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# THE COVERAGE OF CHILDREN RIGHTS IN AMHARA TELEVISION ግጥም CHILDREN S PROGRAM

NESRA, ADEM

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**BAHIR DAR UNIVERSITY**  
**FACULTY OF HUMANITIES**  
**DEPARTMENT OF JOURNALISM AND**  
**COMMUNICATION**  
**POST GRADUATE PROGRAM MA IN MEDIA AND**  
**COMMUNICATION THESIS**  
**ON**  
**THE COVERAGE OF CHILDREN RIGHTS IN AMHARA**  
**TELEVISION CHILDREN'S PROGRAM**  
**BY**  
**NESRA ADEM**

**JULY, 2020**

**BAHIR DAR, ETHIOPIA**

**BAHIR DAR UNIVERSITY**  
**FACULTY OF HUMANITIES DEPARTMENT OF**  
**JOURNALISM AND COMMUNICATION POST**  
**GRADUATE PROGRAM MA IN MEDIA AND**  
**COMMUNICATION**

**THE COVERAGE OF CHILDREN RIGHTS IN AMHARA**  
**TELEVISION CHILDREN'S PROGRAM**

**A THESIS SUBMITTED TO**  
**FACULTY OF HUMANITIES, DEPARTMENT OF**  
**JOURNALISM AND COMMUNICATION, BAHIR DAR**  
**UNIVERSITY, IN PARTIAL FULFILLMENT OF THE**  
**REQUIREMENTS FOR THE DEGREE OF MASTERS OF**  
**ARTS IN MEDIA AND COMMUNICATION**

**BY**

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**JULY, 2020**

**BAHIR DAR**

## **Declaration**

This is to certify that the thesis entitled “THE COVERAGE OF CHILDREN RIGHTS IN AMHARA TELEVISION CHILDREN’S PROGRAM ” submitted in partial fulfillment of the requirements for the degree of Master of Arts in Post Graduate program of Department of Journalism and Communication, Bahir Dar University, is a record of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been received during the course of this investigation have been duly acknowledged.

\_\_\_\_\_

Name of the candidate Date Place

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**COMMUNICATION**

**Approval of thesis for defense**

I hereby certify that I have supervised, read, and evaluated this thesis/dissertation titled “THE COVERAGE OF CHILDREN RIGHTS IN AMHARA TELEVISION CHILDREN’S PROGRAM” by Nesra Adem prepared under my guidance. I recommend the thesis be submitted for oral defense.

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**COMMUNICATION**  
**POST GRADUATE PROGRAM MA IN MEDIA AND**  
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**Approval of thesis for defense result**

We hereby certify that we have examined this thesis entitled “THE COVERAGE OF CHILDREN RIGHTS IN AMHARA TELEVISION CHILDREN’S PROGRAM” by Nesra Adem. We recommend that she is approved for the degree of “Masters of Arts in Media and Communication”

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## **Abstract**

*Television is currently playing a very significant role in informing, entertaining, and educating society, especially children. This study aims at investigating the coverage of the rights of children in the Amhara Television children program. The study applies both quantitative and qualitative content analysis method and examines 41 programs/ document and interview. The overall results showed that a total of 276 rights of children issues were reported. Based on the broadcast periods, the first quarter (July-September) 96 children right issues; in the second quarter (October-December) 60 rights of children issues; the third quarter (January-March) 53 children right issues; and then the final quarter 67 issues were produced. Hence, development rights were the most frequently covered rights of children in all quarters of the year although there was no relationship with the date of production and types of rights of children. The qualitative document analysis supported these findings. It confirmed that the children programs have six packages: Introduces song, film, tales, best practices, and plays. The finding affirmed that a great number of rights of children were presented deductively and inductively. Specifically, during the introducer package, the rights of children were boldly presented, whereas, in tales and songs, rights of children were presented inductively. In the plays and best practice packages, children put their rights into practice frequently. The allotted time for the program, assigned human resources, and skill gap training for producers were very limited. Furthermore, the contents targeted only on early childhood. In conclusion, the rights of children were frequently presented in the programs though editors did not notice these purposely. Giving sufficient time and resource to children program will help for an informed generation to come; hence, Amhara Mass Media Agency would rather give due attention to the program allotted time, choice of broadcasting day and journalists' professionalization.*



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## **Acronyms**

**ACRWC-** African Charter on the Rights and Welfare of the Child

**AMMA** -Amhara Mass Media Agency

**ATV-**Amhara Television

**CRC-**Convention on the Rights of the child

**EBS-** Ethiopia Broadcast Satellite

**ETV-**Ethiopia Television

**FDRE-** Federal Democratic Republic of Ethiopia

**UN-** United Nation

**UNC-** United Nation Convention

**UNCRC-** United Nation Convention on the Rights of the child

**UNICEF-**United Nations International Children's Emergency Fund

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

Human rights are generally moral rights sued by everyone and held against everyone, especially against those that run social institutions (Orend, 2002). With the appearance of the world organization (UN) and also the subsequent adoption of The Universal Declaration of Human Rights (UDHR) in 1948, the concept of human rights has clad to be one in all the foremost contemporary issues across the world. The UN Charter, which was adopted in 1945, was the primary international document to acknowledge the protection, and promotion of human rights as an obligation to be dispensed by the individual, moreover as collective states (Langley, 1999). The more reason behind the adoption of the charter was (Smith, 2007) to forestall the reoccurrence of the horrible events caused by two devastating world wars which were caused by massive ruins of human rights and an unbridled break of territorial integrity.

Although there are international human rights instruments that the UN has produced to function common standard of feat for all people, countless human rights violations occur across the world. These violations can be committed by state and non-state actors through direct involvement or indirectly once they consent to such violations. Non-state actors like individuals, groups, informal or organized may pose as violators, protectors, or intermediaries. It's also important to establish explanations for the state's inability to safeguard human rights (Arat, 2006). The concept of human rights is now well known in several parts of the globe, and human rights violations are reported by journalists (Nickel, 2007). However, the 1990s witnessed a rise within the use of the term (Ramos et al., 2000).

According to Meckled, Garcia, and Çali, (2006) the extra-legal bases, sources of interpretation, sociological prerequisites, and consequences of human rights aims are an inherent aspect of our understanding of the development of the implementation of that ideal in social relations without discrimination gender, race, age, etc. Hence, human rights include the rights of children.

The most notable event connected to the rights of children was the United Nation (UN) Convention on the Rights of the kid, which was adopted and opened for signature, ratification, and accession by UN General Assembly resolution 44/25 in 1989. It became effective in 1990, and about 191 countries have ratified it since then (UNICEF, 2002). The Convention is child-centric and places the child's needs, and rights first, sooner than the parents ' or others'. It requires that states act within the best interests of the kid. The Convention also assigned certain responsibilities to the media within the pursuit of the fulfillment of kid rights; among which are to disseminate information and material of social, and cultural access to information (UNICEF, 2002).

The Asian Summit and the Oslo Workshop on Child Rights and the Media were held in 1996 and 1999 consecutively. The child rights and media relations were established at the Summit, and the Media seized in the Philippines (Hurights, 1996). A part of the Summit's resolutions is that media content geared toward children should be of a prime quality, made specifically for youngsters, and will not exploit them but support their mental, social, moral, and spiritual development. When the media enable children to listen to, see and express themselves, their culture, their languages, and their life experiences, it will affirm their sense of self and community. In much the identical way, media should be made accessible to children after they need it and when the content is geared toward them (Hurights, 1996).

The Oslo workshop of 1999 distinguished that the child/media relationship is an entry point into the comprehensive and multidimensional world of kids, and their rights to education, play, freedom of expression, health, identity, dignity and self-respect, protection; which in every aspect of kid rights, in any element of the lifetime of a baby,

the connection between children and therefore, the media plays a job (Onumah, 2004; The Media Wise Trust, 2003).

The Challenge may be a call to action with the aim of ensuring that the overwhelming power of the media permanently within the lives of kids is identified, encouraged and supported, while the doubtless harmful effects are recognized and reduced. The Oslo Challenge also assigns the media experts the vital role of performing as a catalyst for the deduction of children's many unfulfilled visions. The media should empower children to make informed choices and actively participate in society with a view to helping to grasp their rights to life, freedom of expression, education, health, and protection from abuse, violence, and exploitation.

The rights of kids recognize the special needs for care and protection of minors, generally defined as anyone younger than 18 (World Vision, 2019). International agreements on the rights of kids say that every child should become old within the spirit of peace, dignity, tolerance, freedom, equality, and solidarity. In a perfect world, these tenets would direct each country's systems of education, health, law, and social services (Ibid). Unfortunately, this won't be similarly practiced in several nations.

Meanwhile, around the world, the rights of kids are a subject of concern in every country. Every child, no matter age, race, gender, wealth, or birthplace, deserves not just to measure, but to thrive. Yet countless children's basic rights are denied and their childhoods are stolen from them by abuse, exploitation, or slavery. Documented sources show that about 1 billion children ages 2 to 17 are estimated to possess experienced physical, sexual, or emotional violence or neglect during 2015. Nearly 3 in 4 children or 300 million children aged 2-4 years regularly suffer punishment and/or psychological violence at the hands of parents & caregivers (WHO, 2020)

International Labor Organization ILO (2019) announced that about 152 million children are engaged in child labor; 73 million work under hazardous conditions. Forty-one percent of women in least-developed countries are married before age 18 (ILO, 2019). Of the 47 least-developed countries, 33 are in Africa and Ethiopia is one in every of them.



Many violations children face are a consequence of manipulative practices and education gaps in both developed and developing communities (UN, 2019). But poverty, exploitation, and violence aren't inevitable. With enlightened support from governments, civil society religious group and media vulnerable children can flourish and reach their highest potential.

Child labor, child marriage, children recruited into armed conflicts, and other styles of oppression deprive children of their rights (UN, 2019). Children are empty their rights when their birth is not recorded, so that they don't have a certification, or once they are forced to escape conflict.

The International Labor Organization (ILO) (2015) estimates 152 million children are working as child laborers round the world. These children are denied the chance to travel to high school, play with friends, or receive the correct nutrition and look after a healthy and fulfilled life; instead, they're forced to figure long hours for small reward.

UN (2019) reported that 13,600 child soldiers were released and took part in reintegration programs in 2018, up from 12,000 children the year before. Still, nearly 240 million children reside in countries stricken by conflict, and plenty of are in danger of being recruited as child soldiers. Sadly, 12,000 children were killed or maimed in conflict in 2018 (UN, 2019). In Ethiopia also high internal displacement has been occurred within the country since 2016. Hence, children are one in every of the victims. Having this in mind, the researcher inquired to grasp the role of journalists and media houses to tell, create awareness, change wrong perceptions and trends about child rights in Amhara mass media agency children broadcast.

Ethiopia ratified the 1989 UN Convention on Rights of the kid in 1991 and incorporated as a part of its legislation through Proclamation No. 10/1992. The country also ratified African Charter on the Rights and Welfare of the kid, which provides guidelines for member states to confirm the protection, survival, development and wellbeing of kids. Furthermore, the constitution of the Federal Democratic Republic of Ethiopia (1995), the Ethiopian legal code (1957), the Federal Family Law of Ethiopia (2000), the 1993 Labor

Proclamation, the Developmental financial aid Policy (1960) and therefore the policy on HIV/AIDS enumerate the essential rights of kids (Forum for Street Children, Ethiopia, 2006). These rights ought to be addressed to the public through mass media. The aim of this research is to find out the coverage of children rights in Amhara Mass Media Agency in children program.

### **1.2. Statement of the problem**

There are points of connection between media and human rights. One is that the great degree of intersection of the subject between the two areas. Much of reporting concerns matters that directly or indirectly has human rights content. The opposite is a proven fact that freedom of the media is itself a personality's right. The media are viewed conventionally in a concert of the mechanisms by which citizens hold their governments to account.

In spite of the increase in other kinds of media and therefore, the Internet, television remains to play an increasingly dominant role for youngsters all around the world. However, the effect of television on children carried over from the motion pictures has worried parents, also as researchers, given television's ubiquitous nature (Pecora, 2007).

Even with the presence of a parent, while watching television, proper viewing guidance and harmful media protections among children do not seem to be guaranteed. In step with Molina (2008), parents tended to think that watching television with their children beside them adores proper viewing guidance. He added that oldsters have yet to appreciate that interaction explaining the scenes or answering the children's questions is quite different from the mere presence of a parent and sitting near a toddler while watching. Hence, it needs to focus on an exceedingly family television-viewing experience.

Besides from looking into the violent and harmful content of television programs, Jordan et al. (2006) revealed that the amount of time children spends in watching television is crucial for the behavioral, cognitive, and physical well-being of youngsters. In reference to this, the American Academy of Pediatrics (AAP, 2006) mentions that oldsters must

limit their children's total media exposure should not be more than two hours a day, and with emphasis on acquaintance only to quality programming.

Studies conducted on media and human rights mostly waffle analyzing the frequency of human rights terms, especially within the medium like newspapers and magazines (Victoria, 2011). None or few of them center on an in-depth analysis of television broadcast programs to search out the chance of such programs having an implicit or in-depth treatment of human rights issues generally and youngsters' rights specifically. The media have social responsibility on addressing children's needs and support them for his or her overall development. Moreover, care should be paid to the increasing expressions of concern on the influence of media programs containing ferocity, consumerism, gender, and ethnic stereotyping on children, and the need to preserve cultural diversity in a rapidly globalized world, as well as the need for urgent and coordinated action among the media actors (Rajcevic, 2001).

Child rights to free expression and to be listened to is globally recognized and well-articulated in Article 12 of the UNCRC, Article 7 of the African Charter on the Rights and Welfare of the Child, and other documents. According to these provisions, children should be listened to, and their views given due weight in accordance with their age and maturity (Lansdown, 2011), but the current situation is far from the case. Although there have been establishment of children parliaments in many countries including Ethiopia, these parliaments members are taken from the better-off urban schools, are not informed of the challenges faced by their poorer counterparts (McIvor, 2002).

The media performance in attending to issues that affect children has been very poor. Oyero's (2011b) study on Nigerian and Ghanaian newspapers on the coverage of children shows a gross under-reportage. In a study that examined five years of newspaper content, reports on children accounted for less than one percent of the total stories reported. The situation is similar to studies conducted by McManus and Dorfman (2002), Moss (2001), and McNamara (2004) in which all show under-representation of children and young people. The results of another study on South African and Zambian

media are not too different. Children continue to be underrepresented in mainstream news media in both South Africa and Zambia.

