

The Role of the Media in
implementing Article 42 of the
Convention on the Rights of the Child
in Saudi Arabia

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Abstract

The Kingdom of Saudi Arabia has ratified the United Nations Convention on the Rights The Child, which requires it to implement the Articles of this Convention and provide reports every five years about the country's achievements for all articles. This research investigates the implementation of Article 42 of the Convention, "The Government should make the Convention known to all parents and children", via the media for Saudi adults and children. It explores the extent of awareness Saudi society has regarding children's rights and the UNCRC and how these have been raised through the media.

This is a mixed methods small scale study using online questionnaires, interviews with adults and focus groups with children aged 10-17. The analysis explores and compares emergent themes from the data.

Results show that the government and non-governmental institutions have not utilised the media fully to raise awareness of children's rights and the UNCRC. The findings also illustrate limited awareness of children's rights issues by both children and adults through restricted media initiatives. Interestingly, the adults' perspectives about the concept of children's rights addresses their physical needs (Article 6 - UNCRC text), whereas the children are concerned about their participation rights (Article 12).

Table of Contents

1. Chapter One Introduction.....	6
1.1 The UNCRC and children's rights.....	6
1.2 The concept of children's rights in Saudi Arabia.....	7
1.3 The significance of Article 42.....	8
1.4 The role of the media to raise awareness in society.....	8
1.5 Research Questions.....	9
1.6 Chapter outlines.....	10
1.6.1 Chapter One: Introduction.....	10
1.6.2 Chapter Two: Literature Review.....	10
1.6.3 Chapter Three: Methodology.....	10
1.6.4 Chapter Four: Data analysis and the findings.....	11
1.6.5 Chapter Five: Conclusion.....	11
2. Chapter Two Literature Review.....	12
2.1 Overview of Article 42 of the UNCRC.....	12
2.2 The role of the media in influencing society.....	13
2.3 The role of the media in promoting Article 42.....	14
2.3.1 The role of the Internet in promoting Article 42.....	15
2.3.2 The role of TV and radio in promoting Article 42.....	17
2.3.3 The role of journalists in promoting Article 42.....	18
2.4 The role of the media in promoting Article 42 in the Middle East.....	19
3. Chapter Three Methodology.....	24
3.1 Research Methods.....	24
3.2 Research approach and design.....	25
3.2.1 Questionnaire.....	25
3.2.2 Interview.....	26
3.2.3 Focus group.....	27
3.3 Data collection.....	28
3.4 Sample.....	30
3.5 Ethics.....	30
4. Chapter Four Data analysis and findings.....	32
4.1 The questionnaire results.....	32

4.1.1	The quantitative questions.....	32
4.1.2	Open ended questions.....	41
4.2	The interviews results.....	47
4.2.1	Initiatives by the Saudi government to promote awareness of the UNCRC in KSA.....	47
4.2.2	The role of the media in KSA society of awareness of children's rights and the UNCRC.....	48
4.3	Focus group results.....	49
4.3.1	Children's knowledge of the concept children's rights.....	49
4.3.2	Children's knowledge about the UNCRC.....	49
4.4	Discussion.....	49
4.4.1	The knowledge of Saudi society about the concept of children's rights and the UNCRC.....	50
4.4.2	Initiatives by the Saudi government to promote awareness of the UNCRC in KSA.....	50
4.4.3	The role of the media in raising awareness in KSA of children's rights and the UNCRC.....	52
5.	Chapter Five Conclusion and recommendations for further work.....	56
	References.....	58
	Appendices.....	64-74
	Appendix 1: Letter to Library	
	Appendix 2: Consent form for children and their parents	
	Appendix 3: The Questionnaire.	
	Appendix 4: The Articles of the UNCRC	

Chapter One

Introduction

This dissertation provides an insight into Saudi society's views regarding children's rights and the United Nation Convention on the Rights of the Child (UNCRC). The purpose of this research is to investigate the role of the media, in the Kingdom of Saudi Arabia (KSA), in raising awareness of the UNCRC as presented under Article 42. According to this aim the research will examine three aspects: the media utilised in raising awareness of children's rights and the UNCRC; explore adults' awareness of the concept of children's rights and UNCRC and as a result of this media role; recognising children's perspectives of their rights and the UNCRC.

1.1 The UNCRC and children's rights

The UNCRC is considered a significant achievement for children and the world (Freeman, 2000). Van Buren (1995) argues that the children's rights law has been shaped from human rights law. The concept of establishing a special organisation interested on children's rights emerged in 1948 when the Universal Declaration of Human Rights established the basis for a definition of children's rights (Fass, 2011). The Declaration of the Rights of the Child, adopted by the United Nations (UN) in 1959, was the immediate predecessor of the Convention on the Rights of the Child (CRC). However, the CRC in 1989 put forward a much wider range of recommendations which were adopted by the General Assembly (Cohen, 2002, cited in Fass, 2011). Veerman (1992, cited in Freeman, 2000, p.77) describes the UNCRC as '... an important and easily understood advocacy tool - one that promotes children's welfare as an issue of justice rather than one of charity'. Freeman (2000) comments that for this reason the UNCRC has been considered a different convention. During the last 20 years it has implemented many achievements for children, not only with regard to protection issues but also in supporting children to express themselves and their perspectives towards the issues of children's rights (Fass, 2011). In order to stress the significance of this Convention, it may be relevant to note that 190 countries worldwide ratified it except for two, Somalia because of the lack of government and the USA (Freeman, 2000). Bin-Said (2007) mentions that this ratification has forced governments to make sure that the Convention is fully carried out and that children have the right of survival, food and nutrition, health and shelter. Children also have the right to be encouraged and educated from birth, whether in

the public or private sectors (Bin-Said, 2007). What is more, children have the right to have a loving and understanding familial environment that provides the best guidance for their growing abilities and prepares them to live in a society characterised by dignity, forgiveness, freedom, equality, and solidarity (Bin-Said, 2007). Furthermore, they all have the right to play, have fun and participate in sport and cultural activities (Bin-Said, 2007).

1.2 The concept of children's rights in Saudi Arabia

The primary idea for this dissertation centres on children's rights in my country, Saudi Arabia. The KSA is located in the far south-west of the continent of Asia (The National Commission for Childhood, 2003). The population is 27,136,97 million, which includes about 8,429,401 million foreigners, the major ethnicity is Arab, and the religion is 100% Muslim (Ministry of Economy and Planning Kingdom of Saudi Arabia, 2011). Children's rights remain an unsettled concept for the society because these rights emerge from the religion of Islam from which many of the rights of children have been discussed. As Mohammed AL-Rasheed (the former Minister of Education in KSA) said in the General Assembly of the United Nations (United Nations, 2002, p.13):

In the Kingdom of Saudi Arabia we believe that children's rights are a responsibility of parents, society and the state - a responsibility for which those entities are to be held accountable.

However, it may be relevant to examine the many rights which are mentioned in Islamic resources whether in the holy book of the Quran or Sannah from the prophet Mohammed's Hadith. Furthermore, it may be interesting to question whether Saudi society is aware of other children's rights, and that there is a convention of children rights which Saudi Arabia ratified in January 1996 (Child Rights Information Network, 2010). In addition it may be relevant to analyse whether or not Saudi society understands where their awareness stems from. These reasons, along with the wish to explore the awareness of society in KSA towards this Convention and the concept of children's rights from a non-Islamic perspective, forms the basis for this research.

1.3 The significance of Article 42

Article 42 of the Convention is: *States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike* (UN High Commission for Human Rights). Van Bueren (1995) explains that the aim of Article 42 is not only to inform children and adults about the UNCRC but also to encourage children to be involved in government policy through their participation in implementing activities, which are planned by states, to increase the awareness of communities.

According to the implementations of Article 42, we must not be ignorant of countries' attempts to promote Article 42 of the UNCRC. Moccia *et al* (2009) mention the international child friendly cities experience which was launched in 1996 from the second United Nations Conference on Human Settlement. The aim of this concept was to make the city a place for all to live and encourage children to participate in this experience. By way of example, the Turkish government established the Child-Friendly Cities Initiative, a movement that emerged from the "City Summit", held in Istanbul in 1996, with the aim to involve and support local governments in promoting children's rights and drawing awareness to their rights (Monti, 2008). One of the goals of the city initiative was to raise the awareness of adults and children of children's rights because children's awareness and appreciation of their rights can play a role in linking them to their moral and philosophical values which surround them in their daily lives. Between 2000 and 2005, the Secretariat of the initiative put together the experiences of Child-Friendly Cities worldwide to develop a guide and framework to move toward child-friendly cities (Monti, 2008). Although some countries were involved in this experience to raise awareness of society about the UNCRC and the concept of children's rights, it was not as effective as the media role in raising awareness in society.

1.4 The role of media to raise awareness in society

Nice (2011) argues in her lecture 'Representation of childhood in the media' that until now nobody knows if the media can change people's behaviour or has made a clear affect on them or not. Whereas, Saunders and Goddard (2002) mention, people's behaviour and attitudes are influenced by the media. Grimes and Bergen (2008) argue that the scholars of the American Behavioural Scientist stress that people's behaviour could be changed by the media. By way of example, people who deal together

aggressively are those who have watched violence in media a lot (Smith and Donnerstein, 1998, cited in Grimes and Bergen, 2008). In addition, Rubenstein (1982, cited in Grimes and Bergen, 2008) indicates that there is an effective relationship between what people see in the media and what influences people's attitudes and behaviours. The media is a means of building an effective awareness of any issue (O'Keefe and Reed, 1990, cited in Saunders and Goddard, 2002). According to that, Wellings and Macdowall (2000, p. 23), drawing on Tones *et al* (1990) explains the role of the media:

The strength of the mass media ... lies in helping to put issues on the public agenda, in reinforcing local efforts, in raising consciousness about ... issues and in conveying simple information.... (Saunders and Goddard, 2002, page number).

Laughey (2009) argues that the media does not always provide what it wants to present, for example sometime the TV channel might show some programme incompatible with aspects of the society but it shows it just to attract the community. Thus an important role of the media is to provide what the public wants and thinks to satisfy the community rather than what is the right thing that the media should provide (Laughey, 2009).

1.5 Research Questions

In this study there are four particular questions, to be answered:

- 1- How has the awareness of the UNCRC been promoted in Saudi Arabia?
- 2- To what extent are adults and children aware of the Convention as a result of initiatives developed by government?
- 3- Is the media playing a role in the awareness in KSA of the Convention and of children's rights?
- 4- Is there a difference between communities' awareness of the Convention and of children's rights?

To answer these questions the research uses survey, interviews and focus group interview as methods to obtain data.

1.6 Chapter outlines

This research is presented in five chapters: Introduction, Literature Review, Methodology, Data analysis and findings, Conclusion.

1.6.1 Chapter One: Introduction

This chapter presents the aim of this study, illustrated through five sections. The first section is about the UNCRC and children's rights; it presents a background to the UNCRC, the importance of this Convention, countries that ratified it and mentions some rights for children. The second section illustrates the concept of children's rights in Saudi Arabia; it establishes a background within the KSA and the concept of children's rights from the researcher's perspective. While the third section explains the aim and significance of Article 42; it further reviews Article 42 as presented in the CRC and provides example of implementation. The last section focuses on the role of the media to raise awareness in society; it explains media influence and the role of the media in changing behaviours. Finally the chapter presents the research questions.

1.6.2 Chapter Two: Literature Review

This chapter reviews the literature regarding Article 42 of the UNCRC and the role of the media in implementing this article. It starts with an overview of Article 42 of the UNCRC, and presents literature on the definition and aim of this article. The next section addresses the role of the media in influencing society. The literature explains whether the media has an effective impact on society or not, while in the third section the literature highlights the role of the media in promoting Article 42 by showing the implementation of this article via the different types of media including the Internet, TV and radio and journalists throughout the world. The last section focuses on the role of the media to promote Article 42 in the Middle East, in general, and in Saudi Arabia in particular.

1.6.3 Chapter Three: Methodology

This chapter describes the methodology implemented for this study. The first section is about the research methodology, it explains the suitable methodology that I have decided to use in this study and the reasons for choosing it. The next section presents the research approach and design, and describes the methods: questionnaire, interview and focus group interview. It provides an explanation for each method

separately by presenting the definition of the method and the advantages and disadvantages for each one. The third section explains the data collection, in this section I describe how I implemented the methods with the participants. Section four describes the sample that I have employed in this study on them. Finally, the ethics section illustrates the definition of ethics and the techniques that I have used for implementing them. Also, it identifies the limitations of this study and the problems faced by me as a researcher.

1.6.4 Chapter Four: Data analysis and findings

This chapter provides the analysis process for each method in detail and discusses the findings and if they answer the research questions or not. After the results are presented and analysed it discusses and develops relationships between the literature review and research questions.

1.6.5 Chapter Five: Conclusion

This chapter presents the study results and recommendations for supplementary studies in the same area.

Chapter Two

Literature Review

The aim of this literature review is to investigate the role of the media in raising awareness of the UNCRC as presented under Article 42 worldwide. It provides a discussion about the concept of Article 42 of the UNCRC. It further explores the role of the media in influencing society and its role in promoting Article 42 worldwide and in the Middle East in particular. The discussion illustrates to what extent governmental and non-governmental actors have utilised the media in awareness-raising of children's rights and the CRC. Also, to investigate the extent to which children themselves are aware of the UNCRC and the concept of children's rights as a result of the media worldwide and in the Middle East in particular.

2.1 Overview of Article 42 of the UNCRC

Article 42 of the Convention is: '*States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike*'. Van Bueren (1995, pp. 394-395) explains the aim of this article as follows:

Article 42 recognises the importance of the trickle down effect in children's rights not only to make the provisions of the Convention known to adults and children alike but by appropriate and active means. It is also a way of involving children in policy and political considerations as it is intended that both adults and children should participate in the ongoing dialogue which is the theoretical justification of the reporting process.

