

**ASSESSMENT OF THE ZAMBIA
NATIONAL BROADCASTING
CORPORATION'S (ZNBC) PROVISION OF
SPACE FOR CHILDREN'S
PARTICIPATION IN NATIONAL ISSUES**

By

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**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirements for the degree of Master of Mass Communication (MMC)**

The University of Zambia

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DECLARATION

I, Lazarous Mwale, declare that this dissertation:

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APPROVAL

This dissertation of Lazarous Mwale is approved as fulfilling the partial requirements for the award of the degree Master of Mass Communication by the University of Zambia.

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ABSTRACT

The purpose of this study was to make an assessment of the Zambia National Broadcasting Corporation's (ZNBC) provision of space for children's participation in national issues. The study used both qualitative and quantitative methods of data collection by conducting a content analysis of ZNBC TV 1 19:00 hour main news bulletins, National Watch discussion programme, and through in-depth interviews with ZNBC TV 1 news reporters and programme producers as well as focus group discussion with children. Data was analysed using SPSS and thematically. This was to assess; the extent to which ZNBC TV 1 news and discussion programmes contain views from children regarding their participation in national issues; the attitudes and knowledge of children's rights to participation among the news reporters and programme producers of ZNBC TV 1; and to assess the levels of awareness among children on their right to use ZNBC as a channel to air their views.

The findings of the study revealed that ZNBC provides little space for children to participate in national issues. Content analysis of news bulletins clearly shows that the inclusion of children in the news is low at 38.7 percent. However, this percentage in coverage of children in the news does not exclusively relate to participation of children in national issues as most of the bulletins with stories on children are on abuse such as sexual defilement. Only 11 percent of news bulletins sampled contained at least a story on children expressing their opinions. The scenario is even worse with TV discussion programmes such as '*National Watch*' as none of the programmes analysed featured or contained views from children.

The research has also shown that TV programme producers and news reporters have knowledge of children's rights to participation but their attitude towards participation of children in the media is somewhat negative. This has led to low inclusion of children's views on issues of national importance. The study has also disclosed that ZNBC TV 1 reporters and news producers have challenges in gathering information from children apparently because 'children cannot express themselves'.

Finally, the study has revealed that some children have good knowledge of their rights and do understand that they have the right to participate in national issues through the media. They are however, not aware of how they can access public platforms offered by ZNBC TV 1 and get a chance to participate in the affairs of the country.

DEDICATION

To my wife Twaambo, and my children, Fridah, Musalwa, and Chimwemwe. Thank you for your understanding in times when I had to isolate myself from all of you for purposes of preparing for my coursework exams, more so when working on this research. Your supportive role in this work was admirable. My mother Constance Manenga Mwale, and my late father Martin Musuka Mwale, you taught me how to humble myself, and how to endure. Through endurance this work has been completed. I can never forget my workmate and friend, Ernest Mwenya, for the crucial role he played in allowing me to pursue my studies alongside my work duties. This was a rare opportunity especially that I work for an International Non-Governmental Organisation (INGO) in which every minute at work counts and performance is heavily monitored. I had to remain successful in both.

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TABLE OF CONTENTS

DECLARATION	ii
COPYRIGHT.....	iii
APPROVAL.....	iv
ABSTRACT.....	v
DEDICATION	vi
ACKNOWLEDGEMENTS.....	vii
LIST OF FIGURES.....	xii
ABBREVIATIONS	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction	1
1.1 Children’s Rights in Zambia.....	1
1.2 The Zambia National Broadcasting Corporation (ZNBC).....	2
1.2.1 ZNBC Organisational Structure	3
1.2.2 The Functions of ZNBC.....	4
1.2.3 Coverage	4
1.2.4 Channels.....	5
1.3 The Media under Different Political Administrations.....	5
1.3.1 Pre Independence Broadcast Media 1941 - 1964.....	5
1.3.2 The Media during the MMD Government 1991 - 2011	7
1.3.3 The Media under the Patriotic Front Government.....	10
1.4 Media Legal Framework.....	12
1.5 Laws Governing Broadcast Media in Zambia.....	13
1.5.1 The Radio Communications Act	14
1.5.2 Independent Broadcasting Authority Act	14
1.5.3 Zambia National Broadcasting Corporation (Amendment) Act No. 20 of 2002	15
1.5.4 Freedom of Information Bill.....	17

1.6	Press Freedom in Zambia.....	18
1.7	Media Training Institutions in Zambia	21
1.8	Statement of the Problem	22
1.9	Justification/Rationale for the Research.....	23
1.10	Objectives.....	24
1.10.1	Main Objective	24
1.10.2	Specific Objectives	24
1.11	Research Questions	24
1.11.1	Main Question.....	24
1.11.2	Specific Questions	24
CHAPTER TWO		26
LITERATURE REVIEW		26
2.0	Introduction	26
2.1	Public Service Broadcasting	26
2.2	Public Services Broadcasting in some selected countries.....	28
2.2.1	Public Service Broadcasting in Finland.....	28
2.2.2	Public Service Broadcasting in USA.....	30
2.2.3	Public Service Broadcasting in South Africa.....	32
2.3	The role of media in a democracy.....	33
2.4	Child rights legal frame work in Zambia	34
2.5	Child participation.....	36
2.6	Child participation in the media.....	37
2.7	Importance of child participation	40
2.7.1	Barriers to participation	42
2.8	Debates on child participation.....	43
2.9	Theoretical and Conceptual Framework	46
2.9.1	Public sphere theory	46
2.9.2	Conceptual Framework.....	48

2.9.3	Conclusion.....	52
CHAPTER THREE		54
RESEARCH METHODOLOGY		54
3.0	Introduction	54
3.1	Research Design.....	54
3.2	Methods of Study.....	55
3.2.1	Quantitative Method	55
3.2.2	Qualitative Method.....	55
3.3	Location of the Study	56
3.4	Population of the study.....	56
3.5	Sampling Procedure	56
3.6	Data Gathering.....	58
3.7	Data Analysis.....	59
3.8	Ethical Consideration	60
3.9	Limitation of the study.....	60
CHAPTER FOUR		61
PRESENTATION OF FINDINGS		61
4.0	Introduction	61
4.1	Quantitative Survey	62
4.2	Qualitative Survey	66
4.2.1	Understanding of children’s rights to participation among reporters, and programme producers	66
4.2.2	Awareness among children on their right to use ZNBC.....	73
4.3	Conclusion.....	77
CHAPTER FIVE		78
DISCUSSION OF FINDINGS.....		78
5.0	Discussion of Findings	78
CHAPTER SIX.....		83

CONCLUSIONS AND RECOMMENDATIONS.....	83
6.0 Conclusions	83
6.1 Recommendations	84
6.2 Further research	85
REFERENCES.....	86
APPENDICES	97

LIST OF FIGURES

Figure 1. News bulletins with children as source of information.....	62
Figure 2. News bulletins with stories containing views of children with pictures.....	63
Figure 3. Theme of stories using children as source of information.....	64
Figure 4. National Watch TV programme containing views of children.....	65

ABBREVIATIONS

ACRWC	African Charter on the Rights & Welfare of Children
CABS	Central African Broadcasting Station
CHIN	Children in Need Network
CPB	Corporation of Public Broadcasting
EHC	Evelyn Hone College
FOI	Freedom of Information
IBA	Independent Broadcasting Authority
LONRHO	London Rhodesia Company
MMA	Media Monitoring Africa
MMD	Movement for Multiparty Democracy
MISA	Media Institute of Southern Africa
MNCRD	Media Network on Children's Rights and Development
MIBS	Ministry of Information and Broadcasting Services
MRC	Media Reform Committee
PF	Patriotic Front
PBS	Public Service Broadcasting
SABC	South African Broadcasting Corporation
UNICEF	United Nations Children's Fund
UNCRC	United Nations Convention on the Rights of Children
UNIP	United National Independence Party
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Scientific and Cultural Organisation
YLE	Finnish Broadcasting Company
ZAMCOM	Zambia Institute of Mass Communication
ZBS	Zambia Broadcasting Services
ZCEA	Zambia Civic Education Association
ZICTA	Zambia Information and Communication Technology Authority
ZNBC	Zambia National Broadcasting Corporation

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This is an explorative study of the Zambia National Broadcasting Corporation (ZNBC) provision of space for children's participation in national affairs of the nation. The study is based on democratic human rights principles that all human beings are equal, and that all citizens have the right, and must be given the opportunity to participate in the governance of their country. On the other hand, the study is based on the principle of public service broadcasting which emphasises the requirement by public media to provide a platform to all citizens to express their views on any issue that is of concern to them. Additionally, the study draws reference to the United Nations Convention on the Right of the Child (UNCRC) particularly as it relates to article 12 which compels member states to accord children the opportunity to participate in issues that concern them.

Therefore, the study focuses on Zambia's national broadcaster, ZNBC. This is because ZNBC is a public institution funded by tax payer's money apart from the three kwacha monthly television levy that the corporation collects from anyone owning a TV set in the country. The institution also has the widest coverage among all media institutions in the country as such it reaches more citizens making it the biggest source of information for many Zambians (MIBS Annual Report, 2010).

As such, the study looks at ZNBC's provision of space for children's participation in the national affairs of the country through its news coverage, and discussion programmes on which national matters are brought to the fore for leaders at various levels to address.

1.1 Children's Rights in Zambia

Zambia signed and ratified the United Nations Convention on the Rights of the Child (UNCRC) in 1990 and 1991 respectively. Zambia has also ratified the following international human rights instruments relating to the protection of children, the Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment; International Convention on Economic Social and Cultural Rights among others, (Save the Children & ZCEA, 2012). However, Zambia has not ratified the Optional Protocol to the UNCRC on

the involvement of children in armed conflict; Optional Protocol to the UNCRC of the Child on the sale of children, child prostitution and child pornography and the Optional Protocol to the Convention on the Rights of the Child on a communication procedure (Ibid, 2012).

Save the Children ZCEA (2012) further state that child participation is one pillar article of the UNCRC not being effectively addressed by many countries including Zambia. Adults are usually not comfortable with the issue of children's participation, they see children as objects for support and not as subjects with their own capacity to actively participate, believing that they should neither participate nor have opportunities to express their views in public or even in the family setting. Adults themselves often have limited opportunities to participate and this also tends to influence their views on children's participation, and cause them not to fully understand what participation is and its value.

1.2 The Zambia National Broadcasting Corporation (ZNBC)

The Zambia National Broadcasting Corporation (ZNBC) is a Zambian state owned television and radio station. It is the oldest, widest and largest radio and television service provider in Zambia.

ZNBC was established by an Act of Parliament in 1987, which was passed to transform the Zambia Broadcasting Services from being a Government Department under the Ministry of Information and Broadcasting Services into a statutory body called the Zambia National Broadcasting Corporation (Afrimap, 2010).

Zambia, known as Northern Rhodesia before 1964, acquired a radio service during the World War II. This followed the government Information Department's move in 1941 to install a 300 watt transmitter in Lusaka, the capital. At that time, the radio service was built for the purpose of disseminating war related information. From the outset, the Lusaka station addressed programs to Africans in their own languages, becoming the pioneer in the field of local vernacular broadcasting (Mytton, 1983).

In 1945 Harry Franklin, Director of Information in the colonial government, proposed that Radio Lusaka concentrate on developing programming for Africans. Since Northern Rhodesia could not afford such a specialised service on its own, the administrations of Southern Rhodesia and Nyasaland were persuaded by Harry Franklin to share in the

operating costs, while the British Government agreed to provide capital funds. Thus, the Central African Broadcasting Station (CABS) came into being (Ibid, 1983).

In 1953, there was a Federation of Rhodesia and Nyasaland and in 1958 a new broadcasting organisation, the Federal Broadcasting Corporation of Rhodesia and Nyasaland was founded, with the headquarters in Lusaka continued to use African languages as well as English, but the spirit which had animated the original station had long since been drowned by the rising tide of animosity between the races. Eventually in 1963, Northern Rhodesia and Nyasaland broke away from the Federation and became Zambia and Malawi respectively. The station in Lusaka was then known as the Zambia Broadcasting Corporation until 1966, when it changed to Zambia Broadcasting Services (ZBS) after an act of parliament was passed (Banda, 2003). In Zambia television was introduced in 1961 by a private firm called the London Rhodesia Company (LONRHO) that was based on the Copperbelt province in Kitwe. The station was owned by ‘Tiny’ Rowland and it was primarily set up to serve the interest of the large white mining and commercial community in the province. However, in 1967, the television station was moved to the capital, Lusaka to become part of ZBS. Following this move, an Act of parliament was passed in 1987 to turn ZBS into a body corporate to be called the Zambia National Broadcasting Corporation (ZNBC) (Ibid 2003, p.34)

1.2.1 ZNBC Organisational Structure

The Zambia National Broadcasting Corporation is managed by a board of nine part-time directors appointed by the Minister of Information and Broadcasting Services (ZNBC amendment Act No 16, 2010).

Senior management consists of the director-general, the director of technical services, director of finance, director of programmes, director of marketing, director of sales, director of human resources, the corporation secretary and the regional controller based at Kitwe Studio. The third level of the ZNBC’s organisational hierarchy is made up of controllers of the various operational or functional units. The reporting structure is that the controllers of the television, radio, as well as news and current affairs report to the director of programmes. The heads of TV operations/production and of TV news, report to the controller of television. The channel managers of Radio 1, Radio 2 and Radio 4 report to the controller of radio (Public Broadcasting Series, 2010).

1.2.2 The Functions of ZNBC

According to section seven (7) of the ZNBC amendment Act No. 20 of 2002, the functions of ZNBC are;

- (a) Provide varied and balanced programming for all sections of the populations;
- (b) Serve the public interest;
- (c) Meet high professional quality standards;
- (d) Offer programmes that provide information, entertainment and development education;
- (e) Contribute to the development of free and informed opinions and as such, constitute an important element of the democratic process;
- (f) Reflect, as comprehensively as possible, the range of opinions and political, philosophical, religious, scientific , and artistic trends;
- (g) Reflect and promote Zambia's natural culture, diversity and unity;
- (h) Respect human dignity and human rights and freedoms and contribute to the tolerance of different opinions and beliefs;
- (i) Further international understanding and the public's sense of peace and social justice;
- (j) Defend democratic freedoms;
- (k) Enhance the protection of the environment;
- (l) Contribute to the realisation of equal treatment between men and women;
- (m) Broadcast news and current affairs programmes which shall be comprehensive, unbiased and independent and commentary which shall clearly be distinguished from news;
- (n) Promote productions of Zambia origins; and
- (o) Carry on or operate such other services including diffusion services and undertakings as in the opinion of the board, are conducive to the exercise of its functions under the Act.

1.2.3 Coverage

ZNBC TV 1 is almost countrywide, whilst ZNBC radio is countrywide (FES, 2011). The corporation has its main broadcast studios situated at the mass media complex in Lusaka as well as in Kitwe on the Copperbelt. ZNBC also has an office in Livingstone although no broadcast of programmes takes place there. Reporters at the Livingstone office file their reports and programmes to Lusaka for broadcasting.

1.2.4 Channels

According to the Public Broadcasting Africa series (2010), ZNBC operates three radio and two television channels. Radio 1 transmits on short wave (SW) countrywide and on FM in the main industrial and commercial areas and the country's ten provincial centres. It broadcasts in seven main Zambian languages: Bemba, Kaonde, Lozi, Lunda, Luvale, Nyanja and Tonga, and targets the rural communities. Radio 2 broadcasts in English on SW countrywide and on FM in the main industrial and commercial areas. Radio 4, broadcasting in English on FM only, can be received along the railway line stretching from Livingstone on the southern border of Zambia to Chililabombwe on the Zambia-Democratic Republic of Congo border on the Copperbelt. Both stations target broader audiences.

ZNBC Television broadcasts mainly in English. Broadly the station's schedule includes sports, news, syndicated religious programmes, business interviews, discussion programmes, documentaries, agricultural and development magazines, soap operas and local dramas. Sundays are fully packed with paid-for religious programmes by tele-evangelists. From Monday to Friday a total of 35 minutes per day – five minutes each – have been allocated to news in the seven major Zambian languages (Ibid, 2010).

ZNBC launched its second channel, TV2, in January 2010. Marketed with the slogan 'The Pulse of Television', this is a 24-hour service, initially limited to Lusaka and the surrounding areas. It provides programming of high quality with a local to foreign content ratio of 60:40. TV2 is supposed to be a commercial channel expected to cross-subsidise the public stations. For the time being, some programmes aired on the main ZNBC TV channel are repeated on TV2.

1.3 The Media under Different Political Administrations

1.3.1 Pre Independence Broadcast Media 1941 - 1964

As earlier alluded to Zambia's earliest form of media broadcasting was a radio station set up by Harry Franklin, a member and director of the British Colonial Administration. This was established in 1941 which prompted the development of more radio programmes set up by the colonial government in the late 1940's. By the 1950's the Central African Broadcasting Services (CABS) had become the nation's main radio broadcaster, increasing its number of hours every few months (Chirwa, 2010).

Over the years, the CABS went through many changes, this was because it was a government run broadcasting service and the ownership of the station changed when the political power did. One of the most notable changes was that of the 1964 independence of Zambia.

In this era the media were mainly used as propaganda tools by the government which used the top-bottom approach of communication to suppress Zambians.

In addition to the above, Makungu (2004) writes that a historical perspective of the media in Zambia, even before independence in 1964, shows that the press in the country has been either building up or destroying politicians.

The 1964 independence of Zambia saw the break away from the former British colonial ways and this brought a sense of pride and power among Zambians. CABS had been renamed Zambia Broadcasting Corporation, in 1964 and was offering a station in African languages, known as the 'Home Service', as well as the existing two English stations. The move also prompted another station called 'Radio Freedom' which came into service only shortly after independence. Although this was a Zambian based freedom fighters station, it was broadcasting from the neighbouring countries and only lasted a few short years before it was disbanded (Chirwa, 2010).

After Zambia became a republic on 24th October 1964, the new African government simply continued to see and use the mass media as a tool for the mobilisation of the people to achieve whatever goals it thought were good for the country (Makungu, 2004).

It is important to note that during the one party state from 1972 to 1990, the government took over total control of broadcasting with a view of developing ZNBC, firstly into an effective instrument for the mass mobilisation and involvement of all the people and secondly, to facilitate, in conjunction and close liaison with Zambia Information Services, the flow of information to, from and about, all parts of the Republic of Zambia to effect useful feed-back (Kapeya, 2011).

Banda (1996) writes that “while it was appreciated that ZNBC was used for unifying the country, yet anybody who did not go the UNIP way was an enemy and a nuisance. Information was just top-down. ZNBC’s role was to propagate, disseminate, uncritically pro

government views and policies” to that effect, news bulletins were prepared by the department of National Guidance at the UNIP headquarters.

