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ABSTRACT

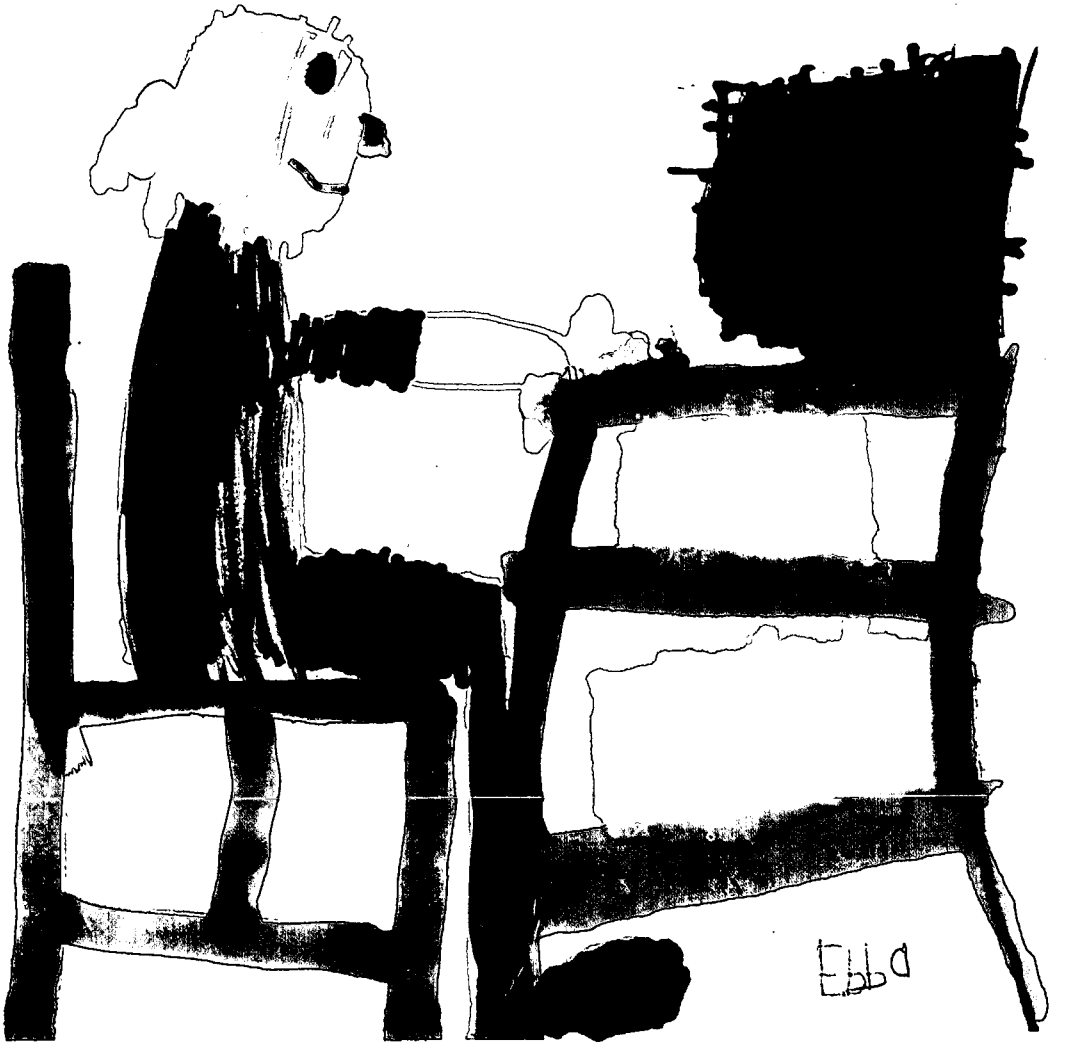
This report compiles information on recent and current trends in media literacy, including research on children and media, declarations related to the area, and a selection of relevant organizations and Web sites. The report first delineates children's rights as stipulated in the U.N. Convention on the Rights of the Child, especially as they relate to children and the media. The report then describes the changing media environment, noting that although media culture is intensive and all-pervasive, there remain huge gaps in various types of media in developed and developing nations. Current research information is then presented on the following topics: (1) recent trends in children's television programming by region; (2) the growth of electronic games; (3) the impact of advertising in audio-visual and children's media; (4) children's access to media in India and the U.S.; (5) children's media use worldwide; (6) children's and adolescents' media use styles in Europe; (7) children's media content preferences; (8) presentation of children in the media; and (9) the impact of media on children. The report next presents examples of international meetings on children and the media since 1990. Organizations and networks providing opportunities for children to develop media literacy and to participate in the creation of media are described. The regulation and self-regulation of media is also discussed. The report also includes

international and regional declarations and resolutions on children and the media. A table is appended delineating media information by nation worldwide with information on income classification of countries. (Contains 116 references.) (KB)

Outlooks on Children and Media

Compiled for the 3rd World Summit
on Media for Children

THESSALONIKI - GREECE, 23-26 MARCH 2001



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The Clearinghouse is located at Nordicom

Nordicom is an organ of co-operation between the Nordic countries – Denmark, Finland, Iceland, Norway and Sweden. The overriding goal and purpose is to make the media and communication efforts undertaken in the Nordic countries known, both throughout and far beyond our part of the world.

Nordicom uses a variety of channels – newsletters, journals, books, databases – to reach researchers, students, decision-makers, media practitioners, journalists, teachers and interested members of the general public.

Nordicom works to establish and strengthen links between the Nordic research community and colleagues in all parts of the world, both by means of unilateral flows and by linking individual researchers, research groups and institutions.

Nordicom also documents media trends in the Nordic countries. The joint Nordic information addresses users in Europe and further afield. The production of comparative media statistics forms the core of this service.

Nordicom is funded by the Nordic Council of Ministers.

The UNESCO International Clearinghouse on Children and Violence on the Screen

In 1997, the Nordic Information Centre for Media and Communication Research (Nordicom) set up an international clearinghouse on children and violence on the screen, financed jointly by the Swedish Government and UNESCO.

The Clearinghouse aims to expand and deepen our understanding of children, young people and media violence, seen in the perspective of the UN Convention on the Rights of the Child. The prime task is to make new knowledge and data known to prospective users all over the world, with a view to informing relevant policy decisions in the field, contributing to constructive public discussion of the subject, and furthering children's competence as media users. It is also a hope that the work of the Clearinghouse will stimulate further research on children and the media.

The UNESCO International Clearinghouse on Children and Violence on the Screen focuses on the following areas:

- research on children, young people and media violence
- children's access to mass media and their media use
- media literacy and children's participation in the media, and
- regulatory and voluntary measures and activities in the area.

The Clearinghouse is user-oriented, which means that our services are offered in response to demand and are adapted to the needs of our users — researchers, policy-makers, media professionals, voluntary organisations, teachers, students and interested individuals.

Central to the work has been the creation of a world-wide *network*. The Clearinghouse publishes a *yearbook* and a *newsletter*. Several *bibliographies*, and a register of *organisations* concerned with children and media, have been compiled. This and other information is available on the Clearinghouse's *web site*.

Outlooks on Children and Media

Child Rights
Media Trends
Media Research
Media Literacy
Child Participation
Declarations

Compiled and written by
Cecilia von Feilitzen & Catharina Bucht

The UNESCO
International Clearinghouse
on Children and Violence on the Screen

The 3rd World Summit on Media for Children
Thessaloniki, Greece, 23-26 March 2001

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Contents

Foreword

The UNESCO International Clearinghouse on Children and Violence on the Screen at Nordicom is honoured to have been asked by the European Children's Television Centre (E.C.T.C.) and the Hellenic Audiovisual Institute (I.O.M.) to make an index, or a map, of children and media for the 3rd World Summit on Media for Children. The wish was that the publication should contain an international review of recent and current trends in media literacy including research on children and media – that is, important conferences and declarations related to the area, summarising examples of/references to research, and a selection of relevant organisations and web sites. The concept of 'media literacy' has been given a great many definitions around the world, something which is touched upon in the booklet. What we mean here is knowledge of children and media, and efforts that have been made to realise children's rights in this respect, not least their right to have their say and participate in the media.

It is our hope that this brief panorama will contribute to increased awareness and knowledge about children and media, stimulate further research, and inspire further initiatives aiming to enhance children's competence as media users.

Göteborg in February 2001

Ulla Carlsson	*Cecilia von Feilitzen*	*Catharina Bucht*
Director	Scientific Co-ordinator	Information Co-ordinator
Nordicom	The Clearinghouse	The Clearinghouse

Children's Rights

The Media and the Convention on the Rights of the Child

"The United Nations Convention on the Rights of the Child from 1989, valid for children below the age of eighteen, is formally endorsed by all countries but two*. It contains four basic principles to guide political decision-making affecting the child.

First, it stipulates that such decisions should be taken *with the best interests of the child* as a primary consideration (Art. 3). The *opinions of children themselves* should be heard (Art. 13). Not only their survival but also *their development* should be ensured (Art. 6). Finally, there should be *no discrimination* between children; each child should be able to enjoy his/her rights (Art. 2).

These principles, with their crucial dimensions of both participation and protection, are reflected in the substantive articles of the Convention. Of these, one in particular – article 17 – deals with the child and the media. Many other articles are also highly relevant for the media, for example article 13." (Hammarberg 1997, p. 5)

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
   (a) For respect of the rights or reputations of others; or
   (b) For the protection of national security or of public order (*ordre public*), or of public health or morals.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
(c) Encourage the production and dissemination of children's books;
(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

* Somalia and the USA (1998–). In 1997, three countries had not ratified the Convention.

Child Rights Organisations

Besides the UN Committee on the Rights of the Child, there is a whole range of UN agencies, non-governmental organisations (NGOs), academic institutions and individuals around the world who work actively in children's rights through programming, research, advocacy or campaigning and who are committed to implementation of the UN Convention on the Rights of the Child. In this publication we only mention a few examples of such organisations and networks – focusing on children and the media. For a more comprehensive index of child rights organisations, see the web site of the Child Rights Information Network (CRIN): http://www.crin.org

United Nations Special Session on Children in 2001

The UN General Assembly has decided to convene a Special Session on Children in September 19-21, 2001, at the United Nations in New York City. It will bring together government leaders and Heads of State, NGOs, children's advocates and young people themselves to review achievements of the World Declaration and Plan of Action of the 1990 World Summit, and to renew commitments and consider future action for children. The Special Session is expected to produce a global agenda with a set of goals and a plan of action devoted to ensuring three essential outcomes:

- The best possible start in life for all children.
- A good-quality basic education for all children.
- The opportunities for all children, especially adolescents, for meaningful participation in their communities.

After that, a message will be carried to the world by a Global Movement for Children. The Global Movement will work to provide a united voice for all those throughout the world working to improve the lives of children.[1]

Note

1. For further information, see: http://www.unicef.org/specialsession
   Also visit CRIN (see the preceding section) for more information on NGO activities and issues in connection with the Special Session, including *On the Record – Child Rights*, an on-line newsletter produced by CRIN, the Advocacy Project and Children's Express.

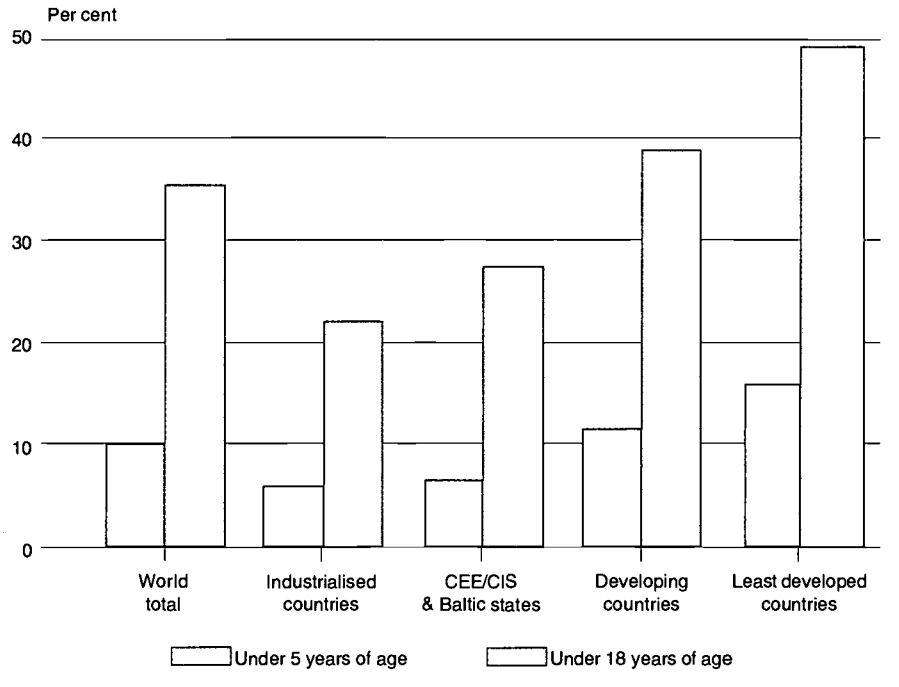
Children in the World

Children are not a small minority group "on the side". If we – in keeping with the UN Convention on the Rights of the Child – by children mean all persons under the age of 18, they constitute approximately 36 per cent (2.1 billion) of the total world population (almost 6 billion).

Children are unevenly distributed across the various countries. UNICEF estimates indicate that, on average, children under 18 in the so-called industrialised countries make up less than a quarter (22%) of the population. In the least developed countries about half (49%) of the population are children (Figure 1).

The uneven distribution of children in the world becomes clearer, if we leave adults out of the picture: Of the more than two billion children on the globe, ca. 13 per cent live in the richer countries and ca. 87 per cent in the so-called developing countries.

Figure 1. Children in the world, 1999 (per cent of the total population)



For a regional summaries country list, see Appendix.

Source: The State of the World's Children 2001, http://www.unicef.org/sowc01/tables (January 2001)

The Changing Media Environment

A New Media Landscape

"A new media landscape and a new media order are emerging. Media cultures are changing, in both the public and the private sphere. Information flows ever more freely, and with ever looser ties to time and place. The volume of information conveyed via new media technologies continues to expand, while the distinctions between computers, television, radio, the press, books and telephony gradually dissolve. We speak of fragmentation and individualization. Media culture today is intensive and all-pervasive.

We also witness a comprehensive restructuring of media markets around the world. National markets, once distinct, are becoming integrated into a global power structure. National frontiers are, for that matter, fading away in other respects, as well. The new order allows people all over the globe to hear sounds and see images from many different places, near and distant. At the same time, we note that a very few global media corporations, principally headquartered in the USA, Europe and Japan, deliver products of mass culture to larger, broader and more far-flung audiences than ever before." (Carlsson 2000, p. 9)

The Largest Media Entertainment Companies

The six leading companies of the world's entertainment media industry are Time Warner, Disney, Bertelsmann, News Corporation, Viacom and Sony (Table 1).