With regard to this, Karaman-Kepenekci (2006) argues that it is essential for both children and adults to have knowledge about children's rights. She further states that it is important for children because they will have learnt about their rights and also for adults in order to ensure that those who deal with children understand and recognise how they should apply these rights in practical and realistic terms. Also she claims that "...in the communities where children's rights are taught, the concept of the rights of children makes sense to everybody" (p.310). As a result of the importance of Article 42, Badham (2002) mentions that the participation of children and young people in the promotion of the UNCRC ensures the achievements are more effective (Badham, 2002, cited in Lyon, 2007). Hinton (2008) argues for the

importance of children's political awareness and claims that involving them in this Article is considered one way to increase their awareness. In addition, Van Bueren (1995) comments that Article 42 is a country's responsibility to implement the other articles. Countries, who have ratified the UNCRC, show their implementations in reports made every five years to the UNCRC, as France suggested. The aim is to give every country this period of time to widely implement the Convention's articles and adjust the weaker areas (Van Bueren, 1995).

2.2 The role of the media in influencing society

People are affected by the media even if they deny it. It is evident that it changes their thoughts, behaviours and their responses at various times (Laughey, 2009). Nowadays, the media is considered to be a powerful social tool because of its effective role of impacting on people in diverse ways. For instance it surrounds them everywhere in terms of what they watch, read, listen and sometimes what they play (Laughey, 2009). Also, Williams (2003) observes that people's attitudes and behaviors have been strongly influenced by the media. Along the same lines, children can be effected by the media as Barry and Jempson (2005) argue that children's lives may be changed as a result of strong media influence. Accordingly, a study carried out by Albert Bandura in 1961, an American social psychologist, and his colleagues to examine children's influence by the media. The study was conducted on nursery school children. The children were divided into two groups: one watched a violent scene which included hitting a BOB doll and the other group watched a normal film. At the end of the viewing the psychologists sent the children to a playroom, which included some toys and a BOB doll, and observed them. The findings revealed that the children who behaved aggressively with the BOB doll were those who were shown the violent film while the other children who were not shown the aggressive film behaved normally with their dolls (Laughey, 2009).

A Kotler and Zaltman (1971) article, mentions an analysis by Lazarsfeld and Merton regarding the limitation of social advertising in that people's minds can be controlled easily by mass media because it is widespread in any society. In this respect, Korac and Vranjesevic (2003) write that the media plays a role in forming public opinion about children, whereas Laughey (2009) argues that nationwide opinion polls offer more accurate findings related to community mood than TV reports or newspapers

articles. What is more, Butler (2008) cites that in Rio de Janeiro children's political engagement with NGOs often occurs as a result of cultural activities including expressing themselves through Afro-Brazilian music or photography. These activities are apparent in all city areas and some organizations highlight their events through different types of traditional communication media such as: TV, radio, printed press (Butler, 2008). On the other hand, Katz and Lazarsfeld (1995, cited in Williams, 2003) emphasize that the influence of people surrounding the person, such as their family and friends, plays a much stronger role than the media in changing or forming attitudes.

2.3 The role of media in promoting Article 42

As a result of media influence in society more generally, White (2002) stresses the significant role of the media in increasing awareness of children's rights issues. Moccia *et al* (2009) mention that advocates for children's rights support organizations, such as UNCRC, use media as a tool to bring awareness to society of children's rights, because it is considered an easy way to affect children and adults. By way of example, in Britain, there is a portal for children's rights issues in the website of the British Broadcasting Corporation which is considered one of the largest public broadcasters in the world (Moccia *et al*, 2009). While Corner and Bond (2004, cited in Devlin *et al*, 2007) mention the advantages of using campaigns to raise awareness in society, they are useful techniques to investigate society's knowledge regarding any issue and identifying any gaps, which governments can provide services to bridge. In addition, Butler (2008) discovered an unexpected finding from his research about the Hip Hop culture and how it plays a key role in getting children and young people from different backgrounds together and how in the process it has enabled them to learn about their rights. Therefore it is important to note that understanding media tools in a wider context needs to address cultural differences and similarities and illustrates how the media is influenced by the country's culture (Williams, 2003). Also, Hinton (2008) claims that children's participation level in any country depends on their culture. The Norwegian Youth Council (1999, cited in Kjørholt, 2002) discusses the 'Children's Hearing' '98' project. This experience gave 60 children a chance to speak with Ministers and politicians and express their perspectives about the success that has been achieved by the UNCRC in Norway. Also, Kjørholt (2002) illustrates that the media played a

significant role in this project. It published reports about 'children-friendly Norwegian Ministers' who have meetings with experienced children to discuss their rights issues. What is more, this project was recorded in Norway's second report to the UNCRC. Butler (2008) illustrates how the Brazilian government is considered by the UNRC as one of the countries which has most influenced the world by implementing successful policies in children's rights issues. Whereas the findings from Save the Children in Brazil Report (2009-10b) shows that there is a lack of awareness of children's rights issues and the government is trying to raise awareness and collaborate with the local authorities to increase their effort with regard to the children's rights issues. It also states that, the Brazilian government supports the National Association of Protection Centers (ANCED) to allow children to express their opinions about the government's improvements toward the UNCRC. They have also conducted workshops with children participants in different cities as a means of raising children's awareness of their rights.

2.3.1 The role of the Internet in promoting Article 42

On the same level as the role of the media, Baro (2003) claims that Internet usage, currently by the governments of some countries, such as Canada and South Africa is increasing. These countries have started to use the Committee on the Rights website for their final observations in order to write the UNCRC report before sending it. However, although there has been an increase, the media coverage of these kind of reports is minor (Baro, 2003). Hick and Halpin (2001) argue that using technology such as the Internet is an unfair advantage because the poorer countries cannot have similar access compared to other countries. It is clear that the Internet plays an effective role in raising the awareness of the children's rights issues worldwide by linking public people with organizations, such as the offers to promote children's rights, provided from human rights workers, for people to support children's rights issues (Hick and Halpin, 2001). They argue that the reasons organizations use the Internet, as a tool for promotion, are due to low cost, the fact that it is a fast tool and that it is usually accurate with information. Also, by using the Internet the state can promote the efforts of children's rights organizations through webpages and emails. For example, in any children's rights issue the webpage provides information about the issue and relevant contact emails to communicate to people who are part of the debate (Hick and Halpin, 2001). According to this, Hick and Halpin (2001) identify

that some studies discuss the role the Internet plays in increasing society's awareness of children's rights issues and the UNCRC. They present a case study of a human rights organization, the Children's Rights Information Network, which works to support and protect children's rights through a website (Hick and Halpin, 2001). The aim of this website is to spread useful information about children's rights and children's rights organizations and also to support the lives of children by correcting and renewing the information. This organization has aid from Save the Children in both Sweden and the UK and UNICEF. What distinguishes this organization is not only its use of a technological method for communicating with people such as through their website and email tools, they use fax and publication papers also. Using these three approaches ensures the global role of the organization (Hick and Halpin, 2001). Hick and Halpin present another case study of War Child Canada which uses the Internet to support the rights of young people. It has chats with musicians and politicians such as the Canadian Minister of Foreign Affairs, Lloyd Axworthy and Rascalz (a hip-hop musician) by web chat sessions. Also, it has had chats with youths who were affected by war using webcasts in different places, schools, camps and on the streets. To overcome non-Internet access in some war-town countries, the organization provides access points for different areas (Hick and Halpin, 2001). In Sierra Leone, a child-to-child organization created a Children's Forum Network shaped by the government in 2001, with the aim to increase the community's knowledge of children's rights issues (Moccia *et al*, 2009).

In 2009, UNICEF celebrated the 20th anniversary of the UNCRC throughout the world, as a part of this celebration the Turkish parliament launched an interactive website to monitor children's rights where citizens can provide confidential reports to the parliamentary children's rights monitoring committee. The latter was formed to ensure the rights of the child (Unicef, 2009a). Lyon (2007) shows that there is a "directgov" website by Children's Right Alliance England, Save the Children and the National Children's Bureau to explore English children's perspective about their rights and the UNCRC. While there are 10.4 million dependent children in England only 4,000 children posted their views and 200 shared in the discussion. What is more, in England in 2007 there was an online children's rights survey which was carried out by young people and children reported:

just over one in 20 survey respondents claimed to know “a lot” about the CRC; and 29 per cent said they know “nothing at all”. Children and young people participating in the dialogue groups had very little knowledge of the CRC (Willow *et al*, 2007, p. 7).

Also the findings of the survey of the UNCRC illustrated a lack of awareness in society with 6% of people who know a lot and 29% who claim not to know anything. The survey included a question on how the participants gained this knowledge about the UNCRC. The findings reported that the main sources were education, parents, Internet and TV and the lowest percent was from a member of this organization (Willow *et al*, 2007). Similarly Payne (2009) found that the UK government has failed to increase the awareness of children about the UNCRC in the third report that was submitted to the UNCRC and this is referred to frequently in the children's reports, children's leaders and NGO's.

2.3.2 The role of TV and radio in promoting Article 42

Moving to TV and radio as media tools, in 2009 UNICEF celebrated the UNCRC across the world. In Mongolia the government supports children to express their views by giving them a chance to organise exhibitions and conferences and participate in policy debate on television (UNICEF, 2009a). Also, the Mongolia government in October 2007 supported disabled children to share with society in the Day of Action to End Violence through involving eight children in drama activities to show how they are different (Save the Children, 2008-09). In addition, in Central Asia the media plays a significant role, in countries such as Tajikistan, to raise awareness in society of children's rights. This is carried out by broadcasting 24 radio programmes and 12 TV programmes about children's rights issues. Also, several articles were published in national magazines and newspapers (Save the Children, 2007-08). As for Russia, the media plays an important role in raising society's awareness of children's rights; a documentary film was made in Russia in 2005, called ' The Children of Leningrad Sky' (Moccia *et al*, 2009). The aim of this film was to investigate the neglected children's situation from different aspects. As a result of this film the Russian government discovered that approximately 30,000 children were homeless in Moscow (Moccia *et al*, 2009). This film is considered one of the

real contributions to raising awareness in society about children's rights and the role of the UNCRC to protect them (Moccia *et al*, 2009).

2.3.3 The role of journalists in promoting Article 42

Barry and Jempson (2005) argue that raising awareness in society of children's rights is not the journalists' role, it is the government's responsibility as the UNCRC states. Also they suggest that governments should allow journalists to participate in the awareness process by reading the reports before providing them to the UNCRC. While White (2002) argues that to ensure an awareness rising of children's rights, there should be participation between the media organizations and journalists and those who are interested in children's rights issues. What is more, the findings of the study conducted in the UK by the International Federation of Journalists (IFJ) stated that the journalists' organization had not been covering the children's rights practices sufficiently (White, 2002). As a result, in May 1998, the IFJ formed the first draft of the International guidelines for journalists to illustrate how they can cover children's rights issues, to increase standards of reports of children's issues and to support the media to highlight children's rights issues (White, 2002).

Accordingly, the Childhood Parliament experience in Saudi Arabia is cited in the Al-Hayat newspaper (2005) as a part of the child's page in this newspaper. This project is posted by Al-Swoyid, a journalist who is interested in children's issues and considered to be the founder of the Childhood Parliament. Since the first issue of the "Young Innovators" page on 6 January, 2005 in the Al-Riyadh newspaper, the children demanded the establishment of a Children's Parliament similar to the ones that were adopted by some Arab countries such as Morocco, Yemen, Lebanon and Jordan (Al-Swoyid, 2005). The idea of the Children's Parliament in these countries was established in order to examine whether or not it was an effective means to implement the UNCRC and help in spreading the culture of dialogue and promoting the values of democracy in the children's minds (Al-Swoyid, 2005). The aim is to discuss the issues that they face and express their points of view. The idea of this parliament is to prepare members who express their preferences and desires, and to spread the culture of dialogue, so that Saudi children will be equal to the children of Arab countries who are living the experience of the Children's Parliament (Al-Swoyid, 2005). The achievements of the Parliament were as follows: in December

2005, a Children's Parliament play was performed by Saudi children, in July 2006 the Parliament members held a seminar "How we help the children of Lebanon" with Lebanese children who shared their experience of the Israeli bombardment in Lebanon with Saudi children. They then started a donation campaign for the wounded children of Lebanon and distributed the donation boxes (Al-Swoyid, 2005). In September 2006, the Parliament performed "Hikaiat Watan" (The Homeland Story) play and held a seminar on "How to Teach Patriotism to Your Children" on the occasion of "The National Day of the Kingdom of Saudi Arabia" (Al-Swoyid, 2005). What is more, in December 2006, the members of the Parliament visited the Media Centre for the Gulf Cooperation Council (GCC) and met the media team. They also developed the idea of establishing a Gulf Cooperation Council for Children (Al-Swoyid, 2005).

2.4 The role of the media in promoting Article 42 in the Middle East

Regarding the increase of awareness of the UNCRC in the Middle East, UNICEF announced the winners of the 2010 Middle East and North Africa (MENA) Child Rights Award on 4 November 2010. UNICEF's Regional Office for the Middle East and North Africa announced the winners of the UNICEF's regional media award whose theme of the year was children's rights. Mr. Abdel-Rahman Ghandour, UNICEF's Regional Chief of Communication in the Middle East and North Africa, assured that:

‘...it is remarkable that the ways of addressing the issues related to children witness noticeable progress day after another. These issues have started to take into consideration the ethical principles to cover topics related to children. We hope that this might even be a partial result of our intensive interaction with the world of media through forums like this one’ (UNICEF, 2010).

