

# Media Monitoring Project

## Children's Participation Workshops

*"There isn't enough about children in the newspapers. The people on the newspapers they don't take us seriously."*

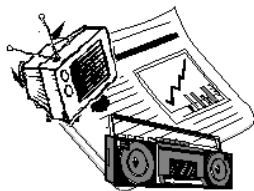


## Interim Report on Workshop 1

*February 2003*

**The children who took part in the workshops are joint authors of this report. Thank you!**

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## MEDIA MONITORING PROJECT

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## **1. Background**

The Media Monitoring Project (MMP), with support from UNICEF and Save the Children Sweden, is involved in a project to monitor how children are represented in the news media. The monitoring process will culminate in an advocacy and training process for news media professionals.

In line with the Convention on the Rights of the Child which states that children have a right to participate in issues that affect them it is appropriate that children are involved in this monitoring and advocacy project. Children's participation has been built into the project at 3 stages. Children will:

- be involved in developing monitoring indicators for the MMP monitoring process
- undertake their own monitoring
- participate in the advocacy process resulting from the monitoring. This will include presentations to media professionals.

This report focuses on the first stage of children's participation, namely, the workshops held with children to develop monitoring indicators. The report makes recommendations on how MMP could monitor children's representation in the news media. Further reports on the next stages will be produced.

## **2. Description of workshops held for stage 1**

The first workshop was held in three centres:

- Johannesburg
- Pinetown
- East London

In each centre the group consisted of 8 to 10 children aged between 10 and 16 years. The children who took part in the three workshops were representative in terms of race, gender and socio-economic environment. In the Johannesburg workshop we worked in a mixture of Zulu, Sotho and English, in Pinetown in a mixture of Zulu and English and in East London, in Xhosa and English.

The workshops followed the same format, so much of the discussion was similar. There were, however, some differences. The East London group was made up of children who were mostly from poor homes i.e. children from a rural area outside East London and children from an informal settlement. They were joined by two children from a children's home in Port Elizabeth. The Johannesburg group was a more representative group with children from the suburbs, a township area, an informal settlement area, a very poor 'coloured' area and one child from the inner city. The Pinetown group was made up of children who came from a nearby township area and from the local 'Indian' area. About half of the children in this group went to suburban schools even though they lived in a township area.

**Aims of workshop 1:**

To work with the young people to determine what indicators monitors from MMP should use. This was done through a number of activities that sought to elicit children's ideas about the following:

- How children use the news media, for example, how often do they watch the television news?
- What issues they see as important in their lives
- How they feel about the way these issues are represented (or not) in the media
- How they think children are represented in the media
- What children's rights they see as being violated by the media (if any)
- How children think other children should be protected in the news media.



Children in East London studying the local newspaper

**Workshop outline**

The following table is an outline of the activities we did with children in Workshop 1. It is written in the form of instructions to the researcher.

<b>Workshop 1</b>	
<b>Activity</b>	<b>Rationale/aims</b>
<b>Questionnaire</b> Children fill in a short questionnaire with the researchers. (This is reproduced in Appendix 1)	<ul style="list-style-type: none"><li>• This will give us some demographic data, contact data and also an idea of their media exposure, e.g. do they have access to TV and radio and newspapers, and do they watch the news.</li></ul>
<b>Introductory games</b>	<ul style="list-style-type: none"><li>• To help the children and young people get to know each other and the facilitators.</li><li>• These games will also emphasise the idea that they all come from different environments and have different life experiences and</li></ul>

	everyone's ideas are important and need to be represented.
<p><b>Activity 1: Why are we here?</b> We explain what media monitoring is and that we are here to help MMP to develop indicators for their monitoring of the media over the next few months</p>	<ul style="list-style-type: none"> <li>• This will give the children a sense of what the purpose is behind what they are doing</li> <li>• If they understand that their input has directed the monitoring they will be motivated to be involved with the monitoring themselves</li> </ul>
<p><b>Activity 2: What are the important issues for children? (pairs)</b>  Working in pairs children write down on a set of cards what they think are the important issues for children. Cluster them through a group discussion process.</p>	<ul style="list-style-type: none"> <li>• To let the children, without any input from adults or the group, identify what <b>they</b> see as the key issues faced by children in South Africa. These issues will inform the monitoring process. For example, monitors will be able to record how often these issues are covered in news reports.</li> <li>• Allow children to work in a non-threatening way as pairs first and then to begin the group process through a discussion</li> </ul>
<p><b>Activity 3: What about the news?</b> (Large group and pairs) 1. A short viewing of the television news and radio news and a quick look at some newspapers. This will clarify what we mean by news media. 2. A fairly open-ended discussion about news media. <b>TV</b> Do children watch the TV news? What do they like about it? What don't they like about it? What would they like to see on the news? Do they see children on the news? How do they think children are shown/represented on the news? <b>Radio</b> Similar questions <b>Print</b> Similar questions How do they think children's issues are dealt with on the news?</p>	<p>This discussion will give us an idea of:</p> <ul style="list-style-type: none"> <li>• what their interest is in the news media</li> <li>• what they like and dislike about the news media</li> <li>• what they think of the representation of children and children's issues.</li> </ul>

<p><b>Activity 4: Are children in the news?</b> (Pairs)</p> <p>Give each pair a newspaper from the previous week. They find the articles about children, cut them out and paste them on to a sheet with a title that outlines the issue the article is covering.</p> <p>Discuss the frequency of children's issues in the media and which issues are represented.</p>	<ul style="list-style-type: none"> <li>• This will allow us to record how children feel about the frequency that children's issues are dealt with.</li> </ul>
<p><b>Activity 5: Are children victims?</b> (Small groups of 4)</p> <p>Give each group 2 newspaper articles, 2 television pieces and one radio broadcast that features children in some way. They then work through a set of questions for each news piece:</p> <ul style="list-style-type: none"> <li>• What issue is being covered?</li> <li>• So what do you think about that? (open-ended to begin with)</li> <li>• Is there a problem here? If so what is it?</li> <li>• How are children presented here?</li> <li>• Is this good or bad for these particular children?</li> <li>• Is this good or bad for all children?</li> <li>• How could it have been done differently?</li> <li>• Did you hear children themselves saying anything?</li> </ul> <p>Each group to present their extract and their discussion in a 'summary poster' to the rest of the group. Researchers record the discussion in the different groups.</p> <p>After watching / listening to / reading a number of different reports we then generated a list of the 'good things' and 'bad things' as the children see them.</p>	<p>This will allow us to understand:</p> <ul style="list-style-type: none"> <li>• what children interpret as victimisation</li> <li>• what children see as 'good practice' and bad practice</li> </ul> <p>The discussion around the questions will be used to feed into the development of indicators for monitoring</p>
<p><b>Activity 6: What we want to say to media professionals</b> (large group)</p> <p>We then paint a very big painting as a whole group that shows what the main issues / problems are that children face. They talk as a group about what they will</p>	<p>This will allow children to:</p> <ul style="list-style-type: none"> <li>• identify the protective measures children need</li> <li>• consolidate their ideas in a concrete way</li> </ul>