Table 1. The largest entertainment companies world-wide, by revenue 1999-2000 (in billions of US$)

Media company*	Domicile	Revenue 1999-2000
1 Time Warner**	USA	27,300
2 Walt Disney Co.	USA	23,400
3 Bertelsmann	Germany	15,200
4 News Corp.	USA	14,200
5 Viacóm	USA	12,900
6 Sony (music, film, TV div. of Sony Corp.)	Japan/USA	11,300

* Publishing companies without major holdings in film, TV or music do not qualify for *Variety's* Global 50. In the case of conglomerates that derive significant revenue from non-entertainment sources, *Variety* has broken out combined entertainment and/or media assets, such as Sony Corp.'s music, film and TV divisions. Figures are rounded.

** In January 2000 Time Warner Inc. and AOL (America Online) announced a merger to form AOL Time Warner Inc. This merger had not been realised when *Variety* published its annual Global 50.

Source: Variety, August 28-September 3, 2000

Television, Electronic Games, Computers and the Internet

The 1990s can be summarised as a decade when ever larger parts of the world were flooded by TV sets and satellite channels, and also when electronic games and computers with CD-ROM and Internet connection were spread among well-to-do households.

Television

In 1996, 7 out of 10 households in the world were estimated to own a TV set – far more than had a telephone. This was a 100 per cent increase of channel expansion, hours of television watched and television sets possessed by households since the end of the 1980s. With that, television reinforced its position as the most important mass medium besides radio, which is still more essential in large rural areas in Africa, Asia and Latin America. Satellite TV channels reached every country where there was television, while transnational satellite channels with miscellaneous contents multiplied, and an abundance of niche channels were launched with contents focused for special target groups, not least children and young people (Lamb 1997).

Electronic Games

The video and computer game industry has become the fastest growing and most profitable children's entertainment business, in 1998 earning an estimated US$18 billion world-wide for the corporations that manufacture, design and sell console game systems, domestic computers, Internet play sites, and gaming arcades. In the U.S., digital entertainment won shares of the toy market in 1998 larger than the Hollywood box-office gross and ten times the amount spent on the production of children's television (Kline 2000). However, Japan is leading the world in the video game industry. In 1999, this Japanese industry sold over ten million machines and about one hundred million copies of software only on the domestic market. The total market sizes were about two hundred billion yen (US$ two billion) for machines and over five hundred billion yen (US$ five billion) for software (Sakamoto 2000).

Computers and the Internet

The Internet is an even younger medium. It is true that the Internet has been available since the early 60s, when it was developed and established to protect military communication from external interference. However, it was when a new generation of software – the World Wide Web (WWW) browsers – was presented in the beginning of the 1990s, that the Internet became widespread (Evjen & Bjørnebekk 2000). There are no safe and up-to-date figures on access to computers in the whole world (see Table 2 under the next heading) but there are estimates of Internet use. The spread is now explosive. In November 2000, the number of Internet users in the world was estimated to nearly 7 per cent (almost doubled compared to only one-two years before). The figure represents both adults and children who had accessed the Internet at least once during the three months prior to the survey.

Media in the World – Huge Divides

In spite of "globalisation", there are huge gaps as regards the spread of media in the world. In the Appendix the table "Media in the World" presents the number of telephone lines, cell phones, newspapers, radio, television, computers, Internet users, as well as consumption of electricity in the world's different countries.

Table 2 below is a summary for fewer media according to the country's income level.

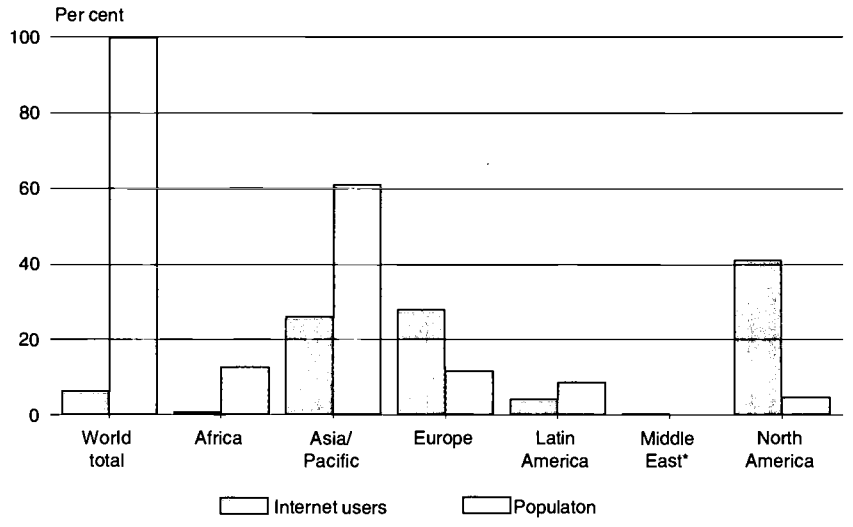
Table 2. Television, computers, telephone lines, cell phones and Internet hosts, world total and by income classification of countries, 1996-98

	Television sets per 1000 inh.	Personal computers per 1000 inh.	Main telephone lines per 1000 inh.	Cellular mobile subscribers per 1000 inh.	Internet hosts per 1000 inh.	Population 1998 per cent
World total	253	–	142	54	7.42	100
Of which:						
High income countries	674	315	569	266	48.18	15
Medium income countries	258	–	143	39	1.09	25
Low income countries	145	–	36	8	0.02	60

– Data not available
For classification of countries by income, see Appendix.
Source: Human Development Report 2000, http://www.undp.org (2000)

Figure 2 and Table 3 show Internet users and population in the world, by continents. For example, still almost 70 per cent of Internet users are estimated to live in North America and Europe, areas inhabited by only 17 per cent of the world population.

Figure 2. Internet users and population, world total and by continents, 2000



*The Middle East is included in Asia in the UN population statistics; NUA has chosen to present Internet statistics separately for the Middle East.

Sources: NUA Internet Surveys, www.nua.ie/surveys/how_many_online_/index.html (November 2000); United Nations Population Division, http://www.undp.org (July 2000)

Table 3. Internet users and population, world total and by continents, 2000

	Internet users		Population	
	millions	per cent	millions	per cent
World total	407.1	6.71	5,901	100
Of which:				
Africa	3.11	0.8	749	13
Asia/Pacific	104.88	25.8	3,615	61
Europe	113.14	27.8	729	12
Latin America	16.45	4.0	504	9
Middle East	2.40	0.6	*	*
North America	167.12	41.0	309	5

* The Middle East is included in Asia in the UN population statistics; NUA has chosen to present Internet statistics separately for the Middle East.
The statistics on Internet users are estimates; the UN population statistics are prognoses.
Sources: NUA Internet Surveys, www.nua.ie/surveys/how_many_online_/index.html (November 2000); United Nations Population Division, http://www.undp.org (July 2000)

Recent Trends in Children's Programming

With the increasing television output in the world, what are the state and characteristics of children's programming? Let us take a non-comprehensive glance at the world map and refer to a few articles and research reports.

Africa

- In many African countries, most children do not have access to television, and broadcasting is often restricted to a few of the country's languages. The African delegates at the Second World Summit on Television for Children in London, 1998, stressed the importance of radio, local and educational programming, programmes in the child's own language, better financing, and co-operation between countries in the same region (von Feilitzen 1998).
- In the Maghreban[1] part of the world, more than 50 per cent of the inhabitants are less than 30 years old. However, television produced for or by them is still lacking. "For the young Maghrebans, who move from one foreign channel to another, Europe appears as a model of peace and freedom, and America as an El Dorado. Their home country is rejected." (Bensalah 1998)
- South Africa has a low level of television penetration if compared to Western democracies; however, within Africa, South Africa has a considerably high access level. Both the public broadcaster, SABC, and the private/commercial subscription-based satellite channel M-NET offer children's programmes, of which SABC provides much formal and informal educational programming. Although radio continues to play a major role by reaching a mass audience, and the radio landscape of South Africa has grown rapidly, there is not much dedicated children's service on the radio (Bulbulia 1998).

Asia

- In most Asian countries, only a very small proportion of TV programmes, radio programmes, films, books, periodicals and newspapers are made for children. It has been estimated that in countries such as India, Bangladesh and Sri Lanka the proportion of children's programmes is one to five per cent. Comparing children's programming in seven Asian countries in 1994/95 (China, India, Malaysia, Nepal, Pakistan, Sri Lanka and Thailand), the statistics show a predominance of animation programmes followed by drama. Furthermore, nearly 47 per cent of all programmes for children are of foreign origin. The data also show paucity of informational, cultural and pre-school programmes among the total fare offered to children (Goonasekera 1998).

Note

1. Maghreb = (Arabic) the land of the sunset; name for the North-African countries of Algeria, Morocco and Tunisia, sometimes also Libya.

- For children below five years of age, programming in India is almost non-existent. Being a multilingual country of more than 25 languages, there is enormous difficulty in creating any national programming for children. One exception is the 2 to 3 percent of mostly urban, English-learning children who are exposed to English audio-video and multimedia programs (Agrawal 2000).
- Cultural, economic and social differences between Asian countries, as well as different types of ownership and management of television stations, have an important bearing on the development of television broadcasting and on the policies of children's television programming. India has not controlled direct access to satellite programmes by its citizens. Both national television (Doordarshan) and satellite channels air much animation, which is almost totally of foreign origin. Unlike India, China controls its citizens' access to foreign satellite broadcasts. Here again there is a predominance of foreign material among children's programmes. Over 65 per cent of children's programmes broadcast over CCTV, Beijing TV and cable TV in 1998 were animated, and all were imported from foreign sources. However, television in China is managed by the State and except for animated programmes, all other children's programming is locally produced (Goonasekera 2000).
- Many people around the world seem to believe that animated cartoons are the only kind of children's television in Japan. It is true that the most popular programs among Japanese children at elementary school level have long been animations (from *Astro Boy* to *Pokémon*) and super-hero dramas (such as *Superman* and *Power Rangers*) broadcast on commercial channels. However, there have been other kinds of programs produced and broadcast for children, not least for pre-school children, by the public broadcaster NHK ever since the start of television in 1953. These include (besides school broadcast programs) puppet shows, children's dramas, quiz and science programs, studio variety shows, etc. NHK's famous pre-school series, *With Mother*, celebrated its 40th anniversary in 1999. From the early 90s, NHK has also been putting even more effort into a rich variety of high quality children's and teens' programming (Kodaira 2000).

Australia

- Since the late 1970s, Australia has made great efforts to develop children's television (whereas television programming earlier consisted largely of cheaper imports from other English-speaking countries, mainly the U.S. and the U.K.). Regulations were introduced, and in 1982 the Australian Children's Television Foundation (ACTF) was established. Nowadays it is stipulated that domestically produced children's and adult programmes must be broadcast, and that there shall be financial and other support for such production. The Australian Broadcasting Authority (ABA) also plays an important role in regulating the quality of children's programming (von Feilitzen & Hammarberg 1996).
- A joint research report released in 2000 and commissioned by the Australian Broadcasting Authority, the Australian Children's Television Foundation, and the Australian Film Finance Corporation (*Twenty Years of C* 2000) shows significant improvement in the quantity, quality, diversity and Australianness of children's programmes on commercial television over 20 years, i.e., since regu-

lation was introduced. In particular, domestically produced children's dramas have increased. The regulation from 1979 imposes C (children's) classification and quota requirements for the broadcast of C programs.

Europe

- Research performed by Blumler & Biltereyst (1997) shows that domestically produced children's television has diminished in Europe. In 1995, children's television amounted on average to 9.5 per cent of European public broadcasters' overall programming output. However, the amount of domestically produced children's programming declined, absolutely and relatively, from 1991 to 1995, whereas there was a great increase in imports. In 1995, only 37 per cent of children's programming on average was domestically produced and 62 per cent consisted of imports. Of the imports, about half were from the U.S.

  Deregulation policies and increased competition from commercial channels have also led to rejigged and lightened schedules and formats. For example, in 1995, animation constituted on average 40 per cent of total children's programming output, ranging from less than 20 per cent to more than 80 per cent among various European public broadcasting channels.

  All these tendencies in children's programming are stronger among public broadcasters with low public funding and a great dependence on advertising and sponsorship.

  Not only the channel's type of financing, but also cultural region plays a role. The Nordic countries were "purest" in their preservation of the public service model, whereas tendencies towards more U.S. imports and animation were most apparent for many Romanic (French, Italian, Portuguese, Spanish) channels. Anglo-German public providers were situated in between. In 1995, the East European channels were clearly in a phase of transition.

- Eastern Europe faces the shock of free-market media. In many countries, children's programmes had better resources in the past. After the collapse of the Wall in 1989, economic crises and the multiplicity of foreign TV channels have led to less local production – including widespread unemployment among animators, decorators, writers and directors – and an explosive increase in imported American animation and fiction for television, film and videos, often of low quality and containing much violence. However, domestic commercial alternatives have appeared, not least in the field of animation (e.g., Fedorov 2000, von Feilitzen 1998, Larsson 1997, Tadros 1997).

Latin America

- The Latin American delegates at the Second World Summit on Television for Children in London, 1998, emphasised that in their countries foreign productions mostly succeed without cultural resistance. Nevertheless, there are indications of a growing awareness of how local programmes that respect children, that respond to their needs, and that still make commercial sense can be developed (von Feilitzen 1998).

- The rapid development of audio-visual technologies and society's growing dependency on consumption have generated new social gaps. One example is the flourishing of new children's cable chan-

nels, which contributes to the inequality in television. In Chile, as in many other countries, the best TV programmes are accessible only to children from the most favoured socio-economic groups. As for the programmes on open television (in contrast to coded or pay television such as cable and satellite), they are becoming more homogeneous and less money will be spent on innovations in the future. Furthermore, there is a tendency to broadcast programmes from Japan and North America. At the same time, TV channels are increasingly inclined to try to attract younger children to adolescent programmes, thus increasing their audience (Reyes 1998).

- Consejo Nacional de Television, Chile, in collaboration with the Ministry of Education, used three criteria worked out by The Annenberg Public Policy Center, University of Pennsylvania, USA, for measuring the quality of a sample of all children's programmes broadcast on open television in Chile in 1997 (*La Programacion Infantil* 1998). More than 50 per cent were animated productions, and most programmes addressed 6 to 13 year-olds. The criteria concerned the presence and kind of violence, advertisements within the programmes, and educational content. 54 per cent of the programmes were judged to be of "low quality", 34 per cent of "medium quality" and 12 per cent of "acceptable quality".

North America

- Since 1996, researchers at the Annenberg Public Policy Center, University of Pennsylvania, USA, have conducted an annual census of the broadcast and cable programming available for children in the Philadelphia urban area. In 1999, 37 per cent of children's programs could be considered of "high quality" by the Center's standards. The same proportion was of "moderate quality" and 26 per cent of "low quality". Compared to 1998, the overall quality of children's television showed signs of modest improvement (Woodard 1999).

