

**ROLE OF THE MEDIA IN PROTECTION OF DISABLED
CHILDREN RIGHTS TO SOCIALLY INTEGRATE
A CASE STUDY OF KENYA**

BY

ETTYANG' AJUMA REGINA

BMC/20019/82/DF

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DECLARATION

I **ETTYANG' A. REGINA**, do hereby declare that the contents of my study are my original work and have never been presented for the award of a bachelors degree in mass communication or any other course in any other institution of learning.

Signature.....*Ettyang'*.....

Date.....*31/05/2012*.....

ETTYANG' AJUMA REGINA

BMC/ 20019/ 82/ DF

APPROVAL

This research dissertation entitled “The role of the Media in protection of disabled children rights to socially integrate: a case study of Kenya”. Is submitted to the college of Applied Economics and Management Sciences with my approval as the supervisor.

Signature.....

Date.....

MR. MOHAMMED MATOVU
SUPERVISOR

DEDICATION

I dedicate this work to my mother Mrs. Fraciah W. Etyyang' and to my late father, my sisters Pauline, Isabel Mercy, and Margaret, my brothers Thomas, William and Timothy, nephew Nickolas and his sister Adelle and their father Moses Owino, and not forgetting my beloved daughter Fraciah Etyyang'.

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ABSTRACT

The research topic sought to investigate, the role of the media in protection of disabled children rights to socially integrate; Kenya as a case study. The key objectives were selected to show the extent of the study. Among them were;

- To find out how the media has been effective in protecting the rights of the disabled children in Kenya.
- To find out whether the government has been supporting the media in their role of protecting the disabled children rights.
- To investigate whether the media carries content that helps to protect the rights of the disabled children.
- To find out the measures put in place by the government to raise awareness about the rights of children with disabilities.

Further, the literature review about the area of study was done to show the relationship between the media and the disabled persons in Kenya.

A detailed methodology comprising of descriptive survey was developed by the researcher to show both qualitative and quantitative data.

There was the presentation of findings, interpretation and analysis of data collected from the various respondents of this study. The analysis and interpretation follows tabular presentation at some stages and the interview results from the respondents presented to supplement the quantitative presentation.

Conclusions and recommendations were made basing on the evident findings found throughout the research.

Some of the recommendations included;

- Changing attitudes within households.
- Ensuring the constitutional protection of children with disability.
- Supporting affirmative action.

CHAPTER ONE

1.0 Introduction

Media images and stories influence thinking and establish social norms. People with disabilities have endured misrepresentation, defamation, and lack of representation in the media news and entertainment. While the disability rights movement has made enormous strides in the past thirty years using law and policy development and civil rights advocacy, the movement has not yet altered the hearts and minds of people who do not have personal experience with disability. Many still do not understand disability issues as rights issues.

1.1 Background of the study

The problems of disability in developing countries should be understood. As many as 80% of all disabled persons live in isolated areas of developing countries (Oriodo, 2003) with 150 million of them children. In some of these countries, the proportion of the disabled population is estimated as high as 20%; thus if families and relatives are included, 50% of the population could be adversely affected by disability. The problem is even more complex because, for the most part, disabled persons are also usually extremely poor. Oriodo (2003)

For many children, the presence of impairment leads to a rejection or isolation from experience that is part of normal development. This situation may be exacerbated by faulty family and community attitudes and behaviors during the critical years when children's "Worth nothing" is often the prognosis in early childhood. Eleweke & Rodda (2002)

In developing countries, people with disabilities often live in areas where medical and other related services are scarce or not present and where disabilities cannot be detected in good time. By the time medical attention is given (if it is received at all), the effects of disability may have become irreversible. In many countries resources are not sufficient to detect and prevent disabilities and to meet the need for rehabilitative and supportive services of the disabled population.

Trained personnel, research into newer and more effective strategies and approaches to rehabilitation, and the manufacturing and provision aids and equipment for the disabled persons are quite inadequate in most developing countries. Zeleza, Paul Tiyambe (2009).

The disability problem is further compounded by the population explosion, which inexorably pushes up the number of disabled persons in both proportional and absolute terms. There is thus an urgent need, as the first priority, to help such countries to develop demographic policies to prevent an increase in the number of disabled.

Persons with disabilities in Kenya not only represent a crucial sector of the marginalized population but also face special problems as a result of their disabilities. Most have no access to education, health, employment and rehabilitation. The majority experience hardships as a result of built-in social, cultural and economic prejudices, stigmatization and more often ostracism, abuse, and violence. The effect has been that laws intended as instruments of social-engineering and avenues of awareness and intervention in alleviating the plight of the persons with disabilities have not been explicit in addressing their human rights. This has reduced participation in social, economical, cultural and political opportunities that are available in the country.

The situation is made worse that certain sectors like the media which would otherwise help highlight the plight of disabled people have instead only served to promote stereotypes.

1.2 Statement of the Problem

Disability has adverse effects on a person's ability to carry out day to day activities.

The study sought to find out the role that stakeholders play including the government and civil society and several other players with the media in protecting the rights of the disabled children in Kenya to socially integrate.

The problem is compounded when the media which is supposed to play a critical role in creating awareness and providing information to the public instead drums up and reinforces stereotypes.

1.3 Purpose of the Study

Many people around the world do not understand disability issues as rights issues. The purpose of this study was to investigate the role that the media plays in order to protect the rights of the disabled children in Kenya.

1.4 Objective of the Study

1.4.1 General Objective

To find out how the media has been effective in protecting the rights of the disabled children in Kenya.

1.4.2 Specific Objectives

To find out whether the government has been supporting the media in their role of protecting the disabled children's rights.

To investigate whether the media carries content that helps to protect the rights of the disabled children.

To find out the measures put in place by the government to raise awareness about the rights of children with disabilities.

1.5 Research Questions

Has the media been effective in protecting the rights of the disabled children?

What measures have stakeholders including the government, civil society, through the media, initiated in protecting the rights of the disabled children?

How are the disabled and the disabled portrayed by the media?

Has the government been supportive towards the media in the protection of disabled children?

1.6 Scope of the Study

This study focused on Kenya. This is because Kenya is among the developing countries dogged by the disability problem.

1.7 Significance of the Study

The findings of the study were expected to:

1. Show the importance of the government in supporting the media in their efforts to protect the rights of the disabled children.
2. Show the role of the media in Kenya in matters affecting the disabled children.
3. Benefit the researcher by providing necessary knowledge and information and set a pace for other researchers by offering the basis about the media and protection of disabled children rights in Kenya.
4. Enable the media to know how to approach disability issues and how to report it to the people.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter reviews the available literature by various scholars and researchers. The literature reviewed covers the major areas covered in the objectives of the study.

2.1 Categories of Disabilities

In Kenya and other African nations, disabled people are not properly appreciated. This is due to a number of factors, including cultural beliefs, socioeconomic problems, and a high rate of illiteracy, undertrained personnel, and lack of funding. Mutua and Dimitrov (2001b) indicated that, whereas those with mild mental retardation may be educated in regular schools, those with moderate to severe disabilities are typically served in settings in which they cannot reach their highest potential. The lack of a policy that advances the rights of individuals with special needs in Kenya leaves this population vulnerable to neglect and physical abuse. Furthermore, because such a policy or law does not exist, most schools and services are operated by religious, private, or philanthropic organizations (Ndurumo, 1993).

The predominant categories of disabilities in Kenya are auditory, mental, physical, and visual disabilities (Ngaruiya, 2002). According to the 2009 population census, the number of persons with disabilities was 1,330,312 which is equivalent to a 3.5%. The number of males was placed at 647,689 which is a 3.4% while that of females was 682,623 equal to a 3.5%. This implies that the number of female persons with disabilities is higher than that of the males.