During the one party state the media remained under tight government control until 1991 when the Movement of Multiparty Democracy (MMD) came into power. Kaunda was able to stay in power by controlling the broadcast and print media (MISA, 2006).

1.3.2 The Media during the MMD Government 1991 - 2011

1.3.2.1 Chiluba Administration 1991 - 2001

For close to thirty years, Zambians had not known what freedom of the press was all about. Throughout the UNIP era the media were placed under tight control by the government through the Ministry of Information. Therefore, access to the media remained a preserve of the ruling party as any reforms made to reduce the influence of the state on ZNBC were carried out with the one party system (Ndlela, 2007).

Since the MMD faced a tough time in accessing the media during the 1991 elections, they campaigned on the basis of freeing the media once elected. Soon after winning the polls, the MMD government gained its popularity through the promotion of its media reform policies and its promises to privatise the public media. However, the MMD was not so quick to throw away all the control, and could not let go off government hands over state media thereby continuing with the same style of media control as UNIP (Ibid, 2007).

However, the MMD brought with it some form of reforms in the media industry. Notable among the significant development in the media at the time MMD took over power was the liberalisation of the airwaves. Banda (1998, 2000) states the liberalisation of airwaves since 1992 enabled a number of investors to start up radio and television stations. But the majority of these were religious stations while the rest were community or commercial stations.

The first private radio station to be set up was the Radio Christian Voice, owned by British evangelist, Bob Edmonton (Banda, 1997). Thereafter several community radio stations particularly for the Catholic Church were opened.

However, the Chiluba administration continued to use ZNBC as a propaganda tool more or less the same as Kaunda did. According to the Ministry of Information and Broadcasting policy document of 1996, Chiluba's government did not see any need to expedite media reforms because the administration felt that there were adequate policies to handle the new political and economic transformation at that time. This ministry of information policy document states that the MMD government was committed to the promotion of a free press hence the decision to liberalise. It, however, noted that whereas government was trying to reform the media and provide more press freedom, the state would ensure that journalists did not irresponsibly ridicule members of the legislature, judiciary, or the executive, or indeed any other citizens (Hamasaka, 2008).

1.3.2.2 Mwanawasa Administration 2001 - 2008

Levy Mwanawasa became president of Zambia in 2001 after winning a highly controversial election. Unfortunately, Mwanawasa died in 2008 before completing his second term in leadership. During the time of Mwanawasa, the media in Zambia witnessed major law reforms.

The African in Broadcasting Series (2010), states that the reforms developed by the Media Reform Committee (MRC) between 1992 and 1993, made a number of recommendations to the government concerning the laws and regulations of the media. Some of these recommendations included the complete privatisation of ZNBC and all print media, liberalisation of the airwaves and an establishment of a self-regulatory mechanism that would control the practice of journalists and media ethics, independent of the government. As noted by the Konrad Adenauer Foundation;

“The Zambian government had attempted to reform the broadcasting sector by facilitating its autonomy from the state, in particular in passing the Independent Broadcasting Authority Act (“the IBA Act”) and amendments to the Zambian National Broadcasting Corporation Act (“the ZNBC Act”) of 2002” (Konrad Adenauer Foundation 2004,p. 81)

Another draft piece of legislation that was developed and presented in parliament along with the ZNBC and IBA Acts was the Freedom of Information (FOI Act). The Freedom of Information Bill, which has been shelved for a decade now and is yet to be passed, is

intended to establish a Public Information Commission that will ensure access to information, and to set out the scope of public information under the control of public authorities to be made available to the public. The Bill is also intended to facilitate more effective participation of the citizens in the good governance of Zambia (Makungu, 2004).

Government passed the ZNBC and IBA Acts in 2002 but could not enact the Freedom of Information bill into law citing national security concerns. However, the implementation of both pieces of legislation had been surrounded by controversy, in particular because the Minister of Information and Broadcasting Services then, Mutale Nalumango, wanted to be able to veto the recommendation of the appointments committees who were responsible for recommending members to be appointed to the respective boards of IBA and the ZNBC (Konrad Adenauer Foundation, 2004, p. 81-82)

Therefore, public media, in particular ZNBC, remained under strict control of the government who used it for political gains. Divergent political views were not tolerated.

1.3.2.3 The Banda Administration 2008 - 2011

After the demise of president Levy Mwanawasa, Zambia held its first ever presidential bi-election. The ruling MMD fielded Rupiah Banda who was then republican vice president. Banda won the 2008 bi-election beating his closest rival Michael Sata of the Patriotic Front (PF).

No much change took place in the public media during Banda's rule. The ZNBC and IBA Acts remained unimplemented. However, the ZNBC Act of 2002 was amended in 2010 to deal with the issue of the role of the Minister for Information and Broadcasting Services in the appointment of the ZNBC board. This followed a controversy earlier where the appointments committees recommended a list of names to the minister, however, the minister wanted to veto the names prior to submitting them to the National Assembly for ratification (Nkandu, 2012).

The ZNBC Act was meant to transform the national broadcaster into a true public broadcasting institution that operated in an independent and professional manner. But this was not to be the case because in 2010 the MMD government almost secretly introduced and passed the Zambia National Broadcasting Corporation (Amendment) Bill No. 6 in

parliament. The Bill was assented in April with the consequence of returning the power to appoint the ZNBC Board back to the minister in charge of information and broadcasting, (Ibid, 2012).

According to the African Media Barometer report (2011), ZNBC continued to be flouted unabated where the broadcaster remained a government tool, with content clearly skewed in support of the ruling party. Additionally, ZNBC operated in the absence of both a broadcasting charter and a code of ethics. Its continued operations without a board also made it prone to political interference as the minister of information remained with absolute powers. The report further stated that the state broadcaster did not offer diverse programming for all interests on radio or TV, as politicisation of news and information was the norm (African Media Barometer Zambia, 2011).

1.3.3 The Media under the Patriotic Front Government

The Patriotic Front (PF) won the 2011 September presidential election after beating the MMD that had ruled Zambia for 20 years. According to MISA Zambia, the PF manifesto, states that the PF;

“Will implement the provisions of the Zambia National Broadcasting Corporation (ZNBC) Act of 2002 that would allow ZNBC to operate as a public service broadcaster; review and implement the provisions of the Independent Broadcasting Authority Act of 2002; promote the autonomy of the government print media to enable them to compete with the private media; review and reconcile the provisions of the Official Secrets Acts of 1969 and the Freedom of Information Bill of 2002 into law; and support self-regulation of the media in Zambia and review operations of the public media” (MISA Zambia National overview, 2012).

Shortly after being appointed minister in charge of information and broadcasting, Given Lubinda, assured the nation that the PF government would never interfere in the operations of any media organisation in Zambia. The PF government seemed amenable to giving the public media, both print and electronic, enough latitude to operate freely. However, the challenge appeared to be the change of mindset on the part of personnel working for the three public

media institutions namely Times of Zambia, Zambia Daily Mail and Zambia National Broadcasting Corporation (Nkandu, 2012).

According to Nkandu, some critics of the PF government felt that nothing much had been done to allow the media operate in a free environment. The move by the then information minister Given Lubinda to immediately remove the director General of ZNBC and some other senior personnel and subsequent appointment of the director of programmes even before the board was appointed was perceived to confirm that the PF government also had intentions of controlling the public media. Coupled with this was the reported “retirement” of some journalists at Times of Zambia and ZNBC who were alleged to have aligned themselves with the previous regime.

The Freedom of Information (FOI) bill which was a part of 2011 political campaigns still remained unimplemented under the PF government. In 2013 the minister of information informed parliament that the FOI would only be presented before parliament once cabinet approves it (MISA 2013, p.140). By the time of writing this research report the bill had not been taken to parliament and there was no indication that this would soon be done.

On a positive note, Zambia was in 2012 upgraded by the Freedom House ‘Freedom of the Press 2012 report’ to Partly Free and ranked 138 out of 197 countries. This was due to reforms of the public media initiated by the new government after the September 2011 elections, which led to “greater professionalism and independence, less self-censorship, and a decrease in the overtly partisan character of these outlets”, the report reads (Freedom House 2012, p.10).

The PF government also operationalised the IBA Act by establishing and approving the IBA secretariat. The Director General of the institution has since been appointed. The IBA is meant to reduce government interference in the regulation of the broadcasting sector in the country. However, the independence of the authority is questionable as the IBA amendment Act of 2010 has left the selection of IBA Board members in the Information Minister’s hands, giving him a firm grip on the broadcasting sector (MISA Zambia National Overview, 2012). MISA Zambia and other stakeholders have recommended that the appointments committee be reinstated into the IBA Act if public service broadcasting and independent broadcast regulation are to be attained. It further expressed concern that the IBA Director General

(DG) was being appointed before the board was put in place. According to the IBA Act, the board is supposed to appoint the DG of the IBA (Ibid, 2012).

The PF government has since operationalised the IBA following the establishment and appointment of the Director General for the authority. However, the government is in full control of the IBA in terms of who the authority grants a broadcasting licence to. This can be proven from the way government cancelled the national wide broadcast licences that the IBA issued to Radio Phoenix and QFM. Sometime in 2013, in a televised meeting at state house, Republican President, Michael Sata, angrily directed then Permanent Secretary in the Ministry of Information and Broadcasting, Emmanuel Mwamba, to immediately cancel the licences that the IBA had dully issued to the two stations (Lusaka Times, 2013).

1.4 Media Legal Framework

The broadcast media legal frame work in Zambia is composed of various old and new pieces of legislation. Zambia like many other growing democracies in the developing world has been grappling with the need to review and/or repeal existing legislation on her statute books that make it difficult for the tenets of freedom of expression and media to flourish (Matibini, 2006).

Prior to the 1991 general elections, the broadcast sector legal framework favoured the government's interest in controlling the media. The environment however, started changing during the run up to the country's historic presidential and parliamentary elections of October 1991, when lack of access to state owned media such as ZNBC, was a source of concern and complaints. From 2nd October to 4th October 1992, the government, with Dipak Patel at the helm of the Ministry of Information and Broadcasting Services organised a "National Seminar on the Media and Democracy in Zambia – The Way Forward." The seminar eventually gave birth to the government appointed Media Reform Committee (MRC), comprising representatives from a broad section of the Zambian society. This then set the pace and stage for the struggle for Media Law reforms in Zambia (Ibid, 2006).

According to Matibini, the committee identified five critical areas which required attention of government as follows;

- (a) The need for constitutional and comprehensive legal reform;

- (b) The need to privatise the state run press and address the economic and financial constraints to the development of an independent and plural press;
- (c) The need to strengthen media associations, including the training of journalists;
- (d) The need to place state owned broadcasting services under independent public control, rather than under the control of government and to enable private participation in broadcasting; and
- (e) The need to set up a media resource centre.

The MRC made wide ranging recommendations. The salient recommendations included the following, among others:

- (a) That freedom of the press should be specifically provided for in the constitution as a fundamental right and freedom and that government should be prevented by the constitution from making any laws or regulations which restrict freedom of the press;
- (b) ZNBC should be totally removed from the control of government and placed under an independent public authority accountable to and financed by parliament.

1.5 Laws Governing Broadcast Media in Zambia

Zambia has had four constitutions since its independence in 1964. The constitution which is the supreme law of the land recognises freedom of the press under Article 20 (1) of the Constitution of Zambia Amendment Act, 1996 and states that “...*subject to the provisions of this Constitution no law shall make any provision that derogates from freedom of the press*” (Constitution of Zambia 1996,p.12).

This constitutional provision applies to all media sectors including the broadcast industry. It is however, not absolute as, the guarantee of media freedom in the constitution is conditional. Article 20 (3) states that laws restricting freedom of expression may be passed if they are — among others—“reasonably required in the interest of defence, public safety, public order, public morality or public health” (Ibid, 1996).

Generally, three pieces of legislation govern the broadcast media in Zambia. These are the Radio Communications Act, The ZNBC Act, and Independent Broadcasting Authority Act.

1.5.1 The Radio Communications Act

This Act provides for the establishment of the Zambia Information and Communication Technology Authority (ZICTA) which is expected to carry out general supervision and control of radio communication. It is the one tasked with giving radio frequencies and approval of transmission sites to those that seek to own radio stations.

According to Article 4(1) subject to the provisions of this Act, the Authority shall have the general control and supervision of Radio communication and radio communication service (Radio Communications Act No. 25 of 1994).

ZICTA, like the Zambia National Broadcasting Corporation (ZNBC), sits on the screening committee set up by the Ministry of Information and Broadcasting Services for the purpose of determining the suitability of applicants for radio and television licences.

1.5.2 Independent Broadcasting Authority Act

This Act sets up the Independent Broadcasting Authority (IBA) to regulate the independent broadcasting industry in the country. As far as the IBA Act is concerned, one of its primary purpose is to remove the power to issue broadcasting licences from the Ministry of Information and Broadcasting services to an independent regulatory authority (in the form of the IBA) As such its specific functions among others include;

- (i) The Promotion of a pluralistic and diverse broadcasting industry in Zambia, to safeguard the rational and efficient use of the frequencies allocated to a broadcaster by developing a frequency plan for broadcasting, which shall be a public document in compliance with international conventions.
- (ii) The Authority was also set to grant, review, suspend and cancel licenses and frequencies for broadcasting and diffusion services in an open and transparent manner” (Nkandu, 2012, p.18).

While the IBA is expected to be responsible for regulating broadcasting, the Act leaves much of the technical-infrastructural aspects of broadcasting within the domain of ZICTA, which is itself accountable to the Ministry of Transport and Communications and is set up under the Telecommunications Act of 1994 (Banda, 2006).

However, the original intention of the IBA Act has been compromised following the amendment to the Act in 2010. The IBA Act passed in July 2010 scrapped the appointments committee for the selection of the IBA Board and gave the power to appoint members to the minister responsible for information and broadcasting. This Act which was initially enacted in good faith required to be amended to go back to the original spirit in which it was proposed because as it stands, the minister of information and broadcasting would be within the law to ban any broadcasting outlet for any reason or no reason at all (Nkandu, 2012).

1.5.3 Zambia National Broadcasting Corporation (Amendment) Act No. 20 of 2002

The Zambia National Broadcasting Corporation (ZNBC) Act was meant to transform the national broadcaster into a public broadcasting institution that operated in an independent and professional manner. But this was not to be because in 2010 the former ruling party, the MMD introduced and passed the Zambia National Broadcasting Corporation (Amendment) Bill No. 6 in parliament. The Bill was assented in April with the intent of returning the power to appoint the ZNBC Board back to the minister in charge of information and broadcasting. The Minister is also mandated to provide guidance to the ZNBC board which in effect meant that the minister could direct or order the board to make certain decisions (Nkandu, 2012).

This Act has a dual intent: to re-institute the state-owned ZNBC as a public broadcasting service, and to introduce television licences for the viewing public to help fund ZNBC.

According to the **Zambia National Broadcasting Corporation (Amendment) Act 2002**, the functions of ZNBC are:

- (a) provide varied and balanced programming for all sections of the populations;
- (b) serve the public interest;
- (c) meet high professional quality standards;
- (d) offer programmes that provide information, entertainment and education;
- (e) contribute to the development of free and informed opinions and as such, constitute an important element of the democratic process;
- (f) reflect, as comprehensively as possible, the range of opinions and political, philosophical, religious, scientific, and artistic trends;
- (g) reflect and promote Zambia's national culture, diversity and unity;
- (h) reflect human dignity and human rights and freedoms and contribute to the tolerance of different opinions and beliefs;

- (i) further international understanding and the public's sense of peace and social justice
- (j) defend democratic freedoms;
- (k) enhance the protection of the environment;
- (l) contribute to the realisation of equal treatment between men and women;
- (m) broadcast news and current affairs programmes which shall be comprehensive, unbiased and independent and commentary which shall be clearly distinguished from news;
- (n) promote productions of Zambian origin; and
- (o) carry on or operate such other services including diffusion services and undertakings as in the opinion of the Board, are conducive to the exercise of its functions under this Act.

The ZNBC Producer's Guidelines also provides rules to public broadcasting, which includes the following:

ZNBC should serve all the nine provinces of Zambia, recognizing and responding to all different tastes, views and perspectives. Programme makers should, therefore, aim to reflect, inform and stimulate this multiplicity of interests with programmes of range, quality and diversity – programmes to cater for people of any age, belief, colour, race, tribe, ability, sexuality or gender.

In respect of ‘politics and politicians’, reporters and producers must always exercise extra care when reporting or producing political programmes.

The need to exercise **honesty, accuracy, objectivity and impartiality** is of paramount importance. ZNBC staff must therefore, at all times –

1. Conduct themselves in a manner that protects them from conflict of interest, real or perceived
2. Deal with public issues impartially so as not to be favourable to any one body of thought be it political, social, religious, and economic, etc.
3. Be judicious in reporting and editing so as not to be biased or present views which may be misconstrued by the audience.

4. Conduct themselves in a manner that in no way brings the standing of ZNBC or its staff into disrepute." (Chirwa, Minnie and Bussiek, 2010, p.88)

According to Nkandu (2012), the fight for true broadcasting in Zambia would require concerted effort to lobby parliamentarians to amend the ZNBC amendment Act of 2010 because it was not done in good faith. The action taken by the former ruling government departed significantly from the original intention of making ZNBC independent and professional. He further argues that what would be required is to have a piece of legislation that would totally delink ZNBC from the ministry responsible for broadcasting. ZNBC would never be independent as long as it remained under a government ministry.

1.5.4 Freedom of Information Bill

Some of the key campaign issues for the MMD in the 1991 presidential election was that once in power, the government would nationalise democracy, promote human rights, including the rule of law. Makungu (2004), states that government realised the critical role that journalists would play to bring about these critical changes hence proposed to introduce a Freedom of Information Act meant to allow journalists access to government information which was mostly classified.

On 22nd November 2002, the then Minister of Information and Broadcasting Services Newstead Zimba, presented the Freedom of Information Bill No.22 of 2002 to the National Assembly for first reading. The Bill sought to achieve the following;

- (a) To establish the Public Information Commission and to define its functions
- (b) To provide for the right of access to information
- (c) To set out the scope of public information under the control of public authorities to be made available to the public in order to facilitate more effective participation in the good governance of Zambia and
- (d) To promote transparency and accountability of public offices (Nkandu, 2012).

Unfortunately, the FOI Bill was withdrawn from parliament by government citing security concerns and the need for further stakeholder consultations. To date this bill has never been returned to parliament for enactment despite several assurances by both the MMD and the PF governments that the Bill would be made into law.