<p>paint.</p> <p>Discuss what they have drawn. Probe to make sure that we understood what each issue is.</p> <p>Talk about their rights in relation to the video we are making of this process.</p>	
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All the discussion during Workshop 1 was taped, transcribed and then analysed. A number of themes were generated. The findings below are presented around these themes. The findings from all three groups are presented together.

### ***Plans for workshops 2 and 3***

Workshop 2 will train children to undertake some monitoring of their own and Workshop 3 will allow them to read and comment on the results of their monitoring and the MMP monitoring process and also prepare for the presentations to media professionals. As there will be some time between the different workshops we will stay in touch with the children through a simple newsletter informing them about the next workshop. See Appendix 2.

## **3. Findings: What the children had to say**

The workshops were not always easy to facilitate as children did not display much media literacy. They tended to talk about the content of the different news articles that we used in the workshop rather than about the way the pictures were taken or the article was written or filmed. Researchers had to keep probing around the approach and format. In spite of this, once they understood that we were looking at the way in which children were represented they were able to think critically and discuss the articles.

The different television and news articles generated much discussion amongst the children. This is important as it shows that children are concerned with the issues although they could not always express what bothered them about a particular photograph or article. They were able to discuss the news articles with each other and in doing so raised many of the key issues around children in the media. We have represented some of this debate in Appendix 3 as the individual quotes used throughout the report are used thematically rather than as a narrative.

Some of the print media news articles are reproduced in Appendix 3. They have been numbered and cross-referenced to quotes. The numbers appear after the quotes in this form (1).

### **Theme 1: Children and the news media**

One of the activities was a discussion around which kinds of news media children interacted with most and what they thought of them.

The following table gives basic information about the children's access to news media.

	<b><i>TV in home</i></b>	<b><i>Watch TV news</i></b>	<b><i>Radio in home</i></b>	<b><i>Listen to radio news</i></b>	<b><i>Newspaper at least twice a week</i></b>	<b><i>Read newspapers</i></b>
<b><i>Gauteng</i></b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>4</b>	<b>6</b>	<b>6</b>
<b><i>E Cape</i></b>	<b>8</b>	<b><i>9 the child who does not have a TV goes to a neighbour to watch</i></b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>1</b>
<b><i>KZN</i></b>	<b>9</b>	<b>5</b>	<b>10</b>	<b>6</b>	<b>7</b>	<b>5</b>

During the discussion we questioned the children about their media viewing habits. Children said that their parents were more serious than they were about the news and that the news was the first choice of programmes for parents so the children tended to watch with them as they could not watch anything else.

*My father is always saying, 'it's the news! Be quiet now. So I sit and watch until something else comes on. E Cape.*

Some children said they did not always watch the whole broadcast.

*It is a little bit boring so I sometimes go and do something else. Gauteng*

One child indicated that he watched because he wanted to get local news.

*We watch to find out if anything bad has happened to people you know who live somewhere else. Gauteng*

A few children mentioned that they watched world news because they were afraid of how it would affect them. They made this comment in reference to the threat of war with Iraq.

*I watch because I am worried about the war that is coming. KZN*



A few children said they did not like to watch news on TV because they did not like to see footage of accidents and shootings.

*I hate to see the blood on the road. They always show that and it makes me scared it will happen to me. KZN*

Children said they listened to music on the radio mostly but sometimes listened to the news. They also mentioned that the radio was often on in the background and in this way they heard the news.

*Sometimes the radio has news and it is there in the room but you do not listen. E Cape*

Children in the Eastern Cape group did not have wide access to newspapers but the children in the other groups did have access. Even though children indicated that they read the paper they agreed when questioned that they most often just looked over it. Only a few children read the newspapers regularly. They indicated that they used the newspapers for schoolwork. The children in suburban schools said they sometimes read the paper at school.

## ***Theme 2: The important issues for children***

The initial activity looked at what children thought were the “important issues for children in South Africa.” The reason for this activity was because we wanted to compare the issues children identified as important with the issues reflected in the news media.

The table below presents the issues identified by children. Although the Gauteng group generated more items than the Eastern Cape group their responses were fundamentally the same and the table presents a composite list.

Getting along with others Food Water Unemployment and how it affects children Knowing your rights Looking after yourself Crime Rape Child abuse Education Homes Stable environment Clothes Racism and how it affects children	HIV/AIDS and how it affects children Sport Safety Love and respect Medical care Friends Parents Looking out for each other Poverty Health Substance abuse Peer pressure Privacy
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The quotes below illustrate some of the meanings children attach to the issues.

*Education is important because you can get a good education and you can get a better life if you go to school. E Cape*

*Rights are important to children. The right to be safe and to have a home. Gauteng*

*Food is important. I think a child needs to eat before he goes to school. If a child does not eat food before they go to school they really don't concentrate. You must have something in your stomach so that you can think. E Cape*

*I noticed that kids in this area live in shacks. Kids can't study in places like this. E Cape*

*Racism is a problem for many children. In our school people don't like black kids coming to their school. KZN*

*Looking out for each other is important.*

*I think racism is a problem for many children. People used to tease me because my mother is white and my father is black. They didn't get it, how can that be? People need to learn that you are like everybody else, they cannot say they do not like you because of your colour. Gauteng*

*I stay in a children's home and I realise how important family is. You can have water and food but with no family it is hard. E Cape.*

*Safety is important. Children are not safe from abuse and rape. KZN*

*I think we as girls we need to have a say about rape because we normally blame ourselves for being raped. We forget that we did not plan to be raped. Gauteng*

*Children must be helped to speak up because they are getting raped in their houses and when you speak up your parents threaten to chase you out of the house. Gauteng*

In line with the aim of the workshop, which was to develop monitoring indicators, each theme in this report is concluded with suggestions for monitoring, as follows.