According to Gichura (1999), in the late 1990s, there were 107 special schools in Kenya. Of these, 31 were for those with auditory impairments, 46 were for the mentally challenged, 13 were for those with physical handicaps, 16 were for students with visual impairments, and 1 was for the deaf-blind population. The number of schools and enrollments in each of these schools increased significantly between 1990 and 1998. In addition to the special schools, there were 761 special units in primary schools serving students with disabilities in 1990.

Despite progress, students with special needs continue to be indiscriminately categorized. It is not unusual to find certain ethnic groups overrepresented in the emotional and behavioral category of disabilities because of the lack of consensus of what constitutes an emotional or behavioral problem and the assessors' language and cultural bias.

2.2 Special Education in Kenya

Kenya is committed to achieving education for all of its citizens (MOEST, 2004; Mulama, n.d.; Ndurumo, 2001; Oriedo, 2003). The Kenyan constitution states that children with disabilities have a right to benefit from a full and decent life in conditions that ensure dignity, enhance self-reliance, and facilitate active participation in society. However, the rights of children with disabilities to have special care and assistance, particularly in relation to access to educational opportunities, are nonexistent. According to Oriedo, Kenya's "policy" on special education promises to: provide skills and attitudes with the goal of rehabilitation and adjustment of people with disabilities to the environment; provide adequate teachers, who are skilled in theory and in the practice of teaching students with special needs; increase the inclusion of exceptional children in regular schools, related services, and community-based programs increase parental participation; and identify gifted and talented children early and provide them with special programs that will increase the development of their special gifts and talents.

Despite these provisions, the government has failed to provide both formal and informal educational opportunities to people with disabilities (Kiarie, 2004; Mulama, n.d.; Oriedo, 2003), due partly to a lack of an explicit special education policy (Muuya, 2002). For minimal financial investment, Kenya has endeavored to provide special education to those in need.

Inequity toward individuals with disabilities arises from the family, community, and society at large (United Disabled Persons of Kenya [UDPK], 2003). People with disabilities have been denied justice through the lack of: interpreters in courts of law; access to social amenities e.g., wheelchairs, specially designed bathrooms, hearing aids; and accessibility to buildings and transportation.

The media is also at fault here because they sometimes air programs without thinking about the disabled people in the society who may be watching the program. However, this is no longer the case since most of the media today have interpreters in some of their programs implying that they have the interests of the disabled people at heart.

Furthermore, they have been discriminated against in education and educational opportunities (UDPK). According to Oriedo (2003), they have little or no access to education, health, employment, and rehabilitation. In addition, people with disabilities have been marginalized during the distribution of resources because they have been perceived as more of a liability than a group of contributors (UDPK).

2.3 United Nations Convention on the Rights of Persons with Disabilities.

The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

The Convention states that parties involved shall;

Consider that persons with disabilities should have the opportunity to be actively involved in decision-making processes about policies and programs, including those directly concerning them. The role that the media plays in this case is that they try and ensure that whenever there are some decisions to be made like those that will benefit the country the disabled are also involved in the decision making process because the policies made will affect them so they need to be represented in all ways possible.

Be concerned about the difficult conditions faced by persons with disabilities who are subject to multiple or aggravated forms of discrimination on the basis of race, color, sex, language, religion, political or other opinion, national, ethnic, indigenous or social origin, property, birth, age or other status,

Recognize that women and girls with disabilities are often at greater risk, both within and outside the home of violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation,

Recognize that children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children, and recalling obligations to that end undertaken by States Parties to the Convention on the Rights of the Child,

Highlight the fact that the majority of persons with disabilities live in conditions of poverty, and in this regard recognize the critical need to address the negative impact of poverty on persons with disabilities,

Recognize the importance of accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms,

Be convinced that the family is the natural and fundamental group unit of society and is entitled to protection by society and the State, and that persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities,

Be convinced that a comprehensive and integral international convention to promote and protect the rights and dignity of persons with disabilities will make a significant contribution to redressing the profound social disadvantage of persons with disabilities and promote their participation in the civil, political, economic, social and cultural spheres with equal opportunities, in both developing and developed countries.

The media tries to look at these issues stated in the preamble of this convention and find out if state parties follow them. The media highlights the plight of the disabled people in the society by making sure that they are involved in decision making process and that their pleas are heard by those in governmental authorities. The media here act as a watch dog and ensure that those who are parties to the convention follow it to the latter.

2.4 Children with Disabilities

On children with disabilities, the convention says that;

States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.

In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.

There are some communities in the world who do not recognize the rights of the disabled children. In Kenya, some communities actually throw away disabled children or even excommunicate them from the society. Media services in most cases come out to the rescue of these children by enlightening their parents and the community in general about the rights of disabled children as stated in the convention.

2.4 Provisions in the Constitution on Children and Disability

On 27 August 2010, Kenya promulgated into law a new Constitution which was overwhelmingly supported at the national referendum on the 4th of the same month. Besides ushering in a new political and democratic dispensation, the new Constitution lays down a normative and structural framework for the protection of human rights in Kenya.

The new Constitution has a comprehensive Bill of Rights which sets out both the general rights extending to citizens in general and those of specific groups including children, the youth and persons with disabilities.

2.5 Child Rights

The mini bill of rights for children is set out at article 53 of the constitution. Section 1 of the same article states that, every child has the right: to a name and nationality from birth; to free and compulsory basic education; to basic nutrition shelter and health care; to be protected from abuse neglect , harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labor; to parental care and protection which includes equal responsibility of the mother and father to provide for the child whether they are married to each other or not; and not to be detained except as a measure of last resort and when detained; to be held, for the shortest appropriate period of time, and separate from adults and in conditions that take account of the child's sex and age.

Section 2 of the same article states that, a child's best interests are of paramount importance in every matter concerning the child.

2.5.1 Rights of the Disabled

The bill of rights for the disabled people is found in article 54 of the Kenyan constitution. Section 1 of the article states that a person with any disability is entitled: to be treated with dignity and respect and to be addressed and referred to in a manner that is not demeaning; to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person; to reasonable access to all places, public information and transport; to use sign language, Braille or other appropriate means of communication; and to access materials and devices to overcome constraints arising from the person's disability.

Section 2 of the same article says that the state shall ensure the progressive implementation of the principle that at least five percent of the members of the public in elective and appointive bodies are persons with disabilities.

2.6 Education of Persons with Disabilities

Attitudes toward individuals with disabilities in Kenya (like the rest of the continent) are generally negative (Muchiri & Robertson, 2000; Mutua & Dimitrov, 2001a; Oriedo, 2003). Individuals with disabilities have traditionally been viewed as helpless and hopeless (Kiarie, 2004). The majority of people in Kenya believe that a disability is “retribution of past deeds by the ancestors” (UDPK, 2003, p. 2). The Swahili word for deaf, for instance, is ‘zuzu’, meaning stupid (Maja-Pearce, 1998). Consequently, parents of children with disabilities tend to be ashamed of such a child (United Nation Educational, Scientific & Cultural Organization [UNESCO], 1974). Children with disabilities are hidden from the rest of society (Abosi, 2003; Kiarie; UNESCO). Children with mental retardation and deafness are more visible in community settings than those with physical impairments, although they may not be more prevalent than other categories of disabilities, perhaps because of communication difficulties within these populations (UNESCO).

The media in this case will come in and enlighten the masses of the importance of bringing out these children. It is not the fault of the parents or the child that he or she is disabled. The media plays a role by ensuring that those communities which have such a cultural belief should be enlightened the most to ensure that their children receive education, special education, so that they may also be able to compete for jobs, where they can with the others.

