we help him together. I

also learnt children's right and responsibilities. What I learnt from the magazine is that it is my duty to advice others about HIV.

FGD 2 (B) On the pictorial representation we know about children's right and obligation. It tells child rights. Children have a right to learn and to speck.

FGD 2 (D) We have a right to speak and to be heard. We should also listen to others. The magazine doesn't only tell us our rights, it also tell us our obligations.

FGD 3 (B) Children who lost their parents by HIV should play with other kids.

(D) I also learn handicapped kid is equal with other kids. I learnt that handicapped children have a right to play like us. I learnt I should not discriminate them but I should play with them... I also saw in this magazine that children have a responsibility to respect others culture and religion. I never thought children right could be practical but if this kind of magazine is circulated it gives a lot of education and knowledge and I should do my responsibility.

Edition of May 2007: Covers issues on child trafficking, right to learn, right to play, child labor and sexual abuse

FGD 1 (A) I learnt that parents should not make children to work beyond their capacity. It could harm their body...And at this age children should learn. The girl in the story doesn't learn and play. She needs time to learn and play.

(B) From the magazine I learnt not to bring children from rural area and not to over burden them with work. Teach children! Don't overburden them with work! A child could be raped when she goes from rural area to Addis Ababa. And if she lives in Addis she should go to school. If a child is overburdened with work she could run to a city.

(E) When I grow up I know I should not overburden children with work, I know I should obey the law.

Edition of February 2007: Covers issues on FGM and early marriage

FGD1 (B) If I reach early when people are about to do this (FGM), I will tell them that it transmittes HIV, I tell them not to do this.

(F) I learnt about children right. If I saw other people doing this I will tell them not to circumcise girls.

(A) I learnt that parents should not give their children for marriage before they become adults.

Edition of January 2000: Covers issues on sexual abuse

FGD 2 (E) The magazine shows that we should not go with a stranger, someone who is not our relative without our parents' know how.

The aforementioned extracts show that respondents understood the intended meaning transmitted by the magazine. However this is not always true especially in FGD1 where respondents interpret messages accordingly with their stored knowledge and where they interpret messages wrongly.

In FGD 1, one of the respondents argued with the others about the story in, 'Lets Unite to Avoid Harmful Traditional Practices.' As stated in the qualitative content analysis, two of the characters in the story are jailed at the end of the story because they are caught when they are about to commit FGM. One respondent in F.G.D 1 argues with all the other respondents in the group, stating that these women should not be jailed as long as they apologies. This respondent states that a person who asks for forgiveness should not be punished in any form. According to Wicks, audiences do not simply receive media messages even when the media is instrumental in shaping attitudes, opinions, and beliefs. Instead people interpret media messages in the context of stored knowledge (Wicks,2001:XIV cited on Biset 2007). In the following extract the respondent resists the message transmitted in the magazine due to his stored knowledge about forgiveness. This kind of decoding or reading of media is referred by Stuart Hall as oppositional reading, reading that rejects and decode meaning according to readers own values and attitudes

FGD 1 (E) I don't like the story because the women is jailed at the end. They said sorry, they should not be jailed if she said sorry. Now I say she must be set free.

(A) They caught the women when they were about to circumcise a girl. If the police didn't come, the women would have circumcised the girl. The girl might have died or she might also get HIV... They come earlier. I am glad the women are put in jail. The law will punish them.

The fact that audiences interpret messages in terms of their stored knowledge is also true in the case of another respondent in FGD1. These extract shows not only how respondents interpret messages in terms of their stored knowledge but how they could also make wrong interpretations. It also reveals the need for more awareness raising of children on child rights and related issues.

FGD 1 (A) If we play with someone who has flu, it will turn to typhoid then we will have HIV. We should not touch others blood. But by eating together HIV is not transmitted.

Children have a right to learn and to teach. They have a right to work.

According to J Fourie (2005) interpretation is a process of negotiation between texts and readers situated within specific social and cultural contexts (2005:244). Williams (2003) also states that, audiences' ability to interpret media messages is determined by a range of individual, social, cultural factors (2003:109). The extract below further validates this view as one respondent interprets the messages in the magazine in relation to the Ethiopian culture.

FGD 3 (D) We have responsibility to hear and respect others. We, children should accept what our elders say. This is our Ethiopian culture. Our culture tells us to obey our fathers and mothers politely. Children have a right to receive love and care, the book explains that children should not be denied of their rights... it is all our culture.