**How could this theme inform the monitoring process?**

**Monitors could record how often these issues are covered in the news in relation to children. Possibly the few issues mentioned in all 3 workshops could be selected. HIV/AIDS, Education, basic needs such as food and water and clothing and rights**

### **Theme 3: Our issues are not here**

Once children had identified the issues that they thought were important for children in South Africa we asked them to review news media in order to identify if their issues were present.

When children interacted with different news articles in newspapers, watched the television news and listened to the radio they made the point that the issues they saw as important are not often represented in the news media.

*There is nothing on the radio news about children. These guys, they don't think our issues are important. KZN*

*There are articles about children in this paper but there are not enough. There could be more. Why is the cricket so important when children are living on the streets? People need to know how kids are living. Why should the world see cricket stuff when children are suffering? E Cape*

*There isn't enough about children in the newspapers. The people on the newspapers they don't take us seriously. Gauteng*

*In this newspaper you see more information about cell phones. There is only one about children. E Cape*

One child gave an interesting reason for this lack of coverage of children's issues.

*Maybe they don't report because they are ashamed. They do not have any answer for us when we say why are we hungry, or why do schools not let us come to school so they do not report. They are scared and ashamed to report because they don't have any solutions. E Cape*

Children also talked about what issues they would like to see covered in the news.

*I would like to see articles about how other children live in other parts of our country. E Cape*

*We want information about HIV/AIDS. Children have to know how to protect themselves. KwaZulu-Natal*

*We want to know when schools reject children with HIV/AIDS. We need to know also when schools send children away because they do not have school fees. E Cape.*

*I think they must put in more about children's rights and responsibilities. Parents don't give children their rights and children need to know about them. Gauteng*

**How could this theme inform the monitoring process?**

**Monitor what articles appear on children and what topics they deal with.**

#### **Theme 4: Children are shown as victims**

Another theme that arose in discussions with the children was that children are often presented as victims in the news media. The children found this a particularly difficult issue to articulate because they did not have the vocabulary of media literacy but they knew that something was wrong.

*I really love this article because it says this boy is a hero. It shows children can do things. Gauteng (1)*

*I think this picture is bad. These children look sick and thin. They do not have energy. The way they took the photo is bad. It is not a beautiful photo. It is ugly. The way the children are seated on the wheelbarrow. It is not nice at all. E Cape (3)*

*Why must they show this child with the tube in his nose and the medicine. He looks sick and very bad. I really don't like it. They should have taken the tube out and then taken the photo. Gauteng (2)*

*They only show bad things that happen to children they never speak about good things that we do as children. E Cape*

#### **How could this theme inform the monitoring process?**

**Monitor how often children are presented as overcoming problems and how often they are represented as victims.**

**How many positive news stories are there about children?**

#### **Theme 5: News articles can help children**

There was some debate in all three workshops about whether presenting sad stories about children was always negative. Some children thought that telling the sad stories could help the children in the story because someone might sponsor them.

*I think this photo is alright. If it was me I would want my photo in the newspaper. No one will help these children if they are not shown on the picture. E Cape (3)*

*Maybe someone will help this boy now they have heard his story. Gauteng (1)*

*If it was me I would allow the journalist to tell my story. If I don't allow them to show my picture no one will see that I need help. I think the person who took this picture is right but I don't like the way it is shown. Maybe they can find people who will sponsor them. E Cape (3)*

*I think this child is HIV positive. He is going to die. If people don't understand his situation they may laugh at him (because he is HIV positive) but when they know*

*about HIV/AIDS they will give him support and love. He must be open so he can get help. I am not going to get support easily if I am not open about being HIV positive. They need to be open so people can help them to cope with the stress. Gauteng (2)*

**How could this theme inform the monitoring process?**

**Perhaps it would be possible to monitor how often stories lead to direct action to help the children in the story.**

#### **Theme 6: Focus on negative stories**

Children talked about how stories that focus on the problems children face, for example, hunger and rape and abuse, help to raise awareness amongst other children and amongst adults and in this way protect them.

*I think it is good to have articles like this. Now I know about children who are hungry. I feel bad for them. I wish I could help them but it is not possible because I still depend on my parents. E Cape (3)*

*I think it is good to have these articles about abuse and rape as then grownups are made aware. Mothers can warn their children. They will be more careful about sending them out at night in the dark. KZN*

But they also raised the issue that the media tends to focus on dramatic issues like child abuse and tend to ignore other children's issues.

*There is always a story about abuse in the paper and when a child is abused then the story is discussed by people on the news but then what about other things that happen to children. Teachers beat children and they send them home if they have no uniform. What about those stories? KZN*

The three groups of children also discussed the fact that news media focuses on negative stories rather than positive stories about children.

*People think children are always in trouble, that they cannot do anything for themselves. E Cape*

**How could this theme inform the monitoring process?**

**There is a need to monitor how often issues other than abuse are featured in news media.**

### **Theme 7: Revealing identities**

Children were eloquent about news articles that reveal the identity of particular children. They were quite adamant in all the groups that rape and abuse survivors should not be identified.

*Maybe one day if a teacher knows and the girl is making noise in class with other children she will call her funny names. Gauteng*

*It is not good to show his face. Everyone knows him and will laugh at him. KZN (5)*

*This girl will grow up and then when she grows up she will see what they said about her and will be very sad. E Cape*

They identified articles that hid the child's identity as good practice.

*I think it is better that there is no photo because if you had the face it will affect the child. If they had the details about the child you can go and find that child then the child will be more scared and people will tease her. They will keep on bringing back the subject. It won't be good and healthy for the child. Gauteng (7)*

*This is good because (it does not show her face) if they had shown her face, when she walked on the street everybody was going to disrespect her. She was going to be teased by other children. E Cape (4)*

*I think it is fine to not show the face of the child because this child will be teased if everyone knew her. KZN (7)*

Children pointed out the irony of protecting the identity of the perpetrator but revealing the identity of the victim.

*They don't show a person who is a suspect and a criminal but they show the person he raped. KZN*

*Here the teacher was wrong but she is not in the picture - the boy is there. The teacher should be shown. E Cape (5)*

*The teacher is guilty and the whole world should see him or her. What she did is wrong. Gauteng (5)*

*If people do crime you can't see their face. But you often see the face of the innocent children. They were supposed to protect and respect the face of a child. Gauteng*

**How could this theme inform the monitoring process?**

**Monitor for news reports that unethically reveal the identity of children.**

### **Theme 8: Allow us to speak for ourselves**

Children in all groups talked about how few journalists interview children themselves and ask them to tell their story. They liked a television news insert that showed young children on their first day of school because the reporters interviewed the children themselves.