The PF government first promised to enact the Bill when it assumed office in September 2011, indicating that the Bill would be law within six months. This meant that the Bill would have been an Act by May 2012. As the year progressed, the launch of the Bill scheduled for 21st June was moved to 26th June amidst promises of it being enacted into law by September 2012. However, the only recorded progress was the institution of a taskforce on the Access to Information (ATI) by the government in April that managed to draft and submit a 2012 ATI document by June (MISA, 2012).

The importance of enacting the ATI law is that it would spell out mechanisms to access information and outline grievance procedures in cases where information is denied. It also spells out which information is exempt from the public access (Ibid, 2012).

1.6 Press Freedom in Zambia

Freedom of the Press is essentially the latitude and conditionality that accords a media practitioner the liberty to access and gather information, select and publish materials in order to serve the public without any interference or censorship from any quarters, provided of course that liberty is within the limits set by the individual rights of citizens (Chirwa, 1997).

Often the press has been described as the Fourth Estate, others being the Executive, Judiciary and Legislature, because full and accurate information on matters of public interest is the measure by which institutions and governments and all others in positions of authority are held accountable to and by the public (Ibid, 1997).

Press freedom in Zambia is guaranteed under the constitution which states that;

1. Subject to the provisions of this constitution, no law shall make any provisions that derogates from freedom of the press and other media and the freedom of artistic creativity.
2. Subject to the other provisions of this constitution, all press material or other communication intended for publication shall be free from any form of censorship or interference and protection from outside influence to enable it to accommodate different opinions and ensure the free flow of information and ideas necessary in a democratic and open society (Constitution of Zambia (1996, p.12).

However, in Zambia press freedom is restricted by repressive old pieces of legislation that were mostly designed by the colonial government to suppress Zambians. These laws prohibit the press in Zambia to operate freely so as to provide accurate, balanced, and fair information to the public.

Chirwa (1997) further argues that it is expected of the press to give chances to the public to express their views, serve the public common good, present alternative points of view, including the unpopular or disagreeable and to act as a trustee on behalf of the public.

Both private and public media in Zambia tend to be biased in one way or the other in the manner they allow members of the public to express their views. Quite often ownership of these institutions determines who the reporters in those institutions should obtain views from on a particular matter.

1.6.1 Barriers to Press Freedom

The greatest enemy of free press in Africa is censorship. The practice of press censorship in Africa is so deeply rooted that not even the coming of multi-party and democratic governance could end it. During the 1990s, the censorship was not only restricted to the government press, but was extended in many countries to the independent press (Kasoma, 2000).

The current Zambian constitution of 1991 guarantees freedom of expression and the press, but provides an exhaustive list of exceptions that greatly undermine the principle as it is understood internationally (International Press Institute, 2010).

In Zambia suppression of freedom of the press is manifested in many ways including the existence of certain laws particularly under Chapter 87 of the Laws of Zambia referred to as the Penal Code. This chapter still contains laws that are inimical to the practice of journalism. Nkandu (2012) outlines some of the laws that hinder press freedom in Zambia. These include the Penal Code provides laws that make it a criminal offence to publish something that the president of the republic prohibits.

Section 53 (1) states that if the President is of the opinion that there is in any publication or series of publications published within or outside Zambia by any person or association of persons, the matter which is contrary to the public interest, he may, in his absolute discretion,

by order published in the Gazette and in such local newspaper as he may consider necessary, declare that that particular publication or series of publications, or all publications or any class publication specified in the order published by that person or association of persons, shall be a prohibited publication or prohibited publications as the case may be.

Nkandu further adds that the section on Prohibited Publications is closely related to section 57 on Seditious Practices. It is a criminal offence for any person to print, publish, sell, offer for sell, distribute or reproduced any seditious publication. The laws state that anyone who imports any seditious publications, unless he has no reason to believe that it is seditious; is guilty of an offence and is liable for a first offence to imprisonment of seven years or to a fine not exceeding six thousand penalty units or to both; and any seditious publication shall be forfeited.

Section 60 of the state security Act defines a seditious intention as an intention to:

- (a) Advocate the desirability of overthrowing, by unlawful means, the Government as by law established: or
- (b) Bring into hatred or contempt or to excite disaffection against the Government as by law established: or
- (c) Excite the people of Zambia to attempt to procure the alteration, otherwise than by lawful means, of any other matter in Zambia as by law established: or
- (d) Bring into hatred or contempt or to excite disaffection against the administration of justice in Zambia; or
- (e) Raise discontent or disaffection among the people of Zambia: or
- (f) Promote feelings of ill will or hostility between different classes of the population of Zambia: or
- (g) Advocate the desirability of any part of Zambia becoming an independent state or otherwise seceding from the Republic ; or
- (h) Incite violence or any offence prejudicial to public order or in disobedience to any law or the administration thereof.

Section 3 of the State Security Act provides that

“any person who, for any purpose prejudicial to the safety or interests of the Republic of Zambia, obtains, gathers, records, publishes or communicates to any person any code, password, sketch, plan, model, note or other document, article or information which might be or is intended to be directly or indirectly useful to a foreign power or disaffected person, shall be guilty of the offence of espionage” (State Security Act 1973, p.4).

According to Chanda and Liswaniso (1999), approaching, inspecting or indeed entering a protected place within the meaning of the act is also an offence.

1.7 Media Training Institutions in Zambia

In Zambia formal journalism training is offered by the University of Zambia department of Mass Communication, and other institutions such as the Evelyn Hone College (EHC), which runs one-year, and three-year diploma courses, as well as the Zambia Institute of Mass Communication (ZAMCOM), which offers in-service training and has added a diploma course to its offerings (Rhodes University Media management training needs assessments, 2006, p.14).

Human rights and/or children’s rights are not offered as courses or subjects during the training of Journalists at Evelyn Hone as well as at the University of Zambia, Department of Mass Communication. The author of this report has attended journalism training at Evelyn Hone College (2001 to 2003) and also Mass Communication at the University of Zambia (2004 to 2007) and none of them offered such training for students.

Media practitioners need to have good working knowledge of human rights, not just that they may be on full guard against being abused by being turned into hate propaganda mouth pieces or outlets but also, from a positive perspective, that they may effectively develop, design and broadcast programmes that sensitize on human rights in such a way that people are not just aware of them but can claim them, just as they can seek redress when violated and can also alert others in their community about their rights. The media must indeed understand and bring it out to their audiences that there is a relationship between human

rights and sustainable development, that human rights affect their whole spectrum of life (Human Rights Commission, 2008).

1.8 Statement of the Problem

Zambia National Broadcasting Corporation (ZNBC) is Zambia's national broadcaster meaning it is a medium through which people in the country can participate in public matters and influence national issues. The station is mandated to offer media coverage to all Zambians fairly.

The majority of the country population, according to the 2010 census report, consists of children and young people. UNICEF (2013) data on the population of young people and children in Zambia indicate that 74 percent of Zambians are under the age of 30, while 57 percent are under the age of 18 years.

However, it appears that children under the age of 18 years who constitute the larger portion of the population of the country do not have access to ZNBC for them to propagate their ideas to the nation for incorporation into decision making processes in accordance with their evolving capacities.

It appears also that ZNBC rarely engages children to air their views on many national matters such as the current constitution making process, debates on the national budget or indeed in various national development issues. Children seem not to be given space to comment or share their opinions and suggestions on such issues that affect them through main news bulletins, and through public discussion programmes on television.

These major platforms through which citizens communicate their ideas and receive information are dominated by adults especially politicians, corporate organisations as well as representatives of Civil Society Organisations.

This denial of space in the media by ZNBC for children to participate in national matters that affect them is in violation of the UNCRC article 12 which stipulates that 'children have the right to express themselves on issues that affect them and adults must take their opinions seriously'. Zambia is a signatory to the UNCRC and has to this effect ratified the treaty.

However, Zambia seems to be lagging behind in fulfilment of most of the provisions of the charter.

This problem affects mainly children aged between 10 to 18 years as they have the capacity to think and express themselves.

Some of the possible causes of this problem on one hand in Zambia is the lack of knowledge among the young people that they too can mobilise themselves and be an important stakeholder in the governance of the country, and participate in national matters by communicating their opinions through their national broadcaster, ZNBC. On the other hand, it appears media practitioners may not have a good understanding of children's rights and do not appreciate the rights that children have to contribute to public debates through TV news or programmes. Media practitioners are also limited in strategies that they can use to extract valuable information from children for use in their news stories or discussion programmes. Strong cultural practices which demand that children must be obedient to elders also seem to be the cause of this lack of participation as children often refrain from engaging into debates with adults. As a result the media tend not to consider children as possible sources of news as adults may not respect what children say.

The dominance of airwaves by government officials and politicians leaves little room for children to be accorded space to share their thoughts on the governance or development issues in the country.

1.9 Justification/Rationale for the Research

The findings of this research aim to generate practical information that will enable media institutions in Zambia, particularly ZNBC, to understand the importance of providing space for children to participate in national issues that affect them. Reporters from media houses in the country will gain better insights into the problem of unequal media coverage to all stakeholders including children. This knowledge might help them to develop strategies to capture children's voices in their stories and programmes. On the other hand, children will have a better understanding on how they are being provided with media space to participate in national issues and how they can create opportunities to improve their participation in the country through the media.

The results of the study will contribute to the body of knowledge in understanding why the national broadcaster in Zambia seem not to be giving children an opportunity to contribute to public debates on national matters that concern them in line with the UNCRC and principles of public broadcasting as well as democracy.

1.10 Objectives

1.10.1 Main Objective

To know how ZNBC provides space for children to participate in issues that affect them by airing their views through news bulletins and discussion programmes on television.

1.10.2 Specific Objectives

- (a) To establish the extent to which ZNBC news and discussion programmes contain views from children.
- (b) To assess the attitudes and knowledge of children's rights to participation among the news reporters, and programme producers of ZNBC TV.
- (c) To assess the level of awareness among children on their right to use ZNBC as a channel to air their views.

1.11 Research Questions

1.11.1 Main Question

How does ZNBC TV provide space for children's participation in national issues that concern them?

1.11.2 Specific Questions

1. How are children involved in sharing their opinions on national matters in the news bulletins and discussion programmes of ZNBC TV?
2. To what extent do ZNBC news reporters and programme producers have the necessary knowledge on children's right to participation in national issues?
3. How is the children's understanding of their right to participate in the national affairs of the country through inclusion of their opinions in the news and discussion programme of ZNBC?

4. What extent do children know about how they can access ZNBC and have their views on national issues incorporated among the views of adults?

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the role of public service broadcasting in a democracy as well as literature on the importance of providing space for children to participate in national affairs through the media. The section briefly highlights public service broadcasting in countries that are considered to be advanced in democracy and have developed economies. The literature also looks at children's rights to participation and the benefits of the same to children as well as to society. It also looks at previous research conducted on this subject in an effort to review any gaps that require further research.

2.1 Public Service Broadcasting

United Nations Development Programme UNDP (2004) defines Public Service Broadcasting (PSB) as the media system defined through a carefully articulated legislative framework in which the media are in public hands but management or operations of the media institution enjoy substantial programming autonomy. Programming of such media systems is driven by the audience and financing is done by the public through a subscription fee.

Powers (2012) describes Public Service Broadcasting, as "independently minded, government-funded news content production and distribution, which grew out of World War II" (Powers 2012, p.1). According to Powers, war effort resulted in advancements of radio transmission and reception technologies that were used largely for the purpose of propaganda. Governments began to realise the benefits that technologies could provide for their domestic audiences as well if deployed in a more accountable and transparent way.

Powers further argues that the United Kingdom in particular, with the creation of British Broadcasting Corporation (BBC) in 1926, became a model for PSBs throughout Europe and in Canada.

He stresses that in the United States, however, public service broadcasting did not take hold as quickly. While the American information infrastructure had also undergone significant

technological advancements during both world wars, by the 1930s most of the information infrastructure had been seized by the private, profit-making sectors (Powers 2012, p.2).

The United Nations Educational, Scientific and Cultural Organisation, UNESCO, (2000) recognises that pluralist media are fundamental to the value system of democratic societies. In order to exercise the basic values of freedom of speech and expression, individuals must be able to obtain and acquire knowledge and information that is significant to them personally, created by the community itself and independent of those in power.

UNDP (2004) argues that public service broadcasting has the potential to play a crucial role in ensuring the public's right to receive a wide diversity of independent and non-partisan information and ideas. It can also help to promote a sense of national identity, foster democratic and other important social values, provide quality educational and informational programming, and serve the needs of minority and other specialised interest groups.

Public service broadcasting, as it originated in Europe, was created to serve these goals. It's ideal was to provide citizens with media that would be independent of both government and economic control. Public service broadcasting has thus always emphasised the significance of public control, reflected in the fact that it is accountable to the audience in a way in which the commercial media are not, even when they are popular (Wessberg, online publication, (n.d) p.87).

Wessberg, further argues that neither commercial nor state-controlled, public broadcasting's only reason for existence is public service. He adds that public service broadcasting "is the public's broadcasting organisation; it speaks to everyone as a citizen. Public broadcasters encourage access to and participation in public life. They develop knowledge, broaden horizons and enable people to better understand themselves by better understanding the world and others. Public broadcasting must be accessible to every citizen throughout the country. This is a deeply egalitarian and democratic goal to the extent that it puts all citizens on the same footing, whatever their social status or income. It forces the public broadcaster to address the entire population and seek to be "used" by the largest possible number" (Wessberg (n.d), p.87-88).

However, this does not imply that public broadcasting should try to optimise its ratings at all times, as commercial broadcasting does, but rather that it should endeavour to make the whole of its programming accessible to the whole population equally. This does not merely involve technical accessibility of the service, but ensuring that everyone can understand and follow its programming.

Bardoel and d`Haenens (2008) argue that PSB faces many challenges among them the commercialisation and digitisation of the broadcast sector leading to a multiplication of distribution channels; the individualisation of society; and an overall unfavourable political climate with governments seeming less willing to provide adequate financial conditions. There is a growing disappointment about the impact of the ‘dualisation’ of broadcasting because private channels are overwhelmingly entertainment-oriented while public channels carry more politically relevant information.

However the public media have already adopted some strategies to cope with the situation. McQuail (1986) mentioned the increasing commercialism within public service broadcasting, such as the popularization of programming in peak time in order to maximize audiences and advertising revenues, the increasing cost-consciousness and efficiency in its activities, the adaptation of management practices from the commercial sector and the selling of parts of PSB networks and services (McQuail 1986, p. 640).

2.2 Public Services Broadcasting in some selected countries

2.2.1 Public Service Broadcasting in Finland

2.2.1.1 *Duties of the Finnish Broadcasting Company*

The Finnish Broadcasting Company Ltd, or YLE, has public service duties laid down in law. For instance, YLE produces programmes and services in Finnish and Swedish – and also in the Saami language, Romani language and sign language. YLE’s diverse programme services on the television, radio and internet is accessible to all people in Finland, regardless of their income levels or place of residence (Finnish Ministry of Transport and Communications, 2014).

The administrative organs as laid down in law, ultimately the Administrative Council appointed by Parliament, are responsible for YLE's operations (Ibid, 2014).

2.2.1.2 Funding of the Finnish Broadcasting Company

According to the Finnish Ministry of Transport and Communications, since the beginning of 2013, YLE's public service duties have been funded by a public service broadcasting tax (also called YLE tax), which is 0.68 percent of a taxpayer's total earned and capital.

The amount of the public service broadcasting tax for businesses and other taxable entities is based on their taxable income if the annual taxable entities are based on their taxable income. The government drafts legislation on the Finnish Broadcasting Company and ensures the funding of public service. The government also decides on radio frequencies allocated to the company.

2.2.1.3 YLE's Provision of media space for children's participation

A research conducted by the Council of Europe Policy Review on Child and Youth Participation in Finland reviewed that almost a third of the children (32.4%) of the 704 children and youth that took part in the survey believe that the question whether the media takes their views seriously does not apply to them or they do not know what the media are. About a third of those children who were able to reply said that the media took their views seriously 'always' or 'most of the time'. A slightly smaller group of children said that the media 'hardly ever' or 'never' took their views seriously and quite a large group said they 'sometimes' took their views seriously (Council of Europe, 2011).

A comparison of these results with the answers to a similar question asked in the UNICEF Nordic Survey in Finland 'Media (TV, radio, newspapers and the internet) presents the opinions and perspectives of children and youth and respects them', shows that a similar figure – slightly more than one-third of the respondents (37.8%) – replied that they did not agree or disagree with this statement. In other words they believed it did not apply to them and had no opinion on it. In the same survey, about 40% of the children fully or partly agreed that the media presented their opinions and respected them and one in five (21.4%) partly agreed or completely disagreed with this statement (Ibid, 2011).

The results vary somewhat with regard to the media, but the figure for children who responded positively about their views being taken seriously by the media is quite low compared to the other groups questioned in the survey.

The notable gap is that this research did not focus on how children are accorded space by the media to influence decision making in the country on matters that affect them. The research rather focused more on the perception of children themselves regarding whether the media takes their views seriously or not. Ultimately the research did not investigate the media's provision of space for children's participation in national issues neither did it interrogate the knowledge attitudes of media staff regarding their coverage of children in the media. However, the Nordic Survey in Finland's Media is crucial to the understanding of the participation of children in the media in that country. The findings reveal that about 40 percent of the children that took part in the survey felt that their views were taken seriously. This means that the Finish media has a good representation of children beyond reporting them as victims of abuse. Otherwise children would not be in a position to make sense out of the questions that were posed in the survey.

2.2.2 Public Service Broadcasting in USA

In the United States of America, Congress itself launched the modern system of public television and radio with the Public Broadcasting Act of 1967, creating the Corporation for Public Broadcasting to serve as the steward of continuing federal appropriations for public television and radio (Corporation for Public Broadcasting, 2012).

Recognising the sheer power of media in the lives of citizens, there was strong consensus that there should be at least one place in the media landscape where the ownership, production and distribution of content would be shielded from both political crossfire and the commercial marketplace. Thus the USA Congress decided that public broadcasting would be free of government control and the pressure to turn a profit by the promotion of products and thus enabled to pursue the mission of informing and educating citizens (Ibid, 2012).

The Corporation of Public Broadcasting (CPB), further states that the Public Broadcasting Act expressed these goals: responsiveness to the people's interests, diversity and excellence in non-commercial programming, and the provision of service to all citizens of the United States. Section 396(a) (5) of the Communications Act declares that

“The general welfare to encourage public telecommunications services which will be responsive to the interests of people both in particular localities and throughout the United States, and will constitute an expression of diversity and excellence, and which will constitute a source of alternative telecommunications services for all the citizens of the Nation. Section 396(a)(7) further states, —it is necessary and appropriate for the Federal Government to complement, assist and support a national policy that will most effectively make public telecommunications services available to all citizens of the United States” (CPB 2012,p. 6).