Usually in Ethiopia they don't know about child rights. They say children should be corporally punished. Therefore this people do not agree with child rights.

The above extract reveals the reception of 'Children's right pictorial booklet' in relation with the culture. Here the culture is stated as having both the positive and negative impacts on the protection of child rights. The Ethiopian culture complements child rights by including few rights like children's rights to receive love and care and their responsibility to respect their parents and elders as part of its values. However the culture is in contradiction with child rights in many aspects as it includes different harmful traditional practices. The culture doesn't encourage some rights like right to participate and right to speak. On the other hand it encourages some forms of emotional and physical abuses. These reveal the need for child rights advocacy tools like 'Children Rights Pictorial Booklet' that are relevant to aware the society about the pitfalls of some of the cultural practices. However it should also be noted that the culture is ingrained in thoughts and practices of the society for long, on the other hand such awareness raising are only done for the past few years to bring about a favourable culture for child rights.

4.3.3.1 Meaning obtained from the magazine, 'Let's protect children from illegal trafficking and harmful traditional practices'.

The following section covers the meaning the discussants made in reading the magazine, 'Let's Protect Children from Illegal Trafficking and Harmful Traditional Practices.' According to few respondents it is the cover page that attracts their attention to read the magazine.

FGD 2 (D) I read it because I saw the cover. The cover shows the picture of two girls going in 'Child Protection Centre.' When I turn in the inside page, it is interesting.