One child in the Eastern Cape group also pointed out that it sometimes helps children if they speak for themselves.

*I think it helps to speak. This child did speak. She said she is scared of the rapist. She had freedom of speech. We can trust it because she said it herself. It will help her to speak out about what happened. E Cape (4)*

### **Theme 9: Asking children to tell traumatic stories**

One of the newspaper articles the children looked at told the story of a young boy whose family had been massacred in front of him. In the Eastern Cape group children talked about how wrong it was for the reporter to have interviewed the child.

*I think it is wrong to get him to tell his story. That makes him think too much about the bad thing that happened. E Cape (1)*

*I think it is wrong to keep on asking him questions. It will make him confused and more scared. When he answers their questions a picture of what happened will come to his mind. E Cape (1)*

*I think they should not have shown this child's face next to the coffin of his family. People will know him and then will ask what happened and then he will always remember. E Cape (1)*

**How could this theme inform the monitoring process?**

**Monitor how often children in trauma are interviewed.**

### **Theme 10: Ask for our permission**

An interesting discussion arose in the KZN and Gauteng groups about asking children for permission. There was some debate but generally the groups felt that younger children could not give their permission to be interviewed or photographed and that parents should be asked too.

*I think young children cannot give permission. Parents must do it. Only at say 10 or 11 do you know, you just think 'I am going to be on TV!' Gauteng*

The group said, however, that children should also be asked. With young children they should be asked with their parents. With older children it was very important to ask the child because sometimes parents might consent against the child's wishes. They also said parents were not always correct.

*This story shows that parents do not always do the right thing. I think this boy was just thinking 'I am going to be in the papers and on TV!' His mother should not have let them take the picture. KZN*

#### **How could this theme inform the monitoring process?**

**It may be possible to contact the journalist and ask who gave permission.**

## **4. Conclusion**

In spite of the lack of media literacy it is clear that children showed advanced critical thinking skills and were outspoken about the rights of children in the news media context. As Appendix 3 shows they were also able to articulate many of the issues that would be raised in an adult debate about children in the media.

What is interesting about many of the things children said is that they talk often about 'them' and 'they' when referring to the people who write the articles and take the pictures. The use of these words suggests that children see adults as guiding the writing of news for a particular end. The children's comments show that they feel powerless to influence the news. For the children the news is something that adults make. This is why workshops such as this are so important as they give children a sense of their own power over media. One child expressed this very idea when she said

*It is good that they ask us because we are children. We know how other children feel when people do things like take a photo like this one. E Cape (3)*



## **Appendix 1: Questionnaire**

**Date**

**Name**

**Age**

**School**

**Grade**

**Area you live in**

**Do you have a TV at home?**

**Do you have a radio at home?**

**Do you get the newspaper at home?**

**Do you watch news on TV?**

**Do you listen to news on radio?**

**Do you read the newspaper?**

**Draw your house and the people who live in it.**

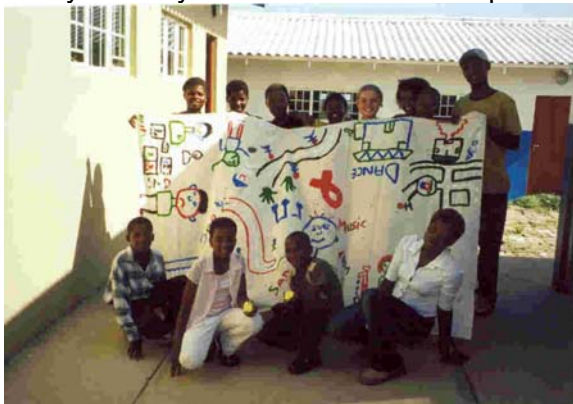
## Appendix 2: Newsletter

## Children's Rights and the news! Media Monitoring Project



***“There isn’t enough about children in the newspapers.  
The people on the newspapers they don’t take us seriously.”***

Can you find yourself in one of these photos?



## East London



## Pinetown



## Johannesburg

We held three workshops around the country to find out what young people thought about children in the news. You took part in one of these workshops. You all had lots to say about children in the news. We took all the things you said and sorted them into a list of issues. You will find the list on the back page.

## What will happen now

The Media Monitoring Project will now train a team of adults to watch the television news, read the papers and listen to the radio news for 3 months. This is called monitoring. They will use the list of issues from your workshops (see back page) to guide their monitoring.

***You will also be involved in monitoring. See the back page for news about the next workshop!***

**These were some of the things you said in your workshops:**

- ❖ The issues that are important to us are not in the news. Journalists should write and make articles about some of the problems children face like poverty, crime, abuse, peer pressure and drugs. They should also write about things that are important to us like education and rights and respect.
- ❖ We need more news about children who have done good and brave things. Tell us about children who are heroes not only about children who are victims.
- ❖ Sometimes people read about children's problems and then help them by sending money.
- ❖ Photos of children who have been abused or raped should never be shown. If something bad has happened to a child their face should not be shown.
- ❖ Journalists should not interview children when something bad has happened and the children are sad or upset.
- ❖ Journalists should ask children's permission before using their photos.
- ❖ Young children do not understand about permission so they should ask the parents.
- ❖ Ask us what we think – don't just ask the grown-ups.

**Don't miss the next workshop!**

If you live in **Johannesburg** we will have the next workshop on the 19<sup>th</sup> April at Saxonwold School. We will phone your teachers before the workshop to let them know when we will fetch you.

If you live in **East London** (and PE) or in **Pinetown** (and Durban) we will meet on the 3<sup>rd</sup> May. We will phone you all before the workshop to let you know about lifts. We are looking forward to seeing you! We will show you how you can monitor the news.

Love from

Glynis, Kgethi, Musa and Jessie



If you or your parents or teachers want more information about the next workshop you can phone us on (011) 482-4083

## Appendix 3: Some of the print media news articles we used in the workshops and some of the discussion they generated

Note: The discussions come from all 3 workshops.

1.

**Bloodbath hero's b**

Wounded eight-year-old drags sisters and brother from burning h

MAWANDE JUBASI

**B**LEEDING from a gunshot wound in his right leg, an eight-year-old did not flee to safety after seven relatives were shot dead before his eyes. Instead, Sanele Xaba made a desperate attempt to drag his twin sister and his younger siblings out of their burning hut.