Moving to Dubai in the United Arab Emirates, on 30 June 2008 a new annual award was initiated to honour media materials that accurately depict the situation of children and the youth in the Arab countries of the Middle East. Mahmoud Sabri, a 17-year-old activist with several years of experience in the Palestinian youth association, was one of the youngsters who helped in creating this award. By the end of 2007, he and a dozen other teenage leaders across the Arab world met in Dubai

during the third Arab Media Forum on adolescents and media representation. This annual event is supported by UNICEF and co-sponsored by the Dubai Press Club and the Al-Bayan newspaper issued in the United Arab Emirates (UNICEF, 2009b).

Even though, Buelens and Mortier (1989, cited in Roose and Bouverne-De Bie, 2007) argue that the interest of children's rights in third world countries should be given priority over and above any other rights relevant to the country. The report that was written by the Arab Council for Childhood and Development (ACCD) (2011) showed many achievements in Arab countries which are considered to be from the third world. The ACCD (2010) republished the "Al-Tofola W Al-Tanmeya" (in English, The Childhood and Development) magazine, which is issued from Egypt, where the council was established. This magazine is concerned with awareness development about children's rights issues. It seeks to obtain a conscious theoretical knowledge of the rights of the child in development, protection, participation and integration, and to provide researchers with correct approaches and to extract experiences (Arab Council for Childhood and Development, 2011). It also seeks to achieve communication and exchange knowledge among workers in the field of childhood and development, both institutionally and individually. It tries hard to coordinate the Arab efforts in this area and benefits from foreign expertise. It supports the methods of communication with informative, cultural, and media networks in the Arab countries. Moreover, it spares no effort to encourage researchers and specialists to do their best in this area and to adopt the right scientific approaches in research and study to highlight successful experiences (Arab Council for Childhood and Development, 2011). Additionally, it encourages field research on the reality of the Arab child and the development of an Arab childhood. The eighteenth edition of the magazine will be released in 2011 (Arab Council for Childhood and Development, 2011). What is more, the ACCD held a conference on 'Arab Media and the Family' under the slogan, 'Towards new roles for familial media' in Doha from 2 to 3 May 2010. The event was under the framework of achieving the mission of the ACCD that aims at creating an Arab environment to support the rights of the child in the field of development, protection, participation and integration within the family and society (Arab Council for Childhood and Development, 2011). The event was organised in partnership with the Doha International Institute for Family Studies and Development, and with the cooperation of the Supreme

Education Council of Qatar and Qatar Society for Rehabilitation of Special Needs. Nearly 300 participants from 13 Arab countries: Jordan, UAE, Bahrain, Tunisia, Saudi Arabia, Sudan, Syria, Qatar, Kuwait, Lebanon, Libya, Egypt and Yemen took part in the conference. The countries were represented by experts, researchers, and the officials of senior councils (Arab Council for Childhood and Development, 2011). Some activities conducted by the conference included: IT training workshops for school students, of both genders, in the field of the rights of the child; training workshops for students of preparatory and high schools in the field of the rights of the child. The aims of the workshops were to enable students to recognise the necessary concepts to build a vision that supports their participation, and to give them the necessary skills to express themselves, have positive interaction with the media, and to introduce the mission of the media, the Internet, information technology and applied initiatives to adolescents and youngsters in the media field (Arab Council for Childhood and Development, 2011). Also, it created a media observatory for the Rights of the Child and a scientific mechanism intended to monitor, follow-up and observe the Arab media in respect of the rights of the child, and to investigate the professionalism in order to come up with an Arab media product that is much more communicative and effective. It also has a commitment to a human rights dimension and to correct the Arab Media course. The observatory can be a tool concerned with the preparation of studies, research and reports, or with developing strategies and plans (Arab Council for Childhood and Development, 2011). Another new idea to increase society's awareness is the monthly press portfolio, which includes press clips belonging to the news of Arab Childhood (Arab Council for Childhood and Development, 2011). These clips are taken from the reality of daily reading of some Arab newspapers, and through searching via ZAD press service and websites. The portfolio includes the following sections: News of his Highness - the President of the Council, Council news, the news of sister institutions, news about childhood, news about seminars and conferences on childhood, news on the reports, studies concerned with childhood, articles on childhood, and articles on relevant topics of the work of the Council (Arab Council for Childhood and Development, 2011). The latter is done in areas such as the civil society, development, human rights and women. During 2010, 12 monthly press portfolios were issued with a total of 4,316 press documents, including 463 documents published on the ACCD which were taken from more than 60 Arab media sources (Arab Council for Childhood and Development, 2011).

Moving to Saudi Arabia, the second report from The National Commission for Childhood in Saudi Arabia provided for the UNCRC in 2003 acknowledged some achievements that the KSA had made in order to increase the awareness of the CRC and children's rights. The Saudi National Commission for Child Welfare will be responsible for disseminating information to society, and it has planned a series of activities to achieve this aim. Firstly, they organized a selection of culture exhibitions for children in 2000 and then repeated this two years later, also, it published and distributed leaflets for adults to promote the Convention and create activities to support children to choose what they want in complete freedom (The National Commission for Childhood, 2003). What is more, the text of the UNCRC was printed on a large poster and sent to all centres involved with children such as schools and children's hospitals. Also there were organized seminars, about the UNCRC, by groups concerned with children's issues, such as child abuse (The National Commission for Childhood, 2003). In addition, papers were published and research carried out about children's rights and for instance one seminar entitled 'child abuse and how to prevent it' was held during the month of Rabi` I A.H. 1424 (May-June 2003), in order to develop a mechanism for the eradication of this phenomenon (The National Commission for Childhood, 2003). The session was attended by a number of Saudi experts from governmental and private organizations (educational, medical, psychological and social), together with representatives from the UNICEF Bureau in Riyadh and the Arab Gulf Programme for United Nations Development Organizations (The National Commission for Childhood, 2003, p.11). In addition, implementation of a project to raise society's awareness on the negative effects of child abuse is currently being employed in public and private schools and for all grades (The National Commission for Childhood, 2003). What is more, from the child's rights booklet (2008) which is one of the Saudi National Commission for Child Welfare publications there is mention of the commission's responsibilities to develop basic data about childhood in Saudi Arabia and work to update and exchange it for all stakeholders. However, Bin-Said argues in her study (2007) that there is a lack of concern by researchers and studies about Saudi children and childhood issues in the Saudi National Commission for Child Welfare. She discovered from her research that the Saudi National Commission for Child Welfare, which is consider the responsible intuition of children and childhood issues in Saudi Arabia, does not

play its role in raising awareness of society about children's rights through doing research and studies. Bin-Said (2007) found that there are no statistics or reports which present the reality of childhood in general or about children's rights issues except the reports that are provided to the committee of international children's organization such as UNICEF and the UNCRC and that is not enough. What is more, in 2011 the Saudi National Commission of Childhood and the ACCD provided a three day workshop from 14-16 March and issued a booklet entitled "Media for Childhood" (Arab Council for Childhood and Development, 2011). This workshop had support from UNICEF, the Minister of Education in Saudi Arabia, the Arab Bureau of Education for the Gulf States and The National Family Safety programme in Saudi Arabia and they worked together in partnerships for this workshop (Arab Council for Childhood and Development, 2011). The aim of this workshop is to gain the media's knowledge about children's rights issues, activation of the different kinds of media to protect children's rights and also to increase Saudi society's awareness and the decision-makers about childhood issues and what are their rights and how they can protect them (Arab Council for Childhood and Development, 2011). In addition, one of the expected results for this workshop is to form a media team entitled "childhood friends media group". The purposes of this team are; increase the media awareness about their role to promote children's issues and that through providing media samples of children's rights legislations, developing the media workers skills to service children's rights issues from various types of media (Arab Council for Childhood and Development, 2011).

In summary, Hick and Halpin (2001, p. 69) comment that "The century began with children being isolated and enslaved, having no rights at all, and ended with children connecting worldwide to advocate for their own right" This comment illustrates the worldwide significance given towards the development of children's rights in the last century and its continuing importance in this century.

Chapter Three

Methodology

This chapter describes the research approach and design. It describes the data collection tools and the ethical procedures followed.

3.1 Research method

The research method is the approach which is used to collect the research data (Wakeford, 2002). In sociology studies the best results of empirical work utilises different techniques in the same study (Cole, 1980). Martin and Turner (1986) mention that in the past quantitative research was the most effective and the questionnaire, the perfect tool to investigate the findings. However, Cole (1980) argues that even though qualitative research in sociology plays a significant role in broadening the knowledge of sociologists, they tend to currently use quantitative research. Accordingly, the grounded theory method in sociology research may be a suitable method that combines qualitative and quantitative research methods and was considered one of the best schools of methodology in sociology in the sixties (Glaser, 1998). In addition, Glaser states that 30 years ago saw the first write-up of grounded theory, also he mentions that he and his colleague, Anselm Strauss, used grounded theory in their study " Awareness of Dying" in 1967 (Glaser, 1998). Glaser (1998) defined grounded theory as a research method which can be used for any kind of data and it can effectively combine different data. In this respect Martin and Turner (1986) mention that the development of grounded theory has in some way come out of a dissatisfaction with the limitations of quantitative research methods. Also, they explained the processes of grounded theory which considers the relationship between qualitative examinations followed by quantitative instruments (Martin and Turner, 1986). The questions researched by this study have been answered by mixed methods - qualitative and quantitative. I used questionnaire, which is considered as one kind of quantitative research tool and interviews and focus group which were used for the qualitative research. Glaser (1978) describes grounded theory as a flexible method because the researcher can use it to analyse any type of data, such as results of questionnaires and experiments. Accordingly, in this research I have utilized different kinds of data: reports, interviews with government officials and non-government officials and focus group interviews with children. Thus, because of the types of data grounded theory method was considered the best choice to implement the tools of this study.

3.2 Research approach and design

This research used the grounded theory approach and combined qualitative and quantitative methods to answer the research questions. A range of data gathering

instruments was used including online questionnaire, interviews, online interviews and focus group interviews.

3.2.1 Questionnaire

Although March (1982, cited in de Vaus, 2001) argues that the questionnaire in social science research does not provide accurate findings, it has provided a level of information of the research issue. Thus the social researcher can use it with other methods to obtain the results that he/she requires. Kumar (1999, cited in Kadasah, 2010) defines questionnaires as ‘... a written list of questions, the answers to which are recorded by respondents’ (p. 43). Also, Cohen *et al* (2003) illustrate that there are several kinds of questions and different possibilities for respondents. Question types may be closed or open-ended (Cohen *et al*, 2003). The closed questions include multiple choice questions, dichotomous questions and rating scales. Questionnaire has also been described as a group of answers which can be chosen by the respondents however, multiple choice questions can sometimes be ambiguous because there are only specific answers (Cohen *et al*, 2003). Also, sometimes these kind of questions are considered a problem if the researcher poses options that do not match with the respondent's views, however, to avoid this problem occurring the researcher can add option 'other' or 'other, please specify' (Local Government Data Unit ~ Wales, 2009). While the open-ended questions allow respondents to write what they want to express in a free style, these types of questions can be difficult for the researcher in terms of coding or analysis (Cohen *et al*, 2003). What is more, Kadasah (2010) explains that the questions in the questionnaire have to be organized, starting with simple ones to gather general information about the respondents, followed by more specific questions about the study subject in general and finally the last section should contain in-depth questions. Thomas and Nelson (2001) emphasize that the questionnaire instructions should be clear, organized and easily understood by respondents. Bryman and Teevan (2005) identify a type of questionnaire called 'Online Social Surveys' which is divided into two types: e-mail survey and web survey. The differences between them are that with the e-mail survey the questionnaire are sent to respondents via e-mail, while with a web survey the respondents answer the questionnaire via the website.

To design the e-mail questionnaire, (see Appendix 3) which is used in this study, an introduction was included in the first page to briefly describe the study subject and the respondents had to sign an agreement before completing the questionnaire (Bryman and Teevan, 2005). There are disadvantages when using this kind of survey such as: low response rate compared to the mailed questionnaire; not all people have access to the Internet; there is no privacy for the respondents because when the researcher sends the email to the respondent when he/she emails it back to the researcher it will not be anonymous (Bryman and Teevan, 2005). On the other hand, the advantages of the online survey outweighs the disadvantages as Bryman and Teevan (2005) mention. This kind of questionnaire is cheaper because it does not cost the researcher paper, envelopes and postage money. Also it is faster for the respondents to move from one question to the next on screen and for the researcher it is easier when the results are filtered from this kind of questionnaire. The most important advantage is that this kind of survey gives the researcher a guarantee that all questions have been answered by the respondents because the research can add this option when he/she creates the questionnaire.

3.2.2 Interview

The definition of interview is

'an interchange of views between two or more people on a topic of mutual interest: sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data' (Cohen *et al*, 2003, p. 267).

Wakeford (2002) mentions that interview is the best way to allow people to freely express their perspective for any situation. The research interview defined by Cannell and Kahn (1968, cited in Cohen *et al*, 2003) is a conversation between two people, the researcher and the interviewee, which should be about a specific issue that the researcher is interested in and he/she wants to obtain information or an explanation from the interviewee. This method has many advantages, the most important one is that it can be used in the research with other methods (Cohen *et al*, 2003) and as Oppenheim (1992, cited in Cohen *et al*, 2003) claims, it obtains a higher response than other methods because it is an easier method of obtaining participation from people than using a survey. Cohen *et al* (2003) state there are a range of different interviews, however there are four main types: the informal conversational interview;

the interview guide approach; standardized open-ended interviews and the closed quantitative interviews. In this study the interview guide approach was implemented. It identified a topic of issue which was covered by the researcher in a specific outline form and the interviewees answered the questions in sequence (Cohen *et al*, 2003).