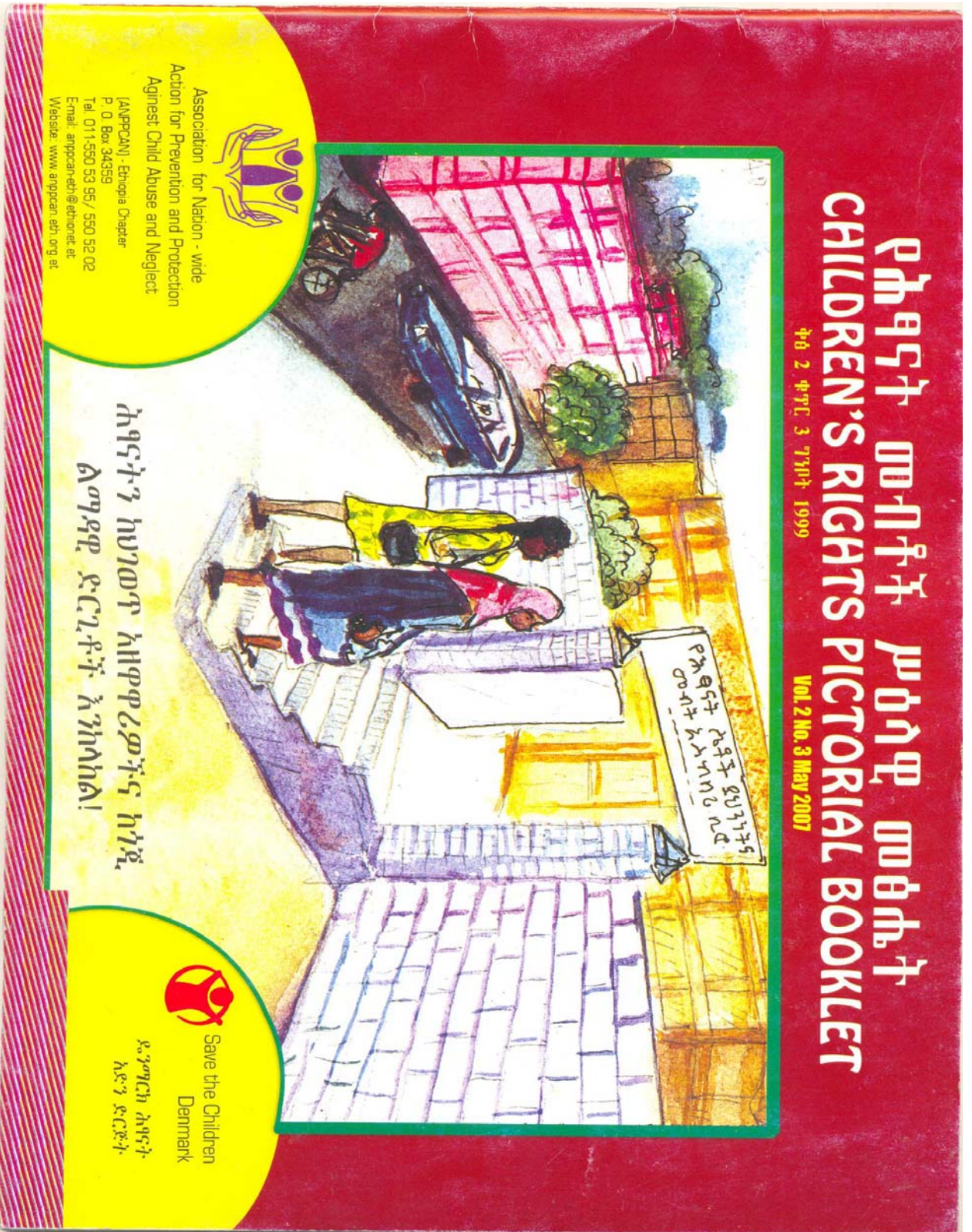


Fig1:2 Cover page of 'Children's Right Pictorial Booklet,' May 3, 2007 edition

Some of the respondents stated that they could not understand the first scene of the magazine. As stated in the narrative analysis, the first page of this edition shows a girl kneeling and praying to 'God,' 'why did you create me?' Then the second page of the magazine shows the girl looking at other kids playing, with a caption where she states the other kids are lucky for they are able to play. The respondents stated that this scene makes them think that the magazine is the continuation of another edition. They said that the magazine should begin with what is presented in the second page.

FGD 3 (E) I first thought this is the continuing part of another magazine because it starts with a girl saying 'why did you create me?'

FGD 1 (E) In the beginning of the story she said 'why did you create me' and after you turn a page, Etatu and her friends play, dance and they have time to learn. ...she said 'why did you create me' so this should not be the first. 'It should be after she said 'they are lucky.'... It should first start with I don't play with other children. Because it starts with 'why you create me', there is a mistake here.

Few of the respondents between the ages of 7-9 stated that there is also a similarity between the pictures that made it difficult for them to understand the story. But it is to my notice that the respondents tried to understand the story only through the pictures and by reading only few parts of the story where they could not understand the pictures. The following extract further illustrates the respondents view.

(In the following quote the respondent refers to the friend of the main character as her grandmother, due to the similarity of the pictures.)

FGD 1 (E) When I first read it, it shows as if she met her mother but she is not her mother...They draw her with her mothers image, with similar cloth, but she is her grand mother in Addis. The girl said I was raped last time, in Addis. When I was about to go to Arab, the man said I will take you there and he raped me. When she says this, they draw her grandmother in similar image of her mother. Her mother is in rural area but the picture seems like she is talking to her.

Looking at the meaning children made out of this magazine, children between the ages of 13-15 have a better understanding of the story told and the pictorial presentation than children between the ages of 7-9. These reveal that the contents of the magazine are difficult for children between the ages of 7-9 to comprehend. Here age is a significant factor in determining the meaning children make out of the magazine. Children between the ages of 13-15 have no problem in understanding the narrated story and the pictorial representation. One of the respondents between

this age group narrates the story as follows:

FGD 2 (B) The story is about a girl who is abused by her mother. Her parents did not listen to her and she did not go to school. So she runs away from home and met a broker who promised her to take her to Addis and to get her a job. The brokers were two. Then when they reached Addis Ababa, one of the brokers raped her. Then the brokers fear that she is going to tell the police, so they send her to Arabian country. But in Arab she was over burdened with work and she was also raped by her boss. Then she returns to Addis and tell her friend what happened to her. So they go to the broker's house and tell him that they are going to sue him.

However children between the ages of 7-9 interpret the story in their own understanding. According to David Morley and Charlotte Brundson (1980), one of the pioneers of empirical reception 'meaning is not solely inscribed in the messages produced by the media but is the outcome of the interaction between the audience and the text.' The following extracts show how some of the children between this age groups interpret the story wrongly. In the following extract the respondent not only understands the message wrongly saying the character meets her grandmother, but also the aforementioned extract is not a story told in the magazine.

FGD 1 (B) The girl was not raped, when she said I will shout the man lets her go. When she said I will shout and get you caught, he said I will do everything you want and bought her a shoe and cloth and he sent her to Middle East. In the Middle East they said we don't welcome this girl, so she returned to Addis. In Addis she found her grand mother, her grandmother was raped.