Sanele's amazing story has made him a hero in his village of KwaMaye, near Bergville in northern KwaZulu-Natal.

The shy youngster miraculously survived the horrific attack when his grandmother's body slumped on top of him during the massacre and shielded him from a hail of bullets.

Sanele's grandmother, Galela, 64, his mother, Eunice, 45, brother, Mkhosi, 3, and sisters Zondeleni, 27, Hlengwe, 13, Sanelisiwe, 8, and Neliswa, 2, were shot in cold blood.

At their funeral yesterday, Sanele, wrapped up in a blanket, cut a lonely figure. He refused to leave his twin sister, Sanelisiwe's coffin, jealously standing guard over it.

As the approximately 100 mourners, mostly women, began wailing while the coffins were being lowered into the ground in graves dug in his family's backyard, he did not shed a tear. He stood composed, hiding his emotions.

But the attack has left Sanele with recurring nightmares.

His aunt, Bongive Mlangeni, says he wakes up every night screaming. "Here they are, they have arrived, they are shooting us, they are burning us, they are killing us, please help... please help."

On the night of the massacre, Sanele was asleep in the hut when he heard loud bangs at the door.

"My grandmother went to the door and pleaded with the attackers to leave us alone as there were only women and children in the hut," he said.

"They kicked the door down and started shooting at random. She was hit and fell on top of me, hiding me from the men."

Sanele said he watched in shock from under his grandmother's body as the attackers shot at anything that moved in the hut.

"I could see them pointing their guns at my mother and shooting her while she pleaded for her life. They then moved to my elder sister, shooting her, and then to the younger children, shooting them one by one."

**AT THE GRAVESIDE: Sanele Xaba, 8, keeps watch over the coffin of his twin sister, Sanelisiwe**

Picture: RICHARD SHOREY

**'I first noticed my twin sister, Sanelisiwe, lying in a pool of blood and I could not run away and leave her to burn'**

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NICKI PADAYACHEE

A PROMINENT Johannesburg man shot a burglar and another during a gun fight this week.

Jacob Modise, chairman of Johnnic Holdings, a day Times, woke to le out of the house at Tuesday morning. armed men walking t

"They started to sparks coming out fired," said Modise ye into the bedroom. Fo asleep so I was calm.

Modise, who lives Johannesburg's north bed his firearm froa divided on the floor at

Said Modise: "The fight. They did not e away. There were bu the cupboard, and I room. Both guys we

One of the burgla chest and collapsed bedroom Modise sha Mary Mahlangu. The jured accomplice Modise phoned the langu then waited in the police arrived.

"It was only when and secured the yari to get out of the be they arrived, he had at the bedroom door

The couple's two through the ordeal. son only woke when Captain Thomas "[Modise] did well a and his life. It's a ter stranger shooting at

Sunday Times 2 February 2003

Child 1: This article is about a boy who lost his family because they shoot all his family dead.

Child 2: It is a sad article because they decided to kill his family.

Child 1: what happened to him is bad. I also think it is a good advantage to show his face because no one will help him if people don't be aware of what happened to him. No one will take care of him.

Researcher: You mean this article will help him?

Child 2: He might be lucky and find a sponsor.

Researcher: No, I think this article is bad for him.

Child 1: No, it is good because they have called him a hero here. What happen to him is bad but letting people know is a good way for him to heal.

Child 3: I think when he is alone he will always think about it. When he told the story [to the journalist] he thought about it and he will think every time.



08/09/02 S/I pg 6.

# Tussle over aid may sink HIV projects

Global Fund's offer of money must not be spurned, say KwaZulu-Natal's health experts

BY LIZ CLARKE

Thousands of lives will be lost if the promised R800 million from the United Nations-inspired Global Fund to fight Aids, tuberculosis and malaria is not made available to KwaZulu-Natal in the next few months.

Already the infection rate in the province is one in three. Hospitals report as many as 80 percent of their patients being HIV-positive with the death toll climbing. In the wake of this terrible human destruction thousands of children are left parentless without any means of support.

Funds earmarked for the province were the result of a successful bid by the KwaZulu-Natal department of health, the Enhanced Care Initiative of the University of Natal's Nelson Mandela School of Medicine, the Durban chamber of commerce, South Coast Hospice, Philani, the National Association of People Living With Aids, Aids Legal Network, and 17 other non-government organisations. It was described by one fund source as "possibly the most unique and exciting proposal we received from anywhere in the world".

If the allocation had been advanced five months ago when it was approved, the province would already have several key projects in place, including a scaling up of home-based care, voluntary counselling and testing, the prevention of mother-to-child transmission and a five-pronged approach to providing life-prolonging anti-retroviral drugs for all patients who need them. The whole care and treatment process was to run over five years.

Faced with this human disaster,

Global Fund directors in Geneva this week were trying to solve the problems of how to get much-needed funding to KwaZulu-Natal without offending Manto Tshabalala-Msimang, the minister of health.

As one fund source put it before a meeting of the minister and fund directors in Geneva: "Our concern is to get the money to the right people as quickly as possible to avert even more misery. We see it as a matter of enormous urgency. Bureaucracy should not be part of the issue."

But if the problem of who should control the funds is not solved, many of the projects will have to be shelved. Said Robert Pawinski, a key strategist from the department of community health at the Nelson Mandela School of Medicine: "We have the commitment and experience to do the work and the ability to provide services. We cannot afford to lose hope."

Although a "breach of protocol" was given as the reason for the government's concerns over funding, anti-retrovirals are believed to be at the core of the minister's reluctance to support the KwaZulu-Natal bid. The government's own bid, which resulted in the funding of R300 million from the Global Fund, was devoid of a comprehensive anti-retroviral programme.

The absence of anti-retrovirals is known to be a major problem for the funders. The fund's technical review panel has recently sent the South African National Aids Committee comments noting the urgent need to develop the knowledge, skills and capacity to provide the drugs.

A unique component of KwaZulu-Natal's proposal was the commitment



Masi, 4, is one of the few HIV-positive children to gain from free anti-retroviral treatment at Groote Schuur Hospital. PHOTOGRAPH: KARIN RETIEF

of the private sector, namely a partnership between the University of Natal and the Durban chamber of commerce and industry to commit at least dollar for dollar the amount approved for interventions.