Those who are aware of their rights are able to defend it. Knowledge about basic human rights builds confidence in claiming those rights, self-respect, and respect for others. In addition, when the media are free to reveal the rights of children violations, it will enhance the confidence of individuals that violations will not go unpunished. Children in Ethiopia are victims of neglect and abuse due to political, socioeconomic, 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 of the indefectibility of the rights of children in Ethiopia. Hence, the media out let's have got a vital role in creating awareness for parents and children, especially children's rights.

However, these facts call for the need for media outlets 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. Children may question their families about their rights, and responsibilities.

Governmental and non-governmental organizations have been using the media for public awareness and advocacy on the rights of children targeting the whole society. Though children are part of the society, it is less probable that they are reached with these media outlets since the media are mainly written and broadcasted in a language and style that appeal to adult readers. Children also have 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 parts of society, let alone by the children (Genaye, 2008).

However, recently in Ethiopia, children's programs have been broadcasted on the television once or twice a week. Similarly, Amhara Mass Media Agency has children

program every Friday at 5:00 P.M for thirty minutes. Therefore, this thesis aimed to be a part of this multidisciplinary approach to the rights of children, exploring those extra-legal bases and roles that social factors such as journalists have to offer to a broader comprehension of the rights of children, and possible challenges. Nowadays, children have a lot of choices to be informed, educated and entertained themselves; therefore, media especially Ethiopian Television has to know what children expect from the program, and what is best for them and how to satisfy their needs (Tseganesh, 2009).

There are some studies that have been carried out in Ethiopia about the coverage of children's rights in different media outlets, Genaye (2998) and Tseganeshe (2009) to call some. For example, Genaye (2008) studied on the effectiveness of 'children's right pictorial Booklet' in awareness creation of children on child rights and the study revealed that respondents understood the intended meaning transmitted by the magazine, but there are different factors that children's reading the habit of the magazine and meaning-making of the respondents varies mainly due to age and gender.

As far as the researcher's knowledge is concerned, there is no research conducted in Amhara television children's program in general and children's right in particular. Moreover, as a journalist, the researcher observed that children program producers are not specialists rather they are assigned randomly as Skjerdal (2017) states that most Ethiopian journalists regard themselves as generalists that they do not cover any particular issue but can be assigned to a range of issues. These questions motivated the researcher to examine journalists' practice on children program and the coverage of the rights of children in Amhara television.

### **1.3. Objectives of the study**

#### **1.3.1. General Objective**

The main objective of this study is to examine the coverage of the rights of children in Amhara Television Children program.

### **1.3.2 Specific Objectives**

The following are the specific objectives of the study:

- To measure the extent of children rights coverage in Amhara Television Children program.
- To identify the way the rights of children are produced in Amhara television Children program production packages.
- To distinguish the relationship between type of rights of children with date of production.
- To pin point factors that hinder/affect journalists in producing children program.

### **1.4. Research questions**

1. To what extent are children's rights covered in Amhara television children program?
2. How do journalists put children rights into practice while producing children program packages in Amhara television?
3. What kind relationship does the rights of children and date of production have?
4. What are the factors influencing the presentation of children rights during broadcasting children program by Amhara television?

### **1.5. Significance of the Study**

The findings of this research have a number of contributions by improving journalists' practice in presenting the rights of children and by shaping public misconceptions and wrong attitudes towards children. The primary significance of the study relies on its contributions to the program producers of the Amhara television children program. The research revealed the flaws, and weaknesses of the media, and the government towards the full realization of human rights in Ethiopia to mean working on the rights of children is working on a generation. The finding supports the government, media organizations and journalists to take corrective measures in encouraging and strengthening the media to play an effective role in the promotion of the rights of

children in the Amhara region and in Ethiopia. The measures taken in this regard are, ultimately benefit the individual citizens, and the public at large in building an informed society that has a strong child or human rights culture, and respect for one another.

### **1.6. Scope of the study**

Ethiopian media has vast variations like national vs. local media, private vs. state-owned media, broadcast vs. print, and so on. All media are guessed to have their understanding and practice regarding the rights of children. However, this study is delimited to Amhara television, regional-state-broadcast media. Besides, Amhara television covers a range of issues in relation to the rights of children; however, this study specifically on the Amhara television children program and tried to see what the program did in promote children's rights. It also went into investigating what problems and pitfalls the production faced if any under the existing policy landscape in Amhara mass media agency. Finally, this study was delimited to the time frame of study within a year (2019/2020) broadcasted document to see the media utilization human right issues in general and children in particular as the new reform in Ethiopia has been advocating such issues.

### **1.7. Limitation of the study**

This study was limited to study participants due to the Corona pandemic in the world, and in Ethiopia. It was planned to collect data from viewers (children), but the situation limited me on the document analysis and interviewing editors. The in-depth interview was also conducted by cell phone.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK**

#### **2.1 Review of Related Literature**

##### **2.1.1. Media and morality**

Roger Silverstone, in his book *Media and Morality* (2007) coined the phrase media polis when referring to the social, civic, and moral space provided by the media. Detaching his effort from a media-centric viewpoint, Silverstone considered the media as the primary framework for people to understand the world which is intertwined with everyday life.

In this sense, the media construct different understandings of the world, and contribute to the construction of morality by providing the frameworks for the appearance and the perception of the other. For Silverstone, this is the space where the others appeal to the audience, and at the same time, invite, claim, or constrain the audience's moral responsibility as citizens (Silverstone, 2007).

Moreover, the world's media are an increasingly significant site for the construction of a moral order corresponding at a scale of global interdependence, insofar as they provide the symbolic connection with the other, who is a distant other. This distance, he argues, is geographical, historical, and sociological, and is shortened by the media, which are now contributing to the consolidation of the idea of the global citizen (Silverstone, 2007).

This theoretical perspective stands out as relevant for reflecting on the media and its role with regard to human rights. If the media reduces the distance between 'us' and the 'distant others' it works to increase the awareness of the fundamental rights of 'ours' or of 'theirs'. Drawing on the aforementioned notion of cosmopolitanism by (Beck, 2003) sees individuals as rooted in one cosmos but in different territories, ethnicities, hierarchies, nations, and religions.



Silverstone (2007) also underlines the importance of the media in this context. This Mediapolis is seen as both an empirical and normative term in which relations between the self and others are conducted in a global public sphere. In this sense, and drawing upon Silverstone's media polis, this thesis addresses the possibility for an appearance of human rights principles not only within media's content, but to be considered within news workers' professional conduct, practices and choices. If, as Silverstone argues, visibility raises awareness, consequently, considering these issues may bring up a sense of responsibility that human rights can use for its benefit (Ibid). Nevertheless, this space of appearance at a Mediapolis, the line between seeing and pleasing action is not certainly clear.

This mediation of the world (and the mediation of human rights) requires participation and engagement, and requires 'us' (audiences and journalists) to take responsibility for one's part in the process.

The space of appearance allows not only reciprocity towards the other, but also a duty of care and understanding, within a proper distance that preserves the difference, but also creates a shared identity (Ibid). The construction of such relationships in contemporary culture is intensely dependent on the media who, many of the times fail in this respect.

Therefore, Silverstone (2007) notes Mediapolis is both a reality and an ambition, whose members will need to learn, live with and understand each other rather more responsibly, which is unlikely to happen without communication. Using the media as an intermediary between audiences and human suffering has also inspired more pessimistic theories concerning the ethical role of mediation. Moeller (1999) develops the concept of compassion fatigue by drawing on her findings about the coverage of famine in Ethiopia, Somalia and Sudan, as well as atrocities in Bosnia and Rwanda, and its effects on the American public.

She writes that this tiredness is a misunderstood reason of much of the failure of international reporting today, causing the Cohen public's short consideration span and tedium with international news. This is driven by news editors' need to appeal to audiences; Moeller argues that such media narratives provoke an overload of images,

normalizing of suffering and numbing the audience. Compassion fatigue means getting used to bad news and developing a reluctance or inability to respond to demands for help (Cohen, 2001).

Similarly, Tester (1994) refers to an aesthetic effect of the media created by overwhelming war coverage, which jeopardizes international news and provokes the public's apathy. Rather than compassion fatigue, Cohen (2001) suggests a media fatigue, especially under a humanitarian workers' perspective, suggesting that the problem lies in the media's framework of reporting, rather the public's capacity to keep absorbing.

### **2.1.2 The Power of Media in the Promotion of Human Rights**

Media are an all-encompassing term referring to the presentation and transmission of information by a multiplicity of outlets like, radio, television, print and the internet (Boyle & Hoeschen, 2001). The power of media is normally representational and convincing, in the sense that it primarily has the likely to control to some extent the minds of its viewers, but not their actions (McCombs and Shaw, 2007). Except in cases of physical, powerful force, the control of action, which is usually the ultimate aim of the exercise of power, is generally indirect, whereas the control of intentions, plans, knowledge, beliefs, or opinions that is, mental representations that monitor overt activities is presupposed (Ibid).

Therefore, it is true that the users of media retain some autonomy over the information they receive. In other words, whatever the symbolic power of the media, at least some media users will generally be able to resist such persuasion (Ibid). Practically, media might not say us what to think but it definitely contributes us what to think about (McCombs and Shaw, 2007).

The media, in contemporary world, are the most important source of information about several issues including human rights. This is because, for most people television, radio and newspapers are their only source of information (Middleton, 2009). Consequently, media possess a power to select issues and events in the world we got to know about. They decide what constitute news, filter and frame issues, contextualize the problem, set

the political agenda, and they create both the consciousness and on matters that include human rights (International Council on Human Rights Policy, 2002).

### **2.1.3 Media's role in the Promotion of Human Rights**

Media, while playing its role as the agent of information shares information at broader level that raises the level of awareness on issues which impact the livelihoods of individuals and their role in society (Munir, 2010). In current years, it has become noticeable that media is seeing human rights news and coverage worthy. The media have developed interested not only in violation of human rights but also in the institutional gadget that has been designed to keep and to promote human rights (International Council on Human Rights Policy, 2002).

The primary reason, for the growing interest of the media on human rights is as many governments and international institutions have integrated human rights principles in to their policy frame work. As a result, the human rights sermon and the human rights law influence directly public policy and diplomatic relations in ways not the case until the end of the cold war (Ibid). Since media are interested in such matters, human rights have become frequent topics of media coverage.

Secondly, the media got involved more in human rights discourse due to some of the most serious human rights violations taken place in the context of armed conflict, or have been an immediate cause of conflict erupting (Ibid). The media, throughout its history, has paid its close attention to war and internal armed conflict. With the concept of human rights more familiar, the media has found it interesting to investigate and reveal violation of human rights.

To this end media as an organ of a society assume responsibility to contribute to the promotion of human rights. Peace, non-violence, disarmament, maintenance and promotion of ecological balances and unpolluted environment and ensuring human rights to all irrespective of caste, color and creed should be the minimum common agenda for the media (John, 2008). Media is in ideal position to make people aware of their rights, investigate and expose violations and invite attention to the people and areas in need of protection of human rights and pursue their case till they achieve them (Ibid).

In addition, media take up moral responsibilities (Shameem, 2010) to promote awareness of human rights. Media have to inform and educate the people about their rights and suggest ways and means by which they can defend violations and thus empowering them to protect their rights. Media encourage experts to address and comment the administration and legal affairs of the specific rights by investigating and revealing human rights violations. Media give publicity to individuals and organizations, which are engaged in advocating and securing human rights. These motivate others to involve in human rights advocacy works.

#### **2.1.4 The role of the media in promoting child rights**

The media are influential because they penetrate every segment of modern-day society and effectively influence how people view themselves, their neighbors, their communities and their world. Media representations are the first source of data on social problems for several people (Liddiard and Campling, 1994). Maley (2000) as an example, notes that in social and cultural matters, the varied media provide the most platforms of debate, and their choices of subjects, participants and opinions shape the agenda and far of its content. The media play a big role in forming and influencing people's attitudes and behavior (Brawley, 1995).

Goddard and Saunders (2001) draw attention to the essential role of the media in increasing the society's awareness of, and response to, ill-treatment and neglect. News and features might be accustomed report ill-treatment cases, research and intervention strategies. Such media attention paid to ill-treatment can positively influence belief, professional and political responses to the circumstances during which children and youth find themselves. Ericson, Baranek and Chan (1987) observe that journalists play a significant role in constructing what's considered deviant in our society and, therefore, what's normal. Journalists don't merely reflect the work of others who define deviance and try and control it, but are themselves in some ways agents of social control; they're a form of deviance defining elite who articulate the right bounds to behavior in our society (Ericson, Baranek and Chan, 1987).

Besides, mass media campaigns and coverage of children's rights play a big role in placing the relevant issues on the general public and political agenda. Lindsey (1994) also asserts that media includes a central role in mediating information and forming belief. The media casts a watch on events that few folks directly experience and renders remote happenings observable and meaningful.

Parajuli (2004) also notes that the media can highlight children's issues by allowing children who are working (in the worst form) as domestic servants, on the streets, in factories and mines/quarries furthermore as those rehabilitated from any organization to participate in their media programme. He adds that children, being the longer term of a rustic, must be given education, socialized, motivated and equipped with all the fundamental necessities for his or her personality development. During this connection, the rights of the youngsters to education, health, communication, participation, physical and moral support are a number of the main components for his or her well-being. Therefore, the media need to raise the notice of children's situation to relevant government or non-governmental organizations.

### **2.1.5 Media Professionals Competence in Reporting Human Rights issues**

The promotion of human rights through the media is challenged by lack of adequate knowledge and understanding of both national and international human rights laws by the journalists. It is not logical, or ethical to expect journalists to cover and promote subjects they do not know or understand. Journalists are often criticized for their inadequate and sometimes misguided understanding of human rights. In fact, lack of competence of the journalists in human rights is one of the most important challenges for the trouble of promoting human rights through the most stream media.

This denigration remains to be true for the journalists of Ethiopian media organizations. The media professionals often take the guilt for lack of ability and awareness about international and national human rights law. This, not only affects their coverage of human rights, but also the trouble of various factors including national human rights institutions to push and educate the general public about human rights. Both the Ethiopian Institution of Ombudsman and Ethiopian Human Rights Commission

complains saying that journalists don't understand the concept of human rights and this creates uncertainty on the standard of the printed and also the publications of the institutions.