In the focus group discussion it was found out that the respondents not only make meaning out of the magazine in their individual time of reading but in their interaction in the focus group interviews. ' In a group interview, informants collectively enact a negotiation of a meaning of media product, which is designed to stimulate, and thus to reflect, the way the social production of meaning normally takes place in interpersonal encounters, in more extended spans of time and contexts of space'(Schroder et al 2003:152). In FGD 1 there was also an argument along the boys and girls respondents of FGD 1. The boys stated that the girl in the story should not shout for help when she was raped, while the girls argue that she should shout. Here difference in interpretation of messages is possible due to gender difference. The following extract further illustrates the argument:

FGD 1 (C) First of all she should shout, people could come if she shouts, then he could let her go...I will shout if something like this happen to me, I will shout!

(D) It is good she shouted.

(E) No shouting because it could be in the forest. We could get him punished for his crime and the law can punish him for many years, he didn't obey the law. She didn't know the law therefore she didn't tell for the police. She did this mistake. Even if she shouts, she could be somewhere where there is no one, so her shouting is wrong. She should have told the police. He could have hit her and kill her by knife and go because no one could know, so her shouting is meaningless.

(B) When he raped her he could transmit HIV to her. Therefore to prevent HIV, she should not shout but solve the problem by agreement, by discussion...If she shouts he could force her to be quiet and rape her. So it is wrong. But she could tell for the law after she is raped.

From the above extract one can see how meaning is made differently in terms of the respondents' gender. Generally from the three kinds of Hall's decoding of media messages children relates to the dominant, oppositional and negotiated decoding of media messages; The dominant- or hegemonic – reading, that accepts the dominant ideology produced by a text (J Fourie 2005:243), the oppositional reading that rejects and decode meaning according to readers own values and attitudes, the negotiated reading where people adopt rather than completely reject the preferred reading (Williams 2003:195). However the above mentioned decoding are not true in terms of class as stated by Hall but in terms of age and gender.

4.3.4 Relevance of 'Children's Right Pictorial Booklet' in real lives of readers

All the respondents state that there is nothing related to their personal experience that gets them to read the magazine. Most of them also stated that they neither face any related experience after reading the magazine nor is there any related experience they react to. However one respondent stated that he used the magazine to help a girl who was a victim of rape. But it should be noted here that this is not reliable information. Through the tone of the respondent's voice, his eye movement and the flow of information he was giving out it was my belief that he was lying. Therefore I checked with his teacher what kind of behavior the kid have, and I found out that the kid lied about his name, his grade and about being the member of child rights club. However it should still be noted, that there is a possibility that the kid is not lying, so is his story as follows.

FGD 3 (F) ...we heard about a girl who was raped and I was talking about it with a friend. How come she gets raped? What kind of life would she have afterwards? So we get close to the girl and we talked to her. She was raped when she was five, she is fourteen now...we talked to her and gave her the magazine because I had it at home. We told her not to worry herself too much on this and not to get into a different

thing...her parents tried to keep it secret because the man who raped her is their relative. We told her what we know and show her the magazine.

Chapter five

Conclusion

5. Conclusion

The major aim of this study is to find out effectiveness of ‘Children’s Right Pictorial Booklet’ in awareness creation of children on child rights. Thus it employed reception analysis of children with an objective to find out what meaning children make out of the magazine and how they identify themselves with the stories in the magazine.

In this study the various aspects where child rights are not protected in Ethiopia are discussed. These are right to learn, traditional values, child abuse, food security and health security. It also presents the international and domestic laws on child rights and discusses why child rights issue is a great concern for the country.

Children’s neglect and abuse has been deep-rooted issue into the thoughts and practices of the society due to traditional customs and cultures that calls for a need to awareness creation programs. Media is one of the effective tools in awareness creation. Therefore at the beginning of this study the researcher contacted around 20 organizations that work on child rights to find a print media outlet that targets mainly children. From the print media outlets some of these organizations publish, the researcher then selected ‘Children’s Right Pictorial Booklet’ for being the only media outlet that targets children in a style that is attractive to children. It is also the only magazine that is accessible for children since it is circulated in school libraries. But the question remained whether this magazine reach the children with the intended message transmitted by the publishers.

This study employed qualitative method to investigate the meaning children make out of the magazine. Within this research paradigm, qualitative content analysis, focus group interview and in-depth interview were used. The findings of this research can not be generalized to the wider population since it is limited to 23 participants in the focus group discussion. However it still gives insights to the reception of children readers of the magazine.