- Besides U.S. regulations of children's programming starting in 1990, children's television in the U.S. has shared in the general economic prosperity of the times. In 1998, children's advertising expenditures were up 13.5 per cent from the previous year to $1.13 billion in revenue completing five consecutive years of growth. Moreover, the real money in the children's television industry is in licensing and merchandising, international sales, and home video. For instance, *Pokémon*, a popular syndicated program, has grown into an international industry that includes trading cards, comic books, plastic figurines, virtual pets, bean-bag toys, lunch boxes, T-shirts and compact discs, with total sales till 1999 of nearly $5 billion in its short three year existence (King 1999 cited in Woodard 1999).

- From the perspective of the media industry, the demand for animation programming and the business of animation production have expanded dramatically over the past decade. "Animation is an attractive investment because of its longevity, its ability to travel, and the potential to create ancillary revenue streams from home video, publishing, toys and other licensing activities."[1]

- Japanese-style animation television fills more and more of children's programming schedules in many countries. In the U.S., the success of the *Pokémon* cartoon show, inspired by the Nintendo video game, jumpstarted the genre a few years ago. Japanese cartoons, such as *Digimon* and *Dragon Ball Z*, are considered much

more action-packed and violent by Americans than the domestically produced cartoons, and are mostly shown on the WB and Fox broadcast networks and the Cartoon Network on cable – where a dozen Japanese series were aired during fall 2000. The Japanese "anime" shows fulfil the need for inexpensive programming and address a growing interest in marketing shows – and, not least, related toy figures and other products – more narrowly to boys who have grown up with video games. Many of the shows are imported directly from Japan. An average *Pokémon* episode costs about US$ 100,000; the average cost in the U.S. of an original episode of an American-made cartoon is estimated to be about US$ 500,000. However, new U.S. productions are also influenced by the Japanese-style animation. One example is the series *Batman Beyond* (Rutenberg 2001).

- The market for children's programs has grown increasingly competitive over the last years. Over 50 of the 87 channels targeting children and listed by *Screen Digest* in 1999 had been launched during the last three years.[2] In the U.S., there are, among a whole range of others, the four full-time children's cable networks Nickelodeon (owned by MTV Networks, part of Viacom), The Disney Channel (owned by Walt Disney Co.), Cartoon Network (owned by Turner Networks, part of Time Warner), and the Fox Family Worldwide (owned by Fox Broadcasting and Saban Entertainment). There are, as well, Kids WB and Fox Kids broadcast networks. MTV is also worth mentioning in this context. All these channels are, thus, controlled by big media moguls and most of them reach a substantial number of households in Asia, Australia, Europe, the Middle East and Latin America, which is why they are also called 'global' children's television channels (Table 4). The first children's channel, Nickelodeon launched in 1979, is in early 2001 reaching 90 million households in more than 70 countries.[3] From a quantitative viewpoint, Cartoon Network is its main threat. As a consequence of the success of the children's channels, the three big national networks in the U.S. (ABC, CBS and NBC) have reduced their output of children's programs (Rydin 2000a).

Notes

1. From *Screen Digest's* announcement of its new report *Animation. The Challenge for Investors* published in January 2001, http://screendigest.com/rep_animation.htm (January 2001)
2. http://www.screendigest.com/yp_9905(1).htm (January 2001)
3. http://www.viacom.com (January 2001)

Table 4. Children's television: The world's big four channels, 1999

Channel	Owner	Territory/Languages
Cartoon Network	Turner Networks	North America, Latin America, Europe, Asia Pacific, Japan, Dutch feed, Italian feed, Scandinavia, French feed, Spanish feed, Polish feed
The Disney Channel	The Walt Disney Company	North America, United Kingdom, Taiwan, Australia, Malaysia, France, Middle East, Italy, Spain, Germany
Fox Kids Network	Fox Family Worldwide	North America, United Kingdom, Latin America, Poland, Scandinavia, France, Netherlands, Spain, Belgium, Australia, Romania, Russia
Nickelodeon	Viacom	North America, United Kingdom, Australia, Latin America, Nordic Region, Turkey, Hungary, Japan, Philippines, CIS/Baltic States, Indonesia, Spain, Malta, Romania

Source: Screen Digest, May 1999

Electronic Games

As mentioned previously, the video and computer game industry has become the fastest growing and most profitable children's entertainment business. Also indicated in the preceding section, is the recent phenomenon of the convergence of video and computer games, on the one hand, and television and film, on the other. That is, popular electronic games – that also have their own web sites and chat groups on the Internet – are transformed into audio-visual series for other media.

What, then, is the nature of these electronic games? Research on the output and contents of electronic games is almost non-existent. However, a content analysis was done of all electronic games published in Denmark in 1998 (Schierbeck & Carstens 1999). Even if the offerings of electronic games differ between countries (for example, in some countries video games are more widespread than computer games which dominate in Denmark), the figures can give a hint of what is available on the market. Or was available, since the contents of the games are changing rapidly and becoming increasingly realistic and graphic. We can also expect several new platforms for gaming in the future, due to technological development. In addition to the TV-based console, hand-held gaming device and the PC, there will most probably be gaming possibilities connected to mobile phones, personal digital assistants and digital TV receivers.

Table 5. Games by genre (per cent)

Action	30
Simulators	17
Sports	13
Strategy	13
Children	9
Adventure	8
Cards and backgammon	3
Edutainment	3
Role playing	2
Puzzles, riddles, and the like	1

N = 338

Source: Schierbeck & Carstens 1999

The aims of the study were, among others, to analyse the content with regard to violence and to analyse the different types of game distribution. 338 titles were published in Denmark during 1998. Eighty-one per cent of these were computer games for a PC, 24 per cent video games for Playstation and 7 per cent video games for Nintendo 64. Sega Dreamcast did not exist at the time of the study, since this platform was launched in 1999. Furthermore, games for playing exclusively online on the Internet were excluded from the study.

The 338 titles fell into ten main genres. As seen from Table 5, action games and simulators are the two largest genres, together comprising almost half of all titles.

The distribution of genres was different for computer and video games. For instance, some genres in the survey exist only as computer games (children, adventure, cards and backgammon, and edutainment). Among video games, the action genre is proportionally much more dominant than among computer games, especially among Playstation video games.

The definition of violence used in the study is broad – actions only slightly related to striking and shooting were also included. According to this definition, slightly more than half of the titles (53%) contain some violence.

The proportion of games with some violent elements varies greatly between different genres. In particular, action games, strategy games and simulators contain elements of violence; these genres constitute nearly 60 per cent of the published titles. All role-playing games also contain violent elements but these games were few in number.

Parenthetically it can be added that the action genre includes the most violent games, of which two popular sub-genres are "first person shooters" and "fighting games" (Christofferson 1999).

The two Danish researchers found, however, that even if there are violent actions in many of the games, there is a smaller group of games in which violence is salient. Typically, these games contain a high degree of details and frequent use of violent action, and the forms of actions represent close fighting and shooting. These forms of action are also usually aimed at human beings (or possibly at monsters). Overall, 17 games (5%) of the 338 registered showed such a combination of different violence criteria that they could clearly be judged as containing a considerable amount of violence.

Advertising

As we have seen, economy and advertising are strong forces influencing audio-visual and digital children's media. Let us continue to present a small selection of excerpts from articles and research reports, now about advertising.

- One reason for the launch and spread of the so-called global commercial children's satellite channels is the insight that children in well-to-do countries and families control considerable amounts of money, both their own pocket money and, by virtue of their influence, their parents'. And experience shows that a children's channel that is popular in one country will with great probability constitute a strong competitor to national channels in other countries (Rydin 2000a). Similar economic reasoning is valid also for electronic games and other digital media. However, the selling not only occurs by means of traditional advertising but also by all kinds of merchandising activities related to the television series or electronic game – the TV and game characters are available as toys, their pictures are visible on T-shirts, bags, certain food products, etc. Or, as the U.K. magazine *Screen Digest* introduced its report *The Business of Children's Television* (1999), which is aimed to be a strategic instrument for the market actors of children's television: "Children's television sells. Animation is one of the most exportable genres of programming, while preschool phenomena like *The Teletubbies* shift millions of licensed products from the shelves of retailers... [...] ... the main supporters of children's television – generalist broadcasters – are reducing their spending on the genre as their audiences fragment and the battle for prime-time audiences intensifies... [...]."

http://www.screendigest.com/rep_bchild.htm (January 2001)

- In those Asian countries where the economies are growing rapidly and racing ahead to stay competitive, rampant commercialism has entered children's media programming. Programme related products are heavily advertised and marketed to children. Different media systems collaborate to produce and market children's products as part of their media fare. For instance, the TV programme *Teenage Mutant Ninja Turtles* spawned comic books, computer games, movies and countless commercials over radio and television to make it a household name (Goonasekera 2000).

- Advertising children's products is not restricted to children's programmes. In India, advertisers of children's products sponsor adult horror and crime series on television. Audience ratings in the 4 to 6 years age group indicate that *Aahat, Anhonee, Bhanwar, India's Most Wanted,* and *X-Zone* were amongst the top 10 programmes watched by children during the period October-November 1998. In the absence of child-specific programmes, manufacturers of chocolates, biscuits, toffees, health food and baby prod-

ucts prefer sponsoring horror and suspense programmes (Padgaonkar 1999).

- A poll in 20 European countries in 1999 on parental perceptions of key influences in children's lives revealed that children's TV programmes, other TV programmes and TV advertising occupy the fifth to seventh places in a ranking of 18 different influences mentioned spontaneously. (Not surprisingly, on the first to fourth places personal influences are mentioned – parents, school, friends and other family members.) When responses were prompted, TV advertising was also rated as the seventh most important influence. Although parents across the different European countries do not have the same point of view on TV advertising, on average 34 per cent mean that it has a great influence on their child's development, 36 per cent that it has a medium-level influence and 29 per cent that is has little influence (Advertising Education Forum 2000).

- In the U.S. several commissions and groups have commented on the increasing amount of marketing to children lately. The Federal Trade Commission (FTC) and the Department of Justice undertook a study of whether the movie, music recording, and computer and video game industries market and advertise products with violent content to youngsters. Two specific questions were raised: Do the industries promote products they themselves acknowledge warrant parental caution in venues where children make up a substantial percentage of the audience? And are these advertisements intended to attract children and teenagers? The report, released in September 2000, found that for all three segments of the entertainment industry, the answers are positive.

The report is available on the web site: http://www.ftc.gov/os/2000/09/index.htm#11 (December 2000)

- Also in September 2000, the U.S. General Accounting Office (GAO) released a study commissioned by the Congress. The aim of the study was, among other things, to describe the nature and extent of commercial activities in U.S. public schools. The report concludes that in-school marketing has become a growing industry.

The report, No. GAO/HEHS-00-156, is available on the web site: http://www.gao.gov (December 2000)

- In October 2000, a coalition of more than fifty scholars and leaders in pediatric health care, education, child advocacy and communications in the USA sent a letter to the presidential candidates, urging the next president of the United States to take a leadership role to drastically reduce the amount of marketing aimed at children. The letter cites mounting evidence of the harmful effects of intensive marketing, from childhood obesity to family stress. Children have become big business in the United States. Corporations now spend over US$12 billion a year marketing to children, almost double the amount spent in 1992. Today, U.S. children influences purchases totaling over $500 billion a year.

The letter is published on the web site of Center for Media Education, USA: http://www.cme.org (November 2000)

Hopes and Fears

The subject of children, young people and media has been on the agenda for decades. With more and more visual electronic and digitalised media – just as with the advent of books, press, film, radio, etc. – come both hopes and fears. Satellite television has aroused expectations of greater freedom of choice and equal access to information for all, but also fear of standardisation, more violent entertainment, advertising, pornography and discriminating portrayals of gender, social groups, cultures and nations.

These hopes and fears are not altogether the same for all media, but depend on the output and character of the medium. Video and computer games are not only an extension of moving images on film and television, but also of play. The electronic games form an *interactive* medium in the sense that the player in several respects can steer the course and outcome of the game. Optimists, therefore, believe that video and computer games mean an educational revolution and a different socialisation. The games are regarded as a fabulous gateway to the future, training children and youth to cope with virtual reality in cyberspace – training that increases young people's perceptual-motor skills and social competence, as well as providing them with a greater sense of agency and control of the changing digital environment, yes, empowering them in their lives. Pessimists, however, remark that the contents of video and computer games are overwhelmingly violent, sexist and racist, leading to possible aggression, desensitisation, fear, decreased empathy – even destroying the mental processes, social relations and culture that are essential for humanity.

Hopes and concerns about the Internet, computer-mediated communication and cyberspace are, in turn, somewhat different. Optimists point out that the Internet offers gateways to education, culture, self-improvement and social contacts, that the Net is a means for enlightenment and increased democracy. Others wonder if the Internet does not cause user addiction and isolation, and it is a fact that many children and adults have come across material on the Net that they do not want to be acquainted with. The Internet not only involves interactivity; much of the Net's possibilities and contents also depend on its *anonymity, easy availability, immediate world-wide distribution* and *lack of control*. And this is a mixed blessing. The Internet may enable breach of privacy and economic crime by unknown perpetrators. The surfer may also encounter oppression in the form of hate speech, racism and political propaganda, discrimination of gender and cultures, gratuitous depictions of violence, incitement to illegal acts, recipes for drugs and weaponry, violent pornography and child pornography.

Children's Access to Media

Wishes are often expressed for comparable world statistics on *children's* access to media. The fact is that such figures do not exist. When studying children's media use, researchers normally ask children about media availability at home or in the school – but in most countries this kind of research is only irregularly conducted, if at all. Moreover, methodological variability makes comparisons uncertain. And after some time, figures need updating.

However, a safe conclusion is that children's – as well as adults' – access to the media is very unevenly distributed across the world (see statistics under the heading "Media in the World – Huge Divides" and the more detailed corresponding table in the Appendix). In many European countries, and in North America, Japan and Australia, it is quite common that children have all imaginable media technology in their homes. Not only do they have a television set, but often two or more TV sets at home, of which one is often in their own room. At the same time, they frequently have a video cassette recorder (VCR), personal computer and electronic games. More and more, children are also able to use CD-ROM and the Internet.

In other countries media are much less spread. Although television has expanded explosively since the end of the 80s, radio is still more essential in large rural areas of Africa, Asia and Latin America. Some children in some countries have never watched television at all (Jahangir 1995).

Another reliable conclusion is, thus, that children's rights related to media cannot be realised if the basic demand that *all* children have access to media is not met first.

We will illustrate the differences in children's media access by presenting two examples – from India and the U.S. As these two examples clearly show, media access differs not only between countries but also within.

India

In the article "Children's Media Use in India – A Current Scenario" (Agrawal 2000) we find the following information about children's access to media: In the last decade, there has been a remarkable expansion of television in India. In the year of 2000, one out of three households in India, i.e., over 69.1 million owned a television set. Similarly, every second household, about 100 million, owned a radio. Cinema content is most dominant on the television screen, and film songs and music on the radio. Out of an estimated 69.1 million television sets, 36.9 million are owned by the urban population (over 250 million), while the remaining 32.2 million sets are distributed among the rural population (750 million).

Indian children could be broadly divided into three distinct social categories. The first is the top 2-3 per cent with access to both tradi-

tional media (radio, television) and digital media. The second category consists of the 30-40 per cent with access to traditional media. The third category consists of those children – the majority – who have limited or no access to any media. In all three categories, boys more than girls have access to all forms of media.