In a survey administered to regular and special education teachers, administrators, social workers, and teacher education students at Kenyatta University on the societal perception of individuals with behavioral and emotional disabilities, 80% of the participants indicated that the Kenyan society perceives these individuals as being mad or possessed by demons (M. N. Runo, personal communication, December 15, 2004).

Another questionnaire focused on whether individuals with behavioral and emotional disorders are capable of learning. Seventy-eight percent answered that the curriculum does not provide the necessary strategies to teach such students (M. N. Runo. personal communication). MOEST (2004) commissioned the Special Education Task Force to investigate the challenges facing individuals with special needs and to make recommendations. These findings, published in 2003, reported that individuals with behavioral problems are usually educated in rehabilitation facilities.

They are treated in the same manner as juvenile delinquents (Kochung, 2003; Ndurumo, 1993). The media in this case helps the disabled persons by informing them about special schools in the country which will help them become better people in the society.

According to Abosi (2003), most of the negative feelings about a disability and toward people with disabilities are misconceptions that develop from a lack of proper understanding of disabilities and how they affect functioning. It is fortunate that new attitudes can be boosted through knowledge about disabilities and their causes by providing information through lectures, symposia, seminars, and mass media.

2.7 Challenges Faced in the Provision of Special Education Services in Kenya

Individuals with disabilities in Kenya experience difficulties due to built-in social, cultural, and economic prejudices, stigmatization, ostracism, and neglect (Oriedo, 2003). According to Eleweke (1999), Mutua and Dimitrov (2001a), and Peresuh and Barcham (1998), the absence of mandatory legislation supporting the implementation of programs and services for individuals with disabilities, it has resulted in the provision of inadequate services.

In Kenya, many children with special needs are vulnerable to neglect, abandonment, and mistreatment and are also excluded from general education. There are several reasons explaining this trend.

The negative perspective toward individuals with disabilities is a major mitigating factor in the provision of appropriate education for children with disabilities (Muchiri & Robertson, 2000; Mutua & Dimitrov, 2001a; Oriedo, 2003).

The Kenyan school system remains highly examination oriented (Muchiri & Robertson, 2000), resulting in the ranking of schools; therefore, districts do not recognize special schools as examination centers (Oriado, 2003). As a consequence, the benefits of education for children who are unlikely to succeed in national examinations are unclear to those supervising the system (Muchiri & Robertson).

Class size and teacher-to-student ratios are very high, making individualized instruction difficult or impossible (Kemble-Sure. 2003: Muchiri & Robertson. 2000). The failure of the school curriculum to focus on life skills has also been detrimental (Oriado. 2003).

School buildings are not accessible, making it difficult for students with physical disabilities to attend (Gichura. 1999; Kochung. 2003: Muchiri & Robertson, 2000: Oriado. 2003). The existing facilities lack the basic technical training devices (e.g.. Braille, typewriters, hearing aids, specialized play materials; Gethin, 2003; Gichura: Kochung: Mulama. n.d.: Oriado).

The number of teachers trained in special education is minimal (Gethin, 2003; Gichura. 1999: Kiarie, 2004; Kochung. 2003: Muchiri & Robertson, 2000: Oriado. 2003). Often, the few teachers trained in special education lack confidence in their ability to instruct students with exceptional needs (Muchiri & Robertson).

Research in special education has not received significant attention because of a lack of specialized technical personnel (Kochung. 2003) and incentives (Gichura. 1999; Oriado, 2003).

High rates of tuition and fees charged by the special institutions have resulted in “nonstarters” and “dropouts” from the special education programs (Mulama, n.d.: Oriado. 2003).The government’s policy on the education of individuals with disabilities is implicit (MOEST. 2004: Muuya. 2002), contradictory, and fails to provide the mandated free education for all citizens (Oriado, 2003). This has resulted in education in special schools being compromised (Gethin. 2003).

The lack of adequate government funding (Gethin, 2003; Gichura, 1999; Mulama. n.d.: Mutua & Dimitrov. 2001a; Muuya. 2002) and the acute poverty levels of parents of children with disabilities have resulted in inequitable educational opportunities among people with disabilities (Gichura; Kochung, 2003).

2.8 Media and Disability

Persons with disabilities (PWD) in Kenya become involved with the media for a wide range of reasons, including as reporters or activists challenging attitudes, practices, and policies, and to urge for a better representation of themselves and of their experiences. They may also be presented as newsmakers, such as in the case of the award-winning Kenyan athlete, Henry Wanyoike, who has won numerous medals despite his visual disability. In spite of these presences, media in Kenya have a long way to go in order to represent persons with disability in their completeness.

Most media present persons with disabilities as objects of pity whose accomplishments must be held in awe. Yet the industry can play a central role in attitude and policy change at household, community, and national levels. The media in Kenya needs to consider ways in which it can play a positive role in bringing to the fore disability issues, facilitating pro-disability behavior, and ensuring the implementation of policies that protect the rights of people with disabilities.

2.8.1 The State of Media in Kenya

Kenya has a vibrant and diverse media, although most are concentrated in urban settings. The country has cable TV, satellite TV, and network TV operating 16 TV stations. In a country of approximately 40 million people, about 3.2 million homes have TV sets (1.4 million in urban and 1.8 in rural areas). TV reaches about 39% of the population (Steadman Group Report, 2008; Quoted in Mbeke 2008: 5).

In contrast, about 7.5 million homes have radio sets (1.9 million in urban and 5.6 million in rural areas) with 63 radio stations (Mbeke 2008: 6). 16.7 million Kenyans listen to radio, and this suggests that disability interventions must pay particular attention to this media outlet, especially

when one considers that newspaper readership is only at 23 percent (Steadman Group, 2008; Quoted in Mbeke 2008: 8).

The dominant publishing houses are the Nation Media Group and the Standard Group. These houses are also home to electronic media, suggesting a media convergence that may not constrain diversity in terms of opinion and perspectives. New communication technologies, including internet and mobile phone, are growing and the country has over 14 million mobile users and over 3 million internet user (Communications Commission of Kenya Annual Report, 2008). Without doubt, these outlets have immense potential for influencing disability-related changes in behavior and policies. But this will only happen if media owners and practitioners see the value of using the available spaces.

In a 2007 study titled *Media Coverage of Gender and Disability in Kenya*, Aghan Daniel has emphasized that proper and effective reporting on disability issues is vital for the inclusion of disability in the development agenda and within society. Although Kenyan journalists occasionally report about disability, they have hardly any training on how to do it in a humanizing and non-stigmatizing manner. In his findings, Aghan records that the *Daily Nation* (the most widely read paper in Kenya) had only 0.003 percent gender and disability stories during the period of the study and only allocated 0.24 per cent of space for reporting on gender and disability (Aghan 2007: 4). Apparently, these stories are used as fillers in view of their poor weighting as news.

Disability stories can come in the form of hard news, features, editorials, and investigative letters to the editor, press releases, supplements, commentaries, and analyses. But for the journalists to report these issues and for editors to include them in the dailies or electronic media, they need a clear understanding of the issues, the language to use, and the angles to adopt.

In addition to referential meaning (which refers to the object being talked about) and social meaning (which shows the identity of the person making the utterance), there is also affective meaning (which allows for a variety of interpretations resulting from word choice, intonation, and body language (Finegan & Besnier 1989: 175). Affective meaning is processed through an examination of language choice, and it shows the feelings, attitudes, and opinions about a particular piece of information or about the context of the conversation.

A story on disability carried by *The Saturday Standard* on May 19, 2007 was titled: "Priest on a Noble Mission for the Destitute in Kwale." The use of the word "destitute" to refer to people with disabilities creates the impression of helplessness and hopelessness. Framed from the position of charity-giving and sympathy, the story of a 52 year old priest "determined to raise millions of shillings, no matter how long it takes, to improve the lives of the disabled and disadvantaged in Kwale," is told in the feature article, and the journalist seems to be in awe at this generosity. Granted, journalists can contribute in profiling individuals who spearhead the campaign for the rights of PWD, but that visibility should not be done in a manner that suggests that the destiny of PWD rests in the hands of the able-bodied.