3.2.3 Focus group

Stewart and Shamdasain (1992, cited in Murray, 2006) define a focus group as a group of 8 to 12 individuals who together with a professional supervisor try to manage the discussion of a particularly relevant issue. Whereas Krueger (1995, cited in Murray, 2006) sees that the focus group should be not less than 6 and no more than 8, and is very useful for the researcher and the results will be effective. However, Morgan (1995, cited in Murray, 2006) suggests that the size of the focus group depends on the type of topic and the participants.

Accordingly, this study used the focus group method with children from 13-17 years old, in line with the UNCRC which identifies a child as a person under 18. Scott (2008) argues that the most suitable method for working with children above 7 years is the interview, whether on an individual basis or in a group. Kirby (1999, cited in Murray, 2006) defines peers in a focus group as 'people who share similar experiences and status: such as age, ethnicity and area of residence' (p. 281). Murray (2006) agrees that a peer led focus group is one of the best methods for children because it allows them to speak freely together without adult intervention.

Cohen *et al* (2003) suggest that if the researcher wants successful findings from the focus group they can use it with other traditional methods such as: survey, interview or observation. Also, to get a useful focus group, it is important to try to choose a group of strangers not friends, unless the topic is about issues always discussed amongst friends (Cohen *et al*, 2003). Murray (2006) presents disadvantages when using the focus group method with children. He claims that for children the differences of social and economic aspects might be a hindrance between them because every child comes from a different background. Wakeford (2002) claims that the advantages of this approach is that it saves the researcher time because he/she can instigate discussion and get useful information from a large range of respondents at the same time. Murray (2006) divides the advantages for this method into two

groups: the children and the researcher. For children, they can benefit from each other's experiences; they will learn about their friends and recognize their differences between each other (Murray, 2006). While the benefits for researchers are that they can choose the members who are with them in the group and increase the education of the researcher when they work together (Murray, 2006). What is more, Frankel (2007) mentions that there are more benefits for children when they participate in research, they may become aware about their social construction in society, know their rights as research participants, and they feel proud to have an opportunity to participate in adult research and help someone. Also, children's participation in any part of research shows the value of the tools used in the research and when they share their experiences with other children as this may help them to be more confident. Children's involvement may help them feel that they have ownership of the issue (Frankel, 2007).

3.3 Data collection

There were two interviews planned for use in this study, one with the Minister of Culture and Media in Saudi Arabia, Dr. Abdulaziz Khoja and the other with the General Secretary of the National Committee for Childhood in Saudi Arabia, Dr. Binder Al Swailm. The National Committee for Childhood in Saudi Arabia formulates the general policy for childhood in KSA. It also plans for children's programmes and their needs and organises coordination between the activities of government agencies and communities concerned with childhood in KSA (Bin-Said, 2007). Regarding the interview with the General Secretary of the National Committee for Childhood in Saudi Arabia, I sent an email to him and he replied to me with a recommendation to interview Dr. Hind Al-Thumairi, the Head of the Women's Section of the National Committee for the Rights of the Child who has considerable experience in this field. However unfortunately she was not in Saudi Arabia during the period that I was there so she agreed to answer my questions by email and requested that I send her information regarding myself and this research. As for the interview with the Minister of Culture and Media in Saudi Arabia I emailed him for permission to conduct an interview with him, however he did not reply. As a result I sent him a message via Facebook because he has an account, again he did not reply. Because of the importance of media workers' opinions in the

study, I approached Haya Al-Swoyid a Saudi journalist who posted the Childhood Parliament project in the Al-Hayat newspaper, She accepted my request but told me that she would not be in Saudi Arabia at the same time that I would there. She requested me to send the questions and my email and told me that she would return her answers to me after one week. Unfortunately, because of her busy schedule she did not reply after one week and I continued sending messages, by phone and emails to remind her, in the end she sent the interview answers after two weeks. I compared the answers from both these interviews with a second report which was provided to the UNCRC by the Saudi Arabia government.

The focus group interviews were conducted in two groups, each one had children in different age groups between 10-17 years of age. An open discussion was conducted with them to identify their perspectives about the Convention and the concept of children's rights in order to explore their awareness level of both issues. The sample was to include school children but because of the limitation of time and the holiday period in Saudi Arabia, the last ten days of the holy month for Muslims 'Ramadan' and the 'Eid celebration', I asked friends and colleagues with children of the same age to allow their children to take part in the focus group interviews. I approached, by letter, (see Appendix 1) the King Abdulaziz Library, a public library that has a list of children who are members. The children come to the library weekly and they are involved in the library's activities. The woman who works at the library administration was very co-operative and identified to me 10 children after she had obtained permission from their parents. All the children were girls between the ages of 10-17 years because children members of the women's section of this library were 5-8 years boys and my sample starts from age 10 upwards. Also, finding boys at that age is difficult in my country, because boys' sections in all institution do not allow women access because of the country's culture. The first group identified from the library were only 9 girls from ages 11- 15. However, the second focus group, my friends' children consisted of 4 boys and 7 girls, their ages ranged from 10- 17 years old.

The online questionnaire included open and closed questions relating to the different research questions. The email sent to my friends included a link to the survey, the research title and how the participants would be effective in my study. There was also an explanation in the email that anyone over 19 years of age could

also participate in this survey, so the friends could send it to other contacts. The website where I designed my survey had an option to calculate the percentages for each answered question and provided charts to illustrate my data from the survey if necessary.

3.4 Sample

A convenience sample was used in this study. David and Sutton (2004) define convenience sample as 'a sample that is selected for ease of access' (p. 151). Marshall (1996) argues that, although the findings of convenience sampling lack credibility sometimes, it is considered the most effective provider of data in terms of time, money and outcomes for the researcher. de Vaus (2001) comments that the size of the sample depends on the method that the researcher wants to use and its suitability for data analysis. However, if the possible sample size is small, the best choice is convenience sampling (Marshall, 1996). According to that, in this research the sample size was 60 for the communities of adults whose ages started from 19 years old and the children were 20, whose ages ranged from 10-17 years. More details about the sample are discussed in the findings chapter of this dissertation.

3.5 Ethics

For any research the ethical implications should be highlighted by the researcher. (David and Sutton, 2004). Homan (1991, cited in David and Sutton, 2004) provide a definition of ethics as 'the science of morality: those who engage in it determine values for the regulation of human behavior' (p. 17). This technique is utilized in the method where the researcher decides to use it within their research. (David and Sutton, 2004). Also, they emphasize that the ethical form should be designed by professional bodies from social researchers and mentions that for some organizations websites can provide ethical statements such as; the British Sociological Association (www.brit-soc.org.uk) (David and Sutton, 2004). The University of Sheffield provides examples of ethical forms, on their website, as guides for students and in this study these were provided with the proposal.

A problem, which the researcher may face, mentioned by de Vaus (2001) with voluntary participation is the type of people, as some of them may have a lower level of education or do not have English language skills. A limitation of this research is

the problem that I had to find people with English language backgrounds to complete my questionnaire and take part in interviews. What is more, I had to explain to the participants a number of points to encourage them to participate (de Vaus, 2001). For example, I explained to them the purpose of the study, identified the sponsors of the research, explained the benefits of the study and also offered them the opportunity to see the findings of the research after completion (de Vaus, 2001). David and Sutton (2004) emphasize that it is the researcher's responsibility to protect participants personal information such as names or addresses. de Vaus (2001) claims that the researcher should provide a guarantee to the participants that their personal information, such as names, will be kept anonymous. According to these principles this information on protecting participant's personal information was written in the first page of the questionnaire (Appendix 3) Also, the email of people who received the questionnaire was deleted and I cannot from the survey link identify the participant's name because it is anonymous. However, the parents of the children, who were participants in the focus group, had to sign a form to give their consent for me to use their children in this study. Also the children had to sign if they wanted to participate in this study (Appendix 2, the consent form for children and parents).

Chapter Four

Data analysis and findings

This chapter presents the analysis and findings obtained from the data.

4.1 The questionnaire results

The questionnaire included closed and open questions and the data samples were analysed according to the literature review sections, for example; the role of the media to promote Article 42. The responses for the questionnaire are 77 for the 18 questions however, some open questions, where reasons for answers were requested were not completed. The results for the open questions have been analysed as qualitative data. The questionnaire was divided into four sections: section one general information, section two measured the awareness of adults toward the concept of children's rights, while section three investigated the awareness of UNCRC from the adult's perspectives and the final section was about the role of the media to promote the concept of children's rights and the UNCRC.

4.1.1 The quantitative questions

Section one: respondents' information

This section includes questions 1-6, which provided demographic information presented in Figures 1-4. The majority of the respondents are female at 84.4%.

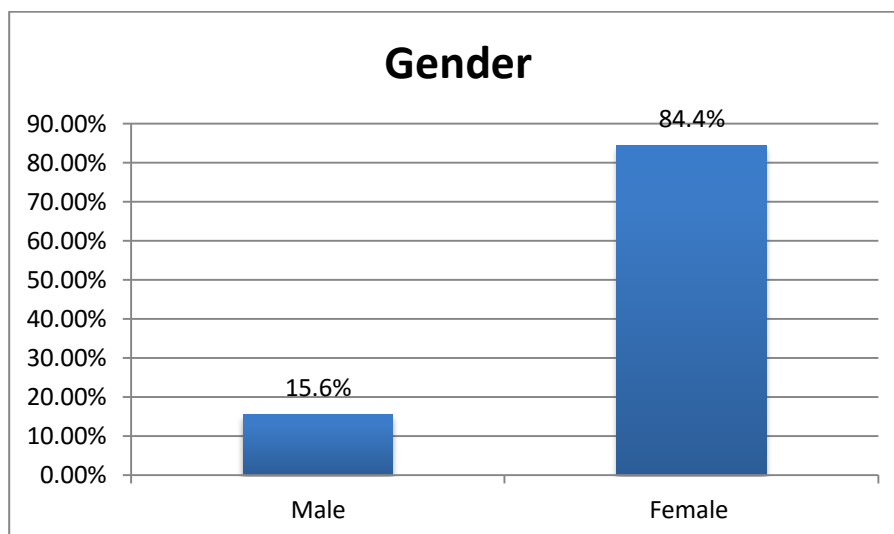


Figure 1 Respondents' gender information

Figure 2 shows the distribution of education level, with the majority, 61.0%, holding postgraduate qualifications and 37.7% at graduate level and only one person was high school level.

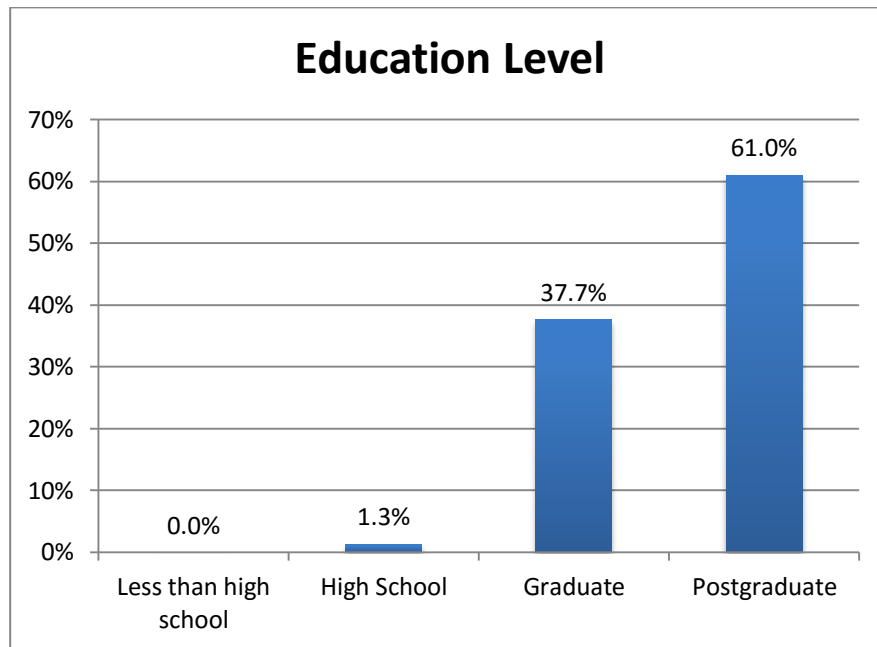


Figure 2 Distribution of education level

As for occupation, as shown in Figure 3, 48.1 %, are professionals who work as lecturers in different fields. Students above the age 18 represented 31.2% while unemployed were 15.6% and the lowest percentage was 5.2% for manual workers.