The services were scheduled to be rolled out over five years under the guidance of an advisory board made up of key stakeholders in the university, the department of health, the private sector and community people living with Aids, non-governmental and religious organisations.

The elements of programme

contained in the successful Global Fund bid included:

- Expansion of hospice-supported home-based care programmes at 15 sites throughout the province;
- Expansion of voluntary counselling and testing services in all 70 public healthcare institutions;
- Expansion of the prevention of mother-to-child transmission to all healthcare institutions that provide antenatal care; and,
- A package of care for the private sector including training, drugs and employee-assistance programmes.

## Sunday Independent 8 June 2002

*Child1: I think this child is HIV positive. He is going to die. If people don't understand his situation they may laugh at him (because he is HIV positive) but when they know about HIV/AIDS they will give him support and love. He must be open so he can get help.*

*Child 2: You mean people who are HIV positive should talk about it?*

*Child 1: I am not going to get support easily if I am not open about being HIV positive. They need to be open so people can help them to cope with the stress.*

*Child 3: I don't like it. I think they shouldn't show the face. Other people will know now and laugh at him at school.*

*Child1: I agree with D. Why did they decide to take this photo when he was taking the medicine? Why did they decide to take a photo that makes him look so bad? Why must they show this child with the tube in his nose and the medicine. He looks sick and very bad. I really don't like it. They should have taken the tube out and then taken the photo.*

# Why did they take our food away?

BY LUMKA OUPHANT

**S**humped down in a wheelbarrow, 12-year-old Amaro Dzimba looks slowly and lethargically at the world through blood-shot eyes. He's weak, thin from hunger and barely has the strength to sweat the flies around his face. It's mid-morning and Amaro hasn't eaten anything for 24 hours. Next to him a young girl stares wordlessly. Her hair shows tinges of orange. The signs of malnutrition? They're both waiting for food that never comes.

Somalia? Sudan? Zimbabwe? No. Johannesburg.

Barely 20 minutes from the centre of the richest city in Africa, between 300 and 300 starving people gather every day on a plot in Klip River, where Good Samaritan Evonne Retief - affectionately known as Ouma - has been putting out piles of vegetables which are rejected by the City Deep Fresh Produce Market.

People from the townships of Greenfield, Edenpark, Katsibong, Zonkizwe, Buyafuthi and Thokozani come to Retief's yard to collect some fruit and vegetables.

She charges them R2 each, to cover the costs of keeping her place clean. For that money people survive.

But now the supply has been abruptly cut off, as the market applies what its says are the health regulations and halts deliveries because the food has been condemned as "unfit for human consumption."

Several years ago Retief had arranged with one of the people contracted by the market to remove the waste for destruction, to rather dump the waste in her yard so that she would have something to give the people who came daily to beg



STARVING IN SOUTH AFRICA: Amaro Dzimba (in the wheelbarrow) and a little girl will go hungry now that their only food source has been cut off

Photo: NONHLANHLA KAMBULE

from her.

Now the contractor has been told to stop the dumping and to destroy the food.

"I don't know what to do with these people now and I think the

best way is to just put up my plot for sale and leave this place, these hungry faces are too much for me," says a saddened Retief.

Mother-of-three Dabulamazile Molale was among the 150 desperate

and frustrated waiting in vain for the trucks at Retief's yard when the *Saturday Star* visited this week.

"I have been coming here for the past five years to collect fruit and vegetables so that I can feed my

family and nothing has happened to me, now I hear that the truck will not come here any more because the food is not right," she said.

Molale said she did not know what she was going to give her kids

for supper.

"What am I going to say to my children when they ask for apples? Even though they don't know where I get the apples from, at least I can give them something," said Molale.

The people waiting for the truck came with wheelbarrows, plastic bags and would even have used just their hands to carry off food - if there had been any.

Amaro Dzimba has been collecting fruit and vegetables for his mother, who is ill.

"I've been coming here since 2000 because my mother is not working and she can't come like all the other mothers," said Amaro.

Rhokwakwe Ndlela from Buyafuthi said morosely: "We are in trouble."

He was puzzled that after so many years using "Ouma's" fruit and vegetables that the food was now not fit for human consumption.

"I'm begging whoever said that the truck must not come here again should reconsider because we are hungry and we don't have money to buy vegetables from the shops," he said.

Ndlela said they suspected that the truck had been stopped by one of Ouma's neighbours, a farmer who sells cabbages.

Jack Prentice, acting CEO of the market, said that, personally, he understood the frustration of the people but as the market they were bound by the law to make sure that the food they labelled as "not fit for human consumption" did not end in human hands.

"This is a dilemma that we have, that as a Third World country we have a First World set of by-laws," said Prentice.

He emphasised that at the market they had a very strict scrapping policy which involved all stakeholders, they did not scrap fruit and vegetables were almost rotten.

Prentice confirmed that a member of the public alerted them that the food was being dumped in Ouma's yard and they therefore had to act immediately.

**Saturday Star 18 January 2003**

*Child 1: I think this picture is bad. These children look sick and thin. They do not have energy. The way they took the photo is bad. It is not a beautiful photo. It is ugly. The way the children are seated on the wheelbarrow. It is not nice at all.*

*Child 2: If it was me I would allow the journalist to tell my story. If I don't allow them to show my picture no one will see that I need help. I think the person who took this picture is right but I don't like the way it is shown. But taking the picture was a good idea. Maybe they can find people who will sponsor them.*

*Child 3: I think the way he made them sit in the wheelbarrow is a problem.*

*Child 4: I think they should let the children speak for themselves but unfortunately it won't be possible they are weak they cannot even remove flies that fly into their face. How will they manage to speak. The person who did speak on behalf of them he is right.*



4.

**CHEKA'S STORY**



No joy ... war, abuse and losing touch with her parents have stolen Cheka's childhood.

## Battling one war after another

Everywhere, women and girls were being raped and kept as sex slaves by the invading Rwandan soldiers.

So Cheka's father sent her, her brother (25) and her nephew (6) from their home in Uvira, DRC to Burundi, then on to Tanzania. From there it was on to Zambia, Namibia and, finally, to South Africa, to an uncle's home in Pretoria. It was a journey that lasted a month.

Soon after dropping the two children off at the uncle's home, Cheka's brother went to Durban and has not maintained contact. But if the children thought they would be safe, they were mistaken. They had escaped the Rwandan soldiers right into the arms of another predator.

The uncle started abusing them.