According to the CPB, forty-five years later, this uniquely American public-private partnership is keeping its promise to the American people by providing a safe place where children can learn on-air and online, providing high-quality educational content for teachers in the classroom and learners at home, and providing reliable and trusted news and information beyond a sound bite. This partnership is making a difference in the lives of individuals and communities. Through this partnership, children in the United States are guaranteed of coverage in the media.

2.2.2.1 Funding of Public Service Broadcasting in USA

Josh, Strayer, and Clement (n.d) have revealed that in the United States and also in many developing nations, public broadcasting faces financial challenges. Currently, the federal government provides just over \$400 million per year to support public media, doled out through annual congressional appropriations and distributed by the Corporation for Public Broadcasting.

According to Josh, Strayer, and Clement, the U.S. public media is among the lowest-funded systems in the world, at just \$1.35 per capita — a paltry figure compared to countries like Canada (\$22.48 per capita) and England (\$80.36 per capita). Finland has the highest per capita spending globally with \$101.01per capita (Josh, Strayer, and Clement (n.d), p.9).

The USA is one country among the two in the world that have not signed the United Nations Convention on the Rights of Children (UNCRC) ,(UNICEF website). Perhaps the none commitment by the USA to be held accountable for the fulfilment of this treaty has not

generated much research interest on children's participation in the media. Most of the previous research done, are focused on children and violence in the media which is not connected to this researcher's study topic. However, it's interesting to note that even countries that are referred to as the pioneers of democracy such as the USA, have not signed the UNCRC. As such it's difficult to review a country's compliance with this international treaty when in the first place the government does not recognise it. Perhaps this explain the difficult in finding literature on child participation in the media in the USA.

2.2.3 Public Service Broadcasting in South Africa

The Public Broadcasting in Africa Series, South Africa Report (2010) notes that the South African Broadcasting Corporation (SABC) is the biggest influential broadcasting institution in South Africa. This is in terms of the audience that the station reaches, the number of channels offered, as well as the market share of advertising that the station holds to in the country. " Nearly twenty million of the twenty nine million radio listeners in South Africa tune into one of the SABC's 18 radio stations and the SABC's three free-to-air television channels attract more than 17m adult viewers each day", (Public Broadcasting in Africa Series; South Africa Report, 2010, p.125-126).

The SABC is quite proactive in its coverage of children and as such recognizes that;

"Children require informative, educational and entertaining programming of excellent quality, in the home language, that is aimed specifically at addressing their needs and instilling a sense of pride in their culture and language. These needs vary according to the circumstances and ages of children, from pre-school to school going and adolescence" (SABC Editorial Policy 2004, p.51).

A research on coverage of children in the media in South Africa and in Zambia conducted by the Media Monitoring Africa (MMA) project in 2012 revealed that the SABC had a high coverage of children's issues. According to the findings of this research, SABC 3 had the highest number of stories on children among 19 media institutions that were purposively sampled. Out of a total of 1,206 stories sampled, 505, representing 42 percent were children's stories (Media Monitoring Africa, 2013).

The report further notes that most of the stories about children that were featured in the media generally in South Africa were on education. “Out of 15 areas of news stories, education stories had 16 percent. This was attributed to various issues that had plagued South Africa’s education, particularly in the Eastern Cape and Limpopo. The least covered news area was citizenship and social development at two percent” (Ibid 2013, p.23).

2.3 The role of media in a democracy

Hart (1992), outlines some tenets of democracy and states that a nation is democratic to the extent that its citizens are involved, particularly at the community level. The confidence and competence to be involved must be gradually acquired through practice. It is for this reason that there should be gradually increasing opportunities for children to participate in any aspiring democracy, and particularly in those nations already convinced that they are democratic. With the growth of children’s rights, there is an increasing recognition of children’s abilities to speak for themselves.

Hart argues that regrettably, while children’s and youths participation does occur in different degrees around the world, it is often exploitative or frivolous.

In McQuail (2004)’s view ,even in democratic societies, offering a high degree of freedom to their media, there are clear expectations, sometimes backed by considerable pressure, that mass media will make channels available for society – wide communication, especially ‘downwards’ from leaders or elites to the base of society. McQuail says that this may be achieved by legal provision, by purchase of time/space in a free market or by the media voluntary serving as open means of public communication. It matters a good deal to the media how ‘access for society’ is achieved, since freedom of the press is generally held to include the right not to publish and thus to withhold access. In practice, the operation of normal news values and the dependence of media on influential sources’ generally ensure that access is available to the social ‘top’ at least.

A similar view was advanced by Towel (2008) who cited the study of Bratton, Mattes and Gyimah-Boadi (2005, p.360) which provides some of the most significant data on the role of the media in preparing the public for democratic participation in Africa. The focus is on the formation of public opinion which, as Ogundimu argues in his chapter in Media and

Democracy in Africa (2002, p. 214), is one of the roles of media that tends to be overlooked in the analysis of media and democratisation. In Ogundimu's view, the media open a communicative space in which people can comfortably discuss politics to form opinions on subjects of importance to them. The media do not "cause" opinions, but suggest themes that can be thought about, discussed or enquired about (White, 2008).

In most countries, the mass media are the main means through which public debate is conducted. As a result, the right to freedom of expression is of particular importance to the media. Mendel and Solomon (2011) cite the Inter-American Court of Human Rights .p.11 who state that: "It is the mass media that make the exercise of freedom of expression a reality." They add that in a declaration adopted in 2003, the African Commission stresses that "the key role of the media and other means of communication in ensuring full respect for freedom of expression, in promoting the free flow of information and ideas, in assisting people to make informed decisions and in facilitating and strengthening democracy."

In a similar vein, Mendel and Solomon (2011) state that the European Court has emphasised that freedom of the press provides the public with one of the best means of discovering, and forming an opinion of the ideas and attitudes of their political leaders in particular, it gives politicians the opportunity to reflect and to comment on the preoccupations of public opinion; it thus enables everyone to participate in the free political debate which is at the very core of the concept of a democratic society (Ibid, 2011).

The media play a significant role in a democratic society and it is the means through which citizens, including children, can express their views and opinions on matters affecting society and seek the attention of authorities.

2.4 Child rights legal frame work in Zambia

Zambia has signed and ratified many of the key international and regional instruments, such as the UN Convention on the Rights of the Child (UNCRC) in 1991, and the African Charter on the Rights and Welfare of the Child (ACRWC) in 2008, (CHIN, 2007). The Convention on the Rights of the Child, now ratified by over 100 nations, has significant implications for the improvement of young people's participation in society. It makes it clear to all that children are independent subjects and hence have rights. A

Article 12 of the UNCRC makes a strong, though very general, call for children's participation:

"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child".

It goes on to argue in Article 13 that:

"The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice".

According to a 2010 report on the regional study of children's participation in Southern Africa that was conducted in South Africa, Swaziland and in Zambia by Save the Children, there are gaps in the domestication of these instruments into national law in Zambia. The 1991 Constitution of Zambia entrenched some of the basic rights for children, and protected children from neglect, cruelty and exploitation.

The report notes that however, the 1996 Constitution did not include socio-economic rights and the rights of women and children in the Bill of Rights. Stakeholders are awaiting the adoption of the latest draft Constitution, which will hopefully have greater alignment with international obligations. Laws are out dated and legislation on children is not harmonised.

It further states that the Zambia Law Development Commission has made recommendations to the Ministry of Justice, who are now drafting the new legislation. In a country where the socio-economic situation renders the population vulnerable, it is imperative that the political systems in place promote and uphold the rights of citizens and ensure that access to the attainment of these rights is prioritised.

In Zambia - a multi-party democracy with a dual legal system (English Common Law and Customary law) – the systems and practices in place operate in a manner which undermines

democratic participation. For example, even though Zambia is described as a multi-party democracy, state institutions are used to suppress the voices of opposition parties through censorship, intimidation and manipulation of legal and electoral codes (Save the Children, 2010, p.20).

According to the report, the state is also known for taking actions which silence citizens and limit rights to freedom of conscience, expression, assembly, movement and association. For example, the government is known to impose restrictions on journalists working in state-owned media. This 'shallow rights culture' has significant implications for children's rights and children's participation.

2.5 Child participation

Plan International, a humanitarian child centred development organisation, describes the term 'participation' as to refer generally to the process of sharing decisions which affect one's life and the life of the community in which one lives. It is the means by which a democracy is built and it is a standard against which democracies should be measured. Participation is the fundamental right of citizenship (Plan International, 2010).

Plan International argues that the degree to which children should have a voice in anything is a subject of strongly divergent opinion. Some child advocates speak of children as though they were potentially the saviours of society. But many will say that participation by children is a naïve notion for children who simply do not have the decision-making power of adults. Others feel that children should be protected from undue involvement and responsibility in the problems of society, that they should be allowed to have a carefree childhood (ibid, 2010).

The erosion of children's free time and free play in the industrialised countries is a matter of too much protection, not too little. Children need to be involved in meaningful projects with adults. It is unrealistic to expect them suddenly to become responsible, participating adult citizens at the age of 16, 18, or 21 without prior exposure to the skills and responsibilities involved (Hart, 1992).

According to Hart an understanding of democratic participation and the confidence and competence to participate can only be acquired gradually through practice. It cannot be taught

as an abstraction. Many western nations think of democracy in a pedantic way in classrooms which are themselves models of autocracy (ibid, 1992).

Landsdown (2011), notes that children can form and express views from an early age but the nature of their participation varies according to their evolving capacities. The report reveals that usually children tend to participate in issues within their environment such as in families and also within their communities. But children's participation increases as they grow older when they get exposed to lot more issues beyond their immediate surroundings.

Landsdown further argues that the Convention on the Rights of the Child is the first international human rights treaty to introduce the concept of the 'evolving capacities' of the child. This Principle of evolving capacities is still new in international law. He adds that according to the concept of evolving capacities, children require less protection as they enhance their competencies and increase their capacity to be responsible for decisions affecting their lives.

To this effect, it is argued that children should be provided with opportunities to participate in the realisation of their rights in accordance with their evolving capacities (UNICEF & Save the children, 2005).

2.6 Child participation in the media

The right to freedom of expression, as guaranteed in Article 19 of the International Covenant on Civil Political Rights (ICCPR, 1966) – which includes the right to seek and receive, as well as to impart, information and ideas – applies to everyone, including children. The provisions of Article 19 of the ICCPR are repeated almost verbatim with specific reference to children in Article 13 of the UN Convention on the Rights of the Child (UNCRC), which defines a child as a person who is less than 18 years old unless under law applicable to the child, majority is attained earlier. At the same time, the UNCRC recognises that children will not be afforded equal opportunities to express themselves in matters affecting them. For this reason, Article 12(1) provides specific protection for the right of the child to have his or her say and for his or her views to be given due weight, as follows:

“States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters

affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child”.

The implications of Article 12 have been elaborated in some detail in General Comment No. 12, adopted by the Committee on the Rights of the Child on 20 July 2009.

Article 17 of the UNCRC addresses the issue of children and the media. The main focus is on ensuring that children have access to the material they need to promote their development.

The relevant part of Article 17 states:

“States Parties recognise the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health, (Centre for Law & Democracy, 2008)”.

Examples of young people’s participation in the media have been much on their interest in the world around them, especially if given the chance to meaningfully express themselves on issues affecting them. However, there is a growing number of child centered development organisations such as Plan International as well as media organisations that have become involved, by creating opportunities for young people to participate in media.

For children participation in the media takes many forms such as content development, production, professional skills training and media education. This applies to television, radio, the internet, print media, video, photography and CDs (UNESCO, 2001).

The most visible and successful youth participation programs are usually those that incorporate the ideals of “genuine and effective” participation, which means creating an environment in which young people are involved in every step of the process from planning to evaluation.

UNESCO 2001 has started some of the challenges to “genuine and effective” participation to include, getting adults to let go; creating an environment at home or school where

participation is serious and encouraged; overcoming cultural norms that children should be seen and not heard. UNESCO argues further that child participation in the media generates highly positive outcomes for the young people themselves, as synthesized by the UNESCO Clearinghouse's 2001 Yearbook *Outlooks on Children and Media*:

- (a) A strengthened sense of pride, power and self-esteem as a result of feeling their voices are worth listening to, that they are part of their community, and that they have achieved an understanding of others and of their own culture.
- (b) Wish to see their own everyday dreams and their own local, social and ethnic culture and reality portrayed in the media.
- (c) Strengthened ability and curiosity, and increased media competence, that is their critical understanding of the media.
- (d) Greater social justice engendered by allowing young people who do not manage well in traditional, print-based schools to take part in audio-visual media production.
- (e) Greater interest and involvement in society on their own terms, which in turn inspires action to improve coverage of youth issues in the media and the situations in their own communities (UNESCO 2001 cited in Children, Youth and Media around the World "An overview of Trends and Issues" UNICEF 2004, p.11).

In Zambia, The Media Monitoring Africa (MMA) conducted a study in 2013 on the *Coverage of Children in Southern African and Zambian Media*. This study looked at the extent to which children's voices were heard in the media and whether the coverage protected children's rights. This study focused much on how children are covered by the media but did not explore the knowledge, attitudes, and the practices of media staff in provision of space to children in the media to participate in national issues that affect them (Musa, Namumba, Morwe, & Dibetso, 2013). The same study revealed that out of 336 news stories sampled on ZNBC TV1 between 1st May 2012 and 30th September 2012 only 28 stories representing 8 percent were on children. The common stories focusing on children were on child abuse at 23 percent out of six categories of stories included in the study. Crime stories were the least covered at 11 percent (Ibid 2013, p.29).

Clearly the representation of children in the media is low going by the percentage of coverage on children's stories indicated above.

The media in Zambia have low prioritisation of children as some of their sources of information for news stories or discussion programmes. As one of the institutions of democracy, the media have a critical responsibility of ensuring that all sectors of society are accorded equal opportunities to impart and also to receive information in accordance with the national constitution which guarantees freedom of expression to all. The MMA 2013 have noted in their overview of the media in Southern Africa that;

“Despite all the rights enshrined in the constitutions to protect children’s rights and to promote their voices when necessary, we continue to see violations and marginalisation of children’s rights in the media. The media seldom amplify children’s voices in the news. This raises fundamental concerns and questions about whether journalists are conscious of the consequences of their unethical reporting or not”

It can be concluded from the account above that clearly failure to recognise the different interest groups in society and failure to offer coverage to all is unethical as news stories and discussion programmes in the media are not balanced.

2.7 Importance of child participation

The Convention on the Rights of the Child recognises that children are not merely passive recipients, entitled to adult protective care. Rather, they are subjects of rights entitled to be involved, in accordance with their evolving capacities, in decisions that affect them and to exercise growing responsibility for those decisions they are competent to take for themselves. Article 12, together with Articles 5 and 13-17, introduce a philosophy of respect for children as active participants in their own lives. Governments are obliged to fulfil, protect and respect the right of children to express their views, as individuals and as a constituency, in all matters of concern to them, and to have them taken seriously.

This obligation poses profound challenges to the status of children in most regions of the world, where children have not, traditionally, been deemed to have the experience,

knowledge or understanding necessary to be directly involved in contributing to, let alone taking responsibility, for major decisions affecting their lives (Lansdown, 2011).

The Committee on the Rights of the Child has stressed that the right to participate applies to all children who can form views, however young, and it applies to all areas of their lives from the family, school, local communities, and public services to wider government policy. The Committee also emphasises the fundamental importance of providing children with the necessary information in accessible forms, as well as the time and space in which to participate safely and effectively (Ibid, 2011).

According to Stephenson with Steve and Glenn (2004), children possess knowledge and opinions about their lives and experiences that may differ from those ascribed to them by adults. However, on too many occasions they are not consulted. Adults often assume that they know what children are thinking and feeling and so do not ask for their input when making decisions about matters that concern them. Adults need to listen to children in order to claim to speak on their behalf. If not, the decisions they make for children may have negative rather than positive consequences.

According to Save the Children and ZCEA (2012), child participation is one pillar article of the UNCRC not being effectively dealt with in many countries including Zambia. Adults are usually not comfortable with the notion of children's participation, they see children as objects for support rather than as subjects with their own capacity to actively participate, believing that they should neither participate nor have opportunities to express their views. Adults themselves often have limited opportunities to participate and this also tends to influence their views on children's participation, and cause them not to fully understand what participation is and its value. Children's participation is also tied up with larger issues of governance, that is whether children are represented on councils or policy-making bodies.

The Ministry of Education's 1996 education policy - Educating our Future states that 'the philosophy of the Ministry of Education is that the education process centres on the pupil who has an active role to play in developing his or her intellectual and other qualities. The same concept permeates through the policy under all sections but notable under Decentralisation, Equality and Equity, and Quality in the Philosophical Rationale and the Principles for the Development of Education. However, though the concept of child participation forms the underlying basis of the National Education Policy, the concept is

hardly appreciated by adults in the education system and even though children make up the larger percentage of any school community, they hardly have a voice or a platform on which their voices can be heard (Save the Children and ZCEA, 2012).

Participation promotes civic engagement and active citizenship. Through experience of direct participation in matters of concern to them, children acquire the capacity to contribute to the creation of peaceful and democratic societies which are respectful of human rights.

A similar view is held by Lansdown (2011) who argues that participation contributes to a culture of respect in which decision-making is undertaken through negotiation, rather than conflict. Children also learn that human rights are reciprocal and mutual and not a route to selfish individualism. Community participation in government decisions helps improve public services, holds public officials to account, ensures justice and strengthens the rule of law.

Lansdown further argues that participation is central to a process of building accountability and promoting good governance. It is a means through which governments and other duty bearers can be held to account. Recognition of the right of children to be heard can make an important contribution towards the creation of more transparent and open government (Ibid, 2011).

2.7.1 Barriers to participation

Culture is seen as one of the barriers to child participation. Typical African tradition demands that children must respect their parents, elders and any other superiors at all time. Practically, this respect for adults would mean that children do not have to challenge decisions made by elders. In other words cultural values do not favour participation of children on an equal footing with adults. For instance in the Eastern province of Zambia, where initiation for girls who have reached puberty is common, girls who have gone through this cultural practice are discouraged from talking in public foras and arguing with men in community meetings. This practice discourages girls from being confident and to speak and seek attention for any issue bothering them (Plan International Zambia, 2008).

According to Save the Children and ZCEA (2012), the belief that children have secondary status, and should adhere to the authority of parents and adults, has permeated legal and

political systems, as well as community and familial structures. This was also highlighted by the UN Committee on the Rights of the Child in its Concluding Observations to Zambia in 2003 where it expressed its concern that traditional practices and attitudes still limit the full implementation of Article 12 of the Convention on the Rights of the Child.