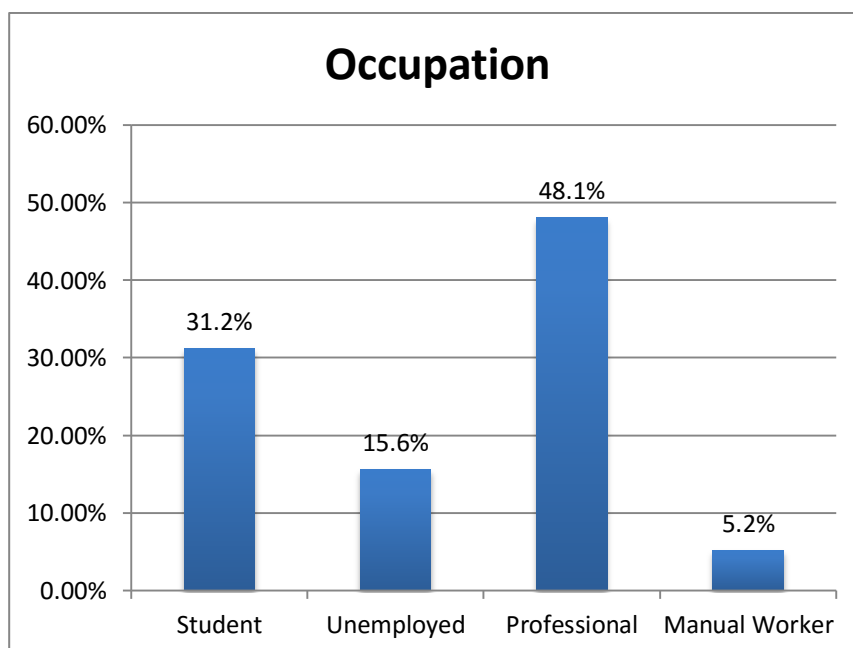


Figure 3 Respondents' occupation

In the sample, 68.8% of respondents have children as shown in Figure 4,

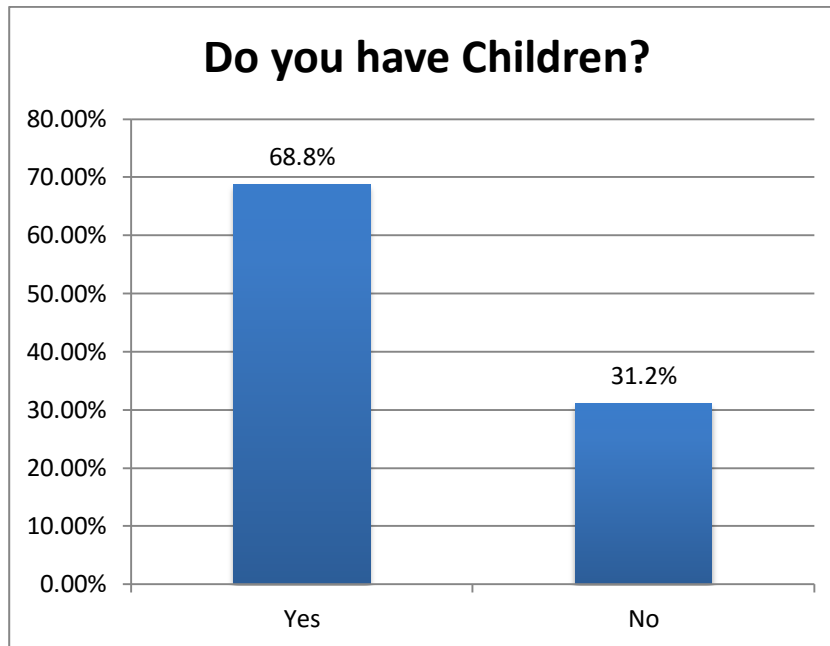


Figure 4 Family status

Section two: The awareness of the concept of children's rights

This section identified the levels of awareness of the concept of children's rights. The result of Question 7, illustrated in Figure 5, shows that 71.1 % of the samples are aware of the concept of children's rights whereas 23.7 % are not.

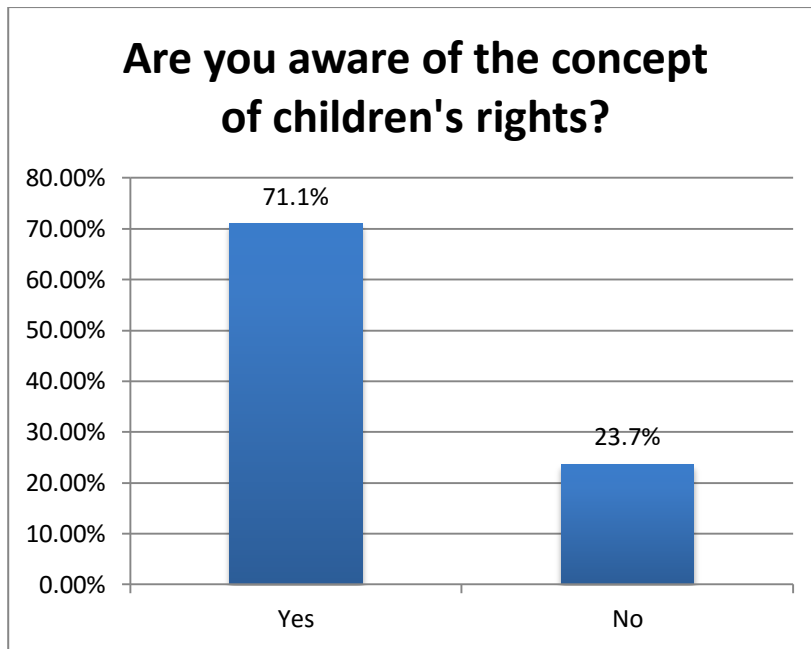


Figure 5 Awareness of children's rights

Question 8 identified the sources through which the respondents heard about children's rights, the results are shown in Figure 6. The percentages were close for the media resource and the educational programmes, with 33.3% identifying the media and mentioning different types such as: newspaper articles, books, news and general programmes. While 26.7% of the sample have heard about children's rights from educational programmes at university level, whether graduate or postgraduate. The Internet, as an individual source from media, was identified by 20% and only 3.3% identified friends and the same for festivals or seminars organized by the government but they did not specify the festival or seminar. The Islam religion (The Holy Quran and Prophet Mohammed) or their parents was identified by 13% as their source of hearing about children's rights.

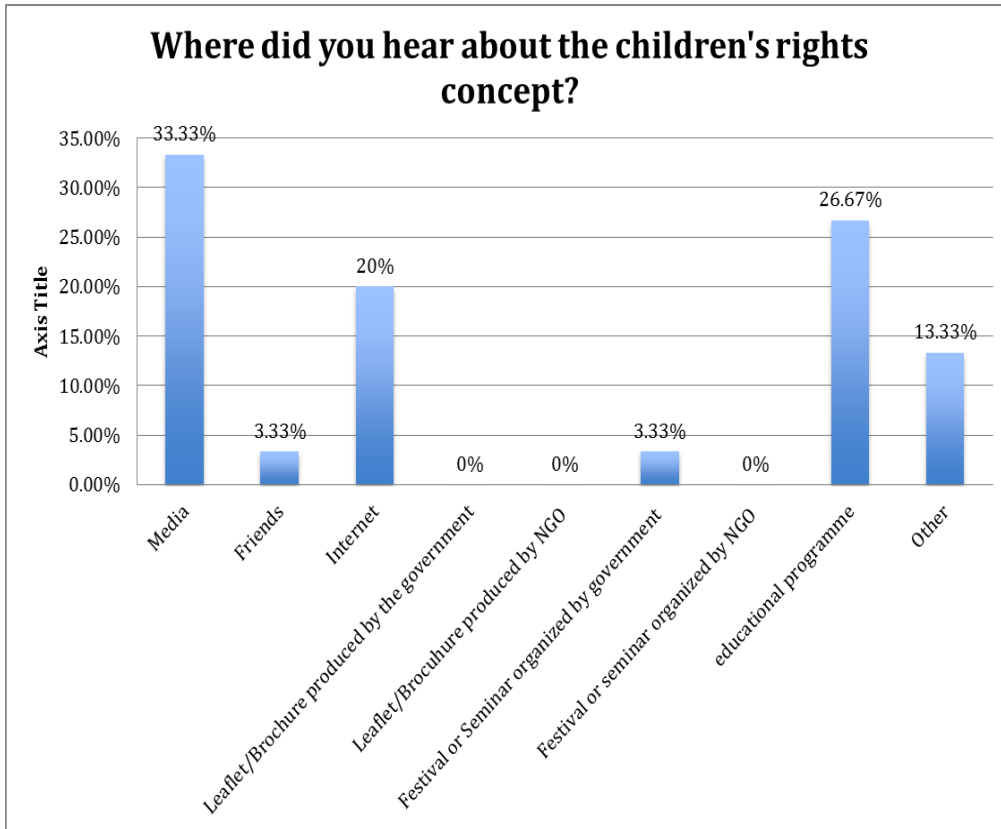


Figure 6 Sources of awareness

Section 3: Awareness of the UNCRC

This section investigated the adults' awareness of UNCRC, the results for Question11 "Are you aware of the UNCRC?" showed that 60.5% of the respondents do not know about it and only 36.8% knew about this Convention, as shown in Figure 7.

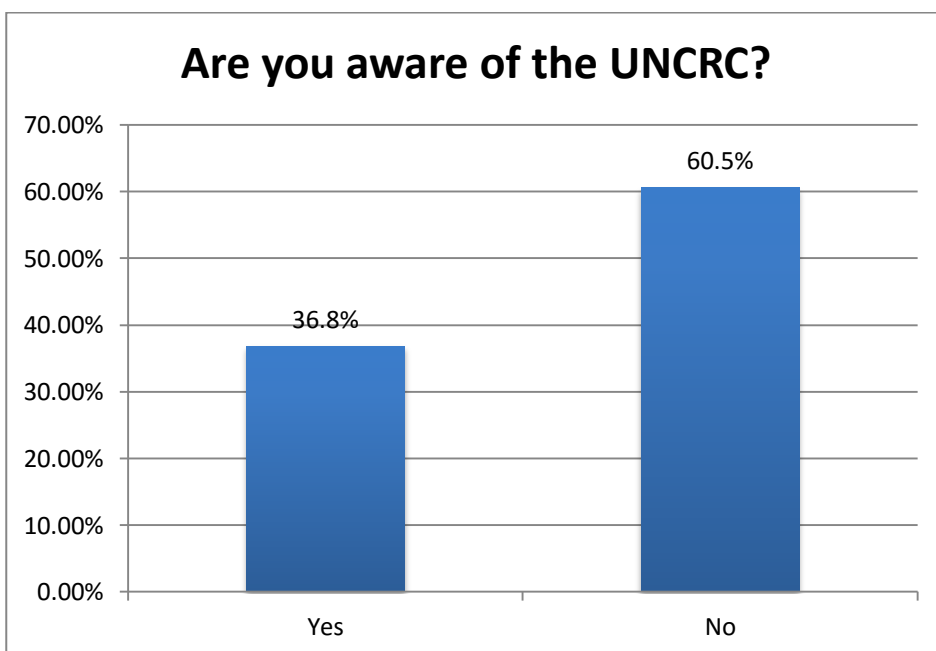


Figure 7 Awareness of UNCRC

Question 12 asked about how they heard about the UNCRC. The results, illustrated in Figure 8, show that 35.3% identified the media as their source of knowledge and 23.5% mentioned the Internet with the same percentage identifying educational programme at their university. While only 17.7% knew about the UNCRC from their friends.

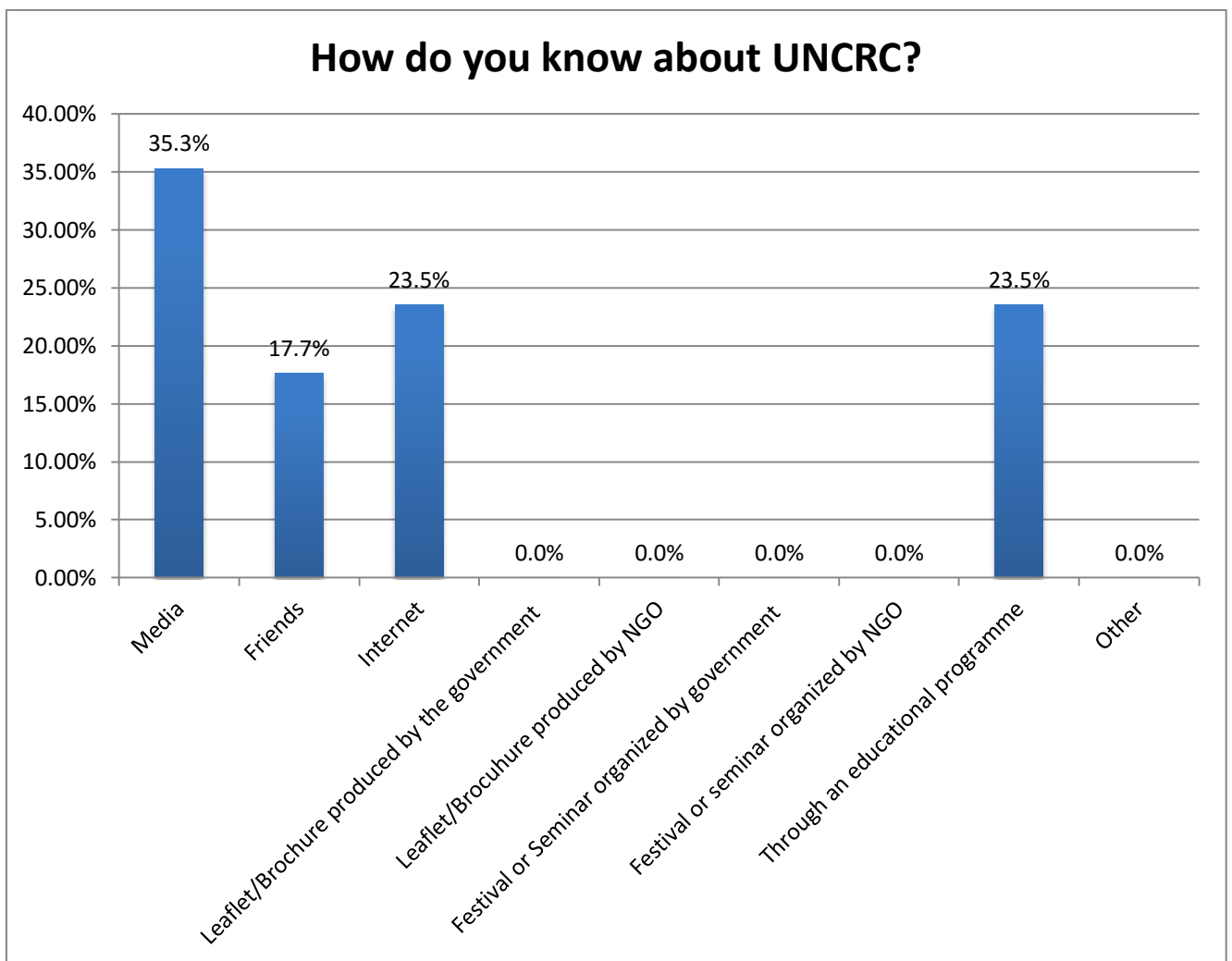


Figure 8 Source of knowledge of UNCRC

Question 13 asked about through which media sources the respondents knew about UNCRC. Figure 9 shows that 46.7% identified TV programmes and specified news programmes on CNN and MBC and social show programmes such as, Oprah. The percentages were comparable between the Internet websites with 26.7%, but did not mention names of the website, and 20.0% identified Saudi local newspaper articles

such as the Al-Jazeera newspaper. The lowest percentage, 6.7%, identified magazine articles.