This, among other factors, is principally a consequence of just about non-existing training opportunities at the institutional level and absence of proper human rights courses at journalism schools. For instance, Bahir Dar University department of Journalism and Communication, like others universities in Ethiopia, is one amongst the most producers of journalists to the present media institutions within the country. The department gives its students several courses indirectly associated with human rights. These courses include civics, media and democracy, media law and media ethics in undergraduate program. However, the courses are common in journalism schools in other countries like media and human rights, gender and media, children's rights and also the media don't seem to be given to the scholars at the Bahir Dar University department of Journalism and Communication.

However, post graduate program of journalism and communication at national capital University is relatively more focused on both democracy and human rights. Though, there's no direct right course, the program structure relies in democracy and investigative journalism (Skjerdal, 2009). Quite one third (ten credits) are dedicated to such courses, and also the topic is of course discussed in other courses further (Skjerdal, 2009). This offers the scholars a chance to cope with critical human rights issues and thought them the way to investigate violations of human rights and approach its promotion and education through the media. However, the varsity receives limited number of scholars each year which makes it, compare to the necessity of the country and also the media organizations, appear to be insignificant.

Tewelde Birhan (2011) conducted MA thesis the role of media within the promotion of human rights in Ethiopia. Her finding showed that the bulk of journalists who are engaging at the present media organizations lack the required competence to figure on and canopy human rights issues. She concluded that major media organizations don't spend enough energy and resource in human rights and related matters and prepare

programs dedicated to human rights. The finding revealed that Journalists agree that lack of awareness about human rights is that the major reason for this neglect. As already discussed, human rights are mostly addressed by the media institutions indirectly after they are related to other matters.

Understanding the importance of human rights awareness, media institutions sometimes take the initiation to coach and hire staffs with adequate human rights knowledge. During this case, the exemplary practice of the Reporter is worth mentioning. Although, the journalists currently working for the newspaper don't have training on human rights the newspaper incorporates a practice of hiring staffs with background of law, economics and social science with a qualification of writing and editing articles and news associated with human rights.

Ethiopia Radio and TV Agency also, within the past, took some steps towards increasing the competence of the journalists working for the Agency. It established a training institution so as to coach journalists on democracy, human rights and good governance. The training institution, currently, isn't functioning for a reason of reestablishment. The actions taken by the above two media organizations are an exemplary practice with a possible of providing a sound solution for the matter lack of awareness about human rights by journalists. Having taken granted the mentioned research finding, do Amhara Mass Media Agency journalists normally and kids program editors particularly may or might not lack awareness about child rights was investigated.

#### **2.1.6. United Nation Convention**

The African Charter on the Rights and Welfare of the kid Ethiopian culture doesn't give rights to children as understood within the convention of kid Rights (CRC). However, within the constraints that existed, Ethiopia has taken the welfare of its children seriously for various reasons, ideology is amongst them. The socialist regime failed to approve the UN CRC, but it recognized a self-directed Children's Commission that helped the care and support for orphans and poor children. Meanwhile Ethiopia has ratified the CRC and ACRWC in 1991 and in 2000, respectively. As a celebration to the convention and also the charter, the government is therefore required to harmonize its domestic laws with the

provisions of the convention and therefore the charter. Accordingly, the govt. of Ethiopia has undertaken a broad law reform program to confirm their harmonization with these conventions and therefore the FDRE Constitution (The FDRE constitution Article 36). One in every of the primary tasks was to harmonize national laws and policies with the provisions of the convention. Though an initial administration assessment found that the main Ethiopian laws and policies were basically sufficient to appliance the CRC; a committee was setup to iron out the "minor differences". A subsequent action resulted in penalization in schools being forbidden immediately through the Ministry of Education. The State of Ethiopia adopted a new Constitution in December 1995, which improved in some ways the legal protection of kids. Article 36 of the Constitution pertains specifically to the rights of kids, and was drafted taking the provisions of the CRC under consideration. Article 36 of the Ethiopian Constitution states every child has the subsequent rights:

- The right to life
- The right to induce name and nationality
- The right to understand and be cared for by his parents or legal guardians.
- The right to be shielded from labor exploitation and to not be forced to undertake work which will harm his/her education, health and well-being
- The right to be free from harsh or inhuman punishments which will be inflicted on his body, in schools or child care institutions.

At the identical time progress has been made since 1991 to line up democratic institutions within the country (Henerik, 2003). A brand-new Constitution has been adopted, which contains international standards within the field of human rights, including, in its article 36, a selected relation to a number of the rights protected within the convention of the kid rights. The Convention on the Rights of the child, similarly as other international treaties addressing human rights, is incorporated into domestic law. During this research, the intention is how often Amhara television children program covers the stated child rights.



### **2.1.7. Ethical Guidelines**

When reporting on children Journalists don't further stigmatize any child. They provide an precise context for the child's story or image, and change the name and vague the visual identity of any child who is recognized as: In certain circumstances of risk or potential risk of destruction or retribution, change the name and obscure the visual identity of any child who is identified in certain cases, employing a child's identity, like, name and/or recognizable image is predicated on the child's best interests.

Journalists ought to sidestep groups that expose a young to negative reprisals including additional physical or psychological offended, or to lifetime mistreatment, discrimination or denial by the local communities. A victim of sexual exploitation; a perpetrator of physical or sexual abuse; HIV positive, living with AIDS or has died from AIDS, unless the kid, a parent or a godparent gives fully consent for convicted of a criminal offense. However, when the child's identity is employed, there's still need for cover against harm and support through any stigmatization.

Some samples of these special cases are when a toddler initiates contact with the reporter, desperate to exercise his or her right to freedom of expression and therefore the right to own a private opinion heard; when a toddler is a component of a sustained program of activism or social mobilization and desires to be so identified; when a toddler is engaged in an exceedingly psychological program and claiming his or her name and identity is a component of the individual child's healthy development. Confirm and verify the accuracy of what the kid needs to say, either with other children or an adult, preferably with both.

### **2.1.8. The global organization convention on the rights of the child**

The basic principles of the global organization particularly the spirit of peace, tolerance, dignity, equality, freedom, solidarity and therefore the provisions of relevant human rights treaties and proclamations. There's no specific issue is formed of journalists' responsibilities, but as watchdogs for the general public, media professionals have a

special role to play when governments ignore their obligations to children. All rights are obliged to be applied to all or any children without exception, and therefore the state is obliged to safeguard children from any style of discrimination.

Actions concerning the kid should take full account of child's best interests. The state should offer sufficient care when parents or others responsible fail to try and do so. The state has obligation to respect the rights and responsibilities of fogeys or the great family to supply appropriate direction and guidance to children within the exercise of their rights.

The child has an innate right to life, and therefore the state must make sure the maximum existence and development of the kid. Every child has the correct to confirm a reputation from birth and to be allowed a nationality.

Children require the correct to measure with their parents if this is often not incompatible with their best interests. they need the correct to keep up contact with parents if divorced from one or both and therefore the right to be told by the state of the locations of their parents if such separation is resulted from the state.

The state should prevent and remedy the kidnapping or retention of youngsters in another country by a parent or third party. Children have the correct to get and disclose information and to precise their views if this wouldn't violate the rights of others. Children have the correct to measure with their parents if this can be not incompatible with their best interests. they need the correct to keep up contact with parents only if separated from one or both and therefore the right to be told by the state of the placement of their parents if such separation is resulted from the state.

Children and their parents have the correct to depart any country and to come back into their own so as to be reunited or to keep up the connection. The state should prevent from kidnapping of youngsters in another country by a parent or third party. Children have the correct to get information and to precise their views unless this could violate the rights of others. The kid has the correct to freedom of thought, conscience and religion, subject to

appropriate parental guidance and national law. The kid has the correct to affix or founded associations. Children have the correct to protection from intervention with their privacy, family, home and correspondence.

The media have a responsibility to propagate information to children that's of ethical, social, educational and cultural benefit to them, and which respects their cultural background. The state is to require measures to encourage the publication of fabric important to children and to guard children from harmful materials. Parents jointly have primary responsibility for referring their children, and therefore the state must support them within the task. The state is gratified to guard children from all varieties of physical or mental violence committed by parents or others chargeable for their care, and to undertake anticipatory and treatment programs during this regard.

The state must offer special protection to children underprivileged of their family environment and to make sure appropriate alternative family care or institutional placement is created available to them, considering the child's cultural background. In a country where adoption is accepted it shall only be applied within the best interests of the kid with all necessary safe guards for a given child and authorization by the competent authorities.

Special protection is to be granted to children who are refugees or seeking refugee prestige and therefore the state is obliged to collaborate with experienced organizations providing such protection and assistance. Disabled children have the correct to special care, education and training designed to assist them achieve the best possible self-reliance and participation to steer a full and active life in society. The child has the correct to the very best level of access to health and medical services, with special prominence on primary and preventative health care, public health education and therefore the reduction of sleep apnea. The state should work towards the eradication of harmful traditional practices.

A baby placed by the state for reasons of care, protection or treatment, has the correct to own all aspects of that placement evaluated regularly. Children have the correct to learn from an ample standard of living which is that the primary responsibility of fogeys to

supply this and therefore the state's duty to make sure parents are able to fulfill that responsibility. The state may provide material funding within the case of need, and will seek to ensure regaining of kid maintenance costs from absent parents or guardians. The child has the correct to education, and therefore the state features a duty to make sure, at least, primary education is created free and compulsory.

The state should recognize education must be directed at developing the child's personality and talents, preparing the kid for active life as an adult, fostering respect for basic human rights and developing respect for the child's cultural and national values and people of others. Children of minorities and native people have the correct to enjoy their own culture and to practice their own religion and language. Children have the correct to relaxation, play and participate in cultural and artistic activities. The state must protect children from engaging in work which constitutes a danger to their health, education or development.

The child has the correct to be shielded from the utilization of narcotic and psychotropic drugs and from being involved in their production or distribution. The kid has the correct to safeguard from sexual manipulation, including prostitution and involvement in pornography. The state is indebted to create every effort to forestall the sale, trafficking and abduction of youngsters. The kid has the correct to protection from all other varieties of exploitation not covered in Articles 32-35. Torture, cruel treatment or punishment, death penalty and incarceration are prohibited.

Detention of liberty must be used only as a final resort and for the shortest appropriate treatment, parting from detained adults, and phone with their family and access to legal and other assistance. Countries are obliged to respect and ensure respect for humanitarian law because it applies to children. Children below 15 must take no direct part in hostilities or be hired into the soldiers. The state is obliged to ensure that children damaged by armed conflict, torture, neglect, exploitation receive appropriate treatment for their regaining and social reintegration. Children accepted as having committed a crime have the right to respect for their human rights and, in particular, to benefit from all

aspects of the due process of law, including legal assist in preparing and presenting their defense.

### **2.1.9. Convention on the rights of the child**

Ethiopia ratified the 1989 UN Convention on Rights of the kid in 1991 and incorporated it as a part of the country's legislation through Proclamation No. 10/1992. The Convention on the Rights of the kid was the primary instrument to include the whole range of international human rights, including civil, cultural, political, economic and social rights additionally as aspects of humanitarian law (UNICEF, 2007).

UN convention on the rights of the kid may be grouped into four categories of rights and a collection of guiding principles. These are guideline, 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 confirm children are protected in their rights (UNICEF, 2007).

#### **A. Guiding principles**

The guiding principles of the Convention include non-discrimination; adherence to the simplest interests of the child; the proper to life, survival and development; and also the right to participate (UNICEF, 2007).

#### **B. Survival and development rights**

These are rights to the resources, skills and contributions necessary for the survival and full development of the child (UNICEF, 2007).The convention defines child development in an exceedingly broader sense of physical, intellectual, spiritual, moral, and social growth (Mebratu, 2007). Thus for full development of youngsters the convention include rights to adequate food, shelter, clean water, formal education, primary health care, leisure and recreation, cultural activities and knowledge about their rights. These rights require not only the existence of the means to meet the rights but also access to them. Specific articles address the wants of kid refugees, children with disabilities and kids of minority or indigenous groups (UNICEF, 2007).

### **C. Protection rights**

These rights include protection from all sorts of ill-usage, neglect, exploitation and cruelty, including to special protection in times of war and protection from abuse within the criminal justice system (UNICEF, 2007). These protections are associated with care given to children by parents, other members of a family, legal guardians, teachers and health officials. These rights also include protection of youngsters who are neither temporary nor permanently living with their parents and kids in an exceedingly difficult situation. In line with the Convention, children who are said to be in an exceedingly difficult situation are children who lost their freedom because of legal punishments and kids who are exposed to any type of exploitation (Mebratu, 2007).

### **D. Participation rights**

These rights include children's rights to own a say in matters affecting their social, economic, religious, cultural and political life. Participation rights include the proper to specific opinions and are heard, the proper to information and freedom of association (UNICEF, 2007).

## **2.2. Theoretical framework**

In this thesis, Social Responsibility and Agenda setting theories were used as the main theories. Social Responsibility Theory has been chosen to see how Amhara Television works on children rights as the theory stimulates to safeguard the value of the society. Agenda setting theory has also been selected to the extent of children right coverage in children program which has been broadcasted in Amhara television. Its focus is what the media produces and the challenges which the producers faced.

In ratifying the Convention on the Rights of the Child (CRC), States become accountable to fulfill children's rights, including the right of children to be heard and to participate in decisions that affect them. Due to their political, cultural and social status, children are precluded from direct partaking in many public processes of responsibility. Thus, unlike women, the poor and other sidelined groups who participate as social change agents; children are not yet autonomous and must count on adults as intermediaries. Child-responsive social accountability thus faces a compounded challenge because it relies on

redrawing two layers of unequal relationships: between children and adults, and between state and society (UNICEF, 2013).

As children might be incapable without vigorous efforts to make a space in which they can be heard, they cannot be reflected synonymous with communal when planning child sensitive social responsibility. Additionally, the community's own social norms may inhibit children from realizing their rights, especially their rights to equality, protection and participation.

Thus, children's intermediaries must have the vision to confront community norms, and they need to be counted on to both develop children's capacity to participate, and to protect them from any risks to which participation in social responsibility initiatives may expose them. Discussion with children in social accountability serves as a proxy for their direct contribution, giving them a voice; for instance, children's parliaments, school councils, municipal child councils and the like ensuring the voice and representation of marginalized children is challenging, as children themselves recognize.