Although Zambia has ratified both the UNCRC and the African Charter on the Rights and Welfare of the Child (ACRWC), the legal framework provides limited opportunities for any meaningful engagement for citizens generally, and specifically for children. There are multiple reasons for this which include failure to domesticate international treaties such as the UNCRC, failure to develop clear action plans for implementation of laws and policies. Government processes and structures are such that engagement from civil society is constrained or not possible. There are inadequate mechanisms to hold government officials who are under-performing (Save the Children & ZCEA 2012, p.7).

The media operate within some legal frameworks prescribed by society. It follows therefore, that the weak enforcement, or little consideration, of international legal instruments regarding the participation of children in public matters results into low prioritisation of children's views in news stories and programmes by ZNBC.

2.8 Debates on child participation

One critical ingredient of democracy is that citizens must have the right to be a part of decision making processes on matters that affect their lives. This includes children. The Convention on the Rights of the Child (adopted by the United Nations General Assembly in 1989) creates a way to full citizenship for children. As alluded to earlier, Article 1 of the Convention on the Rights of the Child defines a child as “every human being below the age of eighteen years unless under law applicable to the child, majority is attained earlier”.

The UNCRC seeks to transform children from passive objects to active agents of rights. It demands that their views be considered and given due weight. Today the UNCRC has been ratified by all countries in the world except the USA and Somalia. This means that the ideals of this convention have been accepted world over with the exception of the two above mentioned countries. It also implies that the world has recognised that children occupy a special space in society and must therefore, be taken on board when deciding the direction that society must take.

However, the vast majority of public decisions affecting children are nevertheless made without considering their views or involving them. Most of the work of governments and civil society is carried out without explicit recognition of children. This seems to be also the case with the media. Since children are not among the most well known and influential people in society, their voices are not heard; they are a forgotten group in society except in instances when they come into conflict with the law or when they are the recipient of violence usually perpetuated by adults. Yet, as providers of a platform for society to interact and share information for decision making, the media have a particular responsibility to ensure that the interests and voices of all sectors of society are accommodated in the news or indeed on any other platforms that are available to citizens to engage each other.

The media are frontline actors in the defence of citizens' right to air their views on issues that affect them in society. Therefore, children being a larger part of society in many developing countries such as Zambia must not be left out. Children have views, interests and concerns that should be given due consideration. Children share homes, villages, towns, and countries with adults. Whatever is decided in these very spaces that children are part of must surely not be without their participation.

By listening to children's voices and taking them into account in their work, the media can be more inclusive, and secure respect for children's rights. Some people have argued that children are not knowledgeable about the environment they live in and as such may not be in a position to participate meaningfully. However, UNICEF (2003) argues that Children can form and express views from an early age but the nature of their participation, and the range of decisions in which they are involved will necessarily grow with their age and evolving capacities.

For young children, their participation is largely limited to issues relating to their immediate environment within their families, care facilities and the local community. However, as they grow older and their capacities evolve, children's horizons broaden and they are entitled to be involved in the wide range of issues that affect them, from the immediate family to issues at community, national and also at the international level (Gerison, 2011).

The Convention on the Rights of the Child is the first international human rights convention to introduce the concept of the ‘evolving capacities’ of the child. “This has been described as a new principle of interpretation in international law, one that recognises that, as children acquire enhanced competencies, their need for protection decreases while their capacity to take responsibility for decisions affecting their lives increases” (Ibid, 2011).

According to Gerison (2005) the UNCRC does recognise that children in different environments and cultures, and with diverse life experiences, acquire certain competencies at different ages. Therefore, laws, and policies must be put in place to ensure that the contributions children make and the capacities they hold are acknowledged by adults and the media inclusive.

Zambia ratified the UNCRC in 1991. However, the legal framework provides limited opportunity for any meaningful engagement from citizens generally, and specifically from children. A regional study on Children’s Participation in Southern Africa conducted by Save the Children Sweden in 2010 notes that there are multiple reasons for this, namely

- (a) the failure to promulgate national laws and policies governing children’s rights that reflect international conventions that have been ratified;
- (b) the failure to formulate clear plans of action for implementing laws and policies;
- (c) the absence of mechanisms to enable citizens of any age to participate in public life.

This scenario has to a large extent resulted into none appreciation of children’s right to participation in national affairs by many stakeholders. Since there is no adequate legal framework to provide for participation of children in matters that affect them, this has left the media with no obligation to develop any guidelines and or policies to guide and compel journalists to capture children’s views in their routine news gathering assignments.

A study on coverage of Children in South African and Zambian Media conducted by the Media Monitoring Africa in 2013 revealed that the media in Zambia featured a total of 28 children’s stories out of 336 stories in all media. This means that about 8 percent of stories contained children. This revelation cannot be shocking given that the legal environment does

not compel the media to be inclusive in their news coverage. However, this does not mean that this practice by the media is ethical. To deny the majority a voice on matters affecting them is indeed unethical conduct on the part of the media.

Coupled to the challenge of the legal framework in Zambia, culture and religion also undermines child participation. The common belief that children have secondary status, and should adhere to the authority of parents and adults, has permeated legal and political systems, as well as community and familial structures (Save the Children Sweden, 2010).

Quite often children are subjected to inhuman form of punishment such as canning if they err as opposed to being counseled. This kind of treatment of children makes them assume the secondary status in society and inhibits their participation. The family set up is often where the cultural/religious beliefs and practices are mostly upheld even if at times the public sphere supports children's rights. Homes have remained an environment where children's participation is not viewed favorably (Ibid, 2010).

Although parents are supportive of children being involved in child participatory initiatives, such as the Children's Clubs in Zambia, they are often not open to children having platforms to express their views relating to family matters. Therefore, at family level participation is far from being appreciated

2.9 Theoretical and Conceptual Framework

This section explains the theoretical and conceptual framework underpinning this study. It discusses the Public Sphere Theory which is a major theory upon which this thesis is anchored. The concepts of public service broadcasting, democracy, and child participation are also explained in relation to the public sphere theory as they are the major concepts in this study.

2.9.1 Public sphere theory

Though the concept of the public sphere originated in the 18th century, German sociologist Jürgen Habermas is credited with popularizing the term in his book "*The Structural Transformation of the Public Sphere*".

According to Habermas (1989), the public sphere is an area in social life where individuals can come together to freely discuss and identify societal problems, and through that discussion influence political action. He adds that it is a discursive space in which individuals and groups congregate to discuss matters of mutual interest and, where possible, to reach a common judgment. Habermas further argues that the public sphere can be seen as "a theatre in modern societies in which political participation is enacted through the medium of talk" and "a realm of social life in which public opinion can be formed.

As Livingstone (2005) notes that it is crucial for the media to define its public sphere and to allocate each a chance to participate in public affairs;

Publics must be specified, both by origin and by object. Stressing the social origins of a public does not at all consist in proposing that a public must be equated with the group it comes from. For example, members of a class or an ethnic group do not automatically join the same publics. Defining a public is done, first of all by pointing to the object on which attention is focused. The notion of public is relational. There are no public in general for the same reason words-Austin tells us- make little sense outside sentences. Whether conceptualised in terms of interpretation, in terms of evaluation, or in terms of response, publics are always publics-of- something. The nature of something in question determines what 'public' must be compared to. Sometimes public must be compared to a crowd, sometimes to spectator, sometimes to community, sometimes to 'citizen', and the list goes on (Livingstone 2005, p.54).

2.9.2 Conceptual Framework

2.9.2.1 The concept of public service broadcasting

According to Armstrong and Weeds, the concept of public service broadcasting is for many people summed up by the mission given to the BBC by its first Director General, John Reith, in the 1920s: to 'inform, educate and entertain'. This broad statement encompasses several elements, some clearly appealing to viewers themselves (to entertain), and others with wider social purposes (to educate and inform). Armstrong and Weeds suggest the aims of public service broadcasting which should encompass two main strands: "that television should give people the programmes that they want to watch, and that it should also satisfy wider social purposes such as education and the promotion of 'citizenship'". Syversten (1991) argues that there are many definitions of the concept of public service broadcasting and some contradict themselves.

The second main meaning of 'public Service' arises out of the circumstances that 'public' may refer to the 'public sphere' or the "commons". In this sense, "public Service" may be expressed as broadcasting in the service of the public sphere, that is a meaning in which content and values figure somewhat more explicitly. The public sphere represents institutions in which members of the public take part as citizens and collectively make decisions for the common good. A medium "in the service of the public sphere" mainly guarantees that all members of society have access to information and knowledge that they need in order to perform their civic duties (Syversten 1991, p.7).

According to UNESCO (2000) public broadcasting rests on certain basic principles, defined in an era of general interest media, long before the multiplication of channels and the era of specialisation. These principles remain essential today and public broadcasting authorities must give them a meaning, reinterpret them in some way, in a world characterized by media fragmentation.

UNESCO argues that the principle of universality, diversity and independence of the public broadcaster remain essential goals today, just like yesterday. The principles of public service broadcasting emphasise that public broadcasting must be accessible to every citizen

throughout the country. This is a deeply egalitarian and democratic goal to the extent that it puts all citizens on the same footing, whatever their social status or income. It forces the public broadcaster to address the entire population and seek to be used by the largest possible number.

As a national broadcaster, ZNBC plays a major role of being the largest public sphere in the country. Through news coverage and discussion programmes, the institution creates a platform for people to discuss issues of national importance and ultimately inform government decision making processes. As such it is imperative that all citizens including children are given equal opportunities to participate in forming decisions and influencing government action by participating in public dialogue through the media.

The service offered by public broadcasting should be diversified, in at least three ways: in terms of the genres of programs offered, the audiences targeted, and the subjects discussed. Public broadcasting must reflect the diversity of public interests by offering different types of programs, from newscasts to light programs.

Public broadcasting is a forum where ideas should be expressed freely, where information, opinions and criticisms circulate. This is possible only if the independence therefore, of public broadcasting is maintained against commercial pressures or political influence (UNESCO, 2000).

2.9.2.2 The concept of child participation

The term ‘participation’ is used to refer generally to the process of sharing decisions which affect one’s life and the life of the community in which one lives. It is the means by which a democracy is built and it is a standard against which democracies should be measured. Participation is the fundamental right of citizenship (Hart, 1992).

Child participation as a concept is still very new and being propagated mainly by child rights organisations. An international children’s charity organisation, Save the Children, defines child participation as an on-going process of children’s expression and active involvement in decision-making at different levels in matters that concern them. This process according to Save the Children requires information-sharing and dialogue between children and adults,

based on mutual respect, and full consideration of children's views in light of their age and maturity (Save the children UK, 2003).

The United Nations Convention on the Rights of the Child, now ratified by over 100 nations, including Zambia, has significant implications for the improvement of young people's participation in society. It makes it clear to all that children are independent subjects and hence have rights. As earlier alluded to, Article 12 of the Convention makes a strong, though very general, call for children's participation:

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

It goes on to argue in Article 13 that:

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice (UNCRC, 1989).

The UNCRC is the most ratified international treaty in the world so far. By the year 2005, 192 countries had become state parties to the treaty with only two countries remaining, Somalia and the United States (UNICEF website). Together with Articles 5 and 13–17 of the UNCRC, Article 12 introduces a philosophy of respect for children and young people as active participants in their own lives. Article 5 clarifies that when providing direction and guidance in the exercise by children of their rights, parents and other guardians must have regard for the evolving capacities of children. In other words, they need to recognise that children acquire skills and competencies as they grow up and they are able to take an increasing level of responsibility for decisions that affect them as these capacities develop (Plan International & Save the Children, 2014).

According to Plan International and Save the Children, Articles 13–17 address the child's right to freedom of expression, religion, conscience, association, assembly, privacy, and information. Overall, this cluster of civil rights has been broadly conceptualised under the

term ‘participation’. The UNCRC itself does not use the term ‘participation’, but the term has been adopted by the Committee on the Rights of the Child, as well as by many other organisations around the world that are working on children’s rights, as shorthand to describe the realisation of these rights. Going by this strong emphasis in the international convention on the rights of the child to participation, the public sphere, therefore, in this case the public media which provide space for people to dialogue should meaningfully accommodate children’s views as well. This space should not be a monopoly of adults alone.

The UN Convention on the Rights of the Child (UNCRC) gives children the right to express their views and have those views listened to in matters affecting them.

As Hart, has argued, children's participation in policy making may also enable better policies to be made or services to be delivered more effectively; allow children to learn about civic rights and responsibilities; and have benefits for children such as increased confidence and new skills.

He further states that the type of activities that can and should be called participation is debatable. Participation is often seen as a combination of activities that include consulting children before decisions that affect them are passed, and identifying problems and making solutions together with children. Underlying concepts of participation are the power relations between adults/organisations and children.

2.9.2.3 The concept of democracy

According to Paul (1988), democracy originated more than 2,400 years ago in ancient Greece. The word “democracy” means “rule by the people.” While this definition states that the citizens of a democracy govern their nation, it omits essential parts of the idea of democracy as practiced in countries around the world. The principal purposes for which the people establish democratic government are the protection and promotion of their rights, interests, and welfare. This aspect of protection of people’s rights in a democracy includes protection of children’s rights in totality including the right to participation.

As such Paul maintains that democracy requires that each individual be free to participate in the political community’s self-government. Thus political freedom lies at the heart of the concept of democracy.

A similar view is held by the Inter Parliamentary Union of Geneva (1998), which argues that as an ideal, democracy aims essentially to preserve and to promote the dignity and fundamental rights of the individual, to achieve social justice, foster the economic and social development of the community, strengthen the cohesion of society and enhance national tranquillity, as well as to create a climate that is favourable for international peace. As a form of government, democracy is the best way of achieving these objectives. It is also the only political system that has the capacity for self-correction.

Paul (1988) further argues that the concept of democracy can be interpreted in various ways. However, what is common in the definitions of this concept is that it implies accountability which comes as a result of elections that are held periodically including in one – party states. In a democratic society, actions of the government, which is only a trustee of the collective will and power of the people, are expected to be regulated by the force of public opinion, and the press is the most appropriate medium for gauging and reflecting public opinion. In the absence of any such mechanism for regularly monitoring and evaluating the government's performance before the bar of public opinion, there is a great likelihood of the government falling into complacency, unresponsiveness and irresponsibility.

2.9.3 Conclusion

In conclusion, Public Service Broadcasting has been outlined and its principles have been highlighted. Examples of public service broadcasting have been given through brief explanations of how the approach works in some countries that are considered democratic and also wealthy. These are Finland, USA, and South Africa. The chapter also looked at the role of the media in democracy and brought to the fore the importance of giving every citizen, including children space to air their views on issues of national importance. Child participation in Zambia and the limitations of the same including some research conducted that have been conducted on the same subject have been explored resulting into identification of gaps that need further research.

Going by the theoretical and conceptual frameworks presented above, it has been noted that the major concepts that are in line with this thesis are public service broadcasting, child participation, as well as democracy. The chapter has outlined the rights that support children's participation in issues that affect them. It has been clearly demonstrated that child

participation is important to inculcate a sense of responsibility in children so that they can grow into active citizens and be able to hold government to account. The chapter further explained the mandate of a public broadcaster which includes offering of media space equally to all citizens, children inclusive. Additionally, the concept of democracy was explored and it has been highlighted that democracy implies accountability by government and that people have power to decide how they want to be governed through equal participation of all citizens in decision making. As such a theory that underpins participation of all citizens in the media has been explored as well so as to provide a basis for this research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used to carry out this study. It discusses the , research design , the physical location of the study, the population of the study, sampling methods, research procedures as well as data analysis and processing techniques. The above methodological approaches have been discussed in line with the questions raised in this research as well as their relevance to the aims of the study.

3.1 Research Design

In conducting this study, the researcher used a combination of exploratory and descriptive research designs. This involved the employment of qualitative and quantitative research methods. This choice was necessitated by the fact that this research was explorative and hence the researcher required to interact with the subjects of research through discussions so as to get an in-depth understanding of their knowledge, attitudes and practices towards provision of space on ZNBC TV 1 for children’s participation in national affairs. Therefore, the researcher used a structured interview guide in collecting the required information from ZNBC TV 1 reporters and programme producers.

The views of children regarding their participation in national affairs through ZNBC TV 1 were cardinal. Hence the researcher made an inclusion of children in the study by conducting Focus Group Discussions (FGDs) with children’s groups so as to understand how their knowledge on their rights to this form of participation in the media, as well as their knowledge of available opportunities to access ZNBC TV 1 and air their views on issues of national importance.

The researcher employed quantitative techniques in the study to gain a full understanding of what the extent of the problem was. It was important to understand the extent to which ZNBC TV 1 main news bulletins and “National Watch” incorporated views of children on issues of national importance. This could be determined by obtaining number of times children are

featured in news bulletins or indeed discussions programmes. Therefore, a content analysis of the 19 hour main news bulletin and National Watch discussion programme was conducted using a coding sheet.

3.2 Methods of Study

This study used both qualitative and quantitative research methods. The use of both qualitative and quantitative methods resulted into triangulation which provided much more accurate findings of the study.

3.2.1 Quantitative Method

The researcher used this method to conduct a content analysis of the ZNBC 19 hour news bulletins, and National Watch discussion programme to determine the extent to which they contained children's views. This was crucial in determining the number of times ZNBC programmes and news bulletins included views from children on a given discussion topic or indeed news story respectively. Therefore, the researcher randomly sampled thirty six (36) 19:00 hour main news bulletins over a period of 72 days. This was because 36 bulletins were enough to conduct statistical analysis. To select 36 news bulletins, the researcher mapped all the days from 1st February to 12th April so as to come up with 72 days from which 36 days, half of this number, were randomly selected for content analysis. In selecting the days, the researcher randomly picked one day out of the 72, and skipped the next day to pick the second and so on until the 36 days were selected. Additionally, eight (8) National watch programmes were purposively sampled for content analysis in the months of February and March. This was because National Watch is a weekly discussion programme aired on Sunday making the sample population for this programme small.

3.2.2 Qualitative Method

This approach meant interviewing ZNBC news reporters and programme producers to gain insights into their practices regarding the selection of sources of news or discussants for their programmes. This was to assess their knowledge, attitudes, and perceptions about children's participation in the media. The study used in-depth type of interviewing which was individual, face-to-face verbal interchange using an interview guide, as opposed to other forms such as participate observations. The same method was used for Focus Group Discussions (FGDs) with children's groups.

3.3 Location of the Study

This study was carried out in Lusaka's Zambia National Broadcasting Corporation Mass Media complex. This location was ideal as most of the editorial and programme staff are found at ZNBC Lusaka. It was also convenient for the researcher to carry out the study in Lusaka, at the Mass Media Complex which houses the headquarters of ZNBC and is the nerve centre of its national operations. Comparatively, most radio and TV programmes are produced in Lusaka than in the Copperbelt Station.

However, content analysis was not limited to Lusaka as ZNBC TV has a national wide coverage. Therefore, collection of data for news and programmes was not limited to location as this was done through monitoring actual TV broadcasts.