Direct access to digital media is still a luxury in India. Except for few imported video games or those given as gifts by visiting relatives, almost 95 percent of the children have little knowledge of and access to digital media, and those who do have live in selected urban areas with affluent parents. Access to computers and the Internet among adults is estimated to be about half a million in the whole Indian population of one billion. The use of Internet by Indian children would, thus, be relatively much smaller.

Based on the past experience of media utilization, it is predicted that affluent, urban boys followed by girls will reap the initial benefits of digital media. Only after very high penetration in urban areas is it possible that – due to a percolation effect – urban poor and rural boys may get a chance to access and use digital media. Urban poor and rural girls will be the last to access digital media.

USA

Kids & Media @ The New Millennium (Roberts, Foehr, Rideout & Brodie 1999) is the first study in the public domain that has examined the full pattern of media use among a national sample of U.S. children and youth. Data concern media availability and media use the previous day, and were collected between November 1998 and April 1999. The report includes results for two nationally representative samples of children aged 2 through 18 years.[1]

Tables 6 and 7 show children's access to media at home by age. (1+) in Table 6 means one or more sets, (3+) means three or more sets.

The study also located differences in media access by gender, race/ethnicity and income. A few of these differences are commented upon below:

The proportion of boys and girls with access to various media at home seldom differs. There is one exception: more boys than girls report at least one video game player in their home.

The most striking race/ethnicity difference occurs in computer ownership. 78 percent of Caucasian kids come from homes with at least one computer, substantially more than African American (55%) or Hispanic (48%) youngsters. White children are also more likely than minority youth to have access to computers with a CD-ROM drive and to Internet access.

Table 6. Media availability in children's homes, by age (per cent)

Medium	2-7 years (1+)	2-7 years (3+)	8-13 years (1+)	8-13 years (3+)	14-18 years (1+)	14-18 years (3+)
Television	100	45	99	69	99	71
VCR	96	12	97	23	99	30
Radio	98	48	96	63	98	82
Tape player	90	26	96	56	98	68
CD player	83	14	92	40	97	59
Video game player	52	5	82	27	81	22
Computer	62	3	69	8	79	9
Cable/satellite TV	73		74		74	
Premium cable channels	40		49		41	
Internet access	40		44		54	
CD-ROM	52		58		69	

Source: Roberts, Foehr, Rideout & Brodie 1999

Income measures also locate differences in the likelihood that children come from homes equipped with, most especially, computers. About half (49%) of youngsters who live in or go to school in lower income communities report having a computer at home, two thirds (66%) of youngsters of middle income communities and 81 per cent of youngsters from higher income communities. Not surprisingly, the pattern holds for computers with CD-ROM drives and for computers with Internet access (23%, 42%, and 58%, respectively, for Internet). On the other hand, youngsters from high income neighborhoods are less

likely to live in households with video game systems than are their middle income counterparts.

The Annenberg Public Policy Center of the University of Pennsylvania (APPC), USA, has examined the role of media and media policy in family life over time. *Media in the Home 2000* (Woodard with Gridina 2000) is the Center's fifth annual survey of parents and children.[2]

The findings on children's media access in this latest survey do not deviate drastically or systematically from the U.S. study mentioned above.[3] However, data over time show how the media environment of families with children is undergoing change. For example, in 2000, almost half (48%) of all U.S. families with children between the ages of 2 and 17 had all four of the following media apparatuses: a television set, a VCR, video game equipment, and a computer. And for the first year since 1996, more families with children had an Internet subscription (52%) than a newspaper subscription (42%).

Table 7. Media availability in children's bedrooms, by age (per cent)

Medium	2-7 years	8-13 years	14-18 years
Television	32	65	65
VCR	16	34	38
Radio	42	81	94
Tape player	36	74	89
CD player	14	64	88
Video game player	13	47	42
Computer	6	23	19
Cable/satellite	14	28	32
Premium cable channels	5	15	15
Internet access	2	9	12
CD-ROM	3	14	16

Source: Roberts, Foehr, Rideout & Brodie 1999

Notes

1. A sample of 2,065 children in the 3rd through 12th grades (8-18 years) provided their own data about their media use via written questionnaires administered in school. For younger children, parents (or primary caregivers) of a sample of 1,090 children aged 2 through 7 years provided data via face-to-face interviews administered in the home.
2. The survey is based on telephone interviews conducted during April to May, 2000, with 1,235 parents of children between the ages of 2 and 17 and 416 children between the ages of 8 and 16 from around the United States, excluding Alaska and Hawaii. The samples were drawn through random-digit dialling and weighted to demographic estimates. The response rate for parents and children was 31 per cent.
3. Figures are sometimes higher, sometimes lower and can depend on different time periods or on different methods.

How Much Do Children Use the Media?

Not only are wishes expressed for global statistics on children's *access* to media, but also for comparative data on children's media *use*. It must, therefore, be stressed that research on children and media is not well developed in many countries. Such research is performed relatively regularly in Australia and New Zealand, Europe, Japan and North America. In other countries it is more sporadic or totally non-existent. Moreover, when research is carried out, methods vary greatly, and thus differences in findings across countries depend on both methods and cultures. Not even the widespread continuous TV ratings made by the media industry can provide comparable figures across regions (von Feilitzen 1999).

Let us present some examples of data on children's media use from a few countries.

Chile

Souza & Debia (2000) write in the article "Children's Media Use in Chile" that 95 per cent of Chilean homes have at least one television set. In 1999-2000, 34 per cent of all households on a national level also had access to cable TV.

In 1999, a national survey of television was performed in the main cities among adult persons with access to TV at home.[1] According to persons with children younger than 13 years of age, television appears to be the medium preferred by the young, whereas radio occupies second place, and written media third (Table 7).

Note

1. The survey is based on a sample of 2,423 persons composed of a universe of men and women older than 15 years of age and of all socioeconomic levels, with access to TV at home, and resident in the main Chilean urban centers: Santiago, Antofagasta, Viña del Mar – Valparaíso, Concepción – Talcahuano, and Temuco. Of these persons, 1.290 had children younger than 13 years of age.

Table 7. Media habits among children under 13 years of age in the main Chilean urban centers, 1999 (per cent)

Use	Broadcast TV	Cable TV	Radio	Written media	Video	Computer
Everyday	83	83	51	30	15	19
3-4 days per week	9	5	11	15	13	18
1-2 days per week	3	3	13	19	24	19
Only on Sundays	1	1	1	2	6	5
Less than one day per week	1	1	4	7	13	7
Never	3	5	18	25	23	26
Doesn't know/ No answer	1	2	2	2	7	7
Total	100	100	100	100	100	100

Source: Encuesta Nacional de Televisión (National Survey of Television). Department of Research of the National Television Council and the Direction of Sociological Studies of the Catholic University (DESUC), Chile, 1999

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Information gathered by ordinary TV ratings indicates that children between 5 and 14 years of age living in Santiago watch television between 120 and 240 minutes a day, something that also demonstrates the importance of this medium in children's daily lives. Other research shows that children's television use is lower at the higher economic level, but that there are no significant differences between boys and girls in this respect.

South Africa

The article "An Overview of Children's Broadcasting in South Africa" (Bulbulia 1998) shows that the first relatively detailed study on children – 12- to 15-year-olds – in this country was completed in 1997. Under the apartheid system people were classified according to race, i.e., White, Indian, Coloured and Black. In 1997, research was still conducted this way. The findings indicating how many children used different media on an average day can be grouped as follows (Table 8):

Table 8. Proportion of children aged 12 to 15 who used each medium the preceding day (reach), by race, 1997 (per cent)

Medium	Black	White, Coloured and Indian	All children
Listened to the radio yesterday	57	62	58
Watched TV yesterday	46	87	53
Read any magazine yesterday	25	64	32
Read any newspaper yesterday	9	34	14
Saw a film in a cinema in the past 12 weeks	6	62	12

Source: South African Advertising Research Foundation 1997

As seen in the right-hand column, during an average day, more 12- to 15-year-olds use radio than television. The Table further shows that media use is much more common in the White/Indian/Coloured group than in the Black group. However, the proportion of children using radio is almost similar in the two groups – the major differences concern audio-visual and print media. More White/Indian/Coloured children than Black children also have access to, and use, computers and the Internet (though not shown in the Table).

In 1998, the ordinary TV ratings provided similar figures regarding daily television reach – about 55 per cent of all South African children aged 8-12 and 13-17 watch television on an average day. Among *children of these ages with access to television* (55-62 per cent of all children), the average daily viewing time is about 2 hours (Eurodata TV/ Telmar 1998 cited in von Feilitzen 1999).

Sweden

The Media Barometer is a yearly research series in Sweden, examining media access and media use.[2] Table 9 presents the proportion of 9- to 18-year-olds who used each medium the preceding day, in 1999.

Taking both reach and time spent on each medium into account, it appears that boys use the audio-visual media more than girls do, whereas girls use music media and books more than boys. However, the greatest differences concern digital media. Boys use computers,

Note

2. Data are collected via telephone interviews with a national representative simple random sample of about 3,000 individuals aged 9-79 taken from the census register. The interviews are conducted on a stratified random sample of 28 days during the year, and the questions asked refer to media use on the previous day.

Table 9. Proportion of children who used each medium the preceding day (reach), by age and gender, 1999 (per cent)

Medium	Age		Gender		All
	9-13 years	14-18 years	Boys	Girls	9-18 years
Morning paper	32	59	47	41	44
Radio	58	76	62	69	66
Cassette tapes	16	26	18	23	21
CDs	48	60	52	55	53
Television	91	88	93	87	90
Text-TV	18	30	28	19	23
VCR	30	28	32	26	29
Video games	20	13	28	7	17
Computer*	38	43	42	38	40
Internet**	27	52	43	34	38
Evening paper	17	28	22	23	22
Magazines	31	21	27	27	27
Specialist press	10	13	14	9	11
Books	61	55	55	61	58
n =	232	188	202	218	420

Note: * Used at home. ** Used at home or at school/work.

Source: Nordicom-Sveriges Mediebarometer 1999

Notes

3. In the early 1990s, Bradley S. Greenberg, USA, co-ordinated a study among 6th and 10th graders in several regions of the world, although only in a limited number of sites in each country and only for children attending school (data, that were collected by means of questionnaires, are reported separately in a number of publications). The other global project was carried through in 1996-1997 among 12 year-olds attending school in 23 countries over the world. The form included some questions about media use (Groebel 1999), though the main research focus was media violence.
4. Every fourth year since 1985/1986, the World Health Organisation (WHO) has done surveys by means of questionnaires in schools about children's health-related behaviour, of which the latest data collection from 1997/1998, valid for children aged 11, 13 and 15 in 28 countries in Europe – and also North America – included three questions on time spent on television, VCR and computer games (Currie et al. 2000). The other European comparative study was performed in 1997-1998 in twelve European countries under the guidance of Sonia Livingstone, U.K., and did focus on a great many aspects of children's media use, in this case children aged 6/7 to 16/17. Both quantitative and qualitative data were collected by means of questionnaires and interviews, in most countries in school and in a few countries in the children's homes. Several publications have been released and a comprehensive book with international data is expected during 2001 (Livingstone & Bovill in print).

the Internet, and video/computer games, much more intensely than do girls.

The estimated average total time spent on all media among children and young people aged 9-18 is, according to this study, about 4 to more than 6 hours a day, the figure increasing with age mainly due to more music listening among teenagers. Younger children, aged 3-8, spend on average about 2 ¾ hours a day on media (Filipson 1999).

Specific Media Situations

During the 1990s, at least two comparative studies, including questions of how much children use the media, have been performed on several continents,[3] and at least two comparative studies have focused on European countries.[4] These studies collected data mainly in schools. However, this means that the findings of the first-mentioned global studies are not valid for all children, since not all children in the countries studied have reached the school grades in question (see note 2); this is especially true of girls. For world-wide estimates of the proportions of children attending school, look under the heading "Children, School and Work".

These studies, as well as ordinary TV ratings, indicate that the frequency of media use as well as the time spent with media varies considerably among children in the same country, and that children's *average* use varies considerably across countries. For example, the *average* daily use of *television* only – *among school-aged children with access to television* – seems in some countries to be 1 ½ hours and in others 3 ½ hours (and, naturally, individual TV use varies from virtually no time to many hours).

Furthermore, one finds that there is no simple relationship between access to a medium and use of it. National, demographic, household and socio-economic factors also play a role, as do people's cultural habits, their relationships with family, peers and the school, personal motives and expectations, as well as the public policies and market strategies of different media.

- For example, in countries with few media, children of low-income parents often use the media less because they lack them. However, in countries with many media, children of low-income parents often devote more time to all media combined, through their heavier use of television, VCR and computer games. Thus, children of high-income parents in these countries often devote less time to all media – but they more often use print media and computers (e.g., Roberts et al. 1999).
- Another example of the complex situation is that boys often have access to more media than girls do, and use the audio-visual and digital media more. In India, however, girls appear to watch television and listen to the radio more than boys do. For girls, social restrictions on outdoor activity, social taboos and inferior social status keep them indoors leading to higher media use (Agrawal 2000).
- And although children in, for example, Sweden and the U.S. have access to about the same amount of media, U.S. children are estimated to devote more time to the media than Swedish children do (*Nordicom-Sveriges Mediebarometer 1999*, Roberts et al. 1999).

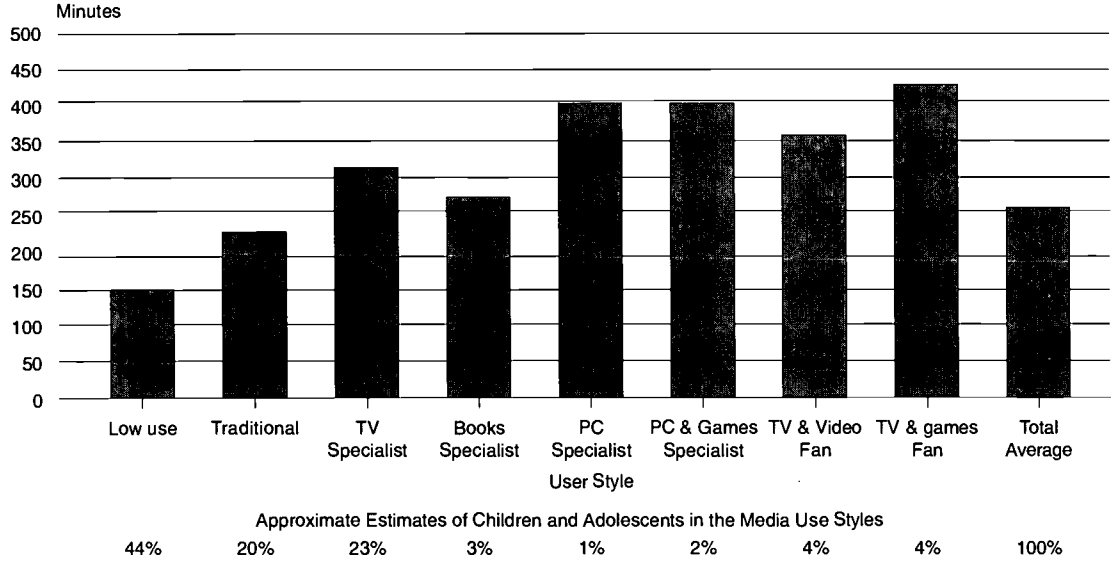
Research findings cannot simply be generalised across borders. There is a great need for future research on children and media. This research should be carried out both by individual nations in their own social and cultural contexts, *and* through increased co-operation between researchers on a cross-cultural comparative level, to give a more comprehensive view of children in the changing global and local media landscapes.