Agenda Setting is one of the frameworks theoretically that the method whereby the mass media determine what we expect about and also the way we must always considers it in terms of how the media makes visible selected items within the general public sphere and thereby dominates the creation of images in our head. During this process, editors play an important part as they go through their day-to-day tasks when deciding and publicizing children rights. In short, the mass media may not achieve success in telling us what to think; however, they are successful in telling us what to think about. The common assumption of agenda-setting theory is that the facility of the media to influence the visibility of events within the general public mind has been a part of our modern culture. Therefore, the concept of agenda setting in our society is for the television to selectively choose what we see, or hear within the media about children rights. Experts supporting children's involvement in responsibility processes have an obligation not only to protect them, but also to ensure non-discrimination in picking whose voices become to be heard, what the media did, do and will do.

### **2.2.1. Social Responsibility Theory**

The media has a very important role to play in protecting and promoting the rights of the kid. There's an obligation to coach and inform the broader society on the problems affecting children. Children must be allowed access to the media. The kid and media relationship is an entry point to the globe of youngsters, and their rights to education, freedom of expression, identity, health, dignity, and protection. There's a very important function of mass media to make sure the kid has access to information and material geared toward promoting their social, spiritual, and moral well-being. To assure this the media institutions and journalists should be for creating ethical and informed generation. Therefore, social responsibility theory is employed to determine the media and its practitioners regarding the promotion of the rights of youngsters.

Social Responsibility Theory is one of the four normative theories of mass communication. Frederick S Siebert, Theodore Peterson and Wilbur Schramm (Siebert et al, 1956) in their work *Four Theories of the Press*, articulated the social responsibility of the press. Their theories, namely, the Authoritarian, the Libertarian, the Soviet Communist, and therefore the Social Responsibility theories, helped to clarify the link between mass media and therefore the political society within the modern world. The aim of the work was to determine and explain four normative theories that must illustrate the position of the press in relevancy its political environment. Press they meant all the media of mass communication, including television, radio, and newspaper, within the present study we use too. We are concerned with the social responsibility theory of the media.

The four theories are still acknowledged by media researchers because the most appropriate categories to explain how different media systems operate within the world. However, there are scholars who consider their approach outdated and too simplistic to be useful today because the socio-political still as technological context within which the press and other media function have changed noticeably. Politically, the land has terminated to exist. As far as media are concerned, we've new media like cable television and Internet which have changed the way information is shared.



Media studies still as research too have advanced greatly. Siebert et al (1956) evolved their theories supported four general political ideologies of the time, claiming them to be measurements for all current media systems. The critical question, then, is whether or not or not the four theories of the press are ignoring the subtle variations among the various media systems of the globe. The 'theories' is additionally considered to divide the press into four neat compartments which doesn't correspond to existing reality.

Theodore Peterson (1956) who authored the section on the Social Responsibility of the Press noted that the idea could be a development of the 20th century and could be a further development of the libertarian theory. The Libertarian theory was born of an idea of negative liberty, which might be defined loosely as freedom from and more precisely as freedom from external restraint (Peterson, 1956). The social responsibility theory, on the contrary, rests on an idea of positive liberty, freedom for, which requires the presence of the required tools for the attainment of a desired goal.

The framers of the American constitution had no intention to bind publishers to certain responsibilities in exchange for freedom (Peterson, 1956). They believed that the government was the chief foe of liberty, and therefore the press must be liberated to function as a guardian against governmental encroachments on individual liberty. But somewhere along the way, faith diminished within the optimistic notion that a virtually absolute freedom and therefore the nature of man carried built-in correctives for the press.

Demands for specific standards of performance from the press began to arise. Social responsibility began to be linked with freedom and codes of ethical behavior and concern for the general public good and a rationale of social responsibility began to evolve. Similarly, Siebert, Peterson and Schramm (1956) warn that the monopoly position of the media imposes on them an obligation to be socially responsible, to be fairly presented which the general public has adequate information to come to a decision. Unless the media take such responsibility themselves, it should be necessary for a few other agencies of the community to enforce it. Siebert, Peterson and Schramm also remind freedom of

expression under the social responsibility theory isn't an absolute right as under pure libertarian theory. One's right to open expression must be stable against the private rights of others and against vital social welfares.

The social responsibility theory was influenced by several factors like technological and technological revolution, the new intellectual climate, the event of knowledgeable spirit of journalism which involved people of principle and education. Technological developments improved the dimensions, speed, and efficiency of the old media, brought new ones - movies, radio and TV. Industrialization accompanied in an exceedingly growing volume of advertisements which became the most important support of newspapers and broadcasting.

The press came under criticism as its ownership began to be concentrated within the hands of some. Many of the press owner's struggled social change, became subservient to business, and commenced to wield enormous powers. Often, they paid more attention to the superficial and sensational than to the many. These and several other factors contributed to the event of social responsibility theory.

Journalism and also the press initiated to sense the necessity for formulating codes of ethics and professional standards. Schools of journalism emerged and there was increasing concern regarding the necessity for social responsibility. The expression the general public be damned was replaced by the expression the buyer is king. Joseph Pulitzer (1904) in an editorial within the North American Review wrote: Nothing but the best ideals, the foremost scrupulous anxiety to try and do right, the foremost accurate information of the issues to satisfy, and a genuine intellect of ethical concern protect journalism from a subservience to business benefits, seeking selfish ends, hostile to communal welfare.

The goal of the social responsibility system consistent with Siebert et al (1956) is that media as an entire is pluralized, indicating a mirrored image of the variety of society further as access to numerous points of view. On the contrary to the libertarian theory, the social responsibility principle is to produce an entry to different mass media to minority groups. The journalist is responsible to his audience and also the government. Most press

organizations in Western Europe, America and in liberal democratic countries in other continents today compared to accepting the cardinal principles of social responsibility theory.

The theories of the print media were envisioned to be normative. They are doing not try and stipulate how social systems do operate, instead of with specification of how they should work consistent with some pre-existing set of criteria. Siebert's theories are being a representation of how the mass media system actually works. Siebert, Peterson and Schramm (1956) also claim freedom of expression under the social responsibility theory isn't an absolute right. Consistent with Kumar (1981) the social responsibility theory of the media led to the establishment of Press Councils, the drawing up of codes of ethics, anti-monopoly legislation, and to press grants to small newspapers. Therefore, State and public intervention in the exercise of free expression was considered legitimate.

#### **2.2.1.1. What should the social responsibility of the media be?**

The notion of the social responsibility of the media springs from the social responsibility theory of the press which arose as a result of the power of the media to influence the idea, ideas and behavior of individuals on important issues. It passed as a result of the view that since the press (newspapers) was influential, it had social responsibilities. Hence, every media should deliver accurate and unbiased news to fulfill the divergent needs of the heterogeneous public, without confining their role to being the mouthpiece of these with special interests or political agendas. The effect of the media in society is notable (Herdis, 2003). The social responsibility of the media is fostered when the media engage in what's cited as committed journalism during which priority is placed on values like democracy, free choice, openness, morality, and serving the good, thereby informing the general public about moral, political, social, economic, and cultural affairs. Committed journalism would best manifest when the media undertake to be the general public watch dog (Lusgarten & Debrix, 2005).

In terms of human rights promotion or protection, the concepts of media social responsibility, watchdog journalism (Lusgarten & Debrix, 2005) are perhaps irrelevant

fragmentations of the role expected of the media as long because the media make sincere efforts in clinging to their professional codes of ethics. Nevertheless, all are useful to the media in averting human rights exploitations through investigative journalism. The roles made by the media within the people (Wasserman, 2009) are helpful to the promotion of human rights. The media provide most of the data about human rights, and within the event of failure of the media to try and do so fairly, accurately, or consistently, public perceptions are going to be unfair, inaccurate and inconsistent (Heinze and Freedman, 2010).

### **2.2.2. Agenda setting Theory**

Agenda setting refers to the operation of the media which lands up in prioritization of the issues that arises the attention of the society. Thereby the problems absorbed upon by the media become the purpose that the final public accepts as important for attention and discussion (McQuail, 2005). In other words, it's the tactic whereby the media lead the final public in assigning relative importance to varied public issues. The media agenda impacts public agenda not by saying this subject is very important in an overt way but by giving more room and time to the difficulty and by giving it more noticeable space and time.

Severin and Tankard (1992) explain agenda setting as the media's capability, through repeated news coverage, of nurturing the importance of atopic within the society's mind. It's a causal hypothesis suggesting that media content has an influence on the final public perception of the importance of issues. They argue that the media could also be used to influence policies and also the way people think. Furthermore, the media agenda setting process can immensely change the public into positive attributes towards the children's rights.

Agenda setting notion thus raises important inquiries of responsibility for the journalists. The labels that journalists placed on two events can have an important effect on whether the final public pays attention to the issues related to the event (Severin& Tankard, 1997). The agenda setting theory thus provides the thought for examining how the press has been able to set agenda for the rights of youngsters by assigning relative importance to

them through frequency of reporting, the prominence given to such reports and also the conflict generated in them.

The media have indispensable role in increasing the society's awareness of maltreatment and neglect (Goddard & Saunders (2001). News and features could also be used to report maltreatment cases, research and intervention strategies. Such media attention to maltreatment can positively influence opinion professional and political responses to the circumstances during which children and tykes find themselves.

Though it has been argued that complex attitudinal or behavioral change requires more direct forms of citizen contact and intervention, the media a minimum of are effective in building citizen awareness of an issue (Saunders and Goddard, 2001; Freimuth, Cole and Kirby 2001). Besides, mass media campaigns and coverage of the rights of youngsters perform a serious role in placing the relevant issues on the final public and political agenda. Media encompasses a central role in mediating information and forming opinion (Lindsey, 1994). The media casts an eye fixed on events that few folks directly experience and renders remote happenings observable and meaningful.

Parajuli (2004) also notes that the media can evoke children's issues by allowing children who are working (in the worst form) as domestic servants, on the streets, in factories and mines/quarries additionally as those rehabilitated from any organization to participate in their media program. He adds that children, being the long term of a country, must incline education, socialized, motivated and equipped with all the essential necessities for his or her personality development. During this connection, the rights of the youngsters like education, health, communication, participation, physical and moral support are variety of the foremost important components for his or her well-being. So, the media should raise the eye of children's situation to the concerned government or non-government actors.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

This part of the study presented the research methods that were employed in it. Hence, those common elements such as the research design, participants, samples and samplings techniques, data gathering instruments, and method of data analysis are treated in separate sections.

#### **3.1. Research design**

A mixed design was the major research design which the researcher followed to describe and interpret the data collected from document and in-depth interviews. Hence, the data were analyzed concerning qualitative as well as quantitatively based on the research questions as the main objective of this study is to examine the journalists' practice, on the coverage of the rights of children and factors that hinder to put into practice in Amhara Television Children program.

#### **3.2. Methods of the study**

Content analysis is a method which is used quantitatively or qualitatively for examining written, verbal or visual records in the study of mass communication (White & Marsh, 2006). After the contents were classified and coded, key themes emerged from the documents. The content can be gained from books, manuscripts, drawings, photographs, recorded conversations, videotaped events, etc. Content is investigated by breaking it up into conceptual chunks that are then coded. The analysis develops the categories because the analysis takes place. The results are accustomed to making inferences about the messages within the text. Measuring starts with a hypothesis and a predetermined coding scheme that's designed to check the hypothesis. The results were described using statistics. A quantitative approach was applied to collect data from the document and interpret the numerical data while the qualitative method was to get a deeper understanding of the full interview research and qualitative document analysis. As noted by Zoltan Dornyei, (2007) mixed research method helps to scale back the inherent

weaknesses of individual methods, qualitative and quantitative, by compensating them with the strength of the opposite. These two methods are not antagonistic but are useful once they are utilized in combination (Newbold, 1998). In this study, the archived document was analyzed both quantitatively and qualitatively.

Mike et al. (2009) describe that quantitative method as those requiring the employment of standardized measures so the varying views and practices of individuals are fit into a limited number of predetermined response categories to which numbers are assigned. He also stated that the bulk advantage of quantitative research methods is that they will be wont to measure the reactions of many people to a limited set of questions thereby facilitating comparison and statistical aggregation of the information. On the other hand, Wimmer and Dominick (2006) indicated that qualitative research methods as those that permit the researcher to study selected issues in-depth and detail, and it is flexible and allows a researcher to view behavior in a natural setting thereby increasing a researcher's depth of understanding of the phenomena being investigated. Hence, the mixed method was used.

### **3.3. Population, Samples and Sampling Techniques**

The study is conducted to examine the contents of children rights coverage, journalists' practice and challenges which encountered in producing children's rights in the case of Amhara Mass Media Agency particularly Amhara television children program. From the broadcasted children program, a year document (2019/2020) was taken as a random sample of the archived documents. From these, 41 programs were chosen through available sampling. Regarding journalists, there are about 750 journalists in Amhara Mass Media Agency (AMMA) according to the human resource department of AMMA. Out of these, 127 journalists are working in Amhara television, specifically; five editors who were working in children program at different time were chosen. Accordingly, five of them were selected through comprehensive sampling because their numbers were manageable. Besides, their numbers were small and manageable to take all, and collect data for the study through interview.

### **3.4. Data Gathering Instruments**

Document and interview were the data collection tools which the researcher employed to investigate journalists' actual practice in covering the rights of children in Amhara television. Since the research inquires and seeks an answer regarding the practice of journalists towards the rights of children, in-depth interviews and documents are believed to bring significant data.

#### **3.4.1. Document**

In this study, broadcasted children program documents were taken as sources of data which showed actual practices of journalists who prepared and produced programs. Hence, the broadcasted programs were collected from archived documents. A total of 41 programs were analyzed. From these programs, 276 the rights of children's issues were covered. These rights were presented in six packages: Introducer, Tales, and Plays, Film, Song, and Best practice. Besides the quantitative data, qualitative issues related to children were collected, coded, and interpreted thematically.3.4.1.1. Unit of analysis

The researcher included children's right stories based on types of rights, time of production and kinds of packages. Types of rights are: survival rights, participation rights, development rights and protection rights as (UNICEF, 2007) grouped them. Besides children's rights, the quarters of the year were also considered in first, second, third and fourth each comprised three months.