3.4 Population of the study

Whereas the study could target all the ZNBC employees because of the various roles they play in the daily operations of the national broadcaster, the research targeted those whose roles were vital or closely related to the news and programmes production for the public broadcaster's TV 1 channel. This was because of the focus of the study on ZNBC's provision of space for children's participation in national issues. These employees were important in the study because their perceptions influence their choice of sources for news as well as for discussion programmes. It was, therefore, important to interview the targeted staff to get an insight on how they understand their responsibility, and their roles in offering space for children to express themselves on issues of national importance.

In line with the principles of public service broadcasting, the study sort to establish how news reporters and programme producers perceived their own situation as creators of news and programmes for the nation, and what they think about coverage of views from children in their stories.

3.5 Sampling Procedure

Since the study was focusing on the news and the discussion programmes of ZNBC as a public institution with a national mandate to offer broadcasting consistent with the principles of public service broadcasting and democracy, a purposive sampling and simple random sampling was used to get subjects that were crucial to the validity of the study.

It was important to conduct a content analysis of the news bulletins and one discussion programme for ZNBC TV 1 to determine the extent to which they contained views from children. As already alluded to above, the researcher randomly sampled thirty six (36) 19:00 hour main news bulletins over a period of 72 days. This was because 36 bulletins were enough to conduct statistical analysis. To select 36 news bulletins, the researcher mapped all the days from 1st February to 12th April so as to come up with 72 days from which 36 days, half of this number, were randomly selected for content analysis. In selecting the days, the researcher randomly picked one day out of the 72, and skipped the next day to pick the second and so on until the 36 days were selected. 8th March is International Day of Children's Broadcasting and fortunately this day did not fall within the sampled days and as such no control measure were employed. Additionally, eight (8) National watch programmes were purposively sampled for content analysis in the months of February and March. This was because National Watch is a weekly discussion programme making the sample population for this programme small

The researcher found it convenient and practical to sample news bulletins as opposed to analysing the content of all news bulletins for two months. The most basic type of probability sampling is the simple random sample for which each subject or unit in the population has an equal chance of being selected (Wimmer and Dominick, 1997).

Drawing a sample of news bulletins over two months was enough study time for the researcher to understand if ZNBC offered its public platform to children as well. The researcher's decision to conduct a content analysis of 19:00 hour main news bulletin was because this particular bulletin is the most viewed news segment on ZNBC as it is aired during prime time when most people are in homes.

However, purposive sampling was used to sample staff particularly news reporters and programme producers for in-depth interviews as they determine the source of their stories, and people to feature in discussion programmes. As such five (5) news reporters and five (5) TV programme producers were purposively sampled. The researcher used purposive sampling as he was looking for individuals who had particular expertise that was most likely to be able to advance the researcher's interest.

Purposive sampling technique was also used to sample TV programmes for analysis of content to determine the space provided to children to participate in discussion programmes. As such the 'National Watch' discussion programme was sampled as it is a popular discussion programme that is aired in the day on Sundays. However, ZNBC also has the 'Sunday Interview', that is aired at night on Sundays and 'Open Line' discussion programme that is aired on Wednesday in the day. The researcher purposively sampled National Watch as it is the oldest most popular discussion programme. This programme is aired on Sunday between 11:00 hrs to 13:00 hrs which makes it possible to be viewed by many viewers including children as they are not in school on that day. Therefore, the researcher did not conduct content analysis for Sunday Interview and Open Line programmes. However, producers of these programmes including the producer of National Watch were purposively sampled for in-depth interviews.

According to Teddlie and Fen (2007) purposive sampling techniques are primarily used in qualitative studies and may be defined as selecting units (e.g. individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study's questions. They further defined purposive sampling as a type of sampling in which, "particularly settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices"

3.6 Data Gathering

In-depth interviews were conducted on the basis of the resulting selection. These interviews produced descriptive and explanatory data from ZNBC newsroom reporters and TV programme producers. The respondents provided their personal experiences, and views regarding their decisions on the source of information that result in the final news bulletins and programmes. The sampled staff also provided valuable information on their routine practices and how they include views from children in their news stories and programmes. Dealing with this theme was important in this study as it helped to understand if individual reporters and producers considered it important and a right to include the views of children in their stories or programmes so as to accord children space to participate in shaping public opinion.

The study also analysed the content of news bulletins and one TV discussion programme to ascertain the extent to which the national broadcaster provides space for children's

participation in the public affairs of the country through the media. As such a content analysis coding sheet was used to capture data from news bulletins and National Watch TV programme.

Content analysis is quantitative. The goal of the content analysis is the accurate representation of the body of messages. Quantification is important in fulfilling that objective, since it aids researchers in the quest for precision. The statement “seventy percent of all prime time programmes contain at least one act of violence”, is more precise than ‘Most shows are violent’ (Wimmer & Dominick, 1997).

3.7 Data Analysis

During the analysis, a list of beliefs, opinions, ideas, observations, statements and attitudes expressed for each topic (theme) of the interview were made.

Answers from the different respondents were compared to establish the most occurring responses and these were used in the analysis and interpretation of the data.

The data was summarised in a narrative form and the most significant quotations used to illustrate the major findings of the study. Relevant literature was used to discuss the findings of the study. The above is in line with Jensen and Jankowski’s (1991), view that “drawing of conclusions centrally involves the researcher as an agent of analysis and interpretation”

For content analysis, data was analysed using a computer statistical package SPSS to generate different statistical information for analysis and interpretation.

3.8 Ethical Consideration

There were some ethical issues that the researcher took into consideration when carrying out the study particularly during data collection. The researcher was mindful of the fact that children who were part of the focus group discussions, and required to be protected from reprisal, and as such any information that would lead to the identification of the participants was concealed. This was also in line with UNCRC which states that children must be protected from all forms of abuse and harm when they are participating in any activity. The researcher equally protected the identities of ZNBC TV 1 staff who took part in the in-depth interviews. This is because ZNBC is controlled by the government and any member of staff who says anything against the institution and/or government can be disciplined and this may include dismissal from employment.

3.9 Limitation of the study

There are some limitations to the study, as the inferences made are based on a sample from a selected time frame, February, March, and part of April 2014. Another limitation is that reporters and producers who were sampled for in-depth interviews did not want to be attributed for fear of reprisals. Another limitation is that the identities of children who took part in the research cannot be fully revealed as doing so would be against child protection guidelines when involving children in studies. Additionally, the study did not include children who have not been trained in children's rights as they could not contextualise the study questions due to lack of knowledge on the subject matter. For instance street kids could not be part of FGDs for children, as they may be highly mobile and may not have been trained in children's rights anywhere, and they may not have access to ZNBC TV for them to be abreast with how children are given space to participate in national issues.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter discusses the findings of the study on assessment of ZNBC's provision of space for children's participation in national issues through its news coverage, and discussion programmes on which national matters are brought to the fore for leaders at various levels to address. The interpretations and discussions are dictated by the objectives of the study as stated in chapter one, and informed by the literature review in chapter two and theoretical considerations in chapter three.

Due to the qualitative and quantitative methodologies employed in this study, the findings are presented in both narrative and statistical form, based on three major themes as explained in the study objectives in chapter one, namely:

1. To establish the extent to which ZNBC news and discussion programmes contain views from children.
2. To assess the attitudes and knowledge of children's rights to participation among the news reporters, and programme producers of ZNBC TV.
3. To assess the level of awareness among children on their right to use ZNBC as a channel to air their views.

This study was based on the theoretical and conceptual frameworks of public sphere and the principles of public service broadcasting, as well as the concept of child participation. As stated in chapter two, principles of public service broadcasting demand that equal coverage should be accorded to all citizens for them to take part in the governance system of their country. The concept of child participation as alluded to in chapter three, demands that children should be given a platform to actively participate in making decision on issues that affect them according to their evolving capacities.

Hence the study investigated whether ZNBC as a public media and largest media platform in the country, provides adequate space to children through its news coverage and discussion

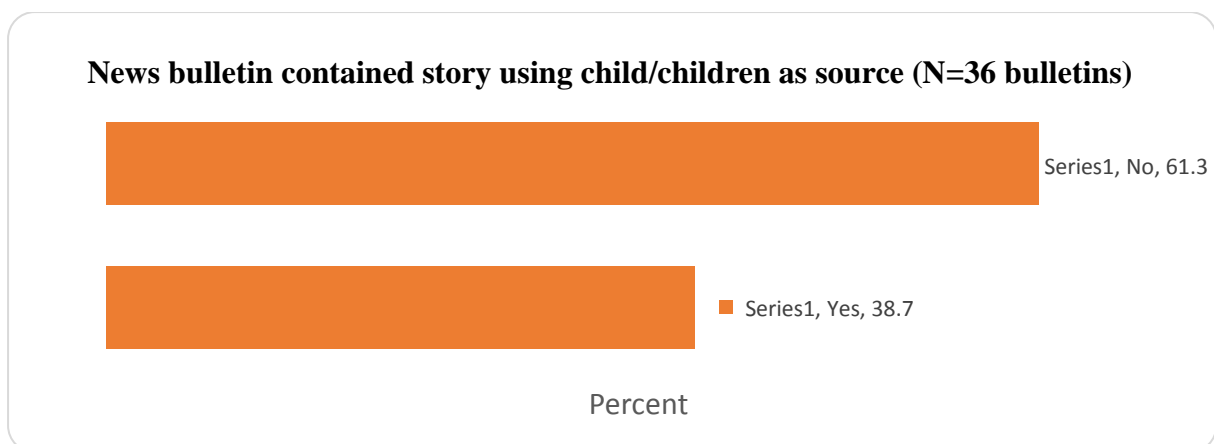
programmes to participate as citizens in the national affairs of the country. Actual names and gender representation of respondents have been withheld except for respondents' positions as there are many similar positions within the ZNBC newsroom and programmes production staff structure, they cannot be identified. The names of respondents have been withheld for fear of reprisal on the part on ZNBC staff.

4.1 Quantitative Survey

4.1.1 Extent to which ZNBC news bulletins and programmes contain views from children

The researcher conducted a content analysis of ZNBC TV 1 news to determine the extent to which the 19:00 hour's main news bulletins contained views from children. As such the researcher wanted to know the number of times the news bulletins contained a story featuring a child as a source of the information used by the reporter and also the number of time news bulletins contained a story that makes mention of children. The researcher also wanted to know the number of times the news bulletins carried stories reporting on children as victims of abuse or indeed as expressing their opinions on an issue that affect them and require the attention of adults. ZNBC's National Watch discussion programme was also part of the content analysis as the researcher wanted to determine the extent to which this popular discussion programme contains views of children either by featuring children as panellists or through vox pops on a particular topic that are sometimes aired before a discussion starts

Figure:1 News bulletins with children as source of information

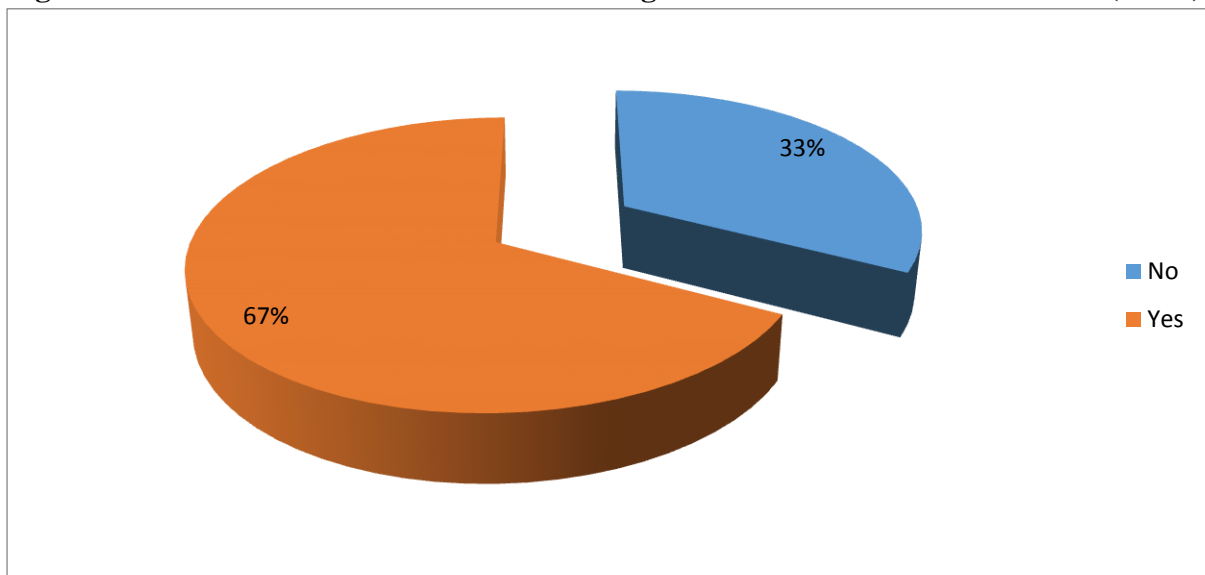


Source: Mwale L. Survey 2014

From Figure 1, above, only 38.7 percent of the news bulletins sampled had a story using a child as the source of information. This means that a child was actually quoted in the story and children said something themselves either through vox pops on a particular issue or as the subject of the story. The figure also indicates that 61.3 percent of the bulletins had no story that used a child as a source in any way.

Furthermore, the researcher was interested in establishing the number of bulletins that had stories referring to children that had pictures. This is because stories that have pictures are considered important taking into account that ZNBC TV 1 does not have adequate cameras and expertise to capture every story on video. The findings are indicated in Figure 2 below;

Figure2: News Bulletins with Stories containing Views of Children with Pictures (N=36)

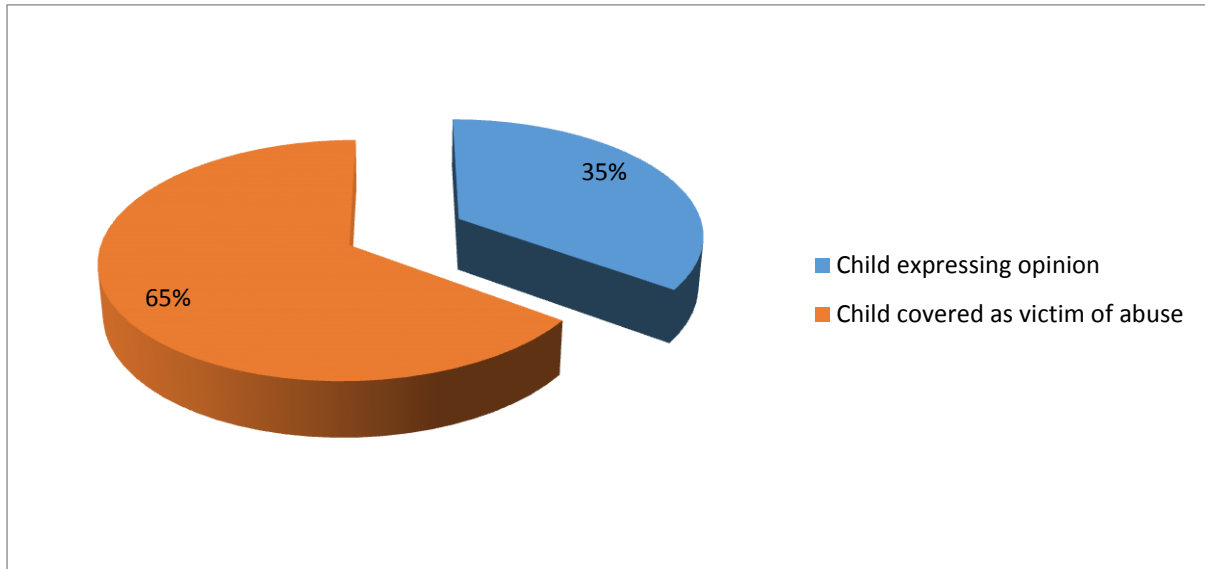


Source: Mwale L. Survey 2014

The data above shows the number of news bulletins that had at least a news story using children as a source of information, and had a picture or video footage of the child. This means that children were seen on TV screen being interviewed by a reporter collecting vox pops on a particular issue or a child was saying something. The figure above indicates that 67 percent of the news bulletins that had a story using children as the source of information did not have pictures of those children. In other words the stories were ‘dry’.

The researcher wanted to know the theme of stories that children were reported on in the news stories of ZNBC TV 1. It was revealed that children mostly made news in instances where they were abused either sexually or physically.

Figure 3: Theme of stories using children as source of information (N=36)



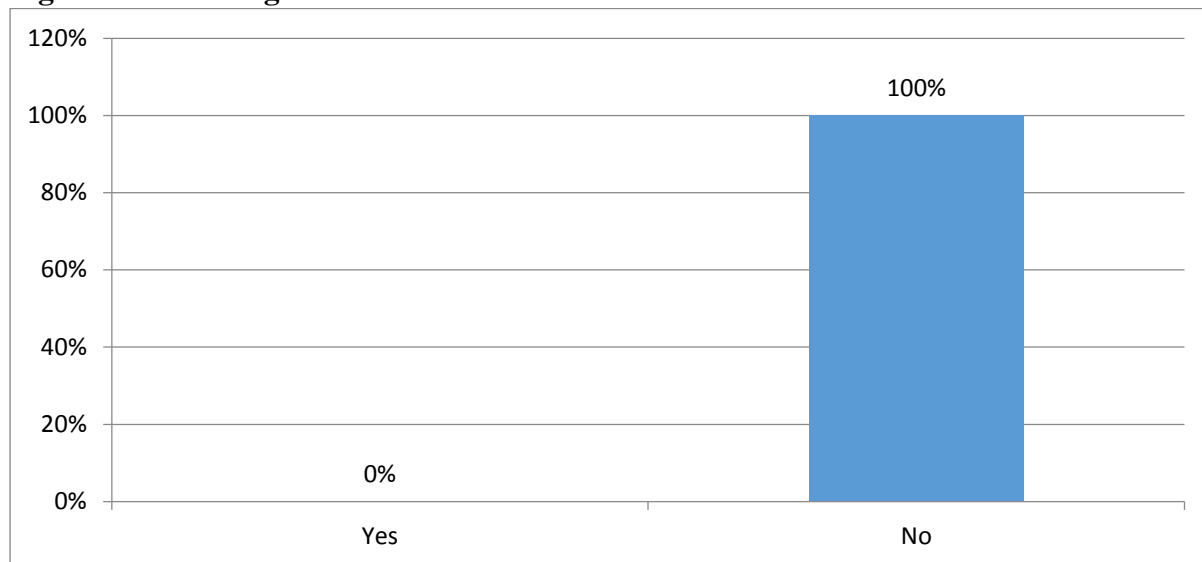
Source: Mwale L. Survey 2014

Figure 3, above, shows that 65 percent of stories reporting on children were referring to an abuse case of a child while only 35 percent of the stories analysed depicted children expressing their views on a particular issue. However, in terms of the actual total percentage of news bulletins with children covered expressing their opinions, only 11 percent of the bulletins had at least a story of a child or children expressing their opinions on a national issue. This is because out of the total 36 bulletins sampled, 14 bulletins had children's stories. However, of the 14 bulletins, only 4 bulletins had children actually expressing their opinions on a national issue therefore, having a total percentage of 11 percent of bulletins with children covered expressing their opinions and not covered as a victim of abuse. Most of these stories in which children were covered expressing themselves were on education and this can be attributed to the introduction of education news segment on the 19 hour news bulletin on ZNBC TV 1. This result is similar to what the Media Monitoring Africa got in their study on media coverage of children in Zambia (MMA 2013, p. 29).