Increasing Differences in Media Use

Different Media Use Styles

Although patterns of media use are grounded in complex contexts, where national affiliation, personal socio-cultural background, individual tastes, media policies, and many other factors all play a role, there is a tendency that with increasing numbers of media contents, individual preferences and lifestyles become increasingly important factors influencing media choice; that is, media use is becoming more individualised. An analysis of 9- to 16-year-olds' media use in ten European countries (Johnsson-Smaragdi 2000) revealed that children could be categorised according to eight media use styles. Figure 4 shows approximations of the proportions of children and adolescents having different styles (see the figures below), and the total time spent on media in the different user groups (see the columns above). This illustration presents the aggregated profile of the user styles across all ten countries; it must be stressed that each country profile deviates from this average.

Figure 4. Average minutes a day spent on all media in leisure time in ten countries among children and adolescents 9–16 years old, 1997/98



Source: Media Use Styles Among the Young, Ulla Johnsson-Smaragdi 2000

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The staple to the right shows that, on average, 9-16 year-olds in the ten European countries devote about 4 ¼ hours a day to all mass media – music media excluded. However, the eight user styles have the following (and other) specific characteristics:

- *Low media users* are most common. They constitute approximately 44 per cent of all children and devote much less time, about 2 ½ hours a day to the media, than the average. Low media users are primarily distinguished by their relatively low use of television, though they watch much more television than anything else. On the whole they tend to have a diversified pattern of media use.
- *Traditional media users* make up about 20 per cent of all children and spend less than 4 hours a day on the media. The traditionalists are low on new media (electronic games, PC, the Internet) and about average on other media.
- *Television specialists* constitute nearly one quarter of all children. They focus heavily on television, on average spending over 3 ½ hours a day on it, thereby being the group devoting most time to this medium. Their total media use is above average, ca. 5 ¼ hours a day.

The three media use styles mentioned hitherto together make up more than four fifths of the sample. The other five groups are, according to the data collected in 1997/1998, composed of less than five per cent each. Particularly the PC specialist groups mentioned below may be growing fast as new media disperse to a majority of the population.

- *Book specialists* spend about 1 ½ hours a day on books. They also spend more than average amounts of time on other print media. Despite this, they spend more time on television than on books, so their total media time is slightly above average.
- *PC specialists* are keen on computers and the Internet. They are also high on, e.g., electronic games, but fairly low on television. Their total time spent on media is high, well over 6 ½ hours a day.
- *PC & games specialists* are also strongly focused on computers and the Internet but even more on electronic games than the above-mentioned group. Their total media use is about the same as that of the PC specialists.
- *Television & video fans* spend large amounts of time on both television and video, but are low on games, computers, and books. Their total media use amounts to 6 hours a day, much above average but less than that of the PC and PC & games specialists.
- *Television & games fans*, finally, spend on average 2 ½ hours a day on electronic games and about as much on television. These young people are also relatively high on video and computers. The group has the highest total media use of all eight groups, about 7 ¼ hours a day.

In spite of individualisation, television is still the dominant medium for *all* user types, both in terms of the number of users and the amount of time spent. Everyone, everywhere, watches television, and television viewing makes up the main part of his or her media time. The new media (electronic games, computer, the Internet) are also used

within all media styles, though the proportions of users and the amount of time spent vary (Johnsson-Smaragdi 2000).

Are Computers Taking Over Television?

Assertions that children are starting to give up the television screen in favour of electronic games and the computer screen often turn up in the press. However, till now no children's research has supported such a general tendency. Children's and young people's TV viewing has, on average, not decreased over time. Rather, the use of new media is added to that of television, at the same time as the trend is individualisation and specialisation of media use. Thus, single individuals may displace certain media in favour of others but this is not the general tendency. This also means that interest gaps are a reality, and that information and knowledge gaps may be reinforced (e.g., Johnsson-Smaragdi 2000, Johnsson-Smaragdi & Jönsson 2000, *Nordicom-Sveriges Mediebarometer 1999*, Roberts et al. 1999).

Patterns of media use are likely to continue to change in the future, since the on-going convergence of media is radically reshaping the media landscape. Games, newspapers, magazines, books, radio, music, film, and television are to a certain extent – in some cases to a great extent – already available on the Internet, and the Net will soon be even easier to access for an increasingly large number of people. In the same vein, digital TV receivers will make possible a whole range of information services.

The Family Context

In countries with few media, collective listening and viewing are common. Many people gather in front of, for instance, the only television or video set in the village, if such a set exists. Or there is public viewing in cafés, libraries and social clubs. In countries, such as India, where television has spread explosively to the homes during the last decade, children's TV viewing occurs almost exclusively within the family circle (Agrawar 2000). With more and more media, as in many industrialised countries, most households now own several TV sets, of which one is often moved into the child's room (e.g. Livingstone, Holden & Bovill 1999, *Nordicom-Sveriges Mediebarometer 1999*, Roberts et al. 1999). A great deal of children also have other media equipment of their own.

One consequence is that children and adults increasingly choose to use different media and watch different programmes on television. Children and parents use the media together less often, talk about the media contents less often, and parents are less likely to have rules for children's media use. To a greater extent than for television, this seems to be true for electronic games (e.g., Casas 2000).

But, as mentioned, the viewing situation does not only differ between countries but is due to many factors. In Egypt, for example, most middle class parents work for not less than twelve hours a day, and often they have more than one job in order to make ends meet, so one cannot rely on parents to guide their children's viewing (El-Simary 1999). Among underprivileged children in Argentina, television is generally situated in the centre of the room (in many cases the only room in the house) and television time is a meeting time, a social family unification. But adults' control over children's watching is almost non-existent; the children watch much television and they watch what they want (Morduchowicz 1999). Again – different characteristics of each media situation must be taken into consideration.

What Media Contents Do Children Prefer?

In both media situations involving more collective media use and those involving more individualised media use, children, to a great extent, watch and listen to programmes that are aimed primarily at adults. Research experience from several countries indicates that young children are fond of children's programmes. But as regards television, many stations around the world do not offer much in the way of children's programming.

The tendency to watch adult programming becomes a more genuine interest of the child's when he or she is around 7-9 years of age and is becoming more curious about the adult world. Children of these ages prefer adult fiction, soap operas, action, etc., but watch the news and other informative programmes to a much lesser degree. If there are children's programmes of good quality and intended for their age group – which is not always the case – they watch such programmes, too.

Domestic Programmes or Imports?

Do children, then, prefer domestic programmes or imports? The answer seems to depend on the amount and quality of the domestic programmes, as well as on language and culture. Given a range of high quality programmes – including home-produced drama and fiction – that reflect children's own culture and language and meet children's needs, the answer to the question is in the affirmative. At least this would be the conclusion from the following examples:

Rydin (2000a) made an inquiry in Australia, Japan and Sweden, countries with a relatively extensive output of children's programmes. It showed that among the 20 most popular programmes in Sweden (the programmes with highest daily viewing figures in January and February 1999) in the age group of 3-11 years, 19 were of Swedish origin. The most watched programmes were drama and fiction based on popular children's stories. Only a programme block of Disney cartoons, i.e., of U.S. origin, could compete with the Swedish programmes. All 20 top ranked programmes were broadcast by the public service company SVT. In Australia, 13 of the 20 top ranked programmes among children in the age of 5-12 years (August 1998) were of U.S. origin. However, in this case one must remember that there are close points of similarities between U.S. and Australian languages. In Japan all 20 top ranked programmes among 3-12 year-olds (October 1998) were of Japanese origin and they were broadcast from a range of TV stations. 12 of the programmes were categorised as cartoons.

Similar research from a couple of Asian countries that produce very few children's programmes, gave rise to other findings: In India, not a single of the few children's programmes recalled by a sample of children interviewed was domestically produced. Instead most children mentioned programmes made for adults as the ones they liked –

crime, thrillers, comedies and family serials. Of 100 most viewed programmes by children between the ages 6 and 14 in 1994 on Malaysian television, only three were children's programmes. These were all foreign programmes (Goonasekera 2000).

Of eleven Asian countries surveyed, three have followed policies conducive to the development of television programmes for children. These are China, Vietnam and Japan. In China and Vietnam support received from the government has been crucial. In Japan public broadcasting policy of NHK gives a lot of attention to children's television. In many other Asian countries children's television programmes have to compete in the marketplace. The advertisers and marketers saw little profit to be made from children's television (ibid.).

In South Africa, the most popular programmes among the whole population are the local (i.e., South African) ones. However, across the three SABC channels and M-NET, the most popular *children's* programmes are American sitcoms and musical programmes. Although the percentage of local children's programming across all broadcasters has increased, children and adults alike argue that these programmes should be more 'relevant' and less foreign (Bulbulia 1998).

> *"We want to hear what other children are going through – what games they play, what songs they sing, what problems they have to solve in their own parts of the world."*
>
> Excerpt from Children's Wish List presented at the Asian Summit on Child Rights and the Media, Manila, The Philippines, 1996

With few exceptions, the pattern of prime-time television viewing among populations as a whole is similar throughout the world – entertainment/fiction, sports and news. In spite of the many foreign satellite channels, the output of national broadcasters attracts most viewers, and the general demand is for more local programming (e.g., Lamb 1997). However, home-produced alternatives – national soap operas, national fiction, etc. – are often lacking or are few. Drama and fiction are expensive to produce and, in most countries, expenditures can not be expected to result in big export incomes, as in the U.S. which dominates world export, or in the few other major exporting countries.

What Is a "Good" Children's Programme?

A Dutch study (Nikken 2000a) about the quality of children's programmes was conducted among four distinct groups of judges: children aged 9-12 and mothers with children 3-12 years old, respectively, in their capacity as consumers of children's programming, and programme makers and critics, who are professionally occupied with the production and evaluation of children's television.[1]

No less than 19 different types of quality standards were found that are applicable to children's TV programmes. Of these standards, seven were shared by the four groups. However, it appeared that each group had its own view on the importance of the shared standards. Significant differences were found particularly between producers and critics, on the one hand, and children and mothers, on the other. For example, children and mothers foremost expected a programme to be "comprehensible", whereas professionals ranked this standard only fourth, after "involvement" and "credibility". Another difference was

Note

1. Samples and methods: 427 children in grades 4-6 (9-12 years old) in five primary schools filled in questionnaires. 357 mothers with children aged 3-12 years were interviewed via telephone. 163 television professionals at international conferences and in the Netherlands filled in questionnaires. As for critics, 441 television reviews of children's and youth programmes in Dutch newspapers and magazines were content analysed.

that mothers expected children's programmes to be free of violence and frightening scenes significantly more than children did, whereas programme makers were the least concerned about violence, foul language and frightening scenes.

Research does not support the idea that all children or teen-agers – or, for that matter, adults – like violent films and programmes. For example, a survey conducted in 1995 among 14- to 17-year-olds in Moscow showed that although children and young people now are regaled with pictures filled with violence, cruelty and gore, and although the youngsters exposed themselves to a large amount of film violence, about 30 per cent said that they "liked" them, whereas most of the teen-agers estimated them as "so-so" or voiced their "dislike" (Tarasov 2000). Neither do children like all kinds of animation, which has dramatically increased across the globe. According to a study in Southern Natal, South Africa, for instance, many children feel at times unhappy and uncomfortable when watching programmes aimed specifically at them, such as *Power Rangers* and *Biker Mice from Mars* (Ramsden 1997).

The fact is that the audience is rarely given a fair choice. Most countries are heavily dependent on television imports – and a great deal of the exports are produced with dramatic ingredients that can be understood by as many cultures as possible. Thus, what basically drives media violence is not popularity but competition and global marketing (Gerbner 1997).

There is no given formula for a "good" programme or media content. Children are curious and active and they orient themselves in the environment in order to construct meaning. They want to learn, enjoy themselves, build up social relations and create their identity – also by means of the media. If asked why they use different media, children answer that they are looking for entertainment, information, social contacts and possibilities for identification – although they tend to use their own and not these adult expressions (e.g., von Feilitzen 1976). What children need, then, is not only pleasure or wishful identification for the sake of mere entertainment; they also want to learn and build up their sense of social belonging – often by means of dramatic media contents. Moreover, they sometimes want to identify with children who are similar to themselves.

> *"We want all children to see someone like them on television. Why can't children on television have glasses? Why can't some children on television be overweight? Many children from around the world never see anyone like them on television who speak their own language. Sometimes they only see programmes from America."*
>
> Excerpt from Introduction to the Children's Charter on Electronic Media presented by the junior delegates at the Second World Summit on Television for Children, London, U.K., 1998

Why Are Children Fascinated by Electronic Games?

In regions with many media, children and young people as a rule use new media more than older generations do. This is not only a result of the fact that young people are fascinated by new media, curious about them, or find them more "natural", since they are growing up with them, but also of purposeful marketing by the industry. By directing media contents and advertising to the young, it is easier to attain penetration among adults, now and in the future.

Research on children's use of the Internet and of video/computer games is in its infancy. Certainly, children use these media for a variety of individual reasons. What we do know is that when children have computers at home, they use them more often for recreational and entertainment purposes than for schoolwork (e.g., *Nordicom-Sveriges Mediebarometer 1999*, Petrov 2000, Roberts et al. 1999).

As regards electronic games, the ones that children and young people – above all boys – prefer belong to the genres of "action/combat", "sports/racing", "strategy" and "adventure" (Petrov 2000, Roberts et al. 1999), genres that often contain violence. These genres are more frequent among video games, whereas the games played on computers are more diversified. Research suggests that what players themselves find most motivating is not the violent narratives *per se*, but the challenge, i.e., learning how to advance in the game, overcoming difficult situations, solving problems, and competing, something which is made possible by the interactive nature of the games. Essential is also the emotional excitement and immersion that the games give rise to. However, the violence in the games is a motivating factor, too, primarily for boys (Christofferson 1999, Holm Sørensen & Jessen 2000, Kline 2000, Nikken 2000b).

The Image of the Child

Researchers in several countries have begun writing the history of children's programming and found interesting changes over time – in style, topics, etc., and, not least, in the images of children and the construction of childhood. The changing child constructions in the media are dependent on, among other things, variations in the cultural climate in society and the broadcasting policies during different periods, as well as the increasing competition from other media and channels (e.g., Buckingham 1999a, Lykke Christensen in progress, Pecora 1998, Ponte 1998, Rydin 2000b, Schmidbauer 1987). Naturally, the growing proportion of animated children's series spread across the world also means different constructions of children. It goes without saying that, on contemporary television, children in many countries are more often animated animals and fantasy figures, while 'real-life' children are more rare.