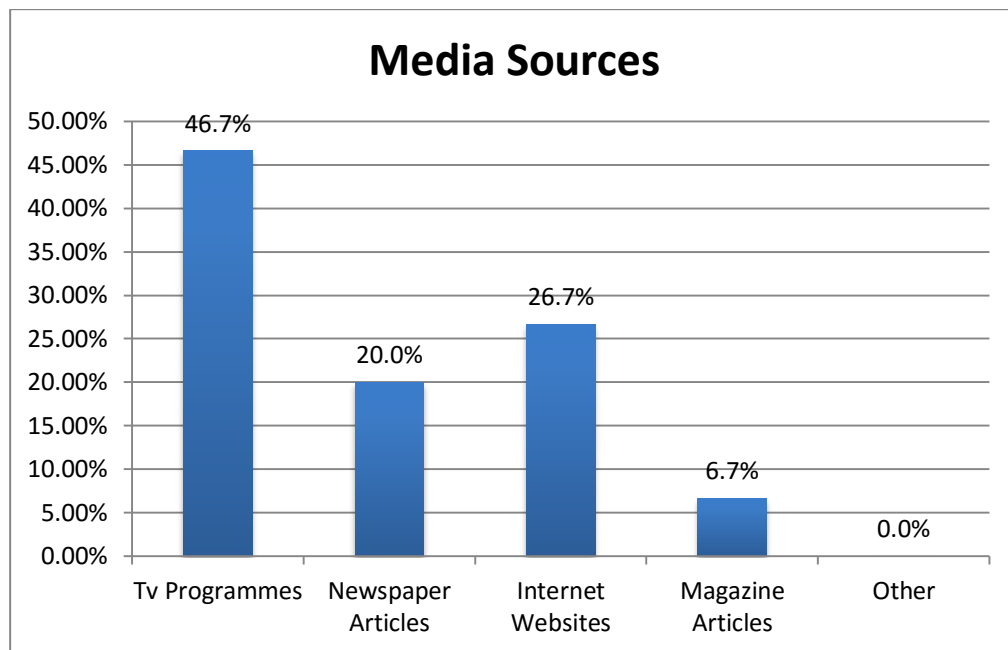


Figure 9 Media sources

Section 4: The role of the media to promote the concept of children's rights and the UNCRC

This section focused on the role of the media to promote the concept of children's rights and the UNCRC. Figure 10, relating to Question 15 shows the adults' viewpoints about the role of the media in promoting the UNCRC. The percentages of their answers were close showing a 10 % differences with 41.4% saying they agree and 51.7% disagree.

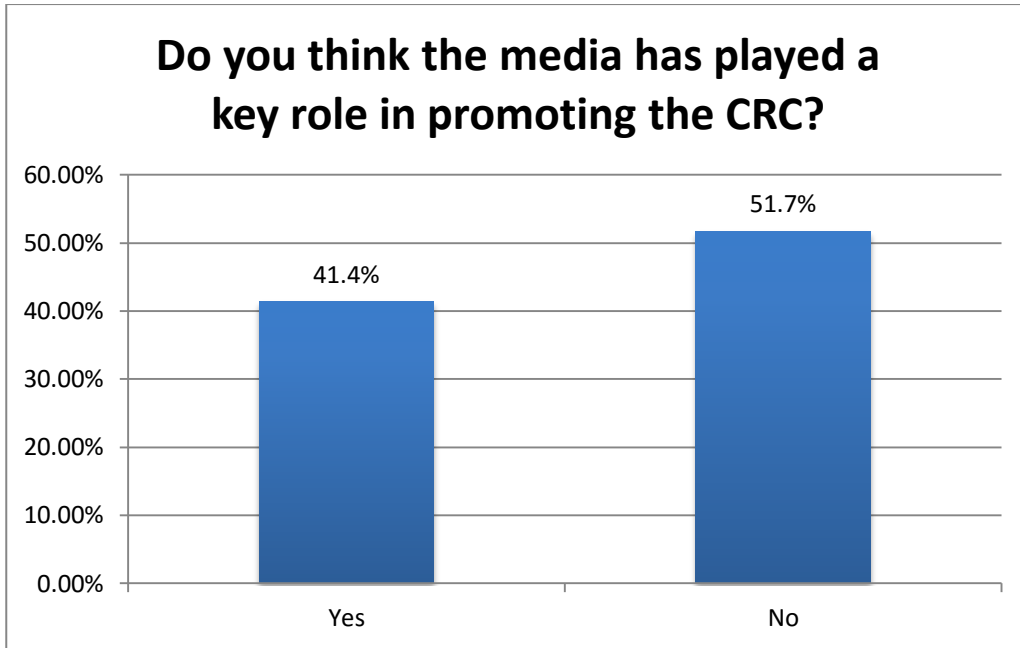


Figure 10 Role of media in promoting the UNCRC

Figure 11 shows the responses to Question 17 which identified the viewpoints of Saudi adults toward the active role of the government media in promoting the Convention. Three quarters of the respondents, 75.8%, said "No" while only 18.2% said "Yes".

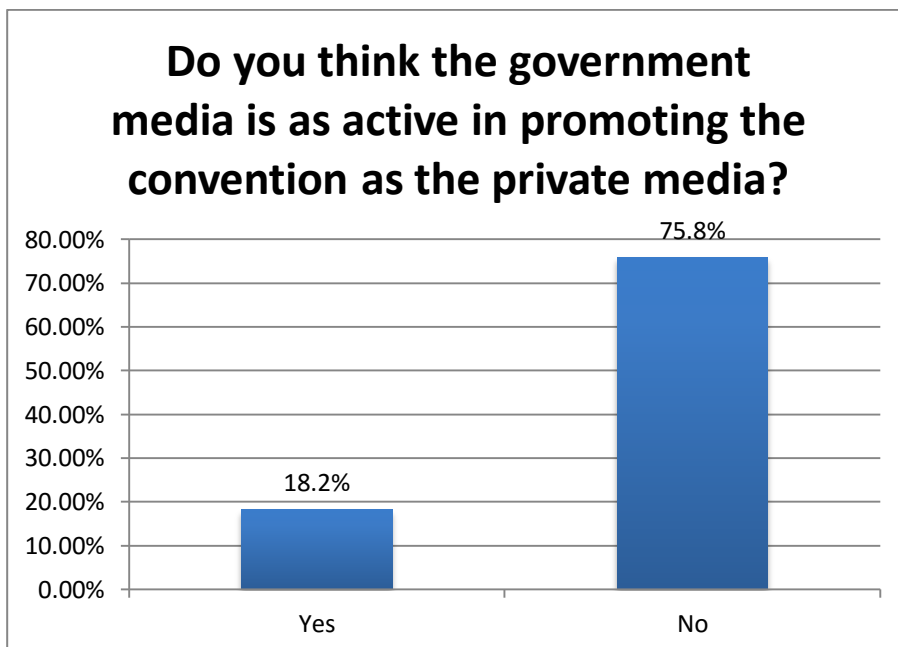


Figure 11 Government role in promoting the UNCRC

Figure 12 presents the responses to Question 18 and shows that a very high percentages of people - 88.6% - are of the opinion that the Saudi government is not making the UNCRC known to all parents and children and is therefore not implementing Article 42.

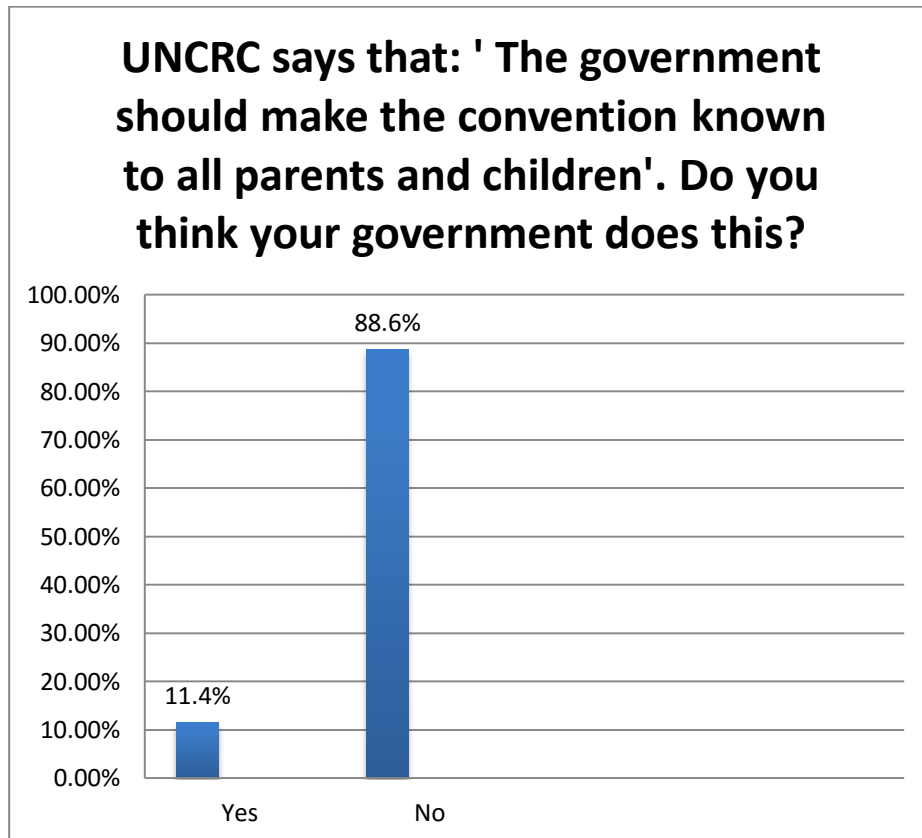


Figure 12

4.1.2 Open ended questions

As I mentioned above there were four sections in the questionnaire, in this part I analyse the open-ended questions that were part of the same sections presented above.

Section 2: The awareness of the concept of children's rights

The second part of Question 7 in the questionnaire asked the respondents about their knowledge of the concept of children's rights and their answers included children's needs in their lives such as: basics from food, health, education, protection from all kinds of abuse, to have good lives and physical and psychological needs met.

Question 9 was classified as media sources and how the adults heard about the concept of children's rights from the media. The options for this question were - TV programmes, newspaper articles, Internet websites, magazine articles and others. Most of the respondents heard from TV programmes and newspaper articles; the TV programmes were the news via international channels such as CNN. Some mentioned names of social show programmes that are shown on the MBC channels; these are a group of satellite Arabic channels not encrypted. The programmes are 'Oprah' an American talk show hosted by a woman called Oprah Winfrey, who discusses different topics in different aspects and "The Green Apple", which informs Arabic families about the latest health and medical news from reports and studies. At the same time all the newspapers mentioned were local Saudi newspapers, Al-Riyadh and Al-Watan, however only one respondent answered BBC news articles and another one answered ANA, Arizona Newspaper Association, an American newspaper. While the responses about the Internet website referred to UNICEF, UNESCO, which are international organisations websites and Wikipedia a free encyclopaedia website. Only one person said they had seen poster on the roadside boards about children's rights.

Question 10 asked about adults' perspectives of the concept of children's rights, the answers were as follows:

- "It is very important for our life especially the children."
- "I don't know."
- "Give them better life through good education, health care, protection from harm, discrimination."
- "I support and agree."
- "It is a necessary protection and care for children."
- "It's very important for the child's protection and quality of life."
- "Children have grown up in a good environment, the right to good education, good health care, good family values, away from all kinds of abuses."
- "Good education and good life."

- "It is the power for better life."
- "Concept that preserves their rights in education, health and treatment."

Section 3: The awareness of UNCRC

The second part of the Question 11 asked the respondents about their knowledge about the UNCRC and their answers were:

- "It is a global organization which works to achieve a good future for children, many countries have signed this Convention."
- "I know about this Convention and their reports."
- "Only as a name but no details."
- "Against adult abuse and exploitation of children."
- "It is the community of people to watch the stability of taking care of children according to their governments."
- "I know a little bit about it, they should not work before a certain age, they should be offered education."
- "That every child under 18 is protected by the UNCRC."

Question 14 investigated the adult's perspectives about the UNCRC and the answers were as follow:

- "I have no idea about it" and "I haven't enough information about it" these were the answers from most of the sample.
- "Caring of children."
- "An organisation under the UN's umbrella has a great Convention to protect children around the world, specially poor countries."
- "It's a good children's organisation."
- "It is a start to the right direction for children."
- "It is excellent but no implementations only on papers."

- "It's the rescue source for the abused children, that they can call their offices in the country as shown on TV channels to ask for help."
- "Children around the world need such organisation to care about them."
- "I encourage them to all what they do."

Section 4: The role of the media to promote the concept of children's rights and the UNCRC

The second part of Question 15 explained the respondents answers about their opinions about the role of the media in promoting the UNCRC. The answers divided into two sections: those who agree that the media has played a role in promoting the UNCRC their answers were as follow:

- "I don't know what the UNCRC is? But I am sure that the media is a key factor for promotions."
- "By presenting appropriate programmes."
- "By providing special programmes and documentaries."
- "In the TV channels there is some advertisings but unfortunately not in Arabic countries."
- "The media published a lot of information about it."