#### **3.4.1.2. Categories of content analysis**

All category structures should be commonly exclusive, extensive, and reliable. A category system is mutually limited if a unit of analysis can be located in one and only one group. If the researcher discovers that certain units fall simultaneously into two categories, then the definitions of those categories must be revised (Wimmer and Dominick, 2011, p.166). The study aimed at examining journalists' practice of the rights of children in the Amhara television children program.



The coding sheet comprised of three parts. The first dealt with the focus on identifying the rights of children based on the six packages second dealt with the identified rights into four groups. The third was putting the rights into time frames. The time was used to help to identify the types of rights might be related to a certain specific period. For instance, in the first quarter the dominant rights type might be development rights whereas in the third quarter protection rights were expected since early marriage is dominantly practiced in the region.

#### **3.4.1.3. Coding process**

The coding process was carried out by two journalists who were trained on how to code archived programs. The training was given by the researcher. The coders were provided with the coding sheet along with coding guides. Then, they filled out the coding sheet which was developed from the literature. Inter-coder reliability was calculated through Holist's formula where:  $Reliability = \frac{2 * M}{N1 + N2}$  M represents the number of coding decisions with which the two coders agree while N1 and N2 are the total numbers of coding decisions by the first, and the second coder respectively. Therefore, six programs were piloted to check inter-coder reliability. The inter-coder reliability across all category's ranges from 87% to 100%.

#### **3.4.2. Interview**

The use of interviews involves the act of talking to respondents who are selected to supply answers to research questions supported a selected topic under study (Hart, 2008). Keats (2000) defines an interview as a controlled situation within which one person; the interviewer asks a series of questions of another person, the respondent. Some instances within which employment of interview can be efficient include the necessity to understand what people are thinking, and, the necessity to explore the explanations, and motivations for the attitudes, and opinions of individuals. There's a part of specificity within the use of interviews. For instance, it's meant for a selected purpose, specific individual, and specific group of respondents. It's a method through which the rationale for the interviewee's responses can be ascertained, and enhances the verification of the

reliability of the responses when the interviewer asks probing, or follow-up questions (Keats, 2000).

There is a favorite for a contextual indulgent so that behavior is to be agreed in the context of meaning systems engaged by a particular group of society ( Bryman, 1984). In-depth interview is a procedure designed to provoke a vibrant picture of the participant's view on the research topic. Accordingly, the interview could provide an insight into the journalists' practical application of children's rights in the children's programs. The interview items were prepared based on the literature, the research questions, and the objectives of the study. Thus, editors of children's programs were interviewed through telephone as the Corona pandemic forced us not to have face to face contact to address the research problem. Each interview took 42 minutes to an hour. It was transcribed, translated and interpreted.

To support the quantitative and qualitative findings which gained from the document analysis, the researcher further attempted interview editors who were working Amhara Television Children Program. Those editors, who worked as editors between ten months to a year, were interviewed, and they were chosen to have their production has been analyzed.

The data collected by means of in-depth interviews have been presented under the following major themes: The aim of children program, the allotted time and day of the programs, human and material resource assigned and allocated, compared to other local television children programs, on their training and motivation to work in children program, and about the short and long-term training which they gained, the way they were assigned in that program, and the challenges they faced during production. Five editors (two females and three males) were interviewed. Three of them were first degree holders, one of them was studying masters of art in Journalism and Communication during the interview, period, and one of them were graduated in masters of art in Journalism and Communication. All of them were journalism and communication graduates. They worked as an editor for a minimum of eight-month, and a maximum of a year experience.

### **3.5. Method of Data Analysis**

The data were analyzed in two phases. First, document analyses were made. Second, interview data were analyzed based on the research questions. The unit of analysis comprised all children's programs on child issues in the form of song, introducers, tales, film, best practice, and plays. Using descriptive and inferential statistics, the visible data was examined by Chi-square, frequency, and percentage with reference to their rights. Whereas the qualitatively collected data from documents and data gathered through in-depth the interview was analyzed thematically. The findings of the study discussed in line with the literature review and findings of previous scholarly work. Finally, conclusions and recommendations were forwarded.

### **3.6. Ethical considerations**

All over the research phases, the researcher has had most of the ethical concerns. Some ethical issues that were implemented in this research were giving official letter for the Amhara Mass Media Agency, asking permission from the stake holders, informing children program editors about the objective and keeping their confidentiality. To preserve their privacy, the researcher tries to keep the anonymity of the participants.

## **CHAPTER FOUR**

### **4. PRESENTATION AND DATA ANALYSIS**

This chapter deals with the presentation, analysis, and discussion of results. As it has been indicated in the previous chapter, the study targeted at ATV children television program. The main purpose of this study was to examine the coverage of the rights of children, the contents of the rights of children, journalists' practice, and the challenges faced on the attainment of the program. To collect the required data for the study, document, and interviews were employed as a major tool. Documents were used to collect both quantitative and qualitative data. The quantitative part focused on the coverage of the rights of children within the selected year. The qualitative part targeted the themes of the rights of children. An in-depth interview was used to collect depth investigation from the editors of children program about the selection of issues, producing selected programs, and challenges that have been occurred.

#### **4.1 Data Presentation**

The data that were collected by two instruments were presented. First, the quantitative data were presented; next, the qualitative document data were followed, and finally, the in-depth interview data that was collected through the phone were presented. The quantitative data indicated that forty-one programs were produced in 2019/2020. Within these programs, a total of 276 children right issues were covered. These numbers of children right issues were covered within 41 programs, in a year and 30 minutes time once a week.

### 4.1.1 Children program packages

Amhara Mass Media Agency television children program have six packages. These are Introducers, Song/music, Best practice, Plays/Games, Tales and Film.

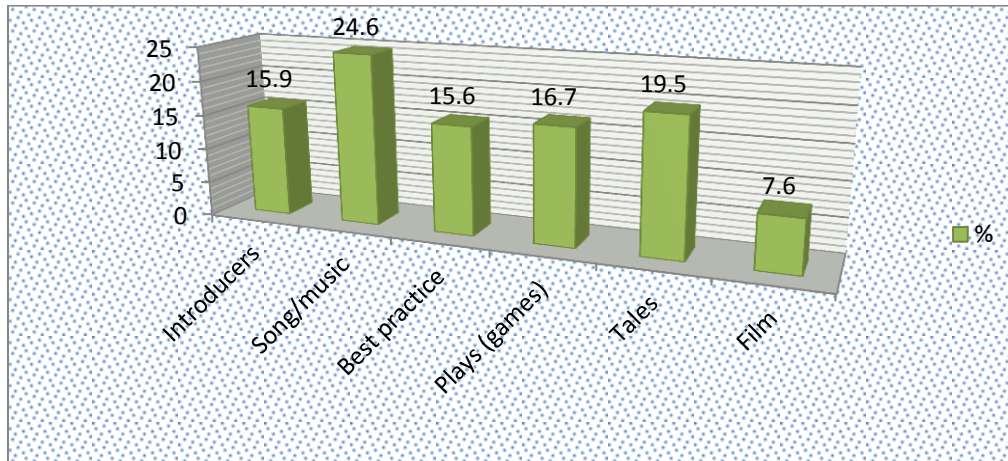


Figure: 4.1 Children program packages and observed children right issues

The result in the above graph depicted that from the total of 276 (100%) produced programs, introducers package covered 44 (15.9%) of children right issues. Whereas 68 (24.6%) of children right issues were found in the Song/music packages. Best practice package covered 43 (15.6%) children right issues. During the plays or game packages, 46 (16.7%) of children right issues were found. Fifty-four (19.5%) of children rights issues were found in Tales package while Film package covered 21(7.6%) children right issues. Therefore, the result revealed that the highest numbers rights of children were covered in the Music package; however, the least numbers of right of children issues were covered in the Film package. This implied that children were both entertained and learned their rights.

### 4.1.2. Categories of children rights

UN convention on the rights of the children is grouped into four categories (Survival, Development, Protection and Participation) of rights and a collection of guiding principles (UNICEF, 2007).

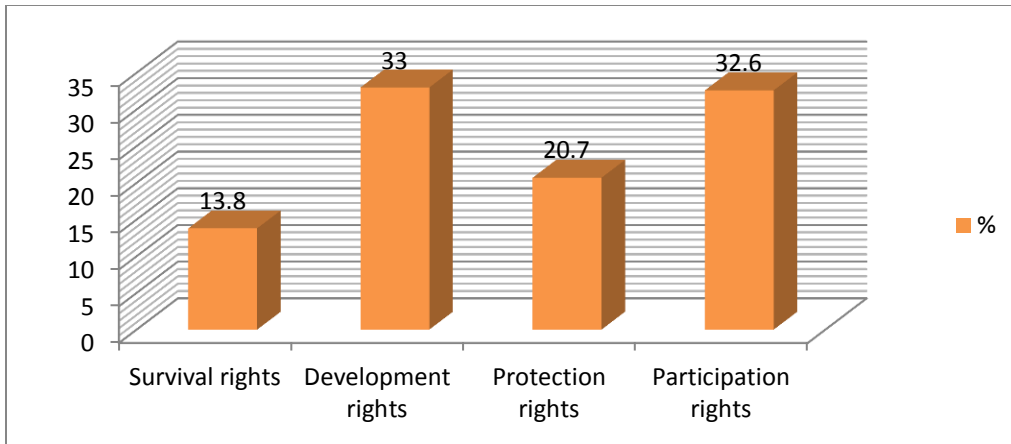


Figure: 4. 2 Frequency distribution of types of Rights

As it is shown in the above table, development rights 91 (33%) were most frequently covered rights. Participation rights 90 (32.6%) were also the second frequently covered rights as compared to survival and protection rights. Whereas protection rights 57 (20.7%) and survival rights 38 (13.8%) are less frequently covered children rights. Therefore, development rights and participation rights were frequently covered.

#### 4.1.3 The distribution rights within quarters a year

In Ethiopia there are four quarters with in a year. These quarters have their own specific roles for children developments and protections. For instance, the first quarter is summer break and a time of preparation to begin new academic year. The second quarter is a beginning of new academic year. The third quarter is the time of ending a semester and mostly early marriage took place. The fourth quarter is the time of ending the second semester.

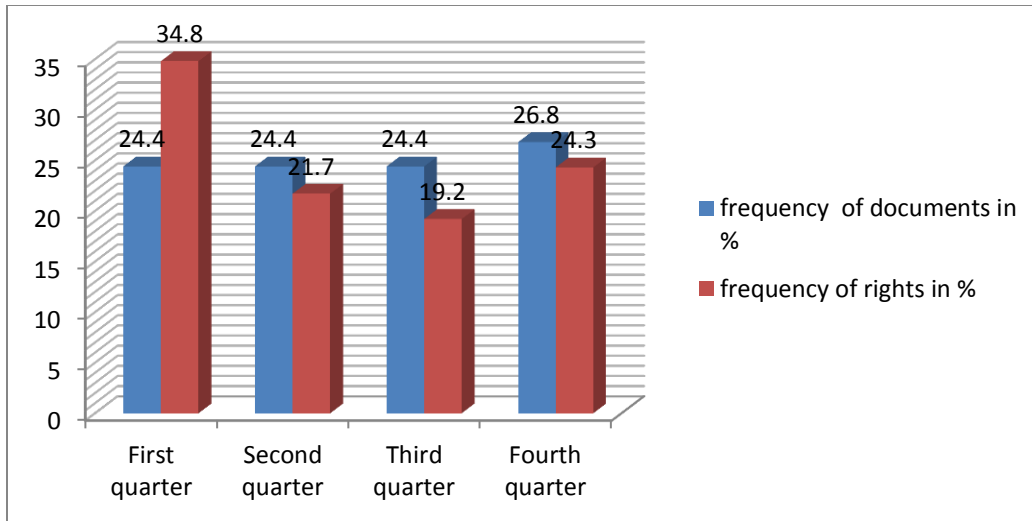


Figure: 4. 3 The distribution rights within quarters a year (2018/19)

The result in Figure 4.3 depicted that numbers of collected documents, except the fourth quarter 11(26.8%) in other every three quarter 10 (24.4%) documents were collected. The first quarter of the year (July, August and September) 96 (34.8%) of children rights were aired. The fourth quarter (April, May and June) 67 (24.3%) was the second most frequent children rights were covered. The second and third quarters covered less frequent children rights as compared to first and fourth quarter. The second quarters (October, November and December) covered 60 (21.7%) of children rights. Third quarter (January, February and March) 53 (19.2%) of children rights were produced. Hence, first quarter was the time that highest numbers of children rights were covered while the third quarter was the least. This implied that Amhara Mass Media Agency children program covered more children right issues during summer break since most children stayed at home.

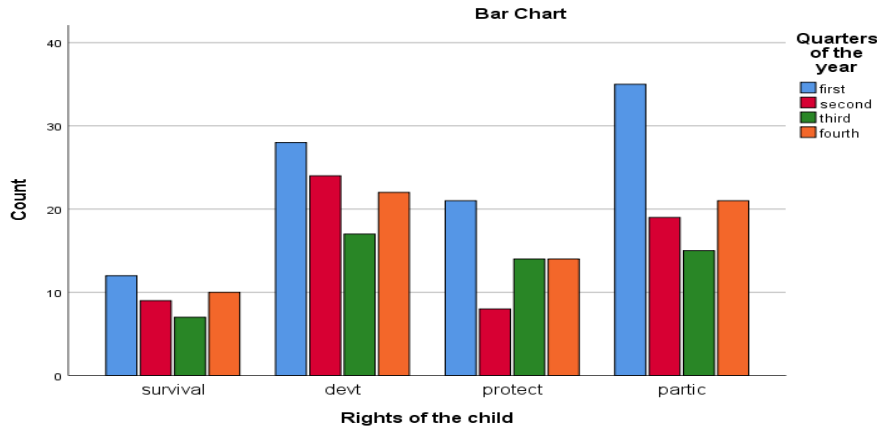


Figure: 4. 4 Types of rights across the quarters of the year 2018/19

The finding in Figure 4.4 revealed that survival rights were covered more frequently in the first quarter of 12 (31.5 %) and fourth quarter 10 (26.3%) of the year. However, in the second 9 (23.6%) and third 7(18.4%) quarters of the year, survival rights were less frequently covered. Development rights were less frequently covered in the third quarter of 17 (18.6 %) of the year whereas 28 (30.7 %) of them were produced during the first quarter. Twenty-four (26.3 %) and 22 (24.1%) of development rights were covered in the second, and third quarters consecutively. Similar to survival and development rights, protection rights 21 (36.8%) were most frequently covered rights in the first quarter of the year, but the second quarter covered only 8 (14%) of protection rights among the four quarters. Both the third and fourth quarters covered equal number of protection rights 14 (24.5%) each of them. The Highest numbers of participation rights were covered in the first quarter 35 (38.8%); on the other hand, the least a number of protections rights were produced during the third quarter 15 (16.6%). The fourth and the second quarters 21 (23.3%) and 19 (21.1%) numbers of participation rights were produced. Time (Date of production) was taken as independent variable. The P-value is .45 which is greater than 0.05. This indicated there is no relationship between dates of production with the occurrences of the type of rights of the children.