Children are Underrepresented in the Media

Apart from child images in children's programming, children's books, etc., a general pattern in the media output *as a whole* is that children are heavily underrepresented. They are seldom seen, their voices are seldom heard, and adults in the media seldom talk about children (von Feilitzen in progress). Many content analyses show that similar patterns are valid for elderly, women, people with low-income occupations, as well as ethnic and linguistic minorities. Instead, adult men belonging to the middle and upper classes and to the majority population, are clearly overrepresented in the media contents. A widespread interpretation of these recurring patterns is that the culture, of which media make up a greater and greater part, in this way reflects the power hierarchy of society and the cultural weight and value of different population groups. The fact that children, among others, appear and are portrayed seldom in the media output may, thus, be regarded as an indication that they are, in many respects, attributed a lower value, and that the media, in this way, give expression to, and exercise, a form of cultural oppression.

In addition, as is the case for media's portrayal of adults, certain social categories of children are portrayed more seldom than others. Not only are younger children represented proportionally less often than older children, but there are also fewer girls than boys, and fewer children belonging to the working class, or to ethnic and linguistic minorities, than children belonging to the middle class and to the majority of the population (e.g., Gerbner 1999).

When children are portrayed in the media, this also often occurs in special contexts. Naturally, the image of the child differs from one programme to another, from one book to another, from one article to another – and in different media, countries, regions and social and cultural contexts. Research on how children are portrayed in the me-

dia is meagre and fragmentary. But the existing work indicates that when repeated media patterns are analysed, certain clear constructions recur. One such recurrent image in news media, at least in some countries, is that children are often represented in relation to violence and crime, where children and young people both are perpetrators and victims, and where children are physically and sexually abused. The consequence is that young people often are represented as a problem and a threat, and that vulnerable groups are stigmatised without respect for their integrity, something which also occurs in connection with media's reports of war, catastrophes and starvation (e.g., Gilani 1999, Sadozai 2000).[1]

Another recurrent picture in the media is the good, innocent and sweet child. This picture reaches its extreme in advertising (Rao 1999). And at least in some countries, the image of the child, especially the female child, both in advertising and other fiction, is also seasoned with exaggerated or uncalled-for sexual elements (Gerbner 1999, Jempson 1999). Advertising is also the only medium where children are relatively common (von Feilitzen in progress). The fact that children are more common in advertising than in the media contents generally is with all probability a sign of their comparatively high economic-consumption value in society – as present and future consumers and as selling concepts and advertising strategies for products, values and life styles.

It is true that children's programmes, children's books, children's magazines, etc., are often important exceptions and that producers and authors of child media often struggle in order to compensate for the biased constructions of children in the media contents aimed at adults. However, as mentioned, the situation within child media differs greatly between countries. In many places in the world, producers of children's programming work in deteriorated or from the outset difficult economic or other circumstances. And even in countries with better resources for children's media, such contents make up only a small part of the whole media output. Besides, even if there are popular children's programmes, children's books, etc., children also watch and listen to, especially from 7-9 years and upwards, most kinds of adult fiction, and sometimes news and information, late at night. The media depictions of children, and the absence of them, may also influence adults' ideas and conceptions of children.

Children's Views

Neither is it the case that children themselves are completely positive about the way media represent them. For instance, the majority of 11- to 16-year-olds in a nation-wide survey in the U.S. said that when they see kids in the news, they are involved in crime, drugs or violence (Children Now 1994). According to another U.S. study, 10- to 17-year-olds clearly see inequities in media's portrayals of social class and ethnic and linguistic depictions, and overwhelmingly believe that it is important for children to see people of their own race on television. As one African-American boy summed it up: "People are inspired by what they see on television. If they do not see themselves on TV, they want to be someone else." (Children Now 1998) An investigation conducted by children themselves on how children are portrayed in the press (Children's Express, U.K., 1999) did not reveal any press story that gave a realistic image of children. According to the study, all the portrayals were instead stereotypes and almost no story portrayed children from the viewpoint of the child.

There are some descriptions of what various groups of children do not like about the media's images of them – and how they would

Note

1. In 1998, the International Federation of Journalists adopted draft guidelines for reporting children's issues (see under the heading "International and Regional Declarations and Resolutions on Children and Media"). There are also organisations and associations, such as ANDI, PressWise Trust, SPARC and others, that train journalists and producers to become aware of the problems of existing child images and/or monitor the media output in this respect (see, e.g., under the heading "Examples of Organisations and Networks – Media Literacy and Children's Participation").

like the situation to be instead. These viewpoints and advice can be found, e.g., in charters and wish lists presented by child groups at The Asian Summit on Child Rights and the Media, 1996 (de los Angeles-Bautista 1999), The Second World Summit on Television and Children in London 1998 (reproduced in von Feilitzen 1998), and in a media education class in Austria (Geretschlaeger 1999). Advice can be found, as well, in the above-mentioned study by Children's Express and an article by Jempson (1999). A few of the several recurrent themes in these viewpoints are that children want to be taken seriously and that they want to be allowed to speak for themselves. Further detailed views from more children all over the world are needed. Awaiting these, we reproduce here the conclusions drawn by Save the Children, U.K. (McCrum & Hughes 1998), based on talks with children and young people in Barbados, Canada, England, Israel, Namibia, Northern Ireland, Palestine and Romania:

We asked children what they thought about how the media depict them. This is what they said:

Children don't like to see...

- children's serious comments used as light relief or a joke (funny to adults, not so funny to children)
- a very 'cute' child used to add appeal
- photos and descriptions of children in miserable situations used as tearjerkers. They do nothing for children's self-respect, or for the audience's respect for them
- children being patronised and spoken down to
- adults speaking for children, when the children know more about the subject in question
- children being made to perform like circus animals
- adults showing off children's ignorance
- adults putting words in children's mouths, or interrupting them
- children being made to look passive when they're not
- young people lumped together as a problem group called 'youths'.

Children want you to...

- let them speak for themselves without adult interference
- treat them as equals, human beings like everyone else
- ask them what they think about issues covered in the media
- give them the chance to speak freely to adults as well as other children
- see them as individuals, with their own thoughts, enthusiasms and concerns
- value their experience – they may be young, but they've already learnt a lot about life
- let them be themselves, not what other people want them to be
- take their opinions seriously.

Source: McCrum & Hughes 1998

Reception and Influences of the Media

Children's Reception of Media in Everyday Life

Children use media because they, among other things, find them fun, exciting and imaginative, and because they experience learning through media. Children also feel that they "get inside" media people and events, sometimes experiencing friendship. At the same time media use is often a real social event – the reception situation means that you meet and talk with family members or friends.

This applies to child and adult programming alike. For example, children are often fascinated by soap operas and action programmes because they find them thrilling and think they gain insight into and understand the moral and social problems of the adult world.

There are hundreds of long-standing studies of children's reception of various programmes – including what children feel about them, how they interpret them, and what they understand in different ages. Of possible special interest here is a recent trend in child research, at least in some countries, trying to relate – by means of qualitative, informal and media ethnographic studies – the child's media reception to an even wider context, that is, to find out, from the child's perspective, what the media contents mean in everyday life. There is also a trend, sometimes coinciding with the last-mentioned one, focusing on children's reception of, particularly, popular culture, not least global products such as *Teletubbies* (e.g., Götz 1999), the Disney universe (e.g., Drotner in progress), and which benefits children might derive from various soap operas (e.g., Pasquier 1999) or horror films (Jerslev 1998). Other projects using this approach deal with the meanings children construct from computers and Internet in everyday life (e.g., Johansson 2000) and how Internet chat contributes to children's identity building (Holm Sørensen in progress). Sometimes there is reason to speak of whole global cultural communities (e.g., children playing on-line games, exchanging *Pokémon* cards, or sharing interests with other hip-hoppers). Simultaneously, however, the global and the local also create syntheses in each country, and there are still deeply rooted differences in children's reception as a function of age, gender, class, life in the city- vs. countryside, ethnicity, religion and nationality.

Thus, within this kind of research children are seen as agents – acting subjects – and as more or less competent media users. The reasons why children use media and what each unique child gets out of the programmes, books, electronic games, Internet chats, etc., depend on this child's needs, intentions, experience of self and group-affiliation, age, gender, ethnicity, life-style, socio-cultural background, life context, and the specific reception situation. In this whole context the individual constructs sense and meaning of the media contents, just as she or he does with all other activities and social contacts when orienting in the environment, trying to organise life and find an acceptable place or identity through this negotiating process.

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Some research within the extensive field of media education and media literacy can also be said to perceive children as more or less empowered media users.

Influences of the Media

However, only emphasising the fact that children – and adults – are active creators, that we all make sense of what we see, hear and read, might give the impression that we are not influenced by the media in other, non-intentional ways, too. These influences can be both beneficial and harmful and are, as are our media choices, also largely dependent on what the media offer.

In research on children and media, there are many findings of beneficial influences, often from programmes and other media contents intended for children, for instance as regards improved or increased learning, perceptual-motor skills, social competence and tolerance.

Not surprisingly, most child studies on media influences have focused on harmful consequences caused by concern among parents, teachers and other voices in the public debate. As is well known, thousands of these studies treat media violence. According to these studies, film- and TV violence have multiple influences on viewers. Research from some countries shows that, besides some desirable influences, media violence contributes to undesirable fear, erroneous conceptions of real violence, habituation to violence in the media, imitation, and, to some extent, destructive aggression – if other and far more decisive factors promoting destructive aggressiveness are also present (e.g., von Feilitzen 1994). At the same time, research from other parts of the world suggests that not even these results can be readily generalised to other nations (e.g., Linné 1998, Kodaira 1998).[1] As previously stressed, each country must therefore be given the opportunity to carry out research on its own terms and within its own cultural context. Far more future research on children and the media must also be performed on an international, comparative level.

Not all studies on harmful influences deal with media violence. There are also studies on, for example, what conceptions children receive of gender roles, the elderly, the family, ethnic minorities, other people and countries, war and peace, and on whether the media and their contents lead to isolation, disregard for homework and outdoor activities, eating disorders, and consumerism.

As a general rule, media contents seldom have a *direct* or *sole* influence on our *actions*. Instead, we get from the media a host of *mental* impressions – conceptions, ideas, feelings, experience – that are mixed with all other conceptions, norms, values, feelings, etc., deriving from our own practice, and from family, school and peer groups, and that often are of greater importance. Taken together all these different kinds of impressions – from the media *and* from persons and our own practice in real life – increase or diminish our disposition to act.

Thus, it is not only media that shape gender roles, or give rise to injustices based on age, gender, or socio-cultural affiliation, or that lead to racism, eating disorders, consumerism, isolation, sexual abuse, poverty, aggression, violence, war, etc. But media do *contribute* if other factors are working in the same direction. And the role of media can sometimes be greater, especially when we have no experience of our own – or when we do not receive information from, or have been unable to form an opinion through, our personal environment.

Note

1. The aim of the Clearinghouse yearbook *Children and Media Violence* (Carlsson & von Feilitzen 1998) is to promote a more comprehensive picture of the research findings in the field. The book contains reviews and case studies of media violence research conducted by researchers in Argentina, Australia and New Zealand, Europe, Israel, Japan, and the United States. There is also a global study. The Clearinghouse yearbook *Children in the New Media Landscape: Games, Pornography, Perceptions* (von Feilitzen & Carlsson 2000) deals with violence in video and computer games, pornography and sex in the media – not least on the Internet, as well as audience perceptions of violence and sex in the media. The research presented is performed in Austria, Australia and New Zealand, Chile, Denmark, Canada, Germany, Japan, the Netherlands, Norway, Singapore, Spain, Sweden, the United Kingdom, and the United States. Many studies on media violence have also been reported in the Clearinghouse newsletters, and have been collected in several bibliographies. For more information, please, visit the Clearinghouse's web site: http://www.nordicom.gu.se/unesco.html

Similarly, media cannot be the sole cause of positive societal change, e.g., diminished information gaps, educational revolution, tolerance, democracy and peace. However, media can contribute if they work in that direction.

More Examples of Recent and Current Research

For those interested in knowing more about recent and on-going research on children and media, we highly recommend the speeches and papers given at the two International Forums of Children and Media Researchers in Paris 1997 and Sydney 2000 (see publications, web site and contact details under the heading "Examples of International Meetings on Children and Media since 1990").

We at the Clearinghouse are also grateful for the many tips about research sent to us from around the world. The following two lists contain only a handful of all such information that has reached us lately.

A Few Examples of Recent Publications

Basta, Samir S. (2000) *Culture, Conflict & Children*. Lanham, Maryland, Rowland & Littlefield (256 p.)

Ben Slama, Rachid (2000) *La jeunesse tunisienne aujourd'hui. Volume 1. Données de base*. Tunis, Club UNESCO ALECSO de Tunis (CUAT) (127 p.)

Büttner, Christian, Crans, Cornelius, von Gottberg, Joachim & Metze-Mangold, Verena (eds.) *Images sans Frontières: Media Safeguards for Young People in Europe*. Giessen, Psychosozial Verlag (246 p.)

Calvert, Sandra (1999) *Children's Journeys Through the Information Age*. Boston et al., McGraw-Hill College (298 p.)

Cupitt, Margaret (2000) *Children's Views about Media Harm*. Sydney, University of Western Sydney and Australian Broadcasting Authority, Monograph 10 (66 p.)

Lealand, Geoff (2001) "Some Things Change, Some Things Remain the Same: New Zealand Children and Media Use", *Simile* (e-journal), No. 1., Toronto, University of Toronto Press

Lykke Christensen, Christa (ed.) (1999) *Børn, unge og medier. Nordiske forskningsperspektiver* [Children, Young People and the Media. Nordic Research Perspectives]. Göteborgs universitet, Nordicom (307 p.) (in Danish, Norwegian and Swedish)

Löhr, Paul & Meyer, Manfred (1999) *Children, Television and the New Media. A Reader of Research and Documentation in Germany*. Munich, Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen (IZI) (447 p.)

Merlo Flores, Tatiana (2000) *El impacto social de la imagen*. Buenos Aires, Universidad Católica Argentina, EDUCA, Universitas SRL (428 p.)

Odukomaya, O.A. (2000) *Media Behaviour of Adults and Children in a Nigerian City*. University of Lagos, Department of Mass Communication, Nigeria

Pinto, Manuel (2000) *A Televisão no Quotidiano das Crianças* [Television in Children's Everyday Lives]. Porto, Rainho & Neves Lda./Santa Maria da Feira (396 p.) (in Portuguese)

Schorb, Bernd & Theunert, Helga (Hrsg.) (2000) *„Ein bisschen wählen dürfen..." Jugend – Politik – Fernsehen. Eine Untersuchung zur Rezeption von Fernsehinformation durch 12- bis 17-jährige*. München, Edition TelevIZIon (212 p.)