"He used to beat us for anything, even if we did nothing wrong," says Cheka, who was just 14 when they arrived in South Africa two years ago.

It was only after two years of constant beating that help came. A teacher at Cheka's school noticed the welts on her body. Child Welfare was called and the two children were removed from the uncle's care.

"The social worker brought us food. She found Bienvenu Refugee Centre and brought us here," Cheka says.

The day *The Star* visits her at the centre, she is crying in her room.

"I miss my father. The last time I spoke to him was in 2001," she sobs.

All she remembers is that he used to sell lights on the side of the road and that her mother was a farmer.

"I just want to find my father so I can talk to him," she says, mournfully watching over the sleeping figure of her young cousin.

**The Star January 15 2003**

*Child 1: I think this is very well done. It is good they have not shown the face here. It is good because if they had shown her face when she walked on the street everybody was going to disrespect her. She was going to be teased by other children.*

*Child 2: I think it is good because one day when she gets older she will read this and she will know why she went into care. She would know that people took her problems seriously.*

*Child 1: Also the child did speak she said she is scared of the uncle. It is good because she had freedom of speech and people can know what she said herself but they cannot know it is her because there is no picture.*

5.

The Star - Wednesday, January 29, 2003 29-01-03 Star p3. News

## Mom acts against teacher who hosed son's bottom

The poor little guy was totally humiliated. He cried hysterically, witness says

By ANNA COX

A mother has laid a charge of abuse against a teacher after her 3-year-old son who soiled himself was stripped naked and hosed down in the playground while other children looked on, laughing.

A horrified Pat Botoulas of Highlands North, Johannesburg, said that when she went to fetch her son Byron from Eden Orange Grove nursery school, she found him crying.

"The teacher told her she had had a problem with the child because he had soiled himself and she had had to use a hosepipe to clean him."

"He was upset and would not stop crying. He told me that the water was cold. I have laid a charge of child abuse," Botoulas said.

"The teacher had no right to humiliate my son in this manner. He was fully potty-trained before starting at the school. It was a new environment for him and it's normal for a child to regress if he's feeling insecure."

She added that her doctor had advised her to take the child to a psychologist. She has vowed to take legal action.

Another mother, who asked not to be named, arrived early to fetch her child and witnessed the incident.

"The poor little guy was totally humiliated, standing naked while all the children were running around him, laughing. He cried hysterically. He was made to bend down while his bottom was hosed."

"I have paid my fees for the term but I have removed my child from the school as I cannot take the risk of this happening to my child," she added.

The teacher, who would not reveal her name, admitted that she had hosed down the child, but said this was normal practice for children who had soiled themselves.


"We don't have a bath. We only have small basins, so that is the only way we can clean them. We have no other place to wash them, so we do it in the playground where the other children are playing. But we do it gently, without hurting them."

"In winter, we phone the parents to come and clean their children. It was 15 minutes to home-time, so I decided to do a good deed for the mother and clean him."

"Most parents are appreciative of us hosing down their children," she added.

Joe Khoury, chief operations officer of the Eden group, said the matter was under investigation. He said that what happened to the boy was not the company's policy.

THYS OULAAIT



Outraged ... Pat Botoulas and her 3-year-old son Byron, who, she says, was humiliated by his teacher after he soiled his pants.

**Editors solution row with parliament**

By CHARLES PHILLIPS  
Political Bureau

South African es requested a meeting with the president's council on the current relocation of the parliament from parliament.

Madiba: The son of the South African President, Nelson Mandela, is expected to be the president's successor.

"I think the issue is not the relocation of the parliament but the relocation of the offices of the president and the parliament."

Parliament: The relocation of the offices of the president and the parliament is a matter for the parliament to decide.

The PGA opposed the move as it is difficult to do and it would be a recent laid out in a hard-hat yesterday, secretary Sindiso the relocation would sever the ties and allow of other media.

Mfenekele said did not want it, to find alternative elsewhere.

### The Star 29 January 2003

Child 1: This story shows that parents do not always do the right thing. I think this boy was just thinking 'I am going to be in the papers and on TV!'

Child 2: His mother should not have let them take the picture.

Child 3: The children are going to tease him about what happened. When we grows up he will see the newspaper. It is very bad.

Child 2: You can even see what school he goes to.

Child 3: Here the teacher was wrong but she is not in the picture the boy is there. The teacher should be shown.



6.

# Child-rape picture too horrific to publish

Doctors and nurses wept at the sight of the little girl and raged: How can this happen?

BY BHULE KHUMALO

The photograph of the 6-year-old rape victim's injuries tell a story of inconceivable pain and savagery.

It is so graphic, and so horrific, that *The Star* - which had been challenged by paediatric surgeon Professor Peter Beale to publish it in a bid to shock South Africa into taking action against the scourge of child rape - decided not to print it.

In the picture, the colon of the child, whom we have named Lerato, can be seen hanging out between her thin legs - like a grotesque red cauliflower. The perineum, the skin between her rectum and vagina, has been ripped away.

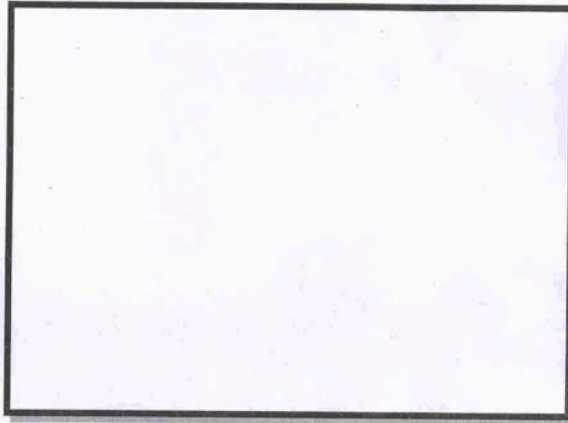
The MetRescue paramedic who treated the child at the scene said he had never seen such a case in his 13 years of experience.

"When we took her in to Johannesburg Hospital, doctors and nurses started crying," he said.

Beale, who spent long hours at the weekend repairing the injuries of Lerato and another child rape victim, a 3-year-old whom we have named Nkanyenzi, said: "This is happening too often - the scourge, the shame of rape."



Enraged ... Professor Peter Beale challenged *The Star* to publish the photograph to shock the nation.



Savage ... the photograph deemed too gruesome to print shows the 6-year-old rape victim's intestines ballooning out of the hole where her perineum - the skin between her rectum and vagina - should be.