This scenario suggests that children are given a limited opportunity to represent themselves, to exercise their right to participation, and to express their views and opinions on matters that affect them through news coverage on ZNBC TV 1.

From this data, it can be concluded that most of the stories making reference to children on ZNBC TV 1 relate to abuse of children while very few focus on children having a say on a particular issue.

Figure 4: Percentage of Views of Children on National Watch TV



Source: Mwale L. Survey 2014

Figure 4 above shows the percentage of the number of National Watch discussion programmes featuring or containing views of children. National Watch is a discussion programme that is aired on Sunday mid-morning and usually features a panel of discussants to discuss various issues of national importance. All the eight episodes that were analysed did not feature any children or contain their views through vox pops or indeed by children phoning in to the programme to ask a question or comment on the topic under discussion. This shows that children do not access such platforms to participate or influence decision making in the country.

4.2 Qualitative Survey

4.2.1 Understanding of children's rights to participation among reporters, and programme producers

A total of ten in-depth interviews were conducted with news reporters and programme producers in the News and Current Affairs, and in the Programme Directorates respectively. This meant establishing how well and how much ZNBC TV 1 reporters and programme producers understood children's rights to participation. The revelations indicated that to a large extent, news reporters and programme producers understood children's rights in general and in particular children's rights to participation.

Respondent (R1-10) who is a news reporter told the researcher that children had a right to access basic social, economic, and political services and also to contribute to have a say on what they want in their lives. Another respondent, a news reporter (R2-10) said children had the right to equal access to information, social amenities, education and freedom of expression as well as the right to be protected from abuse. A TV 1 programme producer 1-5 disclosed that they understood children's rights fully and that children were human beings who had rights and needed to be protected. Respondent (2-5) who is also a programme producer stated that children's rights are God given privileges to live a decent life and in conducive environment for mental and physical development. The respondent added that these rights included the rights to shelter, good health, education, expression, and to play. Respondent (R3-10) another senior staff said

“these are human rights of children with particular attention to the right of protection. Children have the right to education, health care, and basic needs such as food, and shelter. They also have the right to be taken care of by both parents.”

Respondents (R4 – 10), (R5- 10) as well as respondents (3-5), (4-5) and (5-5) all gave examples of children's rights similar to those stated by other respondents above. From the responses given out by these respondents, it was clear that news reporters and TV 1 programme producers some of them senior staff, are aware and have knowledge of children's

rights. It was also clear from their responses that they know children have the right to express themselves on issues that affect them.

However, when asked about their sources of information for news stories and TV programmes, none of the respondents mentioned children as one of their main sources. A news reporter, respondent (R1-10), said

“my sources of information for my news stories are government officials such as ministers, the police and also Non-Governmental Organisations (NGOs)”.

Respondent (R1-10) further told the researcher that in selecting news sources or collecting vox pops on a particular issue of public concern such as increase in fuel prices, information is obtained from the motorists who are affected by the rise in price, a check at the filling stations is done to confirm the price and also the Energy Regulation Board (ERB) are asked to give an explanation for the increase.

The respondent added that in an event that bus fares are increased, information would be sourced from the bus associations, bus drivers, Road Transport and Safety Agency (RTSA) as well as from commuters. Surprisingly, the respondent did not consider school children who commute to school as potential sources of information as they would be made to pay more on fares thereby affecting their school attendance if parents fail to provide enough transport money for them.

When asked if children were considered as potential sources of information for news and programmes, respondent 1-10 said “yes I do especially when am working on education news and also when am doing vox pops on occasions such as independence day, Easter holiday, and during school competitions such as sports”. The respondent added that in the last one month, children were included in the vox pops when members of the public were being asked on their understanding of Easter. Another instance when the reporter included children in the news story was during the education science fair. When asked about children’s contribution to opinions on matters of public interest such as the constitution making process in the news stories of ZNBC TV 1, the respondent told the researcher that there was none of such kind of participation from children.

Another respondent (R2-10) said children were rarely considered as potential sources of information because children's information, most of the time needed confirmation by adults and such information could not be used exclusively. The respondent added that children were used as tip off sources in exceptional instances. A respondent (R3-10) who is a news producer said

“No in the sense that you cannot interview children without getting permission from their parents or guardians and from teachers if they are at school. I also feel children cannot make informed decision”.

The researcher asked respondent (5-5) a TV 1 producer the same question and the response given by the producer was that children were considered as sources of information because they are part of society and they must have a voice too. The respondent added that everything that affects adults affect children as well.

Respondent (R4- 10) news reporter equally acknowledged children as sources of information for news stories. The respondent said that some of the issues directly affect children's wellbeing. For example, on issues to do with Gender Based Violence (GBV) children are given a chance to voice out because they are highly affected. Respondent (2-5) a senior producer said

“Yes I do consider children as potential sources reason being that they also get affected by the issues common to society, they have the right to expression and they are very truthful and honest”.

Similar views were held by respondent (4-5) a TV 1 producer who said children were considered sources of information because they were honest and had the right to expression. The respondent however, said that such consideration depends on the topic under discussion. Respondents (R5-10), (1-5), and (3-5) equally agreed that children are considered sources of news or information for discussion programmes.

However, when asked if the respondents had worked on any story incorporating children's views in the last one month, seven of the respondents talked to said none of their programmes

or news stories had views from children. Only three news reporters said they did stories incorporating children's views. Respondent (R4-10) said

“I did a story focusing on the plight of girls at a named school in Mansa district who are forced to rent make-shift houses in the villages because of lack of boarding facilities and this is resulting in them being abused by villagers in the area”.

Respondent (R2-10) told the researcher that they had produced a story on a four year old girl who was defiled and the child was able to narrate the incident on her own, while respondent (R1-10) said they worked on such a story during the education science fair for children.

From the responses above it is clear that reporters and TV 1 producers at ZNBC are aware that children are a potential source of information hence the need to include their views on different issues that journalists cover. However, the reality is that children are rarely included in news stories or programmes. In fact from the in-depth interviews conducted it has been revealed that none of the discussion programmes produced in the last one month ever featured children in any way.

The researcher also asked respondents to share their views concerning the inclusion of children's views on issues of national importance through news stories and TV discussion programmes on ZNBC. The question read “in your view, how much do children contribute in opinions on matters of public interest for instance in constitution making process in the news stories of ZNBC?”

Respondent (R4 – 10) said children make very little contributions or nothing at all to such public debates. The respondent added that even though children are affected by many national issues being discussed such as the national constitution, TV discussion of such issues are dominated by adults from different walks of life and that children are hardly asked for their opinions on such matters. The respondent added those children's voices on issues such as the constitution debate matter a lot as some clauses in the draft constitution affect them directly.

Another respondent (R1-10) simply stated that children don't contribute. The respondent added that

“I think a lot needs to be done to include the voice of the child on national issues”.

Respondent (2- 5) a senior producer said they had not seen much of children's contribution and estimated the space given to children by ZNBC TV 1 to participate in national issues to be about 5 percent. The respondent attributed this lack of inclusion of children's voices to traditional beliefs that children were insignificant and that journalists look down upon children. The respondent added that children were not confident and so they could not express themselves in a way that would make reporters get useful information from them.

Similar views were held by respondent (3-5) who said that very little is included from children on ZNBC's news stories and discussion programme. This was attributed to children not being taken seriously as possible sources. The respondent also said that this scenario is compounded by lack of editorial guidelines on participation of children in national issues. However, some respondents pointed out that ZNBC has a special Kid's programme that is aired over the weekends even though what is covered in the programme is generally focusing on children and it is full of child play. But respondent (1-5) added that the kids programme does not offer space where adults and children mix together to discuss issues of national importance and have children's views taken on board. The programme also comes outside prime time and is not part of the main programmes such as main news or National Watch on which such important issues are covered.

The researcher further asked the respondents on the challenges that they were facing to include children's views in their news collection and discussion programmes. The question read “what challenges do you face in collecting views from children for your stories or discussion programmes and how can these be addressed?”

Respondent (2-5) a TV producer said challenges faced include resistance from parents to allow children to be interviewed, children being scared to share their views for fear of some repercussions and also children not being able to open up and speak up. Respondent 4-5 also had similar views. The respondent said children face challenges in expressing themselves and

that parents sometimes hinder journalists from interviewing them. The respondent added that *“children are simply scared to talk to reporters”*. The two respondents suggested that parents should be sensitised on the importance of children’s rights including the right to expression and that more education should be given to children in regards to their rights and how they can contribute to national and personal development. Other similar solutions suggested by the two respondents were that children should be included on topics that they are familiar with. Respondent (R3- 10) and respondent (R2- 10) who are both news reporters, shared similar views and told the researcher that the challenge they faced in getting information from children was that children were considered human beings but who cannot make informed decisions and so people would generally not take information coming from them seriously. The other challenge the reporters pointed out had to do with getting permission from parents, guardians or teachers in the case of school pupils before interviewing them. The challenge of getting permission from parents was also echoed by respondent 3-5, respondent 1-5, respondent (R1-10), (R2-10), and respondent (R1-10).

Another respondent (5-5) told the researcher that it was difficult to get information from children as they were usually in school. The respondent further pointed out that culture was one of the reasons for this inadequate inclusion of children’s views in the media. The respondent said

“As Africans it is not in our blood to consult children on issues that affect them but we dictate to them our decisions. Attitudes need to change,”

The researcher asked another respondent about the challenges they faced in getting information from children. A news reporter Respondent (R4- 10) said

“the major challenges are religious and traditional beliefs in our society. For instance some children cannot freely participate in debates such as access to contraceptives by children. Their participation becomes limited for fear of their parents and the negative perception that society will have about their behaviour even when this is an issue that greatly affects them”.

From the responses above, the researcher was able to conclude that ZNBC news reporters and TV 1 programme producers had knowledge of children's rights to participation in national issues by expressing themselves on issues that concern them.

It was further revealed that even though newsroom staff and TV producers had this knowledge, their practices were contrary to their understanding of children's rights to participation in national issues through the media in this case ZNBC. As mentioned by some respondents, this has been attributed to reporters and producers' beliefs that children do not have the capacity to understand issues of national importance. The other reason advanced is that what children say cannot be taken seriously by society, a view that is similar to what has been brought out in the Literature Review in Chapter Three of this dissertation. According to a report by Save the Children 2012,

“In Zambia cultural beliefs and practices are seen as playing a significant role in undermining child participation initiatives, nationally as well as locally. These beliefs and practices, with regard to who is deemed worthy of participating in the public sphere, as well as private sphere of society and/or the community, have seen children and women silenced. The belief that children have secondary status, and should adhere to the authority of parents and adults, has permeated legal and political systems, as well as community and familial structures. This was also highlighted by the UN Committee on the Rights of the Child in its Concluding Observations to Zambia in 2003 where it expressed its concern that traditional practices and attitudes still limit the full implementation of Article 12 of the Convention on the Rights of the Child”.

This study has also revealed that reporters do not cover children as it is believed that children cannot express themselves clearly and that it is difficult to get information from children due to consent that is required to be obtained from their parents and or their guardians. With tight deadlines, this becomes challenging to reporters or producers. The ZNBC Producer's Guidelines also provides rules to public broadcasting, which includes the following: "ZNBC should serve all the nine provinces of Zambia, recognizing and responding to all different tastes, views and perspectives. Programme makers should, therefore, aim to reflect, inform and stimulate this multiplicity of interests with programmes of range, quality and

diversity – programmes to cater for people of any age, belief, colour, race, tribe, ability, sexuality or gender.

4.2.2 Awareness among children on their right to use ZNBC

In trying to know the level of awareness among children on their right to use ZNBC as a channel to air their views, the researcher conducted two focus group discussions with a child rights group at Mukuni Primary School in Chibombo district and the Media Network on Children's Rights and Development (MNCRD) group in Lusaka. The objective of the focus group discussions was to ascertain if children were aware that they had the right to access ZNBC and to participate in national issues through news stories and TV programmes.

4.2.2.1 Mukuni Primary School Focus Group Discussion

The researcher had a focus group discussion with 16 children from the child rights club at the school. The ages of children in the FGD were 11 to 15 years. The researcher began by asking the children when their group was formed and they told the researcher that their group was formed in 2011 and that the reason for forming the group was to sensitise their friends about rights of children and also to air their voices as a group to leaders on issues that affect them. This child rights group was trained in children's rights by Plan International Zambia for them to effectively carry out their work. The group is headed by a teacher who also received similar training. The teacher also acts as the patron for the group and serves the role of a trainer for newly recruited children in the club.

The researcher asked the children what they understood by the term 'child rights'. Children responded that these were rights of children to education, to stay with their parents, to shelter, to food, to be protected, and to express themselves, among others. The researcher asked the group what they understood by the term 'child participation'. The responses were that child participation means "children saying what they want adults to do for them, taking part in community and school meetings in which decisions are made, taking part in children's events such as International Day of Children's Broadcasting, and the Day of an African Child".

When asked if they considered themselves as equal participants in national affairs of the country, the group responded that they participated in local activities and events in their community. They named these activities as sensitisation meetings targeting parents and

fellow children on the need to end child marriages and abuse of children. The children said that some of them take part in the Parents Teachers Association (PTA) meetings in which they present issues that affect them at school. They added that they have a right to be heard by taking part in various community development groups but this was not the case. They mentioned that it was only in the PTA meetings that children representatives, the head boy and head girl represented school pupils. They also said that children discuss together with adults during community development planning meetings conducted by a development organisation, Plan International Zambia.

The researcher asked the group how they communicated their views to leaders and parents for consideration in decision making to which the children said this was done through drama performances and poems during community child rights sensitisation meetings, by making drawings depicting issues affecting children in the area, through songs, debates, and also through dialogue during community development meetings.

The researcher further asked children if they have used a media organisation to communicate their views. The response given was that some members of the group take part in the International Children's Day of Broadcasting held in March every year. They told the researcher that during that day they take over the air waves on Radio Maranatha in Kabwe and talk about issues that affect children in their area. The group also said during events such as the Day of an African Child, children make various presentations including speeches which Radio Maranatha airs on news. The children did not mention any other media organisation that they have worked with other than Radio Maranatha.

Children were asked if since the group was formed, ZNBC TV 1 has shown any of their activities on news or on any other programme the way radio Maranatha did. The response was that ZNBC had never shown any of their activities. When asked further if they had a right to air out their concerns on national issues through ZNBC, the children said according to what they have been told, they had the right to receive information and to express themselves in the media but they did not know how they could do so on ZNBC. They added that ZNBC is not in their area and does not come to get stories from children during the time they have events. Asked on how they could access ZNBC to share with the nation, children said development organisations like Plan International Zambia and also the school should

request ZNBC to come to Chibombo during children's events and cover what they are saying to leaders.

4.2.2.2 Media Network on Children's Rights and Development

The researcher had a second focus group discussion in Lusaka with a group of children from the Media Network on Children's Rights and Development (MNCRD). The group members have been together since 2013 and had 30 members at the time of the interview. The group was formed to highlight issues affecting children as well as teaching children in the country about their rights through the media. One member told the researcher that the initiative of forming such a group was out of the realisation by the founders of MNCRD that children had a right to participate in accordance with the UNCRC. The children further stated that their mandate was to be a voice of voiceless children as many others in the country had no opportunity to air their concerns.

This group was equally aware of children's rights as they received training on the same from MNCRD to enable them discharge their mandate. It was through the acquisition of such knowledge that they were able to teach other children about their rights. The children stated that they carry out their group work through radio and TV programme as well as writing newspaper articles including, the junior reporter newsletter.

When asked about what they understood by the term child participation, one member responded that it is the active participation and continuous involvement of children on issues that affect them. "Participation is very broad and not well understood in the country. I normally see children reading speeches written for them during government events. That is not full participation as stated in the UNCRC. Participation is making sure that a child tells a story from their perspective and is involved when decisions are being made about their lives" Some members added that children were better placed to discuss and highlight issues that affect them as they would inform adults about how they feel on an issue as opposed to adults imagining what children think as the adults could come up with wrong solutions.

The researcher further asked the children if they considered themselves as active participants in national issues. In their response children stated that they were indeed granted opportunities to take part in national issues such as constitution making process by making comments on the provisions relating to children in the draft constitution. They were however,

quick to mention that this opportunity was only available to children who belong to institutions particularly those from urban areas such as Lusaka and not those from rural areas. The group indicated that children do not participate at national level activities directly or individually but through Non-Governmental Organisations (NGOs) operating in their areas institutions.

They added that young people are generally not given a chance to participate in national issues as only a few are taken on board for consultation. When asked why the situation was the way it was, they cited lack of interest in national issues arising from lack of knowledge on children's right among children in the country. They added that the UNCRC has not been widely circulated and availed to as many children as possible in the country in a child friendly version for their easy understanding. The group attributed the lack of interest in national affairs by children to lack of participation by parents themselves in national issues. "Our parents do not have the interest when it comes to national issues unless those that directly affect them such as delayed salaries and not issues such as the enactment of the constitution. Even many adults cannot speak out when wrong things go on in the country because they think government is doing them a favour when they are the ones who put government in power. Therefore, children tend to follow suit and become passive like their parents" they argued. The group stated that children were also of the view that national issues were for adults and do not realise that they too had the right to do so.

The researcher further asked the children if ZNBC included their views in the news and national watch programme. The group responded that they were not given that opportunity to contribute to national issues in the news coverage on discussion programmes of ZNBC. They added that there was a wrong perception by ZNBC that inclusion of children in their programming was only through giving children a chance to appear on TV on their programme (Kids) on which they present poems and make dances. However, the group was aware that such provision of air space does not amount to participation of children in national issues as the programme is entertainment in nature and only meant for children. They argued that children should be assimilated in all news items as they are part of society and they also get affected by whatever affects adults. One member added that "it is very important that in everything children are added. For instance if fuel prices go up, I get affected because my parents may not manage to give me enough money to go to school and I will have to walk. But we do not see such kind".