2.8.2 Importance of media coverage on disability issues.

The Media has the ability to make people aware and characterize social issues (agenda setting). The media tell their audiences what to think about and how to think about certain issues. Selections of topics for the news agenda and of frames for the stories are powerful agenda setting roles.

Media coverage plays a crucial role in educating the public about disability issues. It could-and-should-be helping people understand that these are human rights issues. But more often than not, reporting on disability perpetuates negative stereotypes or fails to tell the story from the perspective of people with disabilities.

How the attributes of news stories about disability are played in the news media can sway public opinion about disability issues.

It is for this reasons that advocacy groups are extremely concerned with their mass media depictions because of their potential to demean them in the eyes of others. To minorities such as women and persons with disability, the media is a cultural mirror which has failed to reflect their image accurately.

The media by rule focus on government sources and other official sources such as business owners. In reality this affects the coverage of disability issues because their voice is often not represented.

Random approximates will show only 8 percent of media space goes to social issues where disability matters fall. And when they appear in the news the content normally has errors than the general news coverage. Most common errors tend to be subjective, those in which the news source and the reporter may differ on how the information should have been treated.

Thus disability advocates fear pushing their issues through the media because they feel the stories will perpetuate stereotypes and hinder the public's understanding of disability rights.

What appears in the media are inspirational 'human interest' stories isolated from social context or as people whose demands for 'special' access inconveniences business. Stories about disability issues are rarely seen, they are often not put in any larger context of the disability rights movement and what is aired or published is almost as if the reporter does not know that there is a disability rights movement or history.

2.9 Magic Bullet Theory in Mass Media

The "Magic Bullet Theory" (or "Hypodermic Needle Theory") holds that media broadcasts directly shape the opinions and actions of viewers. According to this theory, information is "fired" or "injected" directly into the viewer, and then guides their actions.

The theory emerged in the mid- and late 1930s, when researchers were examining World War I propaganda and Nazi Germany's use of the mass media. The central thesis of the Magic Bullet Theory is that individuals cannot escape or resist media messages. It holds that people remain passive and accept, rather than investigate, information presented by the media.

The evidence to this was from the 1938 War of the Worlds radio broadcast (a science fiction piece presented as news broadcast) caused mass hysteria, convincing people all over the United States that an alien invasion had occurred.

The criticism of the theory was, as the media studies became more complex, researchers began to believe that human behavior related to the media in more complex ways than passive acceptance. Studies (such as one of the 1940 U.S. election) showed that people often resisted the influences of media

Theoretically, the media (magic gun) fires the message directly into audience head without their own knowledge. The message causes instant reaction from the audience mind without any hesitation and is called “Magic Bullet Theory”. The media (needle) injects the message into audience mind and it causes changes in audience behavior and psyche towards the message. Audiences are passive and they can’t resist the media message and is called “Hypodermic Needle Theory”.

Both theories deals with impact of media messages in audience mind and how audiences react towards the message without any hesitation.

2.9.1 The Agenda Setting Theory

Agenda setting as defined in “Mass Media, Mass Culture” is the process whereby the mass media determine what we think and worry about. Walter Lippmann, a journalist first observed this function, in the 1920’s. Lippmann then pointed out that the media dominates over the creation of pictures in our head; he believed that the public reacts not to actual events but to the pictures in our head. Therefore the agenda setting process is used to remodel all the events occurring in our environment, into a simpler model before we deal with it. Researchers Maxwell McCombs and Donald Shaw have then followed this concept.

McCombs and Shaw as pointed out by Littlejohn have best described the agenda setting function in their book *Emergence of American Political Issues*. In this book the authors point out that there is abundantly collected evidence that editors and broadcasters play an important part as they go through their day to day tasks in deciding and publicizing news.

“This impact of the mass media- the ability to affect cognitive change among individuals, to structure their thinking- has been labeled the agenda-setting function of mass communication. Here may lay the most important effect of mass communication, its ability to mentally order and organize our world for us. In short, the mass media may not be successful in telling us what to think, but they are stunningly successful in telling us what to think about.” (McCombs and Shaw)

The common assumption of agenda- setting is that the ability of the media to influence the visibility of events in the public mind has been a part of our culture for almost half a century. Therefore the concept of agenda setting in our society is for the press to selectively choose what we see or hear in the media.

Agenda Setting has two levels. As mentioned in *Theories of Communication*, the first level enacts the common subjects that are most important, and the second level decides what parts of the subject are important. These two levels of agenda setting lead path into what is the function of this concept. This concept is process that is divided into three parts according to Rogers and Dearing in their book *Agenda Setting Research*. The first part of the process is the importance of the issues that are going to be discussed in the media. Second, the issues discussed in the media have an impact over the way the public thinks, this is referred as public agenda. Ultimately the public agenda influences the policy agenda. Furthermore “the media agenda affects the public agenda, and the public agenda affects the policy agenda.” (Littlejohn, 320)

From the above analysis, therefore, it is clear that media use wield some influence on their content consuming audience and as such it is safe to assert that many of the prevailing stereotype about the disabled people have been in part been trumped up by what the media deliberately or otherwise says about this section of people in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter contains the details of the procedures that were used in conducting the research. It included: the research design employed, data collection methods used and the design used in analyzing the data collected.

3.1 Research Design

The study employed the use of qualitative study which analyzed the role that the media plays in protection of disabled children rights. In effecting the study, various methods were employed in collecting data. The former was used in literature review where various written materials of various scholars were used to gather information on their take on the topic. The latter which involved the use of questionnaires, observations and interviews was used in getting first-hand information on the topic from the target population.

3.2 Area of the area of Study

Kenya is situated right along the equator, on the Eastern Coast of the African continent. Its coastal region is on the Southeast, and to the East lies Somalia. Ethiopia is to the north, the Sudan to the northwest, and Uganda directly to the west. The Southwestern border of the country is marked by Lake Victoria, and southward lies Tanzania.

3.3 Study Population

Since Kenya has a total number of 45 counties, the researcher chose two families per county. The counties were chosen for their diversity, representing a variety of ethnic groups and ecological zones in Kenya as well as covering the urban - rural dimension. This made the sample population to be of 90 families from where the sample size was chosen from.

3.4 Sample Size

A sample size of 73 respondents was selected from the total population which was 90 to fill in the available questionnaires, and answer a few questions which might not have been included in the questionnaires. The respondents of the questionnaires were the disabled children and in some cases their parents and a few media personnel

3.5 Data Collection Methods and Instruments

Primary data collection methods were used in this case. The methods included; conducting interviews with the disabled persons, observations which clearly showed how the disabled people and children in general are treated in the society, and questionnaires were filled.

3.5.1 Interviews

The researcher used interview guide which would be available to ensure that all the areas were tackled and the necessary answers provided.

3.5.2 Observation Check List

An observation checklist was obtained by the researcher to aid in the observations that the researcher wanted to make.

3.5.3 Questionnaires

The researcher employed questionnaires as an instrument as they were effective to collect non-observable aspects of the study. The questionnaires were structured in a way that helped the researcher to find out more about the disabled people in the region and how they relate to the other members of the society.

3.6 Data Processing and Analysis

The researcher applied various statistical methods in presenting the data including;

Tabulations

These are tables which were used to systematically arrange the data collected in rows and columns for efficiency and effectiveness during presentation and analysis of data.