#### 4.1.4. Qualitative document data presentation, analysis and result

This section presents the qualitative content analysis of forty-one archived documents. The qualitative document analysis data showed that the rights of children were presented



in an overt and covert way. The majority of the productions covered the rights of children implicitly while some of them presented explicitly in the form of advice. For instance, children frequently introduce daily programs. As a result, children participate in leading a program and develop children's participation rights. Participation rights include the right to participate in cultural, historical, religious events, and holidays. Besides, those children's best practices were frequently presented in the programs that mean children development right was practically observed. For instance, the best practices of mind plus program in a number of schools were presented. That enhanced to be grown cognitively.

Children's art and innovation and competition practice were presented to enhance the psychomotor skills of children. Most of the time tales taught children to protect themselves from hazardous things. Therefore, survival rights were highly advocated in the tale's package. Though 41 productions were analyzed, frequently presented children's right themes were left due to redundancy. The selected programs and themes were presented. The themes were emerged based on packages: introducers, music, best practice, tale, film, and plays.

The following text is extracted from the news which was broadcasted on September 29/2019.

Three package productions were made. These were songs, plays, and films. Ethiopian Amharic music and Foreign English music were produced. Amharic music's message was about culture whereas the foreign music teaches numbers, names of animals, and color identification. It educated children about culture, numbers, names, and colors. In the best practice package, a 'Tekuando' sports trainer trained children. During the training, knowing the culture, importance of time, health, mental development, and personal hygiene were presented. Especially, disability meant doing nothing as the trainer was a disabled person. Finally, a translated cartoon film was presented. In the film, two major characters were a mother and a daughter. During the play, the mother insulted her daughter by saying talkative, chocolate fighter, fiercer animal, etc. The carton film was not contextualized. During that day, participation rights were found from

the programs, violations of the rights of children were also found. Insulting is one of the emotional violation practices.

The following text is extracted from the program which was broadcasted on October 11/2018.

That day production was made at Bahir Dar Academy, which has been found in Bahir Dar. Mind plus program and how to learn Mathematics was presented by a Mathematics teacher. Two students of the Academy were interviewed. Those students shared their experience of studying Mathematics. In the Academy, students and teachers played and sang together. One of the teachers told the tale for students. Music also presented about love and helps each other. The theme was encouraging children's participation and development rights. Therefore, students shared their experience meant they were participating in practicing their rights instead of passive listeners. Moreover, children were encouraged to learn Mathematics that helped them to practice cognitive development.

The following text is extracted from the program which was broadcasted on November 26/ 2018.

In Music package, foreign music was aired. It entertained and educated children. The best practice package was presented at a Catholic School in Bahir Dar. The lesson was about similar Amharic letters. Children were advised of the method of study habits. Students of grade twelve were asked about their plan while joining the university. Catholic school students sang nation and nationality music. At the time of the introducer's package, two children introduced the numbers of Tana monasteries. Specifically, Narga Sillasie's monastery's internal wall paintings were presented. The film package presented about the nagging between a mother and father. Unexpectedly, a magician came and entertained a girl. Tale was presented by one of the Catholic school teachers. Children were encouraged to know about the culture, historical places; entertained and participated in school events, learned about Amharic language similar letters, etc. Development rights, participation rights, protection rights were found.

The following text is extracted from the program which was broadcasted on December 25/ 2018.

Two children introduced that day program. English Music through animation was presented. The innovation and creativity of students ‘at Deluxe Academy Bahir Dar were presented. Some of the student’s works were Dynamo from plastic, ventilator from the carton, waver paper, etc. Advice from children to children was broadcasted. Amharic letters song...’ ሀ ሁ ሂ ሃ ሄ ህ ሆ; ሚሚያ ወየ Amharic song and ልጅ ልንወስድ መጥተን ጨዋታና መዝሙር were sung. During the introducer package, it went to North Shewa, Amhara region. Children introduced ‘Menzguasa’ protected area. Carton's film about fox eyes in the English language was presented. Tale was told by one of the Deluxe academy teachers. The tale was about wild animals hunting; how they cooperate; help each other; friendship and love. Therefore, the fable story theme was cooperativeness, and social inclusion; love each other for the common will.

The following text is extracted from the program which was broadcasted on January 24/2019.

Two children introduced that day program. Ethiopian music “እኔ ሜኔ ሎሚ ሸታ” ... was sung. The theme of the music advised children become clever, respect elders and friends. Students’ best practice was presented within a video. Emperor Tewodros’ patriotism and love of Ethiopia and his achievements towards civilizations were dealt with. Cartoon film on fish and shark broadcasted. Tale was presented in a video. The theme of these programs was through participation children exercised participation rights. Besides the rights of children, this program announces their duties. It teaches ethics and advises them to love their country.

The following text is extracted from the program which was broadcasted on February 15/2019.

Two boys introduced the program. Amharic music “ቡሬ ቡሬቡሬ ላሜ ቡሬ” song was sung. The children the best practice, and plays program was produced at Beza Bizuan Academy

at Bahir Dar. One of the Beza Bizuhan Academy teachers taught about ethics. The contents were about loyalty, honesty, self-respect, respected others, no fighting, forgiveness, politeness, etc. Students played a game in Amharic, “እንጂራ በአገልግል” and “ንግስተ ሳባ ከ10 በላይ ልጆች ተሰብስበው የተጫወቱት”. From that school, one student good experience and his family support were presented. The student whose name was Daniel. He liked drawing. He expressed his feeling through it, and his families encouraged him. Introducer’s package, the journalist introduced Debre Markos town which is the capital of East Gojjam Zone of Amhara National Regional States. Tale was told by one of the Beza Bizuhan Academy teachers. The theme was forgiveness. The following text is extracted from the Program of March 18/ 2019.

During that production, children's producers were not found on the stage. Ethiopian Amharic song “ዝናቡ መጣ...” and plays on how to share parents’ resource between three children (two males and one female). Children plays were done at Zenzelima primary school, at Bahir Dar. It was ‘Gebeta’, cultural game. Tale was presented about doing bad was not a good experience; instead, good deeds were recommended. The main theme of the program was about fairness. Children were advised to get their turn. They should not develop an egoistic personality. Getting the necessary resource from parents was sharing equally and equitably was the moral of the plays.

The following text is extracted from the Program of April 10/ 2019.

The program was introduced by two children. First, the program launched at Washera School, Bahir Dar. Students from Washera School produced a drama. The theme was about nation nationalities of Ethiopia competition by saying every one of them was believed as number one. Then, elders negotiated as respect each other instead of wrongly competing might lead to conflict. Second, the event was conducted at Meshenti primary school. One Meshenti primary school students, Kalkidan, sang beautifully. She advised others to take part in art. Students at Meshenti sang to admire their hero by saying, አንዴ ለመንዴ አወይ ጉዴ /አንዴ ለመንዴ አወይ ጉዴ; እዛጋ ጀበና እዚጋ ጀበና /እዛጋ ጀበና እዚጋ ጀበና; ኢሳያስ አፈወርቁ የኤርትራ ጀግና /ዶ/ር

**አብይ አህመድ የኢትዮጵያ ጅግና”** etc. Third, the introducers program was announced by Kulkual Meda primary school students. They visited the Amhara Mass Media Agency. They liked what they saw. Visitors advised students to participate in co-curricular activities in their school. A tale was presented by journalists. The theme was children ought to identify their friends. They should accept elders and parents. Overall, that day’s program was presented from three different schools in and around Bahir Dar.

The theme was children have the right to participate in art, music, game, etc. Besides, children should be protected from dangerous friends that are they were told about survival and protection rights. Students were also advised of moral and cognitive development. Finally, children have the right to join associations and peer relations without affecting others.

The following text is extracted from the Program on August 11/ 2019.

Introducer the package was done by the journalist about children who live in Bahir Dar, and they spend their summer vacation by drawing. Yonatan Sahlu was one of them. He showed his drawings. He won in the drawing competition and advised parents to understand their children's interests. A volunteer artist trained children to become what they dream. Children's book inaugurated written by a child. The writer was Selamawit. She has grown by listening to tales and heard stories from her elders. Next, the introducer package produced cultural and religious holiday – ‘Shaday and Solel,” in the northern part of Ethiopia. The holiday's historical background, celebrity, clothes and time of celebrity were introduced. The themes of these packages were children should be recognized as valuable contributors. For example, children book was written by children. Next, parents should respect children's interests. Summer vacation was not simply vacation; besides academics, children practiced their feelings of interest.

The following text is extracted from the Program on October 19/ 2019.

Children introduced that day program. Children’s experience was presented at Nigus TekleHaimanot School at Debre Markos. The program explained about school’s

establishment to the current status. Children were asked about what they did in the previous summer vacation. They reported that some of them helped their parents. Others of them visited their relatives; they read books; they played games. Family and teachers are responsible for the care of children at home and at school. The introducer program introduced Mahatma Gandhi, a freedom father of Indians. The tale was presented by journalists. It was told that donkeys went to hyenas' village to feel the grievance. Unfortunately, the hyenas ate donkeys as if donkeys pretended to laugh. The theme was children should not be the place where they might be harmed.

The following text is extracted from the Program on June 27/ 2019.

A journalist introduced the program. Cartoon music was watched. Debre Tabor town DT academy students' best experience was presented. One of the DT Academy students explained her innovations about insecticide, engine oil, and powder soap. She was motivated to help farmers who saw in the nearby kebeles. Moreover, songs and puzzles were also presented by girls. The theme indicated children are not threatening, rather potentials of the future.

#### ***4.1.5. Factors that affect the medium to attain its goal about children program***

The respondents said they did not achieve the goal of children's programs due to a number of factors. From there, they claimed that they did not satisfy children within the very limited time and interrogated how to create educated, informed, entertained, ethical, and responsible generation would come without well planned and devoted efforts between stakeholders, like media organizations, interviewee one said:

*The Amhara television children program has broad and core missions as it is believed to create educated, informed and ethical future generation of the region and the nation. Basically, its mission is to create informed, educated and entertained generation. The problem is not formulating the goal and mission; rather we journalists and producers are not doing effectively to attain that mission. There are a number of reasons for*

*journalists are not doing children program effectively. For instance, journalists underestimate the program and children. Second, the institution also launches the program as it has to have only* (Personal interview, March 3, 2020).

“Personally, knowing the aim of children's program is not a big deal. The issue is how that aim could be implemented,” interviewee four said. Respondents added that to implement its mission, the AMMA should assign sufficient human and material resource practically; otherwise, the mission and vision would be only for paper values. They added that looking children program as an observer is different from as a producer.

#### ***4.1.6 Broadcasting time, day, packages and resources***

It was found that the total time allotted to children program was once a week, every Friday from 11:00 to 11:30 for thirty minutes. Respondents were asked about the reason Friday has been chosen since most of the other local television channels broadcasted children programs within the weekends. They said that they did not exactly know why Friday has been chosen, but they guessed the weekend has many television viewers; therefore, commercialization may be a reason. In their experience, promotions were not common during children's programs. To support this interviewee two said:

*Interviewee two: Amhara's television children program has six packages (music, good practice, introducers, film, plays, and tales) which could be produced every week. These packages are expected to be aired within thirty minutes, but it cannot be. I think the allotted is sufficient for the number of producers. However, our organization should assign sufficient human resources, and then time and appropriate date of broadcasting* (Personal interview, March, 07, 2020).

Respondents explained that the packages have been six. Those were tales, introducers, best practices, films, songs, and plays. They added that they covered programs in and out of the studio though it was tough to satisfy children's needs. Editors did what they could. Interviewee four said, “I believe the program has to have sufficient time as

the Amhara television program air time is increasing from an hour to eighteen hours drastically; paradoxically, children program time is declining from forty-five minutes to thirty minutes.” Interviewee five said, “I think the focus of ATV is on current and sponsored issues instead of preplanned programs.”

#### ***4.1.7 Editors experience of watching on television children programs***

The universal declaration of the rights of children declares children are up to the age of eighteen. A single program may not be valid for a child whose age is three and eighteen. The question was designed if the age difference is considered to educate them about children's development rights, survival rights, protection rights, and participation rights. For instance, free from labor, and sexual exploitation rights, and having named and nationality rights may not be equally valid for a four-year child and an eighteen-year child.

The respondents said that it was difficult to compare the Amhara television children program to other television channels, like Ethiopian television (ETV) and Ethiopian Broadcasting Satellite (EBS). First, these two channels broadcasted children programs on weekends, whereas, Amhara Television has been on a working day, Friday. Second, ETV divided the program by age range. The program designed for early childhood and the late childhood periods which means approximately children who are before high school, whereas, in Amhara television, there is no age range. Interviewee four added to support his argument:

*In principle, children are considered as up to eighteen years old, but our program is targeted children who are before high school. Sometimes we are governed by the common sense that is why we did not notice below high school, students are grouped under children (Personal interview, March, 11, 2020).*

Respondents compared Amhara Television with other channels having a sponsored or not. Interviewee two said, “Other television channels have sponsors. For instance, Ethiopia Broadcasting Satellite (EBS) has a children program which calls it



‘Ethiopia’.” It is a sponsored program and like by many children though there is no clear age range.” Respondents claimed that in other television channels, it has been common to see correspondents and paid storytellers, but in ATV there were some years and but not now.

“I think it might be the only children program which aired on a working day. As far as I know, children's programs are broadcast on the weekends. As compared to others based on the length of the program, ours also very limited allotted time,” interviewee five said.