Seip Tønnessen, Elise (2000) *Barns møte med TV. Tekst og tolkning i en ny medietid* [Children Meeting Television. Text and Interpretation in a New Media Age]. Oslo, Universitetsforlaget (280 p.) (in Norwegian)

Singer, Dorothy G. & Singer, Jerome L. (eds.) (2000) *Handbook of Children and Media*. Thousand Oaks, Sage (783 p.)

Strasburger, Victor C. & Donnerstein, Edward (2000) "Adolescents and the Media in the 21st Century", *Adolescent Medicine: State of the Art Reviews*, Vol. 11, No. 1, p. 51-68

Walters, Reece & Zwaga, Wiebe (2001) *The Younger Audience: Children and Broadcasting in New Zealand*. Palmerston North, Dunmore Press

Wartella, Ellen, O'Keefe, Barbara & Scantlin, Ronda (2000) *Children and Interactive Media: A Research Compendium*. New York, NY, Markle Foundation – the full report may be accessed at http://www.markle.org/news/DigitalKids.pdf

A Few Examples of On-going Projects

Asian Institute of Journalism and Communication, Manila, Philippines; and universities in Malaysia, Thailand and Vietnam

Child Right Media Indicators. A Case Study of Selected Countries

The research aims at developing Child Rights-sensitive media indicators in all phases of the editorial process (expected to be completed in 2001).

Kirsten Drotner, Centre for Child and Youth Media Studies, Department of Literature, Culture and Media, SDU Odense University, Denmark; Sonia Livingstone, London School of Economics and Political Science, London, U.K.; and Dominique Pasquier, CNRS Université, Paris, France

Public and Private Net Uses

A comparative research project analysing 12-16 year-olds' social and symbolic diversity of Internet uses (expected to be completed in 2005).

Maya Götz, Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen (IZI), München, Germany

Alles nur Seifenblasen? Bedeutung von Daily Soaps für Kinder und Jugendliche

Qualitative interviews with about 400 soap fans aged 10-15 show that soap operas are used for information and entertainment, as a mirror of one's own awareness of life, but they are also some kind of substitute for feelings which are otherwise not lived out (expected to be completed in 2001).

Andrew Hart, Media Education Centre, Research and Graduate School of Education, University of Southampton, England; and co-researchers in Belgium, England, Finland, France, Germany, Greece, Hungary, Ireland, Netherlands, Norway, Russia, Slovenia, Spain and Switzerland

EuroMedia Project

This European comparative study deals with the situation of media education among children aged 14-16, taking into account teachers, schools as institutions, and national and local authorities (publication expected in 2002).

Marcel Machill & Christina Camier, Bertelsmann Foundation, Gütersloh, Germany

Internet: Responsibility @ School

What instruments can guarantee the responsible use of Internet at school? The project has identified best-practice models at German, British, Norwegian and US-American schools (publication expected in 2001).

Jenny Mosert, Natal University, Durban, South Africa

Hegemonic Masculinities in Video Arcades, Games and Users

Research concerned to investigate the gendered nature of video arcades and games, in relation to the perceptions and attitudes of the users to them (expected to be completed in 2001).

Cristina Ponte, Department of Communication Science, Faculty of Social Sciences and Humanities, Universidade Nova, Lisboa, Portugal

How Print Media Cover Children and Childhood

The project aims to analyse how print media has covered children and childhood issues for 30 years (1970-2000), and if the coverage is related to changes in the newsroom or to the social visibility of children (expected to be completed in 2002).

Els Schelfhout, Centre for Media Sociology, Free University Brussels, Brussels, Belgium

The Educational Use of Audiovisual Media within the Framework of the Defence of Training Towards Committed Citizenship

What causes intolerant attitudes in children and how can they best be controlled? Teachers and primary school children in over 75 schools took part in this project, which shows that the influence of media is stronger than that of family, friends and teachers when it comes to knowledge about and opinions on other ethnic groups and nationalities. Media education in school is strongly recommended as a solution (to be published in early 2001).

A Growing Global Awareness

During the 1990's, the inherent risks associated with the ever intensifying transnational flow of satellite TV channels, electronic games and Internet – as well as the growing insight that national programming and other media contents for children are threatened or have always been marginalised in most countries – have given rise to several debates about what international means might exist to counteract undesired media contents and to support media that both guarantee freedom of expression for adults as well as children, and that respect children's right to receive material that is good for them, while protecting them from harmful influences.

At the same time, we have seen that the media situation varies widely in different parts of the world. Whereas children in high-income countries are referred to as a multimedia generation, many of the world's children still do not have access to television in their homes, and the lack of books is overwhelming. How can media be a resource for education and democratic participation, if parts of the world live outside the communication revolution?

Even if producers of children's programming are aware that children need special consideration, many richer countries lack the political will to resist commercial pressures and create a subsidised space for children's media. In many countries in Africa, Asia and Latin America, on the other hand, media professionals often work under very different and more difficult circumstances. Governments are burdened by graver issues, e.g., providing shelter, food, health services, electricity and other basic necessities for the population. Therefore, educational and volunteer organisations have an essential role in supporting children's media. In sum, much needs to be done as regards children and media in the world. Each country must both work locally and cooperate regionally. And the world community must take a more serious interest.

A large number of people and organisations have, therefore, concluded that it is important to raise the topic of children and media to a global plane. This is made even more important by the fact that 36 per cent of the world's population consists of children under 18 years of age.

There are numerous examples of global and regional activities concerning children and media. Some activities are long standing. During the 1990s, however, global activities focusing on children and media have intensified into a notable international movement. This movement, which mostly aims at defending children's interests, can be regarded as a direct response to the spread of satellite television, games, Internet, etc., beyond national borders and influence. An essential support for the movement is the UN Convention on the Rights of the Child. Sometimes it is a critical counter-movement; sometimes it comprises efforts to establish discussion platforms among media professionals, politicians, children, parents, teachers, and various child

advocacy groups. This whole movement points to a growing global awareness of children and their media situation.

The following examples in this publication show that there are many ways of standing up for children, trying to improve their media conditions and counteract the resignation felt concerning solutions to problems experienced with the media. The examples refer, among other things, to aspects of work by the UN, UNESCO and UNICEF, and to regional guidelines on media contents agreed upon by politicians, regulators or by the media professionals themselves. Other examples are meetings and declarations to promote children's access to media, as well as better production conditions for, and diversity and quality in, children's programming. Still other examples are research conferences and seminars on children and media, which strive to make children's voices heard, as well as meetings on media education, media literacy and children's participation in media production to facilitate their competence as media users. There are also examples of various kinds of international, regional and national voluntary associations and organisations that have children's rights and child and media in view.

Examples of International Meetings on Children and Media since 1990

It must again be emphasised that some international and regional events for children and media are long standing and regular. This is true, for example, of certain major international festivals for children's films and television programmes, such as PRIX JEUNESSE International, established in 1964 and held every second (even) year in Munich, Germany; PRIX DANUBE established a few years later and held every second (uneven) year in Bratislava, Slovak Republic; and Japan Prize International Educational Program Contest starting in the 1970s and taking place each year in Japan. It is also true of the long standing biennial congresses of IBBY (The International Board on Books for Young People), as well as of several regional media unions and networks, not least the European Broadcasting Union (EBU). In addition, international meetings related to children and media have been arranged by research and media literacy organisations, such as the Media Education Research Section within the International Association for Media and Communication Research (IAMCR) and the Newspaper in Education (NiE), an activity run by newspaper publishers within WAN (the World Association of Newspapers). All these – and other – recurrent activities have not only had an essential influence on advancing the quality of children's media through screenings, awards, information exchange, guidelines, and co-operation between countries, but have also promoted research on children and media as well as media literacy.

In the list that will follow in this section, these well-known, established events will not be mentioned. Instead, the idea here is to present examples – in an impressionistic and by no means comprehensive way – of new kinds of global and regional meetings that have taken place since 1990, in the hope of giving the reader an understanding of what we mean by "a growing global awareness" of children and media.

The examples are not presented chronologically but after focus area. First covered are meetings mainly for professionals working with children's media. The aims of these gatherings have been to improve the profile of children's programming and other child media contents throughout the world, to prompt initiatives to advance the diversity and quality of children's broadcasting, and to promote research, co-operation, exchange and training for those concerned with children's broadcasting and other media.

Subsequently, UN agencies' meetings – with children and media on the agenda – are presented. The objectives of these meetings have been partly to support states in their cultural policies, and partly to give media professionals ideas on how to promote and protect the rights of the child.

Lastly, we mention examples of meetings where most participants have been researchers and media educators. Some aims of these events

have been to survey the current situation and trends in research on the complex relationship between children and the media, to elucidate the role of media in children's everyday lives for media professionals, policy-makers and teachers, to listen to children, and to support children as active and reflexive media users.

However, there are no sharp dividing lines between these meetings. Most of them have invited representatives of all groups – media professionals, policy-makers, researchers, media educators, voluntary organisations and other interested individuals. Most of them have also invited children, an aspect that is not brought out in connection with the individual conferences, just commented on in the end of the list.

Finally, the past decade has also seen an increasing number of international and regional meetings for politicians and regulators aiming at finding guidelines for national legislation of the media, or recommendations to the media about intensified self-regulation practices. Not least at issue in this regard have been harmful contents on the Internet. The list below does not include these kinds of meetings either. However, examples of regulation and self-regulation, and actions and legislation related to these measures, are briefly mentioned under the heading "Regulation and Self-regulation".

The Bratislava Meeting

In November, 1994, in Bratislava, Slovakia, the International Centre of Films for Children and Young People (Centre International du Film pour l'Enfance et la Jeunesse, CIFEJ) based in Canada, invited heads and producers of children's programming from Eastern and Western European television stations to meet and find ways of dealing with the down-turn of national production for children.

Three days of informal talks gave rise to the Bratislava Resolution, which, according to the participants, outlines the minimum requirements for a worthy film and television production for children (see under the heading "International and Regional Declarations and Resolutions on Children and Media").

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The First World Summit on Television and Children

> "The first World Summit on Television and Children was held in Melbourne, Australia, in March 1995. 637 delegates from 71 countries attended this landmark event which was hosted by the Australian Children's Television Foundation (ACTF).
>
> The idea for the World Summit grew out of a Round Table meeting hosted by PRIX JEUNESSE in May 1993. At that meeting it became clear that programming for children was changing and under threat in a variety of ways and could no longer remain purely a domestic issue for most nations if it was to survive with the values and objectives that professionals in the industry believe should apply to children's programs.
>
> In Australia people had fought for and persuaded successive governments that it was important to preserve Australian programs for Australian children through regulation and subsidy in various forms. So the ACTF therefore took on the challenge to host the first World Summit." (Edgar 1997, p. 14)

At the first World Summit on Television and Children, a charter on children and television was proposed Anna Home, Head of Children's Television Programmes, British Broadcasting Corporation. After discussions at the Summit, The Children's Television Charter was revised and adopted in Munich, Germany, in May 1995 (see under the heading "International and Regional Declarations and Resolutions on Children and Media").

World Summit on Television and Children. Final Report. Carlton, Australia, The Australian Children's Television Foundation, 1995, documents this first World Summit, which provided the incentive for several other regional and global summits on children and media.

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The Southern African Developing Countries' Summit on Children and Broadcasting

The Children and Broadcasting Foundation (CBF) for Africa was formed in 1995 as a direct result of the first World Summit on Children and Television in Australia. The delegates from Africa were concerned that Africa's voice was not being heard at this international forum. It was also felt that an environment must be created in which children's broadcasting issues should be discussed within the region.

The Southern African Developing Countries' Summit on Children and Broadcasting was held on May 31, 1996, in Johannesburg, South

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Africa. At this regional (SADC plus Kenya) forum, discussions concentrated on, among other things, how to make the Children's Television Charter emanating from the first World Summit more relevant to Africa.

At the Southern African Summit, The SADC Children's Broadcasting Charter was adopted (see under the heading "International and Regional Declarations and Resolutions on Children and Media").

The First All African Summit

The first All African Summit followed in Accra, Ghana, on October 8-12, 1997. The most important thing that occurred at this Summit was the adoption of an Africa Charter on Children's Broadcasting. The Charter is an amendment of The SADC Children's Broadcasting Charter and is in keeping with the international Children's Television Charter, but expands on issues relevant to the African continent, and includes radio as well. In particular greater emphasis is placed on the educational and developmental needs of Africa's children and protection from all forms of commercial exploitation (see under the heading "International and Regional Declarations and Resolutions on Children and Media").

Recently, the Africa Charter on Children's Broadcasting was ratified at the general assembly of URTNA (Union of National Radio and Television Organizations of Africa) on June 21-22, 2000, in Algiers. Slight changes to the original Charter are per the African process that URTNA engaged in. This process asked all African broadcasters to make necessary amendments. The final Charter was then completed according to these recommendations, and was further adopted by the Commonwealth Broadcasting Association (CBA) on October 13, 2000, at its 23rd general conference in Cape Town, South Africa. (For the amendments of the original Africa Charter, see under the heading "International and Regional Declarations and Resolutions on Children and Media").

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A West African Regional Summit on Media for Children

A West African Regional Summit on Media for Children was held in Abuja, Nigeria, May 24-27, 2000. It was co-ordinated by Glorious Diamond Productions and Children and Broadcasting Foundation for Africa (CBF; Nigeria Chapter) in collaboration with UNICEF for the organisers, African Children Broadcasting Network (ACBN). The Summit focused largely on the forthcoming 3rd World Summit on Media for Children in Greece, March 2001.

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The Asian Summit on Child Rights and the Media

The Asian Summit on Child Rights and the Media was held from 2 to 5 July 1996 in Manila, the Philippines. The major organising members include the Asian Media Information and Communication Centre (AMIC), the Philippine Children's Television Foundation, the Asia-Pacific Broadcasting Union, the Council for the Welfare of Children (CWC), Philippines, and UNICEF.

Issues examined at the Summit were: child rights and the media; influence of media; access to media; promoting cultural diversity; children's media; media and values; issues of portrayal; and media education.

Delegates at the Summit – including ministers and senior officials of Asian governments, journalists, media executives, educators and child rights advocates from 16 countries – adopted the Asian Declaration on Child Rights and the Media (see under the heading "International and Regional Declarations and Resolutions on Children and Media").

A report of the Asian Summit is available from AMIC.

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Asia-Pacific Television Forum on Children and Youth

An Asia-Pacific Television Forum on Children and Youth has been organised by the Korea Educational Broadcast System (EBS), the Asia-Pacific Broadcasting Union (ABU), and UNICEF to be held in Seoul, South Korea, February 4-7, 2001. The object of the Forum is to provide television practitioners from across the region an opportunity to discuss television's critical role and responsibility in promoting the understanding of and helping to protect the rights of the region's children and young people. The Forum is the first follow-up meeting in the region to the Asian Summit on Media and Child Rights held in Manila in August 1996. The recommendations of the Forum's participants will be taken to the 3rd World Summit on Media for Children in Greece, March 2001.