Bar Graphs

Multiple bars were used to analyze data. This made it easier to compare and interpret the findings

3.7 Limitations of the study

- Uncooperative respondents were not willing to provide information for fear of being sidelined with other members of the community because of associating with the disabled.
- Illiteracy among the residents which made it difficult for them to fill in the questionnaires provided to them.
- Difficulty in understanding the interview guide, because of complicated it may have appeared to them.

CHAPTER FOUR

PRESENTATION OF FINDINGS INTERPRETATION AND ANALYSIS

4.0 Introduction

This chapter is about presentation of findings, interpretation and analysis of data collected from the various respondents of this study. The analysis and interpretation follows tabular presentation at some stages and the interview results from the respondents are also presented to supplement the quantitative presentation. The first section basically deals with the background of the respondents which includes their education levels, status in society and age. The data was then analyzed on the basis of the research objectives in the subsequent section.

4.1 Section one: Background information

The researcher felt this information was important because the respondents' background determines their ability to possess the required information and subsequently determined the necessity of the researcher to probe for any detail and establish sufficient rapport with the respondents.

Table 1: Showing sex and age distribution of the respondents

Response	Frequency	Percentage (%)
Age		
16 yrs and below	24	33
17-35yrs	30	41
36 and above	19	26
Total	73	100
Sex		

Female	35	48
Male	38	52
Total	73	100

Source: field data 2012

Table 1 shows that sex and age of the respondents for both male and female. 48% respondents indicated that they were female while 52% of the respondents were male. Then 33% of the respondents were between the age of 16 years and below while 41% were between the age of 17-35 years and 26% of the respondents were of the age bracket of 36 years and above.

Table 2: Education level of the respondents

Education level	Female	Male	Total
Primary	15	18	33
Secondary	10	8	18
College	5	7	12
University	5	5	10
TOTAL	35	38	73

Source: Field study

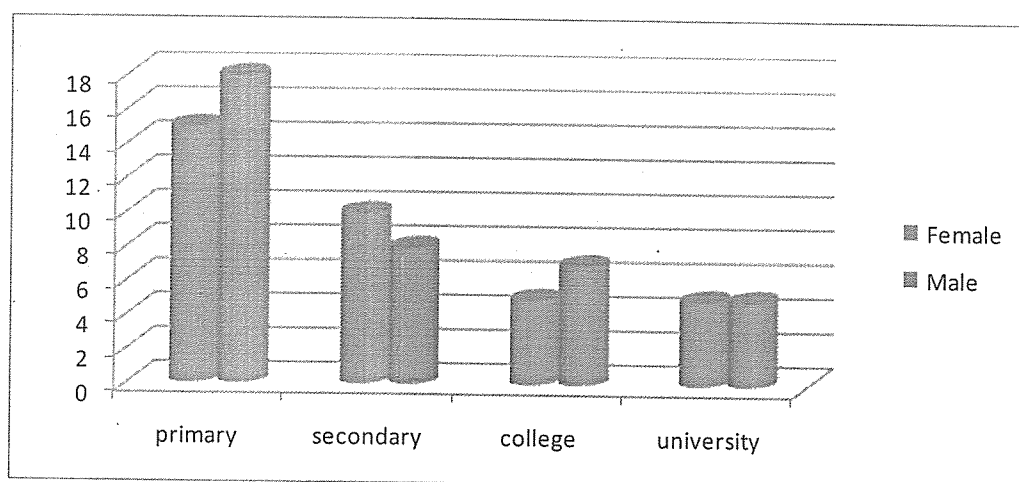


Figure 1: Education level

As it can be observed from the table above, most respondents (33) have at least attained primary level education, while 18 have attained secondary school education, 12 of the respondents studying up to college and 10 of them attaining university level. The researcher could tell that most respondents are educated. Although most of the respondents are fairly educated, the number of men and youth who are educated is higher compared to that of women. The level of education among respondents convinced the researcher that the information gathered was relevant for the study as they could read and understand the questions asked.

Table 2: The table below gives marital status information of the respondents

Marital status	Respondents	Percentage
Married	30	41
Single	43	59
TOTAL	73	100

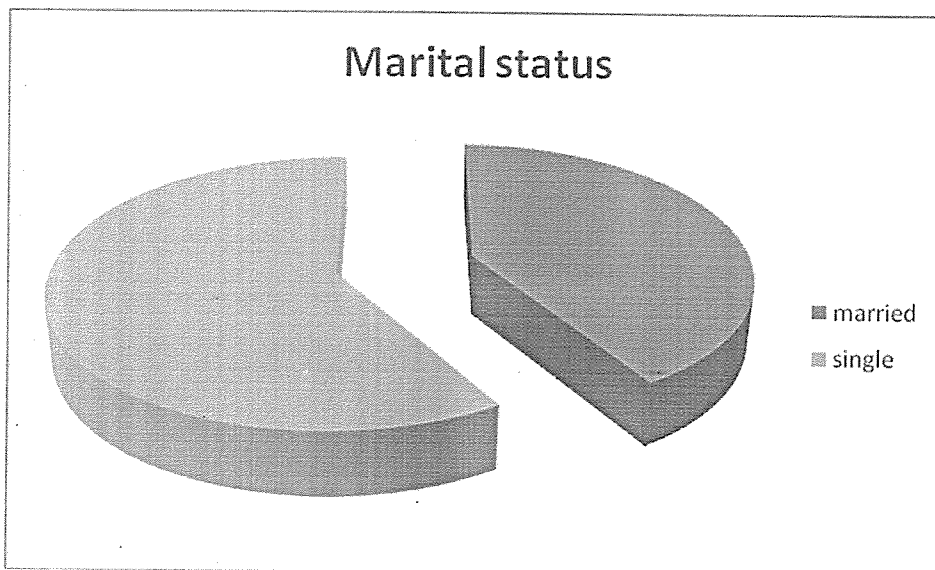


Figure 2: (Source: Field study)

4.2 Section Two: Verification of objectives and research questions

In order to come up with clear response and analysis, the researcher opted to present the data collected from respondents with regard to the objectives of the study.

4.2.1 To find out whether the government has been supporting the media in their role of protecting the disabled children's rights.

The first objective was to find out whether the government has been supporting the media in their role of protecting the disabled children's rights. The results were summarized in the table and figure below;

Table 4: Does the government support the media in their role of protecting the disabled children's rights?

Response	Yes	No	Total
Frequency (f)	45	28	73
Percentage (%)	62	38	100

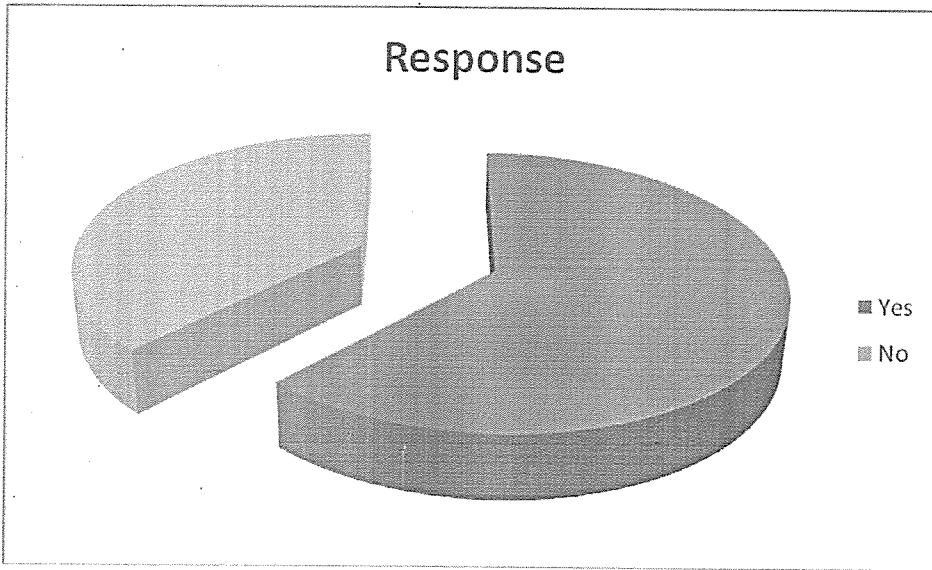


Figure 3: (source: field study)

From both table 4 and figure 3 above it was observed that government supports the media in their role of protecting children with disabilities. In table 4, 62% of the respondents think that the government has taken part in supporting the media in their role of protecting children with disabilities.