#### **4.1.8 Professional training**

The rights of children are designed in UNCHR declaration and also in the Ethiopian constitution. The question is whether these rights are understood and produced by journalists in Amhara television children program. Majority of the respondents said that directly or indirectly they were promoting the rights of children. About training, among five editors, only one of them got two-day training. She explained that the training was very helpful; she got good experience from other media house journalists. She reminded that unlikely, immediately after the training, she shifted from children program editor to another department. Interviewee one claimed the reason:

*When I was assigned as editor of the children's television program, I was glad to contribute something helpful for future generations though I did not have any special training about how to produce children's programs and children's rights issues. Practically, our programs are more of entertainment as we believe children need it. Through entertainment, they are expected to learn many things. There are programs that educate the rights of children; for example, ‘ye hitsanat parlama’ which means children’s federation. This program teaches children to exercise their democratic rights (Personal interview, March, 03, 2020).*

Respondents said that their programs frequently advised children what to do and what not to do. Parents, teachers, and communities’ responsibility in implementing the rights of children are commonly presented in the program. For example, currently, schools are

closed due to the Corona pandemic. In the previous week, they announced parents' responsibility to take care of their children about personal hygiene; and then, they reminded children, so as not to forget their education although schools have been closed. Interviewee three supported the expression by saying:

*Children program producers need to have special to approach children to know international and national declarations related to the rights of children and responsibilities. I am graduated in Journalism and Communications, but I did not remember exactly which courses designed what could be done while producing children program (Personal interview, March, 09, 2020).*

The respondents explained that sometimes they used to cover the allocated time by directly taking cartoons which were done by foreign media. They added that they did it without contextualizing their cases. They did not get any training which is filled the journalist's skill gap about the rights of children and how to produce children's programs. They were assigned randomly. They did it by their own effort; interviewee four supported:

*Amhara mass media agency authorities, reporters, and producers underestimate children unknowingly. That is why the program is given only thirty minutes. Besides the allotted time, it has only one reporter and one editor. I can say many of us (journalists) believe that working in a children's program is an easy task, but the reality is different. Moreover, journalists are community members. The community gives children in the lower position so do journalists. Underestimation is violating the rights of children. Therefore, the challenge begins from the expectations (Personal interview, March, 11, 2020).*

Interviewee five also explained about the training by saying:

*We (editor) did not get any training to produce children program, but in our daily meetings we asked to employ, 'yeteret abat weyim yeteret enat' which means puzzle or fables storyteller father or mother, to buy children*

*books, etc. Now books are solved, but still, lack of human resources is a big challenge* (Personal interview March, 17, 2020).

A superior attitude towards children and youths severely limit the space that children could get in the mainstream media, and all but excludes their voices from public debate on the rights of children. However, at least children program gave the children to be heard. There is a lack of important, realistic and publicly relevant media coverage or information flow on issues pertaining to the rights of children and protection. On the other hand, the children program producers focused on a limited age and geographical groups. Respondents stated that broadcasting on the rights of children was not widely acknowledged as a specialized field and this meant that many journalists were not motivated and incapable of producing profound coverage of children's issues. They added this neglect started from journalism schools and extends to almost all newsrooms and media houses also neglect short term training.

## CHAPTER FIVE

### 5. DISCUSSION AND IMPLICATIONS

The findings of the study are discussed in line with other related scholarly works in the field. The results confirmed that the Amhara television children program has produced programs to raise public awareness with regard to child rights: survival, protection, participation, and development. However, the most puzzling aspect of this finding was that respondents' responses did not match with what was found in the documents. Though the results proved to the fact that Children television programs under mention have been able to galvanize the rights of children and entertainment issues relating to children, a number of shortcomings were figured out from journalists' lack of training, the insufficient allotted time for the program and lack of proper guidance for the rights of children.

UN's convention on the rights of the youngsters is grouped into four categories of rights guiding principles. These are survival, protection, development, and participation. Additional provisions of the Convention (articles 43 to 54) discuss implementation measures for the Convention, explaining how governments and international organizations work to substantiate children are protected in their rights (UNICEF, 2007). Supported the divisions, the finding of the study confirmed that participation rights were frequently covered. According to the definition given on a consultation meeting on ill-treatment prevention organized by World Health Organization (WHO, 1999), ill-treatment constitutes physical, emotional, statutory offense, and exploitation leading to potential harm to the child's health, survival, development (FSCE).

Within the document, it had been found that a translated cartoon film program was presented. In this film, there have been two main characters acting as a mother and a daughter. The mother insulted her daughter by saying "talkative, fierce animal of chocolate ..." plus to show the community so as not to violate physically and emotionally like, insult children, the media itself promote insulting. The kid was abused emotionally. In Ethiopia, it's also usual for youngsters to be disgraced, insulted, and humiliated within

the name of discipline. The use of threats is additionally a standard practice. As an example, most Ethiopian children do not seem to be put to bed hearing tales, but by threats where they're commonly told the hyena or the monster that might cut off their ears is coming.

Children are the long run of any nation and effective reporting about them would increase and maintain children being at the center of the event agenda, emphasizing the necessity to coach more journalists and journalism students to make sure that child rights promotion and advocacy is sufficiently and effectively featured within the present and future media environment (UNICEF, 2017). The training of both private and public university lecturers additionally as media practitioners reaffirms the commitment to advocate for children's rights (Bizimungu, 2017). However, the finding from the interview confirmed that the majority of journalists failed to have any training about children's rights and youngsters' program production.

Participation rights include children's rights to possess a say in matters affecting their social, economic, religious, cultural, and political life. Participation rights include the correct to specific opinions and are heard, the correct to information, and freedom of association (UNICEF, 2007). The finding during this study revealed that children participate in curricular activities, in art completions, and creative campaigns. Therefore, the principle has been practiced. Protection rights include protection from all types of ill-usage, neglect, exploitation, and cruelty, including special protection in times of war and protection from abuse within the criminal justice system (UNICEF, 2007). The finding reminded that folks and teachers were chargeable for the expansion of kids physically and mentally. These protections are related to care given to children by the parents, other members of a family, legal guardians, teachers, and health officials. These rights also include the protection of children who are neither temporary nor permanently living with their parents and youngsters in an exceedingly difficult situation.

Libow (1992) defines media coverage because the way during which a specific piece of information is presented by media either as news, entertainment, or as infotainment.

Similarly, the finding of this study showed that children's programs dominate entertainment. However, inductively, the themes of the programs were teaching children to grasp and practice their rights. It can affect the extent of information dissemination further as it influences the audience's opinion while giving out the knowledge. In relevance, this, urban and rural coverage of media is additionally one of the areas that students have studied. Chan and McNeal (2006) are among those who suggest the geographical coverage of media to be balanced and fair among the urban and rural areas. However, the finding revealed that the Amhara television children program focused on Bahir Dar and specifically private school, and early childhoods. This led the agricultural, government school student, and above childhood, children were neglected. Tale and Cartoon film packages covered issues of wrongdoings, exploitation, and the way children should escape.

Parajuli (2004) outlines that the media can focus the rights of children's issues by allowing children that are working as a home servant, on the streets, in factories as those rehabilitated from any institute to join in their media program. He adds that children, being the long term of a rustic, must be given education, socialized, motivated, and equipped with all the fundamental necessities for his or her personality development. During this connection, the rights of the youngsters to education, health, communication, participation, physical and moral support are a number of the main components for his or her well-being.

The labels that journalists placed on to events can have an important effect on whether the final public pays attention to the issues related to the event (Severin and Tankard, 1997). Best practice programs and tales were frequently presented at different schools instead of at the studio. Besides journalists, teachers, and students were storytellers.

According to social responsibility theory, the media have a social responsibility to relinquish enough coverage for fewer market issues like women, children, disabilities in their news, programs and to be a voice for the voiceless. Regarding those programs that specialize in children issues, as a regional TV station aimed toward covering all children

located across the region. However, the finding indicated the coverage was limited geographic area and specific age groups and private schools. ILO (2010) indicated that within the developing countries, the proportion of media exposure to children living in urban is way greater compared to the agricultural. Urban children owned significantly more media than rural.

In general, as ILO (2010) said, coverage of rural issues is pricey to hide, compared to urban. Thus, media houses are unable and/or unwilling to hide costs because of their respective reasons. Because of this fact, programs that specialize in children issues producers provide necessary attention for the coverage balance between urban and rural children. Nevertheless, per the content analysis of both programs, the finding indicated that the coverage portion between urban and rural children find to be imbalanced. Both programs mostly cover the activities of urban children, particularly from Bahir Dar.

One of the key challenges of it is the lack of standard training opportunities on a part of journalists. All journalists acting on both programs that specialize in children's issues do not seem to be specialized enough. The finding confirmed that the editors of children's programs were assigned randomly as Terjie (2007) states that most Ethiopian journalists regard themselves as generalists that they do not cover any particular issue but can be assigned to a range of issues.

Eventually, the media in the contemporary world are the most important source of information about several issues including the rights of children. This is because, for most people television, radio, and newspapers are their only source of information (Middleton, 2009). Consequently, media possess the power to select issues and events in the world we got to know about.

## **CHAPTER SIX**

### **6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter delivers a brief summary of the research process and the conclusion of the findings. Additionally, recommendations for future studies are forwarded. These recommendations are believed to broaden our understanding of Amhara television coverage of child rights issues and possible solutions for the existed challenges.



## **6.1. Summary**

The development of a nation cannot be separated or alienated from the development of its children who are the major resources of the future. However, if children are not properly treated and protected their life might be in danger. Therefore, the upbringing of children should be a priority and considered with the utmost urgency. In this regard, the media is a valuable agent of attitudes and behavior of individuals and means of giving the children a better tomorrow.

The main objective of this study was to examine the coverage of the rights of children, journalists' practice, and the challenges which they faced while producing the rights of children in the Amhara Television Children program. Content analysis methodology was employed. Data was collected from document qualitatively and quantitatively. Data were also gathered from editors through interviews.

To find out the coverage of the rights of children, 41 documents were analyzed quantitatively and qualitatively. The total numbers of rights of children were 276 from a total of 41 documents. To analyze the coverage three categories were formed. These categories were a package, types of rights, and dates of productions.

First, the total number of rights categorized based on the program packages: Tales, introducers, music, film, plays, and best practices. Therefore, the result revealed that the highest numbers of rights of children were covered in the Music package; however, the least a number of rights of children issues were covered in the Film package.

Second, they were categorized based on kinds of rights: Survival, development, participation, and protection. From these, development rights, and Participation rights were the most frequently covered rights as compared to survival and protection rights.

Third, the rights of children were categorized based on the occurrences of the quarters of the year: first quarter, second quarter, third quarter and fourth quarter. Hence, the first quarter was the time that the highest numbers of the rights of children were covered while the third quarter was the least.

The finding from the document showed that the rights of children were frequently presented through entertainment or infotainment. Children frequently introduced daily programs. As a result, children participated in leading a program and developed children's participation rights. Participation rights included the right to participate in cultural, historical, religious events, and holidays. Children's best practices were frequently presented in the programs that mean children development right was practically observed. For instance, the best practices of mind plus program in a number of schools were presented. It enhanced children to be grown cognitively.

The finding also confirmed that Children's art and innovation and competition practice was presented to enhance the psychomotor skills of children. Most of the time tales taught children to protect themselves from hazardous things. Therefore, survival rights were highly advocated in the tales' package. Tale and Cartoon film packages covered issues of wrongdoings, exploitation, and how children should escape. These meant the survival rights of children were introduced. The respondents' response confirmed that directly or indirectly they were promoting the rights of children. About the training, among five editors, only one of them got two-day training. They claimed that they did not satisfy children within the very limited time, and they interrogated how to create educated, informed, entertained, ethical, and responsible generation would come without well planned and devoted efforts between stakeholders, like media organizations.

## **6.2. Conclusions**

The following four conclusions are made based on the finding and designed objectives of this study. First, it was planned to measure the extent of the rights of children covered in the Amhara Television Children program. Although individuals and organizations believe to promote the rights of children and to eliminate all forms of child exploitation, this paper concludes that such efforts will only have a lasting impact if the media are able to raise awareness and mobilize public to this end. Journalists should, therefore, place the rights of children issues on their agenda by giving children fair representations. The coverage of the rights of children is good as compared within the given time for children programs. The findings inferred there was significant coverage of the rights of children in the Amhara television children program. However, the coverage neglected above early childhood children. Moreover, the coverage of children program in the authentic situation discriminated rurally and the government school children since most of the programs were produced at Bahir Dar and private school settings.

Whereas, the coverage of the types of rights of children was balanced between development, participation, survival, and protection rights since the targeted children are early childhood groups. However, children whose ages are above thirteen were totally forgotten. That is why labor and sexual exploitation themes were left empty from all over the programs. Therefore, it is concluded that the name children should be changed to early childhood programs or it should address all children up to 18 years of age.

Second, the way the rights of children are produced in Amhara television Children program production packages. There were six packages in the children's program. Most of the rights of children were presented inductively, in the form of music, tale, film, and role-plays. The finding inferred that the rights of children were presented in both deductive and inductive ways.

Third, the type of the rights of children and the date of production did not have any relationship. It is concluded that time is not a factor for selecting the kinds of the right of children.

Finally, it inferred there were factors that hinder/affect the quality and amount of children program productions as desired. The Amhara Mass Media Agency gave very limitedly human resources and time for children programs. Besides these, journalists who worked in the children's programs did not have any additional training which helps to produce quality children's programs except they are journalists. This leads to being questioned of their competent in producing quality programs that satisfy children.

### **6.3. Recommendations**

The research has been able to demonstrate that the media, particularly the Amhara television children program has helped to create awareness on the rights of the kid and dangers of kid abuse within society. It's also been advanced that what remains is the translation of this sense of awareness into favorable ways and manner of handling and treating the young generation. To strengthen the preceding, the subsequent recommendations are made:

- Amhara Mass Media Agency authorities should give due attention to children's programs by allotting sufficient time and human resources because engaged on children at regional and national levels bring huge benefits within the years to return.
- As Anderson et al. (2001) stated the programming quality depends on the quantity and appropriateness of the program producers. Therefore, ATV must assign an appropriate number of producers who are capable enough to provide children programs in order that they are supply quality programs that specialize in children's rights issues.
- Journalists should update themselves to equip with these needs of children; as an example, conducting need assessment, watching national and international competitors, and selecting appropriate content for the audience.
- Non-government organizations which are engaged on children must sponsor programs which promote the rights of children and help the media to achieve the unreached ones.