Lerato was abducted from her home at about 5pm on Saturday, apparently by a friend of her uncle's. "I searched everywhere for my daughter," said Lerato's shocked mother. "My neighbours came out with us to look for her: until they

closed. "However, I cannot say much about the emotional and psychological scars," he added bitterly. Nkanyenzi was attacked after a friend of her family's took her and a 6-year-old relative to the shops to buy treats for them

of the abuse of children. As a hospital, we have a job, a responsibility to treat children and adults, but this is unacceptable.

"We are calling on our communities to challenge this monster

## WHAT TO DO

This is what to do if a child has been raped or sexually abused:

**The Star September 10 2002**

*Researcher: Why did the newspaper not publish the photo?*

*Child 1: The child will be scared to go outside. It won't be easy to face the community.*

*Child 2: Ja, people will recognise her.*

*Child 3: I think the newspaper was right. They have to ask permission from the little girl (to publish the photo).*

*Researcher: Can a six year old give permission?*

*Many voices: No!*

*Child 1: Six years old cannot give permission.*

*Child 2: But parents can decide for them.*

*Child 4: I think it is Ok when parents give permission.*

*Child 3: I will not have a problem if my parents decide for me because they will speak with me first before they decide.*

*Child 4: But sometimes parents do not do the right decisions. Like the boy with the hosepipe and his mother. (see article 5)*

7.

...the category of conflict diamonds had been

## A CRYING SHAME

# Raped girl, mother failed by the system

15-01-03 Star P2

No trauma counselling, dithering by welfare, endless delays in investigations

By Thuli Nhlapo

Asked if she was looking forward to her first day of school, Happiness\* drew circles with her toe on the filthy floor of the homeless shelter she calls home.

"Yes, but is he not going to come to hurt me again? I mean that uncle," she said, avoiding eye contact. Happiness's answer was proof that she had not forgotten that, at her sixth birthday celebration in November, she was abducted and raped by a homeless man at the Auckland Park, Johannesburg, shelter.

The perpetrator was arrested, but delays in the investigation, non-provision of trauma counselling, and dithering by welfare officials have meant disappointment after disappointment.

Happiness - like her two younger siblings - was conceived after her mother was raped. To this day, neither Happiness nor her mother have received counselling for the trauma they have suffered.

The Gauteng Department of Social Services and Population Development's plan to relocate the family to a better place has failed.

Nor can the family expect any better from the police, because investigating officer Inspector Nestor Kgope, of the Family Violence, Child Protection and Sexual Offences Unit in Braamfontein, has not completed the investigation.

When asked in November how far he was with the matter,

he said he still required a statement from a witness who was out of town.

But this week, Kgope could not say whether the witness had returned - and he complained bitterly of a lack of co-operation from the family.

"I have no contact number for the family. I cannot be driving up and down. I have 101 cases to attend to. People do nothing and wait to be spoon-fed," Kgope said.

But the mother said Kgope had not co-operated with her, and she had been left in the dark about the investigation.

"The police officer who deals with the case refused to give me his name and telephone numbers. I wish they could give me a policeman - it would be better to talk to someone who understands how I feel," she said.

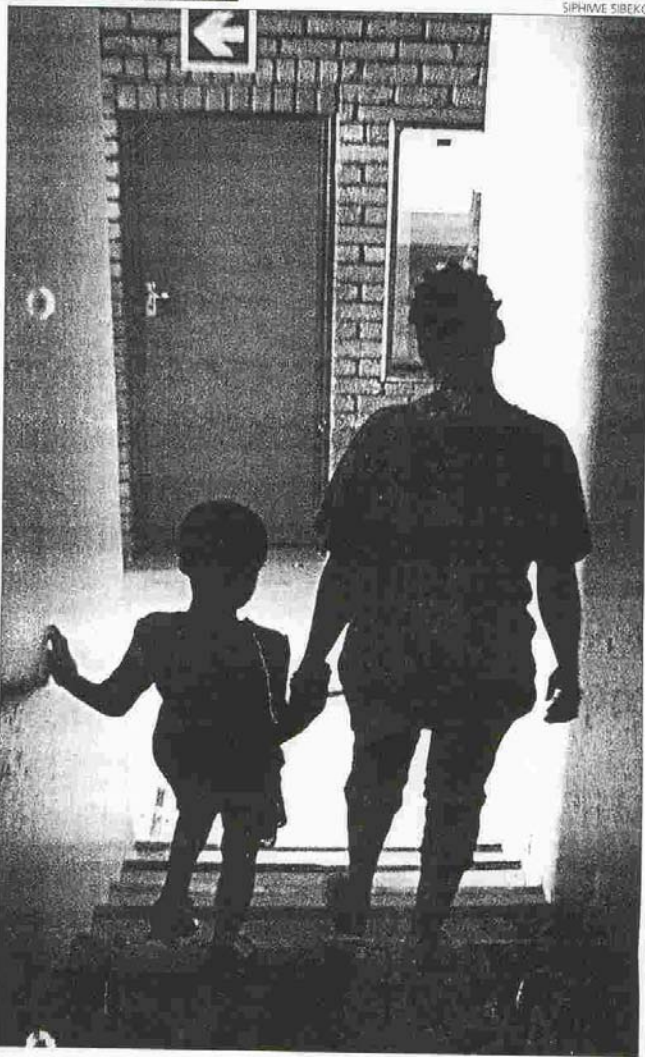
Captain Bongani Linda, a spokesperson for Kgope's unit, was critical of his handling of the case.

Yesterday, the Department of Social Services said it regretted the suffering the mother and child had gone through, and that a team had been dispatched to investigate the delays in finding accommodation for the family.

It removed the children to a place of safety yesterday and was looking for accommodation for the mother.

But Happiness, safe from her rapist, is now kilometres away from where she is supposed to start school today. More disappointment is in store for her.

\* Not her real name.



Let down ... both this 28-year-old mother-of-three and her 6-year-old daughter have been raped.

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The Star 15 January 2003

Child 1: If you look at this child I would not know who it was.

Child 2: I think that is alright. Do you want the child to appear so we can see who it is?

Child 1: No, I think it is better that there is no photo because if you had the face it will affect the child. If they had the details about the child you can go and find that child then the child will be more scared and people will tease her. They will keep on bringing back the subject. It won't be good and healthy for the child.

Child 3: It is nice to know what happened but it is good not to recognise the child.