It was noted that The Government of Kenya has adopted a number of laws and policies pertaining to people with disabilities, including their right to productive and decent work and basic services.

The main ones are; the **1969 Constitution of Kenya** which outlaws discrimination on various grounds such as race, tribe and colour, however, it does not refer to discrimination on the basis of disability and the **new Constitution of Kenya**, which explicitly prohibits discrimination on the grounds of health status and disability.

The researcher observed that there are other key ministry agencies responsible for disability issues, this include; the Ministry of Gender, Children and Social Development is the focal point for disability, the Ministry of Gender, Children and Social Development is the focal point for disability issues in Kenya.

Among its many services, the Ministry is responsible for 12 rural rehabilitation centres throughout the country and Nairobi's Industrial Rehabilitation Centre, which trains persons with disabilities for jobs. The National Rehabilitation Committee of the Department of Social Services also provides for vocational rehabilitation services. It is decentralized into 49 District Rehabilitation Centres. Activities undertaken by the centres are part of the National Rehabilitation Programme, which was established to provide persons with disabilities with the opportunity to acquire employable skills.

In addition, the Kenya Institute of Special Education (KISE), a government institution established in 1986, with the aim of meeting the educational needs of disabled children, youth and adults. The Kenya National Commission on Human Rights, established through an Act of parliament, monitors abuse of human rights in Kenya.

However, 38% of the respondents disagree with those who say that the government supports the media in protecting children with disabilities. They noted that disabled girls and women continue to be hidden, raped and denied education yet the Convention on the Rights of the Child and one on the Elimination of all Forms of Discrimination against Women have been with us for a while now. Parliament and other decision-making organs around the world are conspicuously missing disabled people's representatives and yet we have very strong protocols and treaties on people's participation in planning and decision making.

They also observed that the Persons with Disabilities Act has not been fully implemented, owing to a lack of funds. The organization that is to implement the law, the National Council for Persons with Disabilities, is both underfunded and faced with a 'lack of priority attached to persons with disabilities', and has not even finished making the rules and regulations that are necessary to implement the law, over five years after it was passed.

Even when the law is fully implemented, such as the Kenyan Children's Act and the Persons with Disabilities Act, it may not receive sufficient attention to be enforced. The system of the Children's Act works with children's officers, who target all children in need as described under

the section on national legislation. At the ministerial level, however, when the subject of children with disabilities is brought up at the Children’s Protection Department, it refers to the Department of Social Services.

The researcher noticed that a major hindrance to the implementation of legislation and policy is the lack of knowledge within the departments of the matter at hand. The National Council of Children’s Services, the organ in charge of disseminating policy and advising on new policy, for example, was not aware of the policy that had been in place since 2004 and could therefore not answer any questions about it, only requesting a copy in order to give it to a consultant, who was hired to write a summary of all the documents regarding plans for people with disabilities and write a new action plan. At the ministry, the very same policy was seen to guide the government’s activities on disabilities, although the civil servant coordinating the policy didn’t actually do anything with it.

Similarly, the National Council for Persons with Disabilities, a parastatal organ created in the Persons with Disabilities Act, was not able to provide details on the views of the Council regarding the Persons with Disability Act, though recognizing that it was not being implemented correctly.

4.3 To investigate whether the media carries content that helps to protect the rights of the disabled children.

This question was directed to media professionals involved in this study and it was meant to provide data for the second part of objective one, where the researcher was interested in establishing whether the media do carry content that protects the rights of disabled children in Kenya. It is answered by question 8 of both appendices A and B. the results are summarized in Table 5 and figure 6 below.

Table 5: Does the media carry content that helps protect the rights of the disabled children

Response	Yes	No	No response	Total
Frequency (f)	40	24	9	73
Percentage (%)	55	33	12	100

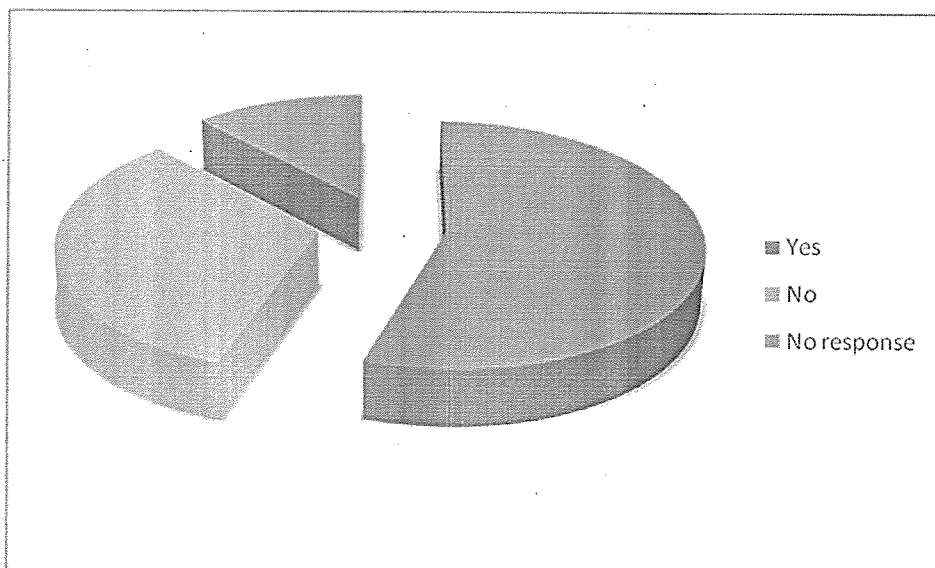


Figure 4: *Source: field study*

Majority of the respondents (55%) agreed with the issue the media carries content that helps protect rights of disabled children as opposed to 33% of the respondents who disagreed with question while 12% had no response.

The researcher further wanted to know to what extent, those who agree with the question, do you think the media carries contents that help protect disabled children's rights and how. Media personnel observed that that since media are key in information dissemination, awareness creation, behavior formation and change, as well as policy formulation and change, they ensure that persons with disabilities are seen regularly in the media and are sources of news and analysis on topical issues, the public image of disability is shaped and changed by the media. They noted that Media ensures that the angling of issues related to disability are from a recognition of people with disability and their own agency and individuality.

On the other hand the disabled people disagreed with the media personnel views that media carries contents that help protect their rights. The researcher established that media portrays the disabled people as objects of pity whose accomplishment must be held in awe. They further noted that media should instead ensure the implementation of policies that protect their rights and help the society understand that they are part and parcel of the society too.

4.4 To find out the measures put in place by stakeholders including the government, civil society and other several players to raise awareness about the rights of children with disabilities.