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**Appendix A**  
**Quantitative content analysis coding sheet**

**Part I: raw data coding sheet**

No	Children rights	O	N	D	J	F	M	A	M	J	J	A	S
1	Non-discrimination:												
2	Best interests of the child:												
3	The state is obliged to translate the rights in the Convention into reality												
4	Parental guidance:												
5	Survival and development:												
6	Name and nationality												
7	Preservation of child's identity:												
8	Separation from parents:												
9	Family re-unification:												
10	Illicit transfer and non-return:												
11	The child's opinion:												
12	Freedom of expression:												
13	Freedom of thought, conscience and religion:												
14	Parental responsibilities:												
15	Protection from abuse and neglect:												
16	Protection of children without families:												
17	Adoption:												
18	Refugee children:												
19	Disabled children:												
20	Health and health services:												
21	Social security:												



1. Survival rights: include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.
2. Development rights: include the right to education, play, leisure, cultural activities, and access to information, and freedom of thought, conscience and religion.
3. Protection rights: ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.
4. Participation rights: encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their capacities develop, children should have increasing opportunity to participate in the activities of society, in preparation for adulthood.

**Part III: Summary of the frequency distribution of rights of children based on time**

No.	Time based on quarters of the year	Frequency of rights
1	First quarter (July- September)	
2	Second quarter (October-December)	
3	Third quarter (January-March)	
4	Fourth quarter (April-June)	

## **Appendix: B**

### **In Depth Interview Questions Questions for Amhara Television children's program editors (English Version)**

1. For how long have you worked in children's program?
2. What are the goals and mission of your organization in relation to children's television program?
3. Do you think your organization children's television program is achieving its goals and mission? Why?
4. How do you evaluate the time duration given by ATV for children's program?
5. Do you think the current children's program broadcasting is appropriate for shaping generation? Why?
6. Do you think the current children's program broadcasting is appropriate for promoting children rights? Why?
7. Do you think the current children's program broadcasting is appropriate for protecting children rights? Why?
8. Do you believe contents selection of children program is in line with children rights?
9. Do you think that your bosses give equal attention for children's program as other program productions?
10. Do you have any training how to produce children's program? If yes, how long?
11. How does your organization determine the rights of children related to children program?
12. Do you think the children's program that are being broadcast in ATV are free from bosses' unprofessional interference?
13. Do you think commercial factors of your station affects children program in general and children rights in particular?
14. Do you think that the journalists give equal attention for children's program as they do for other program productions?
15. What are the major challenges and possible solutions which ATV children program producers are facing?

## Appendix C

### የቃለ-መጠይቅ ጥያቄዎች

#### በአማርኛ የተዘጋጀ

ለአማራ ቴሌቪዥን የሕጻናት ፕሮግራም ዝግጅት አርታኢዎች

#### ክፍል አንድ

1. ለምን ያህል ጊዜ በአማራ ቴሌቪዥን የህጻናት ፕሮግራም ክፍል ሰርተዋል?
2. ከሕጻናት ፕሮግራም ጋር በተያያዘ አማራ ቴሌቪዥን ተልዕኮ እና ግብ ምንድን ነው?
3. የአማራ ቴሌቪዥን ከሕጻናት ፕሮግራም ጋር በተያያዘ ተልዕኮ እና ግብን በምን ያህል ደረጃ አሳክቷል? ለምን?
4. አማራ ቴሌቪዥን ለሕጻናት ፕሮግራም የሰጠው የስርጭት ሰዓት በቁነው ብለው ያስባሉ?
5. አሁን በመሰራጨት ላይ ያለው የህጻናት ፕሮግራም በልጆች አእምሮ ላይ ዕድገት ለማምጣት በመልካም ስነ-ምግባር ለማነጻጻ፣ መብትና ግዴታቸውን እንዲያዳብሩ ወዘተ.. ያስችላል ብለው ያስባሉ? ለምን?
6. አሁን በመሰራጨት ላይ ያለው የህጻናት ፕሮግራም የልጆችን መብት ለተመልካቾች ያስተዋወቃል ብለው ያምናሉ? ለምን?
7. አሁን በመሰራጨት ላይ ያለው የህጻናት ፕሮግራም የልጆች መብት እንዲከበር አስተዋጽኦ አለው ብለው ያስባሉ? ለምን?
8. የህጻናት ፕሮግራም የይዘት ምርጫዎ የህጻናትን መብት ከማሳወቅ አንፃር የተቃኘነው ብለው ያምናሉ?
9. የስራ ላይ አለቆችዎ እንደሌሎች የአማራ ቴሌቪዥን ፕሮግራሞች ለሕጻናት ፕሮግራም ዝግጅት እኩል ትኩረትን በምን ያህል ደረጃ ይሰጣሉ?
10. የህጻናትን ፕሮግራም ለማዘጋጀት እንዲረዳዎ ያገኙት ስልጠና (የአጭር፣ መካከለኛ ወይም ረጅም) ይኖር ይሆን? መልስዎ አወ ከሆነ፣ ለምን ያህል ጊዜ?
11. የአማራ ቴሌቪዥን ለሕጻናት መብት መከበር በህጻናት ፕሮግራም ትኩረት ተሰጥቶት እንዲሰራ ያደርጋል?
12. የስራ ላይ አለቆችዎ የህጻናት ፕሮግራምን በሚያዘጋጁበት ወቅት ሙያዊ ያልሆነ ጣልቃገብነት አጋጥሞዎታል?
13. በሚዲያ ዙሪያ ያሉ የንግድ ውድድሮች የህጻናት ፕሮግራሙን በምን ያህል ደረጃ ተጽዕኖ አሳድረውበታል?
14. ጋዜጠኞች እንደሌሎች የአማራ ቴሌቪዥን ፕሮግራሞች ለሕጻናት ፕሮግራም ዝግጅት እኩል የሆነን ትኩረት ምን ያህል ይሰጣሉ?
15. የአማራ ቴሌቪዥን የሕጻናት ፕሮግራምን እያጋጠሙት ያሉት ዋናዎና ችግሮች ምንምን ናቸው ችግሮችን ለመፍታት ስን የተወሰዱ መፍትሄዎች ካሉ?

## **Annex1**

### Verbatim translated in English

1. For how long have you worked in children's program?

Interviewee one: "... the program has been started for several years. I worked for nearly a year. Most of the programs which produced in 2018 were done by me. ...After 2018, other editors have been assigned."

Interviewee two: "... I worked in children program as editor for ten months...I had worked in radio newsroom before children program..."

Interviewee three: "... I worked about a year..."

2. What is the mission of AMMA children program? Do you think your organization children's television program is achieving its goals and mission? Why?

Interviewee one: "... by the way children program mission is to create educated and responsible generation...therefore, children should be informed, entertained, educated, responsible and future hope for the nation" "... in principle, the mission stated clearly, but the practice is different..."

Interviewee two: "... I worked in the newsroom; I did not consider the mission of children program while producing..." "...in the meantime, I produced programs which entertain their rights, know their duties, and know their culture and custom..."

Interviewee five: "... I produced program to inform children about their rights and responsibilities... I tried to entertain them and educate them about the nation's history and culture..."

Interviewee three: "... I think the mission of children program is to create ethical generation..."



3. Do you think the current children's program broadcasting is appropriate for promoting children rights? Why?

Interviewee four: “No. I don’t believe that the program could not promote children right properly...”

Interviewee three: “...I do not believe that the program packages have been established, but I worked only on the target audiences....children.” “... there are schools which give ethics as a subject of study... sometimes I considered that schools experience ...how children become ethical; however, there was no specific issues to shape children to become ethical...”

4. Do you think the current children's program broadcasting is appropriate for protecting children rights? Why?

Interviewee four: “... not yet.” “...we did not work like that.” “By common sense, I tried to inform children what to do and what not to do...” “...the role of teachers and parents should shape children... we consider the current affairs...for instance, last week’s introducers program advised parents to take care of their children hygiene and health related issues due to COVID 19 lockdown.” “...we also advised children not to forget their education...they should not waste their time by watching television only...”. “ The program had been targeting on children, parents, teachers and community...”

5. How does your organization determine the rights of children related to children program?

Interviewee two: “yes. From January 15-17/2018, Ethiopia Broadcast Authority organized training for children program editors and media directors at Adama- Oromia regional states... I got two day training.” “...the training focused on children rights...universal declarations, national laws and how to produce children program incorporating children right issues.” “...moreover, experience sharing from different media outlet editors was very helpful...”

Except interviewee two are interviewees: “I did not get any training...”

6. What are the major challenges and possible solutions which ATV children program producers are facing?

Interviewee one: “...limited allotted time...shortage of human power assigned for children program are factors that limit the quality and quantity of productions...”

Interviewee three: “... the first challenge is the program lacks quality...the poor quality leads to limit number of observers...” “ lack of human resource...I do not know the reason but the media director assigned very limited time and human resource for the program....budget allocation was also limited...”

Interviewee four: “...other channels have crew to work on children program...some of them have sponsored program, but ours does not...” “I believe we need to have talented film editor to produce quality programs...” “Whatsoever, I tried my best...I do not produce programs for the sake of coverage...”

Interviewee five: “...lack of resources like pets, promoters, and story books tale books...”

## አባሪ

1. ለምን ያህል ጊዜ አማራ ቴሌቪዥን ህጻናት ፕሮግራም ክፍል ሰርተዋል?

መላሽ አንድ: “..... ያው ፕሮግራሙ ከተጀመረ ቆየት ያለ ግዜ ቢሆነውም እኔ በመካከል የተወሰነ ግዜ ይገኛለሁ ወደ አንድ ዓመት አካባቢ ይሆናል ብዬ እገምታለሁ፤ በ 2011 ዓ/ም በአባዛኛው እኔጋ ነበረ ሥራው ከዛ በኋላ ደግሞ መልሶ ወደ ሌሎችጋ ተሸጋግሮ ይገኛል።”

መላሽ ሁለት: “.....አስር ወራትን ሰርቻለሁ ከዛ በፊት በሬዲዮ ዜና ሂደት ነበር የምሰራው መላሽ ሶስት...አዎ አንድ አመት ገደማ...”

2. ከሕጻናት ፕሮግራም ጋር በተያያዘ የአማራ ቴሌቪዥን ተልዕኮ እና ግብ ምንድን ነው?

መላሽ አንድ: “... በነገራችን ላይ ያው የህጻናት ፕሮግራም ተልዕኮው ላቅ ያለ ነው ተብሎ ነው የሚታሰበው፤ ምክንያቱም አንድን ማህበረሰብ ተኪ ትውልድ እንደመቅረጽ ነው፤ ስለዚህ ተልዕኮው ህጻናትን በሁሉም ነገር መረጃ ኖሯቸው፣ ተዝናኑት ተባብረው፣ ተምረው በትም የወደፊት ሀገር ተረካቢ ዜጋን የምትፈጥረበት ነው፤ ግን በዛ ልክ ቢታሰብም በዛልክ እየተሰራ ነው ወይ ብለሽ ስታይው ነው ችግሩ ያለው ...” መላሽ አምስት: “...ህጻናት እየተዘናኑ መብታቸውን፣ ግዴታቸውን እንዲያውቁ ታሪክ እና ባህላቸውን እንዲረዱ ማድረግ ነው።”

መላሽ ሁለት: “...ያው እኔ ዜና ክፍል ነው የነበርኩ፣ ተልዕኮው ምንድን ነው የሚለውን ለይቼ አይደለም የምሰራው፤ ዞሮ ዞሮ ግን በፕሮግራሙ ከሚነሳው ይዘት አንጻር ታርጌት አዴንሶቹ ህጻናት ናቸው፤ ህጻናትን ሊያስተምር የሚችል፤ የሚያዝናና እና ቁም ነገር አዘል መልእክት የሚተላለፍበት የ30 ደቂቃ ፕሮግራም እንዲሰራ ነው የማደርገው።”

መላሽ ሶስት: “...ተልዕኮው ህጻናት በሥነ-ምግባር ታንጻው ብቁ ዜጋ እንዲሆኑ ማድረግ ነው ተልዕኮው፤ የፕሮግራሙ ዓላማ ልጆች በሥነ-ምግባር ታንጻው ጥሩ ዜጋ እንዲሆኑ ማድረግ ነው።”

3. አሁን በመሰራጨት ላይ ያለው የህጻናት ፕሮግራም የልጆችን መብት ለተመልካቾች ያስተዋወቃል ብለው ያምናሉ? ለምን?

መላሽ አራት: “...አላምንም። በሚፈለገው መጠን መብታቸውን ያሳውቃል የሚል እምነት የለኝም።”

መላሽ ሶስት: “...አላምንም፤ ... አሁን በፓኬጅ ደረጃ አንድ ዚህ ቢቀመጥም በዛልክ አሁን ባልኩት ልክ በታሰበለት ልክ ለመሥራት የሚያስችል ምቹ ሁኔታም ስለሌለ ታርጌት አዴንሶቹን ማለት ልጆቹን ብቻ ነው ትኩረት አድርጎ እየሰራሁት ያለሁት ህጻናት ምንዓይነት ሥነ-ምግባር መላበስ አለባቸው? የሥነ-ምግባር ትምህርትን እንደ አንድ ሰብጃክት የሚሰጡ አሉ፤ ከእነዚህ ትምህርት ቤቶች ጋር በመነጋገር ነው ለመሥራት የተሞከረው እንጅ የህጻናትን ግዴታ እና መብት ለማነጻጻ፣ ለማስረጽ አልተሞከረም።”

4. አሁን በመሰራጨት ላይ ያለው የህጻናት ፕሮግራም የልጆች መብት እንዲከበር አስተዋጽኦ አለው ብለው ያስባሉ? ለምን?



በኃላፊነት ለመስራት በተቻለ መጠን ለህጻናት አይሆንም ብዬ የማስበውን አላስተላልፍም። የዓየር ሰዓት ለመሙላት ብዬ አላደርግም።

መላሽ አምስት፡ “...የተለያዩ ግብዓቶች አለመኖራቸው (አሻንጉሊቶች)፣ አስተዋዋቂዎች፣ የተረት መጻህፍት...”

መላሽ አራት፡ “...የሚተላለፍበት ጊዜ 30 ደቂቃ ብቻ መሆኑ ለእኔ አንዱ ችግር ነው።”