From the responses given by children during the focus group discussions, it can be said that children do understand their rights to participation and do exercise this right through various activities. It is also clear that children have used media to air their concerns on events such as the International Children's Day of Broadcasting, but after such events, children can hardly have any access to the media. It was clear that children in Chibombo have not been able to access ZNBC and do not know how they can go about that.

4.3 Conclusion

The findings in the study indicate that ZNBC provides little space for children to participate in national issues that affect them. This is due to many factors such as lack of knowledge of methodologies to use to engage children to bring out information in a child friendly way as opposed to interviewing children the same way adults are interviewed. It has been noted that ZNBC news and programmes staff have knowledge of child rights to participation but still do not include children's views in their work. This has been attributed to negative perception about child participation. The findings have also indicated that children are not aware of ways in which they can access ZNBC and participate in national issues of their interest.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Discussion of Findings

As earlier stated, this study set out to assess ZNBC's provision of space for children's participation in national issues. The study was focused on establishing the space provided to children in the news coverage as well as in discussion programmes of ZNBC TV 1 to air out their concerns on various national issues affecting them.

As can be seen from the content analysis of the station, and staff interviews, ZNBC TV 1 provides very little space for children's participation in national issues.

The content analysis of news bulletins clearly shows that the inclusion of children's stories in the news is low, at 38.7 percent. It can be argued that this level of child participation in news is sufficient and can therefore, not be categorised as low. However, according to the 2010 Census of Population and Housing, Zambia has a young population with 45.4 percent of persons aged below 15 years (CSO, 2010). Since children are defined as any person below the age of 18 years (UNCRC,1989),if the population aged between 15 and 18 years is added, children form almost half of the country's population. In fact summarised United Nations statistics indicate that 6,976,752 of Zambia's population in the 2010 Census was composed of children out of 13,046,508. This means that children are the majority in Zambia. Furthermore, only 11 percent of the news bulletins sampled actually had stories of children expressing their opinions. The rest of the 38.7 news bulletins that contained stories on children were on child abuse. Therefore, it can safely be concluded that the space accorded to children to express their opinions on matters affecting them on ZNBC TV 1 main news is only 11 percent. As such children are not being accorded the opportunity by ZNBC to participate in national affairs through news coverage. It means that news coverage on ZNBC TV 1 is unfair and contrary to the principles of public broadcasting as articulated by Livingstone (2005), and as argued by Habermas in his theory of public sphere. According to Habermas' public sphere theory, the media is supposed to create a platform for society to discuss public issues in a fair manner. Therefore, every member of the public must be able to access this public sphere and propagate their ideas. With the population of Zambia largely constituting of young people, it is discriminatory to leave out children in the public dialogue

and decision making processes. This being the case, deliberate efforts must be made to ensure that children's voices are present in the media on national matters that concern them. This practice of denying children space equally falls short of the principles of the UNCRC that places an obligation on member states to accord children an opportunity to be part of decision making processes on matters that affect their lives. The UNCRC seeks to transform children from being considered as passive objects to active agents of rights. It demands that their views be considered and be given due weight. Thus it is crucial for the media to define its public sphere and to allocate each a chance to participate in public affairs equally.

It should also be noted however, that most of the stories featuring children on ZNBC are about education mostly because ZNBC TV1 has introduced a news segment on education during the 19:00 hour main news bulletin. As such reporters tend to interview children in schools on matters of education and on some sporting activities taking place in schools, and not to solicit children's views on how an increase in fuel prices for example, would affect them.

As such stories of child abuse are given prominence as opposed to children airing their concerns over a developmental issue. The scenario is even worse with TV discussion programmes such as 'National Watch' as none of the programmes analysed featured or contained views from children. In-depth interviews with TV programme producers also revealed that children's views were not included in the discussion programmes. These findings are similar to the study conducted by UNICEF which has also been highlighted in Chapter Three of this study. In a society where children's contribution to decision making processes is not appreciated, it is also highly unlikely that the media which operate within such a society would have a different perception of children's participation. ZNBC TV 1 reporters also live and share the same perception about children's participation as the general public. It is said that the media are the mirror of society and the low participation of children in ZNBC TV 1 news and discussion programme is simply a reflection of what goes on in the Zambian society.

This study has also revealed that TV programme producers and news reporters have knowledge of children's rights to participation but their attitude towards participation of children in the media is somewhat negative. All respondents talked to indicated that they had

the editorial liberty to decide on the story ideas they wish to pursue in a day meaning they can easily think of including children in their stories.

However, the same negative perceptions as a result of cultural beliefs and values that society in general has about children, are held by the news and programmes staff of ZNBC as revealed by some respondents. This has led to low inclusion of children's views on issues of national importance through coverage in news or in TV discussion programmes such as National Watch. This is contrary to the UNCRC's recognition that children are not merely passive recipients, entitled to adult protective care. The convention emphasises that children are subjects of rights entitled to be involved, in accordance with their evolving capacities, in decisions that affect them and to exercise growing responsibility for those decisions they are competent to take for themselves (UNCRC, 1989). Article 12, together with Articles 5 and 13-17, of the UNCRC further introduces a philosophy of respect for children as active participants in their own lives.

Governments are obliged to fulfil, protect, and to respect the right of children to express their views, as individuals and as a constituency, in all matters of concern to them, and to have them taken seriously. Clearly from the findings of this study there is a violation of this right by ZNBC TV 1 when it comes to discussion programmes. Perhaps this is how inadequacies in the Zambian legislative framework and practices with regard to children's participation perpetuate the situation, by making the media not accountable to anyone for this violation of children's rights. In a democracy, as earlier alluded to in Chapter Three of this dissertation, all citizens are equal and must all be accorded an equal opportunity to participate in the governance of their country. As a democratic country, Zambia's institutions of democracy such as the media, especially public media such as ZNBC must be accessed by all children inclusive. Failure to do so means the country could be creating for itself a future generation that would not be able to hold government to account as the children of today are not being groomed to be active citizens as argued by Hart (1992).

Furthermore, in-depth interviews with news reporters and programme producers revealed that in some cases children are shy to comment on certain issues that affect them for fear of being labelled as disobedient. Reference was made by one reporter to the topic on the use of contraceptives by children as a measure to curb teenage pregnancies. The reporter added that children are not keen to air out their views on such controversial topics as society may

perceive them to be promiscuous. This is in line with the literature reviewed in Chapter Two which points to the fact that culture plays a critical role in child participation. Culture also has influence on reporters as they live within the same society where cultural norms and practices consider children as less important. As alluded to earlier, according to Save the Children (2012), in Zambia cultural beliefs and practices are believed to be playing a significant role in undermining child participation initiatives, nationally as well as locally. These beliefs and practices, with regard to who is deemed worthy of participating in the public sphere, as well as private sphere of society and/or the community, have seen children and women silenced

It has also been revealed by the study that ZNBC TV 1 reporters and news producers have challenges in extracting information for news from children apparently because children cannot express themselves. This in a way shows that ZNBC news staff and programmes staff do not have knowledge of some techniques used to extract valuable news worthy information from children. There are participatory approaches that journalists can rely on to obtain accurate information from children for news reports. These include mapping which involves children making drawings of issues affecting them.

Another confirmation that ZNBC TV 1 reporters lack adequate knowledge on techniques used to obtain information from children is through a response by one reporter who told the researcher that information from children cannot be relied upon unless it is confirmed by parents. Clearly the reporter could not appreciate the fact that children have the capacity to form their own opinions on public issues and that their views must be captured and given space on TV. As alluded to in Chapter Two, a report by Save the Children and UNICEF (2011) has noted that children can form and express views from an early age but the nature of their participation, and the range of decisions in which they are involved will necessarily grow with their age and evolving capacities. The research also revealed that ZNBC had no interview consent forms for children to enable reporters get information from children in the absence of parental consent. Consent forms would make it easy for reporters to interview and include children in the news or TV talk shows provided the child has consented and signed the form. Without such mechanisms in place end result therefore, is that children are rarely approached by ZNBC to share their views on issues of national interest.

The research has also clearly shown that some children have good knowledge of their rights and do understand that they have the right to participate in national issues through the media.

They are however, not aware of how they can access public platforms offered by ZNBC and get a chance to participate in the affairs of the country. The child rights club in Chibombo normally has access to Radio Maranatha as the station covers children's events in the area usually with logistical support from Plan International Zambia that supports children's school clubs in the area.

Another important revelation from children themselves is the fact that many children lack avenues through which they can develop their confidence and be able to approach ZNBC to share their views on national issues. The focus group discussion with the MNCRD children's group revealed that children, from urban areas where better placed to participate in national affairs compared to their rural counterparts. This is because urban areas have a number of Civil Society Organisations that accommodate children in their operations than rural places. As result children are able to participate in national affairs through CSOs.

Just like their Chibombo counterparts the MNCRD children's group also bemoaned limited inclusion of children's views on ZNBC TV 1 news. The group disclosed that there was a wrong perception by ZNBC that inclusion of children in their programming was only through giving children a chance to appear on Kids TV programme on which they present poems and dances. However, the group was aware that such provision of air space does not amount to participation of children in national issues as the programme is entertainment in nature and only meant for children only.

As alluded to earlier, with the population of Zambia largely constituting of young people, there is no way children can be left out of public dialogue and decision making processes.

This being the case, deliberate efforts must be put in place by both the government and ZNBC to ensure that children's voices are heard on national matters that concern them

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Conclusions

As alluded to in Chapter One of this dissertation, Zambia National Broadcasting Corporation (ZNBC) is Zambia's national broadcaster meaning it is the medium through which people in the country can participate in public matters and influence national issues. As such ZNBC is mandated to offer media coverage to all Zambians fairly.

With the majority of the country population, according to the 2010 census report, consisting of children and young people, one would expect that media space would be provided to children on an equal basis with adults. However, it appears that children under the age of 18 years do not have access to ZNBC for them to propagate their ideas to the nation for incorporation into decision making processes in accordance with their evolving capacities.

The purpose of this study therefore, was to make an assessment of the Zambia National Broadcasting Corporation's (ZNBC) provision of space for children's participation in national issues. The findings of the study revealed that ZNBC TV 1 provides little space for children to participate in national issues.

Content analysis of news bulletins has revealed that the inclusion of children in the news is low at 38.7 percent. However, this percentage in coverage of children in the news does not exclusively relate to participation of children in national issues as most of the bulletins with stories on children are on abuse such as sexual defilement.

Only 11 percent of news bulletins sampled contained at least a story on children expressing their opinions. In other words it can be concluded that ZNBC TV 1 only offers 11 percent of space in news bulletins for children's participation in national issues. The scenario is even worse with TV discussion programmes such as '*National Watch*' as none of the programmes analysed featured or contained views from children.

The research has also shown that TV programme producers and news reporters have knowledge of children's rights to participation but their attitude towards participation of children in the media is somewhat negative. This has led to low inclusion of children's views on issues of national importance through coverage in news or in TV discussion programmes. The study has also disclosed that ZNBC reporters and news producers have challenges in gathering information from children apparently because 'children cannot express themselves'.

Finally, the study has revealed that some children have good knowledge of their rights and do understand that they have the right to participate in national issues through the media. They are however, not aware of how they can access public platforms offered by ZNBC and get a chance to participate in the affairs of the country

6.1 Recommendations

The researcher has realised through the study that there is still a lot that must be done to change reporters' perceptions about child participation in issues that affect them through the media. As such the following actions have been recommended;

- (a) Inclusion of child rights course in the journalism training programme. This training will help reporters to have a positive perception of children rights to participation and will also equip them with methodologies that they can use to interview and present children and young people and take their views seriously at the same time.
- (b) There is need for ZNBC to develop media consent forms for reporters or programme producers to use when gathering information from children. With consent forms children who understand why they are engaging with the media can be interviewed on their own so long they have signed the consent form. A journalist can then interview the child without seeking permission from their parents. This measure will make it easy for reporters or producers to get information from children quickly.
- (c) ZNBC should come up with clear guidelines to ensure children's voices are included on issues of national importance because currently young people are the majority in Zambia and decisions being made by adults' affect them. The Kids programme does not offer such a platform for children as the target audience for the show are children aged eight to about 18 years. The content of the programme is usually entertainment

in nature. Therefore, inclusion of children's views in the popular discussion programmes will increase the space being given to children on TV.

- (d) It is important that ZNBC makes deliberate attempts to visit child rights groups that exist in many schools to engage with children not only on issues of entertainment but also on serious national issues like debating the death sentence clause in the draft republican constitution. That way, children's views will be part of the larger national debates on national matters.
- (e) There is need to ensure child rights clubs are educated on how they can approach and use the national broadcaster to air their views. This is because children seem not be aware of this great platform to send their messages over to leaders in the country.
- (f) More work needs to be done to ensure a positive image of children in the media and to educate those working in and with the media on how to interview and present children and young people and take their views seriously at the same time.

6.2 Further research

More research on this topic can still be conducted as there are still gaps in knowing the type of media platform that offers better opportunities for children to participate. There is need to know whether its radio or TV that offers good opportunities for children to air out their issues considering that children can easily access radio through phones and other small portable radio receivers.

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APPENDICES

Appendix (1) WORK PLAN FOR RESEARCH STUDY

	Jan	Feb	March	April	May	June	
Activity 1: Submission of draft data collection tools							Researcher
Activity 2: Review draft tools							Supervisor
Activity 3: Make corrections on tools as recommended by supervisor							Researcher
Activity 4: submit final data collection tools							Researcher
Activity 5: Testing of tools & making adjustment if required							Researcher
Activity 5: Field data collection							Researcher
Activity 6: Data analysis							Researcher
Activity 7: Submit draft report							Researcher
Activity 8: Review draft report							Supervisor
Activity 9: Make corrections as recommended by supervisor							Researcher
Activity 10: Submit final dissertation							Researcher

Appendix (2) CONTENT ANALYSIS CODING SHEET

Content Analysis Coding Sheet

Code Sheet #:.....

Date:.....

Name of Programme:.....

Time of Broadcast:.....

Name of Channel:.....

SECTION A

Questions: TV News

1. Did the news bulletin contain any story using child/children as a source?

1. Yes

2. No

If yes proceed if not discontinue

3. What was the theme of the story? *Mark with X in the box*

1. Child reported as victim of abuse

2. Child expressing opinion on any community or national issue

3. Other :

Explain.....

3. Did the story contain a picture?

1. Yes

2. No

4. Did the story contain use of the word “children?”

1. Yes

2. No

SECTION : B

Questions: TV discussion programme

1. Title of Programme.....

2. Where children among the panelist?

1 .Yes

2. No

3. If Yes to question (2), how many children were on the panel?

4. Where children featured on the programme through Vox pops?

1 .Yes

2. No

5. If yes to question (4), in what role were the children or child featured? *Mark with X in the box*

a. Victim of abuse

b. Expressing views on an issue of community or national importance

c.other :

Explain.....

SECTION C

Questions: Children’s TV Show

1. How many stories featured children as source of information?

2. Did the show contain or portrayed children as;

a. Active participants in society

b. Being able to express their opinions on issues that concern them

c. knowledgeable about current national issues and reaction from children

d. knowledgeable of their rights and used the “child rights” or “rights”

e. Appealing to duty bearers (parents, government, community leaders) to do something about the situation of children?

Appendix (3) Interview Guide for News Reporters

1. Kindly tell me your position in the ZNBC news collection structure

2. What does your position entail as far as news collection is concerned?

3. Who are the main sources of your news stories?

4. Do you have editorial independence to determine your source of news?
5. What do you consider in selecting news sources or collecting vox pops on a particular public issue?
6. In your collection of news, do you consider children as potential sources of information and if so/or no why?
7. Give an example of information you collected from a child that was used in your story
8. In the past three months how many stories have you produced incorporating views from children and what was the focus of the stories?
9. In your view, how much do children contribute in opinions on public matters of interest say in constitution making process in the news stories of ZNBC?
10. How do you describe the general coverage of children's opinions/views in the news stories of ZNBC?
11. What is your understanding of children's rights?
12. Are there deliberate measures that exist to ensure that news stories that have vox pops contain views from children?
13. How do you ensure that you promote children's right to participation in your work?
14. What challenges do you face in collecting views from children for your stories and how can these be addressed?

Appendix (4) INTERVIEW GUIDE FOR PROGRAMME PRODUCERS

1. Kindly tell me your position in the ZNBC programmes production structure
2. What does your position entail as far as programme production is concerned?
3. Who are the main sources of information in your programme?
4. Do you have editorial independence to determine your source of information?
5. What do you consider in selecting sources of information (discussants) or collecting vox pops on a particular public issue?
6. In your programme production, do you consider children as potential sources of information and if so/or no why?
7. In the past three months how many programmes have you produced incorporating views from children and what was the topic for the programme?
8. In your view, how much do children contribute in opinions on public matters of interest say in constitution making process in the discussion programmes of ZNBC?
9. How do you describe the general coverage of children's opinions/views in the programmes of ZNBC?

10. What is your understanding of children’s rights?
11. How do you ensure that you promote children’s right to participation in public affairs your work?
12. Are there deliberate measures that exist to ensure that programmes contain views from children?
13. What challenges do you face in collecting views from children for your programmes and how can these be addressed?

Appendix (5) Interview Guide for Children’s Group

Name of group:.....

Place:.....

Date of FGD:.....

1. When was your group formed?
2. What was the reason for forming this group?
3. Have you been trained in children’s rights?
4. What is your understanding of child participation?
5. Do you consider yourselves as equal participants in national affairs of this country?
6. How do you communicate your views to leaders for consideration?
7. Have you used any form of media to communicate your views and if so which form of media?
8. How would you describe ZNBC’s coverage of children regarding participation in national issues?
9. Do you think you have a right to access ZNBC TV to air you views? How would you prefer this is done?

Appendix (6) List of children that participated in Focus Group Discussions

Media Network on Children's Rights FGD Participants List

Name	Age
1. Elsie	18
2. Stewart	17
3. Rebecca	17
4. Ng'andwe	17
5. Limpo	16
6. Maxwell	13
7. Natasha	16
8. Adel	15
9. Perry Kent	17
10. Mwiza	15
11. Dipulelo	17
12. Gabriel	17
13. JOSEPH	16
14. Kanengo	
15. Justina	15
16. Hope	15
17. Stella, Mary	17
18. Margaret	14

Focus Group discussion Mwamuyamba Primary School Child Rights Club

Name	Sex	Age
1. Abel	M	13
2. Regina	F	14
3. Maureen	F	14
4. Karen	F	14
5. Lucky	M	14
6. Alfred	M	13
7. George	M	14
8. Blessing	F	13
9. Morgan	M	13
10. Eneya	M	13
11. Mazuba	F	13
12. Kapembwa	F	12
13. Tapiwa	M	12
14. Amon	M	12
15. Ngwani	M	12