To find out the measures put in place by stakeholders including the government, civil society and other several players to raise awareness about the rights of children with disabilities. The response is summarized in table 6 below:

Table 6: Are there measures put in place by the government to raise awareness about the rights of children with disabilities

Response	Yes	No	No response	Total
Frequency	44	22	7	73
Percentage	60	30	10	100

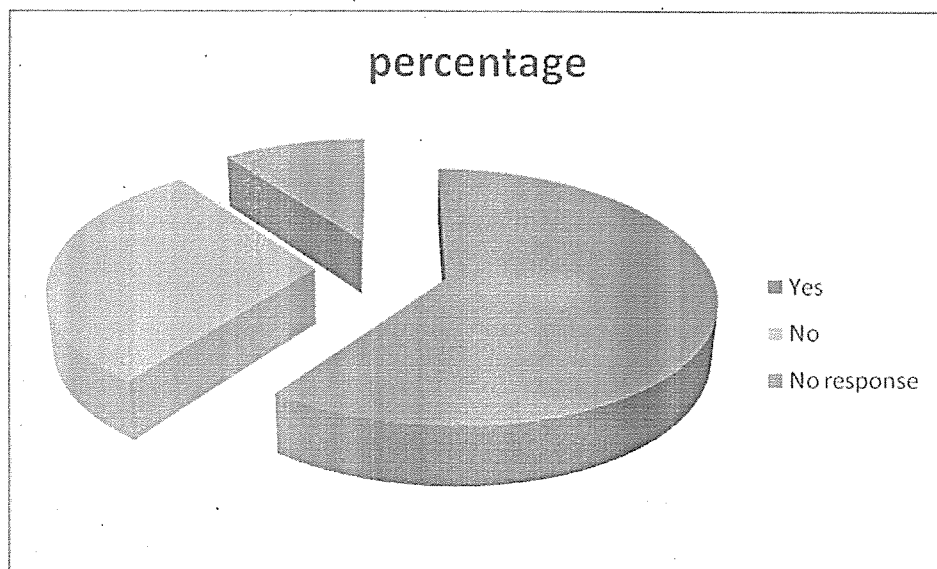


Figure 5: Source: field data

From the result, the researcher found out that the government has indeed put measures that raise awareness on the rights of children with disabilities. This is so because 60% of the respondents agreed with the question compared to 30% who thought otherwise. The 10% of the respondents did not respond because they did not return the research questionnaires.

The researcher wanted to know which measures are put in place to raise awareness about the rights of persons with disabilities and posed the question to the respondents. Most of them said that the government has put Mainstreaming disability issues in every ministry's plans and programmes as a key strategy for enabling the participation of persons with disabilities in different levels of society and achieving equal opportunities for them.

Another instance noticed by the researcher is where the government has set up a disability mainstreaming committee, to train all staff in disability awareness and in the provision of services to persons with disabilities, and submit biannual reports to National Council for Persons with Disabilities (NCPWD).

Also it was noted that The Kenyan Persons with Disabilities Act provides equal opportunities for people with disabilities and prohibits discrimination.

It provides a number of ways to help people with disabilities, such as partial tax exemption, waiving of fees for court and legal aid, and it gives a National Council for Persons with Disabilities the power to implement provisions such as adjustment orders to make buildings wheelchair-accessible. The Act has an article on concealment of persons with disabilities, for which the perpetrator can be fined a maximum of 20,000 Kenyan Shillings.

4.5 What is your take on the role of media in protection of children's rights with disabilities in Kenya?

This question was meant to find out what respondents thought of the role of the media in protecting children's rights with disabilities. It was mainly aimed at summarizing all the questions administered to them by the researcher. Their response is tabulated below:

Table 10 Respondents take on media role in protecting children with disabilities rights

Respondents take	Good	Bad	No sure	Total
Frequency	30	40	3	73
Percentage	41	55	4	100

Most respondents (55%) did not like how the media portrays the disabled persons, 41% did favour it while 4% of the respondents were not sure. When probed further by the researcher why most of them did not favor it, respondents pointed out that media uses words that suggests that the destiny of children with disability rests in the hands of the able-bodied. They observed this by using the story on disability carried by *The Saturday Standard* on May 19, 2007 which was titled: "Priest on a Noble Mission for the Destitute in Kwale." The use of the word "destitute" to refer to people with disabilities creates the impression of helplessness and hopelessness.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter was endeavoured to make conclusion and recommendation basing on the evident findings found through the research as it had been discussed on the previous chapters.

5.1 Summary and conclusions

The first objective of the study was to find out whether the government has been supporting the media in their role of protecting the disabled children's rights. The researcher found out that the Government of Kenya has adopted a number of laws and policies pertaining to people with disabilities, including their right to productive and decent work and basic services. The main ones are; the 1969 Constitution of Kenya which outlaws discrimination on various grounds such as race, tribe and colour, however, it does not refer to discrimination on the basis of disability and the new Constitution of Kenya, which explicitly prohibits discrimination on the grounds of health status and disability.

The researcher's deductions matched Hanson (2005), who said that owners of the media have ultimate control over the content their newspapers, websites or television stations carry and that corporate owners may attempt to control the news that is reported by the news organizations they own.

However, it was noted that despite these provisions, the government has failed to provide both formal and informal educational opportunities to people with disabilities. This matched Kiarie, (2004) and Mulama (2003), who observed that the Persons with Disabilities Act has not been fully implemented, owing to a lack of funds. The organization that is to implement the law, the National Council for Persons with Disabilities, is both underfunded and faced with a 'lack of priority attached to persons with disabilities', and has not even finished making the rules and regulations that are necessary to implement the law, over five years after it was passed.

The second objective was to investigate whether the media carries content that helps to protect the rights of the disabled children. The researcher found out that the media opens up areas of public discourse that could have passed unnoticed. It is through the media, that Members of Parliament have been encouraged to bring substantial amendments to the Act. The effect of this might be an increase visibility of disability issues through responsible and sensitive reportage. The media tries to look at these issues stated in the preamble of this convention and find out if state parties follow them. The media therefore acts as a watch dog and ensure that those who are parties to the convention follow it to the latter.

The third objective was aimed at finding out the measures put in place stakeholders including the government, civil society and other players to raise awareness about the rights of children with disabilities. The researcher found out that the government has put different measure to raise awareness about the rights of children with disabilities. For instance; the government has put mainstreaming disability issues in every ministry's plans and programs as a key strategy for enabling the participation of persons with disabilities in different levels of society and achieving equal opportunities for them.

Secondly, it has set up a disability mainstreaming committee, to train all staff in disability awareness and in the provision of services to persons with disabilities, and submit biannual reports to National Council for Persons with Disabilities (NCPWD).

The researcher concluded therefore that the media plays an important role in promoting the rights of children with disability this is seen through the findings above.

5.2 Recommendations

Below are the recommendations drawn from the research:

5.2.1 Change Attitudes within Households

Of the media's many roles, four can be singled out for emphasis. To begin with, media serve as a vehicle for the transmission of ideas, images, and information.

Language and images are central to media representations of disability, portraying it as an abnormality, impairment, illness, or a tragic loss of "normal healthy functioning". By emphasizing the medical aspects, media may unconsciously promote emotions of sympathy or even awe and victimhood.

Media can reverse these perceptions through programming that looks at disability issues in a holistic manner and by linking disability with culture, poverty, governance, corruption, gender, and so on. They can provide models of people with disabilities who are bringing about changes in families and communities. Through the provision of alternative models in the media, new behaviour can be learnt and modified (Njogu 2009: 127).

5.2.3 Ensure the Constitutional Protection of children with disability

At the national level, media can contribute to policies that are friendly to children with disability. Kenya has a tremendous opportunity to do this because the country has adopted a new constitution. When one considers that the constitution is the supreme law of the land, media and disability activists could pick up this issue and demand an amendment to expressly include disability as one of the bases of discrimination. Considering that other amendments have been made in the new Constitution, it is important that disability rights be entrenched within the Constitution.

5.2.4 Support Affirmative Action

There are also other areas worth serious consideration by the media, including affirmative action for children with disability.

The majority of children with disability do not have access to rehabilitation services, education, health or employment, and their representation in decision-making institutions is minimal. They face hardships as a result of social, cultural, and economic prejudices and abuse, and may be subjected to violence.