As aforementioned within this study the purpose of 'Children's Right Pictorial Booklet' is to aware children about their rights and responsibilities, empower children to demand their rights and to enable them to do their part in avoidance of problems related to their rights. The first criterion for the fulfillment of these purposes is to reach the target audience with the magazine. However in studying the reading habit of children it was found out that the magazine is not quite successful in reaching its audience. In this study it has been impossible to find children between the ages of 10-12 who have read the magazine. The availability of the magazine in the library also contributed less in the children's reading habit of the magazine In the focus group interview it was found out that children between the ages of 7-9 are not welcome in library because they are kids and even if they are, their identity cards (ID) are usually with their parents who fear the kids would loose it. Therefore it is difficult for students between this age group to use the magazine in library. Other respondents between the ages of 13-15 stated that they did not know the magazines are available in the library even if they want to read them, while some stated they only went to library to study not to look for other books. In the focus group interview it was also found out that some boys think the magazines are only for girls, while some girls actually identifies themselves more with the magazines than the boys.

In the focus group interviews it was found out that the main place where the magazine is consumed is in class rooms and in homes of the respondents. Most of the respondents came to know the magazine through their friends and classmates who are members of child rights clubs. It was also evident that most of the respondents do not read the magazines purposely. Most of the respondents read the magazines only once or twice during the last three years (2006-08) and they read only one of the three of the three publications of 2007 that mainly dealt with child trafficking and harmful traditional practices. These are the publications that were given to the child rights club in the past two years.

In the qualitative content analysis 11 editions of 'Children's Right Pictorial Booklet' are analyzed. Then the main theme of four of these magazines which are read by respondents is compared with the meaning respondents make out of it in the focus group interview. Hence it was found out that respondents understood the intended meaning transmitted by the magazine and that they are made aware of child rights issue covered in the magazines.

All respondents between the ages of 7-9 said they like the magazine for its content, Child rights. Whereas respondents between the ages of 13-15 said that they like the magazine for its pictorial and narrative presentation that makes it educative and entertaining. It was also found out that children between the ages of 13-15 have a better understanding of the story told and the pictorial presentation than children between the ages of 7-9. These reveal that the contents of the magazine are difficult for children between the ages of 7-9 to comprehend. The focus group interview it was also found out that children interpret messages in terms of their stored knowledge.

The FGD has also been found useful in identifying how children, in terms of age and gender vary in their interpretation of messages. From the three kinds of Hall's decoding of media messages the children relates to the dominant, oppositional and negotiated decoding of media messages. However the above mentioned decoding are not true in terms of class as stated by Hall but in terms of age and gender.

In this study it is also found out that respondents make meaning out of the magazine in relation to their culture. As mentioned within this study the Ethiopian culture contradicts child rights in many aspects as it encourages some forms of emotional and physical abuse. The Ethiopian culture is also ingrained in thoughts and practices of the society for long. Thus it calls for more awareness creation programs by governmental and non governmental organizations to bring about a total change on child rights. Those programs that are already implemented should also be rechecked whether they reached their target audience, in order to bring about a generation that is free from child abuse and neglect.

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Appendix

Interview guide for focus group discussions and individual in-depth interview

Focus group discussion

1. Children's reading habit of 'Children's Right Pictorial Booklet'

Tell us who you are? When, where do you read 'Children's Right Pictorial Booklet'?

How often do you read the magazine?

Do you ever get into conversation with someone about the content of the magazine? Give an example.

What would keep you from reading the magazine?

2. Relevance of 'Children's Right Pictorial Booklet' in meeting interests of readers

What do you like and dislike about the magazine?

3. Meaning making of readers

Do you feel like you learn anything important from the magazine?

4. Relevance of 'Children's Right Pictorial Booklet' in real lives of readers.

What would get you to read the magazine, anything related to your personal experience?

What related experience do you have after reading the magazine and what is your reaction to it? (In family, in school, social gathering or else)

Individual in-depth interview

1. When did the magazine state to be published, with what objective?
2. Who is your target audience?
3. Since when does the magazine adopt the name, 'Children Right Pictorial Booklet'?
4. Do you believe you are addressing your audience? (Do you believe children would read the magazine because the magazines are put in the library?)
5. How do you rate the magazine?

Declaration

I, the undersigned, declare that this thesis is my original work and all the sources of materials used for the thesis have been duly acknowledged.

Name Genaye Eshetu

Signature _____

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