Those who disagreed that the media plays a key role in promoting the UNCRC, answered as follows:

- "The the media has played a limited role in promoting the CRC, we haven't seen anything."
- "I do not see the effectiveness of these programmes."
- "The media has not focused enough on this issue."

Question 16 asked for the respondents thoughts about what drives the media in its promotion of children's rights? The responses to this question presents the adults' viewpoints of the media in promotion of this issue, the answers were as follows:

- "Organisation it supports children's project around the world."
- "Driving the media in its promotion of children's rights."
- "The political decision."
- "Major role."
- "The stories about how children can be harmed."
- "The push from the governments, universities and schools."
- "Money."
- "It's important."
- "Injustice children, child abuse and starvation of children around the world."
- "Media is considered as a good tool to spread the knowledge of children's rights."
- "Make aware everybody about the concept."

The second part of Question 17 was for the explanation of responses from people who answered negatively for their opinion about the government media not being as active as the private media in promoting the Convention. Their opinions were as follows:

- "I think it should be more campaigns about this issue."
- "Not in Saudi Arabia, we never heard about the Convention here."
- "Until now some countries still haven't known what the children's rights are?"
- "No, there are no implementations."
- "Sometime the politics plays a big role in that."
- "Because in practice the government doesn't apply in all conventions."

- "Private media do that to get a profit."
- "Government TV has no impact."

No one who answered "Yes" explained their answers.

The second part of Question 18: is an explanation of the responses answered about their opinion of the government implementing of Article 42 of the Convention the answers were as follows:

Those who answered negatively explained their answers as follows:

- "Not everybody in the community is aware of this article."
- "Never heard about any convention, if we have one the government has not advertised well."
- "No way has the Saudi government done this article."
- "No, the evidence is the majority of parents have not known of this Convention."
- "No, my government has not had awareness of children's rights."
- "Due to lots of social factors such as being reserved and conservative society, the UN organisation has little impact in our community."
- "No, because we have people until now they have not known about it."

Whereas people who answered "Yes" their viewpoints were as follows:

- "Yes, I think by media such as; the TV programme and the Facebook website."
- "I think, there are attempts from government to do their best to promote the awareness of the Convention."

The questionnaire has illustrated some findings about Saudi adults' awareness about children's rights and the UNCRC. Firstly, the awareness of children's rights is higher than awareness of the UNCRC a possible reason is that maybe they know about

children's rights from the Islam religion and educational programmes, whether for graduates or postgraduates. What is more, although the majority of the sample are educated professionals and have children, they are not aware of the UNCRC. In addition, there is a difference between the awareness of the concept of children's rights and the UNCRC; there is a similarity in the sources that they have heard about these concepts through, the results sequentially were, the highest percentage mentions the media, then educational programmes, the Internet and lastly from their friends. Also, the respondents were in agreement about the types of media through which they know about children's rights and the UNCRC: TV programmes, newspapers articles and Internet websites.

4.2 The interview results

I conducted two interviews for this research, one with the Head of the Women's Section of the National Committee for the Rights of the Child, Dr. Hind Al-Thumairi and the second with Haya Al-Swoyid, the Saudi journalist who created the Childhood Parliament in the children's page of the Al-Hayat newspaper. The findings from these interviews divided into two themes: initiatives by the Saudi government to promote awareness of the UNCRC in KSA and the role of the media in awareness raising in the KSA community of children's rights and the UNCRC.

4.2.1 Initiatives by the Saudi government to promote awareness of the UNCRC in KSA

From Dr. Al-Thumairi's answers I have identified the Saudi's government's initiatives through the role of the National Committee for the Rights of the Child. She mentioned that the main goal of the Committee is to serve Saudi childhood, which will be achieved through making the Committee the leader for the childhood section in Saudi Arabia. Also, placing the Committee as the place which supports care, protection and development initiatives for the Saudi child. The Committee should be a primary institution to tackle care of children by government agencies and civil authorities (government and non-government institutions, international and regional organizations, society and people). It should also support the efforts that the childhood government institutions make through helping them to plan their activities and programmes that provide types of care for children. It should also promote research and studies about children's care and protection and spread the social and

education awareness of children's rights to increase the responses to their needs and that should be according to the different stages of their development level. Furthermore, the Committee supports cooperation between government departments in KSA and the international organisations and the same committees in other countries. One of the responsibilities of the Committee is to provide annual reports to the Saudi Council of Ministers about the childhood situation, the Committee's achievements, the difficulties that face the Committee to implement their role and the suggestions for overcoming these obstacles. Whereas, Al-Swoyid's mentioned in her interview that all the achievements by the Childhood Parliament in Saudi Arabia have been made by non-government intuitions' support and under the Al-Hayat newspaper umbrella.

4.2.2 The role of the media in KSA society of awareness of children's rights and the UNCRC

The findings from the interviews with Dr. Al-Thumairi and Al-Swoyid have stressed the key role of the media to make aware Saudi society of children's rights issues and the UNCRC. Al-Swoyid mentioned that TV, as a media tool, is becoming the most important source to make society aware of the concept of children's rights and the UNCRC, while the Internet is considered a strong participant to increase society's awareness. What is more, Dr. Al-Tumairi has explained a good step from the mechanisms between the National Committee for the Rights of the Child and the Ministry of Culture and Media in KSA to raise the awareness of society of children's rights and the UNCRC. This is by creating a media team entitled "Childhood Friends Media Group", the aim of this group is to identify the mechanisms of local media activation to serve Saudi childhood. This step has been taken to attract media workers to play their role in this issue which is consider a part of their work. The Committee has done this because of their belief that education and experiences are the base of any success. What is more, the Committee supports this group - which is under formation - to ensure that children are being provided their needs.

4.3 Focus group results

The 21 children who participated in the focus groups were aged 10-17 years. The focus groups, as mentioned in Chapter Three, were divided into two: the first group included nine children from King Abdulaziz Public Library, all this group were girls

(I have mentioned the reasons in Chapter Three) and the second group of 11 children were mixed and children of friends. The findings of these groups are presented in two sections: children's knowledge of the concept of children's rights, children's knowledge about the UNCRC.

4.3.1 Children's knowledge of the concept of children's rights

Of the sample of children, 15 knew that children have rights and they mentioned the types of rights including rights to lesson; to have opinions; the right to play; time from their parents; improve their skills; right to choose and have freedom. They mentioned that the source of this knowledge was their parents and media. Five of them had heard about this concept from their parents and people in society, ten of them said from the media, six from TV programmes, and three from the Internet and one child from newspapers. What is more, the knowledge of the children about children's rights in Islam is low because only four of them have heard about this concept.

4.3.2 Children's knowledge about the UNCRC

The findings about the UNCRC were that none of the children have any idea about this Convention and they do not have any interest to know about it. However, one of them asked me "what is this Convention?" and I explained to her in summary the UNCRC role then she has said, "I want to ask this Convention to make more offers to make sure that every child in the world takes his own rights".

4.4 Discussion

The findings have offered an insight into the awareness of Saudi society about children's rights and the UNCRC and to investigate the role of the media in implementing this awareness. The research questions will be answered through this discussion.

4.4.1 The knowledge of Saudi society about the concept of children's rights and the UNCRC

The findings have shown that there is awareness in this sample about children's rights, more than half of adults (71.1%) and 15 of the children know about the concept of children's rights. This finding is different with the findings in the Brazil

Report (Save the Children, 2009-10). However, there is a difference between the adults' and children's perspectives of their knowledge about children's rights. The adults' answers were about children's needs such as: basics from food, health, education, protection from all kind of abuse, having a good live, physical and psychological needs. Whereas the children's answers were: right to lessons, having opinions, right to play, time from their parents for them, improve their skills, right to choose and have freedom. These findings illustrate that the adults' perspectives about the concept of children's rights is only to offer their physical needs and to have a good life, (Article 6 in the UNCRC text), while the children's viewpoints are about their participation rights (Article 12). These findings might be because most of the children (15) are from a good level of standard of living; they have not mentioned types of physical or life rights because they have them already but they do need their rights in participation issues.

The findings regarding the sample's viewpoints about the UNCRC were different. Unfortunately none of the children have any idea about this Convention and they do not have any interest to know about it but one did ask about it and its purpose. This finding is very similar to that of Willow *et al's* (2007) findings where only one in 20 children knew about the UNCRC. There was a lack of adult awareness of the UNCRC, only 36.8% have heard about it, they do not have a good knowledge about it. Their answers were the same; it is an international children's organisation that is against adults abuse and exploitation of children. Even though the majority of adults were graduates or postgraduate there is a lack of awareness of the UNCRC for adults and that it is non-existent for children.

4.4.2 Initiatives by the Saudi government to promote awareness of the UNCRC in KSA

The Interview with the Head of the Women's Section of the National Committee for the Rights of the Child, Dr. Al-Thumairi, identified the efforts of the National Committee for the Rights of the Child to implement Article 42 of the UNCRC which states that, "the government should make the Convention known to all parents and children". The findings of this research shows that 88.5% of the Saudi adults answered that the government has not played their role in making society aware of this Convention. Also, more than half of the adults (60.5%) have not heard about the

UNCRC and all the children who were in the focus groups (21 children) have no idea about this Convention. These findings support Payne's (2009) and Willow *et al's* (2007) findings, thus illustrating that in the UK and KSA there is a lack of awareness, by society, of the UNCRC.

On the same level, Dr. Al-Thumairi mentions that the National Committee has promoted research and studies about children's care and protection and supports children's rights research. However, this position is contrary to Bin-Said's (2007) study findings regarding KSA. What is more, she has illustrated that the National Committee has played their role to spread social and education awareness about children's rights and the findings of my research are supported by her claim that there is an awareness of children's rights in Saudi society, 71.1% of the Saudi adults and 15 children knew about the concept of children's rights. These findings are not in agreement with the Save the Children report in Brazil (2009-10) that there is not enough awareness of children's rights. According to education awareness, it is considered not enough from my research findings because only 26.6% identified the source of their knowledge about children's rights as their university's programme (whether graduate or postgraduate) while 13% mentioned that they have heard about these rights from Islam religion (The Holy Quran and Prophet Mohammed) or their parents. With the children, it is less than the adults, only four children knew that there are rights for children in Islam, and they got their knowledge from religion modules in their schools or from their parents. This illustrates that there is social awareness of children's rights by adults and children but the educational awareness of children's rights for adults is not enough and for children it is very low, although, Islam is the main religion in KSA and children study religion modules from fourth level and they have read the Quran from preschool. These finding do not support Karaman-Kepeneci's (2006) findings that emphasise the importance of children's rights knowledge for both children and adults in any society.

Along the same lines, Dr. Al-Thumairi mentioned the responsibilities of the National Committee, of which one is to provide annual reports to the Saudi Council of Ministers about the childhood situation, the Committees achievements, the difficulties that face them in implementing their role and the suggestions for overcoming these obstacles. This information is supported by Bin-Said's (2007) findings which mention that the reports that are provided to the UNCRC are

considered the only source that shows the reality of childhood in Saudi Arabia and this illustrates the lack of reports which shows the children's situation in KSA. Also, Dr. Al-Thumairi declared that the Committee should be a primary institution to take care of children by government agencies and civil authorities (government and non-government institutions, international and regional organisations, society and people). Whereas, from the Al-Swoyid interview the finding is that all the achievements of the childhood programme in KSA were originated by the Al-Hayat newspaper support and non-government institutions only. This finding indicates that Saudi government institutions have not provided support for the children rights project, whereas in other countries the childhood parliament is under the government umbrella, as the findings of Al-Swoyid (2005) mentioned. This idea of a children's parliament is supported by Badham (2002, cited in Lyon, 2007) that children's participation in awareness promotion of the UNCRC will be effective, while in KSA this achievement has not had success. In addition, although there is a childhood parliament in Saudi Arabia, all the sample of children in this study do not know about the UNCRC.

4.4.3 The role of the media in raising awareness in KSA of children's rights and the UNCRC

The findings from the interviews with Al-Swoyid and Dr. Al-Thumairi about the role of the media emphasises the importance of it and how it plays a key and influential role to raise awareness in society about children's rights because it has a pulling force for all society's members. This result is supported by Laughey (2009), White (2002) and Moccia *et al* (2009) about the importance of the role of the media in the awareness process. In addition, the report of Save the Children in Central Asia (2007-08) has also specified the significant role to raise the awareness of children's rights issue. All these findings have differences with my research findings, the media has not played a significant role in KSA to raise awareness about children's rights specifically and the UNCRC in general. Less than half (33.3%) of the respondents of the questionnaire have awareness about the concept of children's rights from the media and they specified some programmes on TV and names of newspaper; only ten children have heard about children's rights from the media. However, there is a similarity between the levels of the media where they got their knowledge from; TV programmes having the highest percentage of adults and children, who mention the

same programme 'Oprah'. While there is a differences in the second source, for the adults newspaper articles are more than the Internet whereas for the children it is the opposite. About the UNCRC knowledge 35.3% of the respondents of the questionnaire know about the UNCRC from the media, 20% of them specified the newspaper as the media source and 46.7% mentioned TV programmes. These finding are the same as those of Willow *et al*, (2007), indicating that the UK and KSA society has the same sources of UNCRC knowledge. Also these findings have a relevance with Al-Swoyid's interview that TV is becoming the first tool of the media and plays a role in society's awareness about children's rights and the UNCRC. However, about the children results, none of them have any idea about the UNCRC from the media or any other sources, this illustrates that Saudi children do not get their knowledge from the media, which does not agree with the National Commission for Childhood (2003) report that mentioned attempts to make children aware about the Convention via the media. The report stated that a printed poster with the UNCRC text, had been sent to children's institutions such as schools and hospitals. However, about children's rights, the findings illustrate that the media plays a role to make children aware of their rights because ten children mentioned that they got their knowledge about the concept of children's rights from the media; one child said from newspapers, three of them from the Internet and six from TV programmes. These findings illustrate that the media does not play its role in raising awareness of Saudi adults about children's rights and the UNCRC because all the percentages were less than half the sample. However the findings for the children is different, the role of the media to raise awareness about the UNCRC is non-existent and is limited for the concept of children's rights. What is more, the results of adults' knowledge of children's rights from friends is limited to only 3.3% as well as for the UNCRC where only 17.7% mentioned they had heard about the UNCRC from friends. This result is contrary to that of Katz and Lazarsfeld (1995, cited in Williams, 2003) who stress that the influence of friends is stronger than the media.