Many are usually unskilled due to environmental, social, and economic barriers, and are therefore poor and cannot compete effectively in the labour market.

Women and girls with disabilities suffer double jeopardy due to prevalent gender discrimination and impairment. They are more likely to be victims of physical, psychological, and sexual abuse, especially in situations of conflict.

Although the Kenyan Government has sought to address some of these issues by setting up institutions, such as the National Commission on Gender and Development, the National Council for Persons with Disabilities established under the Persons with Disabilities Act (No. 14) of 2003, and the Ministry of Youth and Sports, these efforts require constitutional mandate so that they are not left to the whims of politicians. The media can play an important role in raising the consciousness of citizens in this regard. Unfortunately, current media engagement with disability issues in Kenya is tokenistic and unsystematic.

It is crucially urgent that negative attitudes about disability be changed right at the family and community levels through the respect and enforcement of human rights, or the presentation of role models in society who challenge beliefs and provide an alternative view of the world. Moreover, there is also the issue of representation in decision making bodies. There is no doubt that in most of Africa, the representative function is perceived as better performed by an "insider" (Hyden 1996) because they are viewed as able to promote and protect the interests of individual communities and groups.

By ensuring that persons with disabilities are visible in all sectors of society, including the media, the community will feel that disability issues are articulated. The media in Kenya can play an important role in pushing for the enactment and practice of affirmative action in Kenyan institutions.

The case for affirmative action for persons with disabilities is grounded in the philosophy of social justice, which posits that all human beings have expectations of certain basic needs necessary to sustain a decent life, and that the state should intervene where there are inequalities, which may be a consequence of circumstances, such as gender, disability, history and environmental factors.

Moreover, the state is obligated to provide basic goods (education and health, among others), services and skills to all citizens, so that it can make informed choices and demand accountability and transparency from its leaders.

In situations of glaring inequalities such as is found in Kenya, the Constitution the supreme law in the land can be marshalled so that all citizens can feel protected.

In his capabilities approach, economist Amartya Sen (2000) argues that while human beings should consider themselves equal, they are inherently unequal; due to human diversity, policy should not seek to equalize human beings "but to support them to so that they can pursue to the maximum the life pursuits they have chosen for themselves."

The capabilities approach requires that we pay particular attention to the provision of equal opportunities and the facilitation of freedoms and abilities. Different varieties of unfreedom exist in the world hunger, which denies people the freedom to survive; lack of basic health care, functional education, gainful employment, and economic and social security; inequality between men and women; and the denial of political liberty and basic civil rights. There is nothing as liberating as the freedom to realize one's potential as a human being.

Children with disabilities have always had a legal disadvantage in relation to other vulnerable or marginalized groups such as women, because the latter have the protection of thematic human rights conventions which can be used to safeguard their interests.

Until recently, it is only the Convention on the Rights of the Child which has explicitly mentioned children with disability. In other treaties, individuals with disabilities are only covered as being part of "vulnerable or marginalized groups." This is now likely to change due to the ratification of the United Nations Convention on the Rights of Persons with Disabilities.

Kenya should take a cue from that Convention and deliberately mainstream disability in its Constitution, at the same time taking into account that disability is part of the human condition and all of us are potential children with disability. At the continental level, more work needs to be done by the African Union to demand that member states take steps towards enacting legally

binding affirmative action in support of children with disability. The media can play an important role in this pursuit.

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APPENDICES

APPENDIX A

QUESTIONNAIRES TO THE FAMILIES OF THE DISABLED CHILDREN

Dear respondent.

I ETTYANG' AJUMA REGINA a student OF Kampala International University pursuing a Bachelors degree in Mass Communication, I am carrying out a research on the topic "the role of the media in protection of disabled children rights to socially integrate ."The study is being conducted in fulfillment of the one of the requirements for the award of a Bachelors degree. I hereby request for your cooperation to the study as this will enable my successful completion of the course. Your response will be treated with confidentiality and will strictly be used for academic purposes.

INSTRUCTIONS:

Tick or write the answer in the spaces provided

A) BIO-DATA OF RESPONDENTS

1. Gender

Male

Female

2. Age

16 years and below

17 years - 35

36 and above

3. Marital status

a)Married

b)Single

4. Educational background

- Primary level
- Secondary level
- Diploma
- Degree

5. County

No of disabled children

.....

.....

6 (a) What is disability?

.....
.....
.....

b. How many categories of disability do you know?

.....
.....
.....

7. Do you know the rights of the disabled people?

Yes

No

8. Do you think the media has been effective in protecting the rights of the disabled people?

Yes

No

Not sure

9. What is your take on media portrayals on persons with disabilities?

Good

Bad

Not sure

10. Are you aware of the measures that stakeholders including the government and civil servants, through the media, initiated in protecting the rights of the disabled children?

Yes

No

Not sure

If yes, how have you benefited?

.....
.....
.....

11. Has the government been supportive towards the media in the protection of disabled children?

Yes

No

Not sure

If yes how?

.....
.....
.....

APPENDIX B

QUESTIONNAIRE FOR THE MEDIA PERSONNEL

Dear respondent

I ETTYANG' AJUMA REGINA a student OF Kampala International University pursuing a Bachelors degree in Mass Communication, I am carrying out a research on the topic "the role of the media in protection of disabled children rights to socially integrate ."The study is being conducted in fulfillment of the one of the requirements for the award of a Bachelors degree. I hereby request for your cooperation to the study as this will enable my successful completion of the course. Your response will be treated with confidentiality and will strictly be used for academic purposes.

INSTRUCTIONS:

Tick or write the answer in the spaces provided

1. BIO-DATA OF RESPONDENTS

1. Gender

Male

Female

2. Age

16 years and below

17 years - 35

36and above

3. Marital status

a)Married

b)Single

4. Educational background

- Primary level
- Secondary level
- Diploma
- Degree

5. Do the media report about disability in Kenya?

- Yes
- No
- Not sure

6. Is proper and effective reporting on disability issues vital for the inclusion of disability in the development agenda and within society?

- Yes
- No
- Not sure

Explain your answer

.....

.....

.....

7. Do Kenyan journalists have any training on how to report about disability in a humanizing and non-stigmatizing manner?

Yes

No

Not sure

8. What measures have been put in place by the stake holders including the government and the civil society in protecting the rights of people with disability?

.....
.....
.....

9. Do you think the media has done enough in their role of protecting people with disability?

Yes

No

10. Is it true that the media promotes stereotypes about the people with disability instead of highlighting their plight?

Yes

No

11. How are the disabled and the disabled portrayed by the media?

.....
.....
.....

12(a) Has the government been supportive towards the media in the protection of disabled children?

Yes

No

If yes, how?

.....
.....
.....

b. What else should be done to raise awareness about the rights of the children with disability?

.....
.....
.....

APPENDIX C

BUDGET PLAN

A BUDGET FOR ALL EXPENSES INCURRED WHILE CARRYING OUT RESEARCH

Particulars	Cost per particle	Total cost ksh
Transport	Per trip 500	6000
Typing	30ksh per pager	900
Printing	10ksh per page	300
Entertainment for the research assistance	200ksh@ person	1,500
Stationery	200ksh per session	1000
Airtime	100ksh per session	1000
Lunch	100ksh per @ day	2500
Internet fee	100ksh per day	500
Entertainment for respondent	50ksh@ person	2900
Research from other institution	200ksh@session	2000
		18,600
	Total	18,600

APPENDIX D

TIME PLAN

ACTIVITY	MARCH				APRIL				MAY			
	1	2	3	4	1	2	3	4	1	2	3	4
PROPOSAL PRESENTATION												
DATA COLLECTION												
TESTING												
DATA CODING/EDITING												
DATA ANALYSIS												
REPORT WRITING												
PROJECT PRESENTATION												