On the same level, the findings from the Al-Swoyid interview that the Facebook website has an effective role to increase the awareness of Saudi society is supported by Hick and Halpin (2001). However, this is not in agreement with the questionnaire findings that illustrated the limited role of the Internet to increase the awareness of children's rights, with only 20% knowing about children's rights from websites such

as UNICEF, UNESCO and Wikipedia. In addition, only three of the children mentioned that they got their knowledge about children's rights from the Internet. According to this, the role of the Internet to raise awareness in society about the UNCRC is also weak as there were only 23.5% who know about the UNCRC from the Internet and 26.7% who have chosen the Internet as a media source for hearing from the Convention. None of the children had heard of the UNCRC via the Internet. These findings illustrate lack of awareness of the UNCRC in KSA and are in line with Willow *et al's* (2007) findings about UK society.

Along the same lines, the finding from Dr. Al-Thumairi about the mechanism between the media minister and the National Committee in KSA to increase the awareness of children's rights and the UNCRC is to create a media team entitled 'Childhood Friends Media Group', to serve Saudi childhood to ensure that children are being provided their needs. This result has similarities with White (2002) who stressed the relationship between journalists and media organisations. The 'Childhood Friends Media Group' is one of KSA's achievement in increasing the awareness of children's rights and the UNCRC via the media. While it is in conflict with Barry and Jempson (2005) who argue that raising the awareness of society is not the journalists' role.

Although the media is considered the first source that the adults have chosen to make them aware about children's rights and the UNCRC, the findings of the media role in promoting the UNCRC is varied. Almost half of the sample (51,7%) answered that the media has not played its role in supporting the UNCRC and more than half (75.8%) have stressed that the government media has not played its role compared to private media. This is illustrated by the names mentioned for the TV programmes, newspapers and the Internet websites. For example the majority have mentioned the Oprah show, the Internet website as CNN and the newspapers such as Al-Jazeera and an independent newspaper.

Chapter Five

Conclusion and recommendations for further work

This research has provided a clear image of the implementing of Article 42 in the KSA through investigating the society's awareness of the concept of children's rights and the UNCRC via the media. The findings show that the government of the KSA has not implemented this Article as required by the Convention. The awareness of the UNCRC should be promoted more effectively in Saudi Arabia for both adults and children; currently it is limited for adults and non-existent for children. Thus the government has to work to increase adults' awareness. For example, the Media and Culture Minister should produce a local TV programme, Internet website and write articles in newspapers and magazines about this Convention in order to increase parents' awareness about their children's rights. Also, The National Committee for the Rights of the Child in Saudi Arabia should increase its role in society's awareness through the media by production of educational programmes with the Media Minister for Children and Adults. Furthermore, in celebrations of childhood such as the International Childhood Day, it should print the UNCRC articles and distribute them for adults and children in public places such as: shopping centres, supermarkets, children's clubs also in educational places such as schools. It should also create a website to show and teach children about this Convention and show the reports that their country has provided to the UNCRC. What is more, it can at seminars and/or conferences of official childhood events distribute brochures about the Convention. If all these actions are implemented regarding Article 42, it will also contribute towards implementing Article 17 of the Convention, which stresses provision of a reliable media for children (Appendix 4)

The government of Saudi Arabia has to increase the awareness of their society about the concept of children's rights from the educational aspect. Although there is some awareness of the concept of children's rights by the adults and children, the knowledge from the education aspect is considered low for both. However, this research illustrates that the National Committee for the Rights of the Child has a poor relevance with other government institutions, this kind of partnership will increase the awareness of the community. For example, developing a partnership between the Minister of Education and the National Committee for the Rights of the Child to

prepare a suggested curriculum, about children's rights in general including parts about children's rights in Islam, for schools and universities. Although the KSA is considered a Muslim country as the Ministry of Economy and Planning (2011) states that 100% embrace the Muslim religion, the knowledge of children's rights in Islam is limited for children. Also, the National Committee should support the studies and research that shows the reality of children's rights in KSA and implement their suggestions. There should be an increase in the research aspect in the National Committee because this study illustrates that there is a lack of the children's rights research as Bin-Said (2007) found from her study as well. What is more, the Committee should create a Children's Parliament or support the one created by Al-Swoyid to be the official government one and for it to be available for all Saudi children, to allow them to express their opinions, promote their rights and discuss their issues. As the Children's Parliament experience in the United Arab Emirates in 1997 found that children express some important issues such as decreasing the violence in TV programme (UNICEF, 2005, cited in Bin-Said, 2007).

Finally, this study has identified a number of significant issues regarding Saudi society's awareness of the concept of children's rights and the UNCRC. It has been identified that the media currently plays a very limited role in promoting this awareness. The study findings are a significant source of information for policy makers and those involved in developing and implementing the concept of children's rights.

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Appendix 1

Letter to Library

To Whom It May Concern,

My name is Lina Saeed Bashatah. I am a Masters student in MA International Childhood Studies at Sheffield University, and I am also a teacher assistant in King Saud University in the field of education. I am researching the issue of children's rights in Saudi Arabia.

I am currently searching for a place in which to carry out my research and have taken the liberty of writing to you and the Library. My dissertation is about the awareness of the Saudi society about children's rights and the United Nation Convention on the Right of the Child through media. My aim is to investigate the role of the media in raising awareness of the UNCRC as presented under Article 42 in the KSA society

If your staffs in the library are willing to assist, I would like to do interviews with 20 children aged between 10 and 17 years old to investigate their knowledge and perspectives about children's rights and about the UNCRC. The data collected will only be used for wring the dissertation and will be destroyed within two months of completing the dissertation.

I would like to add that I am willing to share any of my research with the Library, children's parents and the children themselves , in order to repay the opportunity to carry out this research .

I realise that this is asking a great deal from an already busy place, but I would dearly like the opportunity to carry out this research .

If you have any further questions or would like more information then please do not hesitate to contact me on the details below. Please also find attached the details of my dissertation supervisor.

Thanking you in anticipation.

Kind regards

Lina Bashatah

Appendix 2

Consent form for parents and children

Title of Research Project: The role of the media in implementing Article 42 of the convention on the right of the child in Saudi Arabia

Name of Researcher: Lina Bashatah .

Participant Identification Number for this project: 20 children and their parents.

Please initial box:

- 1- I confirm that I have read and understand the information letter explaining the above research project and I have had the opportunity to ask questions about the project.
- 2- I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline .
- 3- I understand that my responses will be kept strictly confidential .
- 4- I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research .
- 5- I agree for the data collected from me to be used in future research .
- 6- I agree to take part in the above research project.

Name of the child:

Date:

Signature:

Name of children's parents:

Date:

Signature:

Lead Researcher

Date:

Signature:

Appendix 3

The Questionnaire

My name is Lina Bashatah. I am a Masters student in MA International Childhood Studies at Sheffield University, and I am also a teacher assistant in King Saud University in the field of education. My dissertation title is:

The role of the media in implementing article 42 of the Convention on the Right of the Child in Saudi Arabia.

My aim is to explore to what extent are the Saudi's children and adults aware of the United Nation Convention on the Right of the Child as a result of using the Media. I am very grateful to you for taking the time out to help me with my research. If you agree to participant in this research, please read the points below and sign:

- 1- I have read the information above about the research.
- 2- I will allow the researchers to use the information given in the questionnaire.
- 3- All information submitted on the consent form, the questionnaire and any correspondence with the researcher will remain 100% confidential and will be stored using a secure password accessible only to the researcher.
- 4- Additionally, any information provided will be utilised anonymously without revealing the names of the participants and any other information they provide.
- 5- Participation in this study is completely voluntary and you may withdraw yourself from the study at any point by writing to:

Sop10lsb@ Sheffield.ac.uk

If you agree with the above, please sign below.

Kind regarded,

Lina Bashatah

Your Name (optional):

Your Signature:

Date:

Researcher's Name: Lina Bashatah.

Section 1:

1-Your Gender:

- Male
- Female

2- Your Age:

- 19-26
- 27-34
- 35-42
- 43-50
- over 50

3- Education level:

- Less than high school
- High School
- Graduate
- Postgraduate

4-Your occupation:

- Student
- Unemployed
- Professional
- Manual worker

Please Specify

5- Do you have children?

Yes

No

6- If you have children, how many do you have:

2 or less

3-5

6-8

more than 8

Section 2:

7- Are you aware of the concept of children's rights?

Yes

No

If Yes, what do you know about it?



8- If you aware about the children's rights concept, from where did you hear about it?

Media

Friends

Internet

Leaflet/Brochure produced by the government

Leaflet/Brochures produced by NGO

- Festival or Seminar organized by government
- Festival or seminar organized by NGO
- Through an educational programme (specify which level: university, secondary school)
- Other (please specify)

9- If you heard about it from the media, please tell me which media source you heard it from:

TV programme, please specify which one

Newspaper article, please specify which one

Internet website, please specify which one

Magazine article, please specify which one

Other (Please Specify)

10- What do you think of the concept of children's rights?

Section 3:

11- Are you aware of the United Nations Convention on the Rights of the Child (UNCRC)?

- Yes
- No
- If yes, what do you know about it?

12- If you know about the UNCRC, how do you know about it?

- Media
- Friends
- Internet
- Leaflet/Brochure produced by the government, please specify which one
- Leaflet/Brochures produced by NGO, please specify which one
- Festival or Seminar organized by government, please specify which one
- Festival or seminar organized by NGO, please specify which one
- Through an educational programme (specify which level (e.g. university, secondary school)
- Other (please specify)

Please Specify Here

13- If you know about the UNCRC from the media, please tell me which media source you heard it from:

- TV programme, please specify which one
- Newspaper article, please specify which one
- Internet website, please specify which one
- Magazine article, please specify which one
- Other (please specify)

Please Specify Here



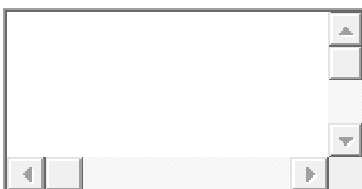
14- What do you think of the UNCRC?



Section 4:

15- Do you think the media has played a key role in promoting the CRC?

- Yes
- No
- If Yes, how? if No why?



16- What do you think drives the media in its promotion of children's rights?



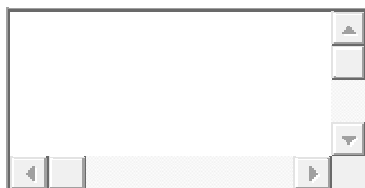
17- Do you think the government media is as active in promoting the convention as the private media?

- Yes
- No
- Explain your answer please,



18- The United Nations Convention on the Right of the Child says that: ' The government should make the convention known to all parents and children'. Do you think your government does this?

- Yes
- No
- If Yes, could you mention how? if No, give reasons for your answer



Appendix 4

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

<http://www.uncrcletsgetitright.co.uk/>

The United Nations Convention on the Rights of the Child is an international agreement that protects the human rights of the children under the age of 18. On 16 December 1991, the United Kingdom of Great Britain and Northern Ireland formally agreed to make sure that every child in the UK has all the rights as listed in the convention.

The Welsh Assembly Government has shown its commitment to the convention by adopting it as the basis for policy making for children in Wales.

Altogether there are 54 articles in the convention. Articles 43-54 are about how adults and governments should work together to make sure all children are entitled to their rights. The information contained here is about articles 1-42 which set out how children should be treated.

Article 1
Everyone under 18 years of age has all the rights in this Convention.

Article 2
The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

Article 3
All organisations concerned with children should work towards what is best for each child.

Article 4
Governments should make these rights available to children.

Article 5
Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6
All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7
All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.

Article 8
Governments should respect children's right to a name, a nationality and family ties.

Article 9
Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10
Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11
Governments should take steps to stop children being taken out of their own country illegally.

Article 12
Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13
Children have the right to get and to share information as long as the information is not damaging to them or to others.

Article 14
Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15
Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16
Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17
Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18
Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19
Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20
Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21
When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born or taken to live in another country.

Article 22
Children who come into a country as refugees should have the same rights as children born in that country.

Article 23
Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 24
Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25
Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26
The Government should provide extra money for the children of families in need.

Article 27
Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28
Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29
Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30
Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31
All children have a right to relax and play, and to join in a wide range of activities.

Article 32
The Government should protect children from work that is dangerous or might harm their health or their education.

Article 33
The Government should provide ways of protecting children from dangerous drugs.

Article 34
The Government should protect children from sexual abuse.

Article 35
The Government should make sure that children are not abducted or sold.

Article 36
Children should be protected from any activities that could harm their development.

Article 37
Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38
Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39
Children who have been neglected or abused should receive special help to restore their self respect.

Article 40
Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41
If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42
The Government should make the Convention known to all parents and children.

For further information on the United Nations Convention on the Rights of the Child please visit The Welsh Assembly Government's UNCRRC Website

<http://www.uncrcletsgetitright.co.uk/>
Clic - The National Information and Advice Service for Young People
<http://cliconline.co.uk/news/>



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Cymry Ifanc
Young Wales

www.cymru.gov.uk