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The Second World Summit on Television for Children

The Second World Summit on Television for Children took place on March 9-13, 1998, in London and was hosted jointly by the BBC, Channel 4, ITV and Nickelodeon UK. This summit, chaired by Anna Home, Head of Children's Programmes, BBC Television, attracted over 1,300 broadcasters, producers, writers, politicians, regulators, teachers, researchers, and consumer bodies from 74 countries.

A large number of keynote addresses, debates, seminars, and workshops dealt with the nature of the child audience; different programme genres; production and policy; financing; advertising; new media; globalisation vs. local survival; and co-operative ventures. Master classes and screenings of children's programmes ran parallel. There were also two sessions on research.

A comprehensive and detailed report from the Summit was published with support of the Annenberg Public Policy Center, USA: Anna Home & Amy B. Jordan *The Second World Summit on Television for Children 1998. Final report*. University of Pennsylvania, The Annenberg Public Policy Center. The report presents the essence of the Summit and a general view of the outcomes and the opinions of over 180 speakers, representing 50 different countries.

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AGORA

From the mid 90s, AGORA, organised by the European Children's Television Centre (E.C.T.C), has been held every year in Greece. AGORA has been an opportunity for key players of production and research in the international children's audio-visual field to gather in order to explore the needs of the area, to plan specific productions and research, and to exchange information and programmes. Special emphasis has been given to the promotion and the improvement of pro-

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grammes from the Balkan, Mediterranean and small European countries.

E.C.T.C. has taken on the responsibility for the 3rd World Summit on Media for Children. After that, AGORA will turn into a regional Summit on Media for Children that will cover the needs of the entire Mediterranean area.

Journalism 2000: Child Rights and the Media

The international conference "Journalism 2000: Child Rights and the Media", arranged by The International Federation of Journalists (IFJ), was held on May 2, 1998, in Recife, Brazil. The conference, that focused on reporting on children, was attended by more than 150 representatives of journalists' organisations from over 70 countries.

Prior to the conference, the IFJ Child Rights project undertook a world-wide survey of national and international standards for journalists reporting on children's issues. On the basis of the survey and discussions with journalist representatives, as well as relevant NGOs and UN agencies, the IFJ prepared a set of guidelines for discussion at the conference.

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The meeting resulted in the adoption of the IFJ Child Rights and the Media: Guidelines for Journalists (see under the heading "International and Regional Declarations and Resolutions on Children and Media") as a draft for debate and development among the world's journalists – a process which is expected to take three years.

In the subsequent phases of the Child Rights project, the IFJ is concentrating on regional discussion and practical activities in the areas of journalism training, newsroom organisation and production of materials.

Non-violence, Tolerance and Television

Coinciding with the 125th anniversary of Mahatma Gandhi, the prophet of non-violence and tolerance, an international roundtable on "Non-violence, Tolerance and Television", was organised in New Dehli, April 1, 1994, by UNESCO, the International Programme for Development of Communication (IPDC) and the Indian Government. The roundtable was restricted to a number of broadcasting professionals in order to analyse the problems and put forward solutions in a practical way.

The document *Non-violence, Tolerance and Televisio*n. Report of the Chairman to the Intergovernmental Council of the International Programme for the Development of Communication, UNESCO, 1994, summarises the viewpoints.

Violence on the Screen and the Rights of the Child

The Swedish National Commission for UNESCO in co-operation with UNESCO and UNICEF organised the seminar "Violence on the Screen and the Rights of the Child" in September, 1995, in Lund, Sweden, bringing together 130 participants – from the media business, universities, government institutions, teachers and parents associations, etc. – from all continents representing more than 20 countries. Discussions and presentations approached the theme from different angles. Several panellists also called for a clearinghouse where research reports and other relevant information could be collected.

With support from UNESCO and the Swedish government, The UNESCO International Clearinghouse on Children and Violence on the Screen was established by Nordicom, Göteborg University, Sweden, in 1997.

A report comprising the speeches and conclusions and with the same title as the seminar is available in English.

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The UN Committee on the Rights of the Child

On October 7, 1996, the UN Committee on the Rights of the Child (the mechanism tasked with monitoring progress in the realisation of children's rights and with advising on implementation of the Convention) held a theme day on children and the media. The Committee had invited representatives of UN organs, bodies and specialised agencies, other competent bodies, including non-governmental organisations, media representatives, research and academic organisations, and children, to contribute to the discussions and provide expert advice. Three main areas were considered during the debate: child participation in the media; protection of the child against harmful influences through the media; and respect for the integrity of the child in media reporting. The discussion resulted in twelve recommendations (A summary of the discussion is reproduced in Hammarberg 1997).

The Committee also set a up a multisectoral working group that met in Paris on April 17, 1997, to consider constructive ways of ensuring implementation of these recommendations.

The Oslo Challenge

In late 1998, the Norwegian Government and UNICEF responded to a request from the working group set up by the UN Committee on the Rights of the Child (see above) to initiate a longer process that would continue this work, meaning, for example, to identify examples of good practice in fulfilling Articles 12, 13 and 17 of the Convention on the Rights of the Child, to forge co-operative links among the many sectors involved in the issue of children and media, and to produce a checklist for the UN Committee on the Rights of the Child to facilitate consideration of submission by State Parties in relation to these articles. On 18 and 19 November 1999 an extended working group of more than 30 media professionals, young people, UN and voluntary sector workers, researchers and creative thinkers from different continents met in Oslo to brainstorm around these issues and contribute to a global process aiming at keeping the relationship between children and the media firmly on the agenda.

"The Oslo Challenge" was launched the next day, on the 20th of November 1999 – the 10th anniversary of the UN Convention on the Rights of the Child – by the Norwegian Government and UNICEF. It is a call to action. It went out to governments; organisations and individuals working for children; media professionals at all levels and in all media; children and young people; the private sector, including media owners; and to parents, teachers, and researchers – to ensure that the overwhelming power of the media for good in the lives of children is identified, encouraged and supported, while the potential harmful effects are recognised and reduced. The call to action is the first step in implementing a process aimed at developing the full potential of the relationship between children and the media.[1]

A draft plan has recently been approved by UNICEF and the Norwegian Government on how to move forward.

Note

1. The full text of "The Oslo Challenge" is available on the web site of PressWise: http://www.presswise.org.uk.

The Power of Culture – Intergovernmental Conference on Cultural Policies for Development

The Intergovernmental Conference on Cultural Policies for Development – the greatest manifestation for culture on a governmental level ever – held in Stockholm, March 30 - April 2, 1998, was designed by UNESCO to transform the ideas from the report *Our Creative Diversity,* UNESCO, 1995, into policy and practice. This report was presented by the World Commission on Culture and Development, established by the United Nations and UNESCO and led by Javier Pérez de Cuéllar. The document presents a programme of action with the purpose of influencing the international political agenda and actively engaging individuals, groups, organisations and states. One chapter is devoted to children and young people, another to mass media.

The conference, hosted by the Government of Sweden, was attended by ministers and officials from nearly 140 of UNESCO's 186 Member States, and, in addition, by invited persons active in cultural fields all over the world – in total about 2,200 participants.

An Action Plan was agreed upon that shall serve as an inspiration for the Member States' international and national cultural policy and be a tool for UNESCO's continued cultural work. Under the heading "International and Regional Declarations and Resolutions on Children and Media" we have cited those policy objectives which explicitly mention children and young people.

In connection with the conference, one special Forum and two Agora seminars (of which one was arranged by The UNESCO International Clearinghouse on Children and Violence on the Screen) were especially devoted to children and young people.

New Directions in Media Education

"New Directions in Media Education", held in Toulouse, France, on July 2-6, 1990 was an international colloquy organised by the British Film Institute (BFI), the Centre de Liaison de l'Enseignement et des Moyens d'Information (CLEMI), France, in association with UNESCO and the Council of Europe, and with the support of academic institutions in Toulouse. A total of 177 people from 45 countries attended the colloquy – above all representatives of advisory and administrative sectors of education, teachers, and journalists and broadcasters.

Themes discussed were, among others, the nature, location and support of media education; the role and influences of the media; media involvement in media education; the term 'literacy'; and the relationship between theory and practice as regards media education.

The Toulouse meeting helped many participants to realise that established definitions of media education needed radical revision in face of the changing media scenario, new communication research, and different cultural contexts. Alternative definitions were offered by participants from Africa, Asia and Latin America.

The colloquy is documented in Cary Bazalgette, Evelyne Bevort & Josiane Savino (eds.) (1992) *New Directions. Media Education Worldwide*. London, BFI, CLEMI, UNESCO.

World Meetings on Media Education

In 1995, a "World Meeting on Media Education" was held in La Coruña, Spain. As one result the World Council for Media Education (WCME; Consejo Mundial de Educación para los Medios) was created in 1996, an international forum of researchers, educators and non-governmental organisations committed to media education.

A Committee of WCME organised the "II. World Meeting on Media Education" and, in co-operation with the University of São Paulo, the "International Congress on Communication and Education" in May 1998 in São Paulo, Brazil. More than 200 persons from 30 countries participated in the congress, besides some hundred Brazilian teachers and journalists invited by the city. The São Paulo programme and about 150 conference papers (in Portuguese, Spanish and English) are available on a CD-ROM.[1]

At the Summit 2000 in Toronto, Canada (see below), the WCME held its "III. World Meeting on Media Education" and decided to sustain its work through an on-line component called the World Network for Media Education (WNME). For the moment (2001), WNME is about to complete a partnership with the Media Department of the Virtual School, a project of the European School Net (http://www.en.eun.org/vs/media.media.html). When this partnership is completed WNME will be included on the web site.

The WCME will continue to provide e-mail updates about its work in media education. To be included on the e-mail list for news about the World Network for Media Education, please send your contact details to medialit@sirius.com.

Note

1. An article with examples from the research and practice presented at the conference is written by Stigbrand 1998.

KID SCREEN

Established in the mid-90s, KID SCREEN is an annual international seminar and meeting point for teachers, researchers and media professionals to discuss children's film and media education. It is organised by the European Children's Film Association (E.C.F.A), based in Brussels, Belgium, with support of the Cultural Department of the Lombardy Region, Italy. The theme of the 1999 seminar held in Como, Italy, was violence on the screen, and the 2000 seminar in Varese, Italy, dealt with children's creativity in a digital age. Importance was attached to nuanced and interdisciplinary characterisation of the relationships between children and the media

Seminar reports are released in Italian.

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Educating for the Media and the Digital Age

In April 1999, the Austrian National Commission for UNESCO and the Austrian Federal Ministry of Education and Cultural Affairs in co-operation with UNESCO organised the international conference, "Educating for the Media and the Digital Age", in Vienna, Austria. Susanne

Krucsay, the Austrian Federal Ministry of Education and Cultural Affairs, prepared the conference along the following lines: The speeches were to outline the need for media education (Why?), present good practices in terms of contents and methods (How?), as well as offer perspectives for a critical use of *all* media both in the present and in the future (Strategies?).

Forty-one invited representatives from 33 countries attended the conference and presented papers that are edited into a final report.[1] Besides the exchange between media educators (teachers, teacher trainers, researchers, media practitioners, etc.), the target audience of the presentations were educational experts from the ministries in 21 countries representing the five main regions of the world. Each country also provided a short description of its own school situation in terms of media education, compiled into a special report.[2] However, the conference focused not only on media education for teacher training and primary and secondary school learning, but also on media education for out-of-school youth and adults, i.e., tertiary, non-formal and lifelong education.

The participants unanimously approved "Recommendations Addressed to UNESCO" (see under the heading "International and Regional Declarations and Resolutions on Children and Media"). Following the Recommendations, the Executive Board and the General Conference of UNESCO in 1999 agreed to integrate, into UNESCO's 2000 and 2001 programmes, activities concerning media education both in the field of the Communication and the Education Sector.

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Notes

1. *Educating for the Media and the Digital Age, International Conference, April, 18-20, 1999, Vienna*. Wien, Austrian Federal Ministry of Education and Cultural Affairs in co-operation with Austrian National Commission for UNESCO and UNESCO, 1999.
2. *Educating for the Media and the Digital Age, April 18-20, 1999, Vienna: Country Reports*. Wien, Austrian Federal Ministry of Education and Cultural Affairs, UNESCO, Austrian Commission for UNESCO, 1999.

Summit 2000 in Toronto

The probably biggest international event in media education ever, "Summit 2000: Children, Youth and the Media – Beyond the Millennium", took place in Toronto, Canada, May 13-17, 2000. Summit 2000 was driven by the concerns and issues of children's media education in North America and was organised by The Alliance for Children and Television, Canada, The American Center for Children and Media, USA, The Association for Media Literacy, Ontario, Canada, and the Jesuit Communication Project, Canada. However, the event became an opportunity for those who create and distribute media television, film and new media for young people to meet with media educators from the whole world. The conference program consisted of three pillars:

- Media section – with topics such as: creative development, global business, social issues, changing technology, and research and education.
- Media education section – workshops, panels and papers on themes such as: marketing to youth audiences, media and multiculturalism, reading audiences, identity and cyberspace, debates in media education, television's representation of young people, etc.
- Academic section – with papers related to media and media education.

Some 1,400 participants from the media, media education, and the academic sectors and representing 55 different countries participated in plenary sessions and parallel seminars including nearly 250 presentations.

An overview of Summit 2000 is given in *Clipboard – A Media Education Newsletter from Canada*, Vol. 14, No. 1-2, 2000, edited by John J. Pungente, SJ, Jesuit Communication Project, and also chairperson of the Canadian Association of Media Education Organizations (CAMEO). Of special relevance from a researcher's view-point is the fact that almost thirty academic papers written for the Summit 2000 are available on CD.

The First International Forum of Children and Media Researchers

At the first World Summit on Television and Children in 1995 in Australia, the International Research Forum on Children and Media (IRFCAM) was established on the initiative of the Australian Broadcasting Authority. IRFCAM consists of more than 500 children and media researchers, and others interested in such research, from all over the world. The members share information primarily through their bi-annual newsletter.[1]

The need for researchers active in the field of children and media to exchange theories, methods and findings also led to their first major international meeting ever – The International Forum of Children and Media Researchers, "Youth and Media – Tomorrow". This Forum was held in Paris, April 21-25, 1997 and organised by a small network in France, GRREM (Group de Recherche sur la Relation Enfants/Médias; Research Group on the Relationship between Children and the Media). Elisabeth Auclaire, chair of GRREM, was responsible for the Forum in co-operation with an international scientific committee. UNESCO undertook patronage of the Forum, which was supported by France Télévision and others, and attended by 350 participants, not only researchers but also teachers, media professionals and regulators from nearly 40 countries.

Elisabeth Auclaire underlined the need to better understand – in light of information provided by researchers – what positive role the media might play in children's lives, and what children and young people are making of the media that surround them. Research presented related mainly to the daily themes: beyond media effects?; media and social concerns; the why and future of research; and media education, media literacy.

Excerpts from opening speeches, a summary of papers and arguments, as well as perspectives and initiatives for the future, are published in brief in *Chroniques du Forum,* No. 5, 1997. The full proceedings from the Forum contain, in their original languages (English, French, Spanish), all speeches and papers, debate summaries, a final review report and a participation directory – nearly 1,000 pages compressed in two floppy disks accompanied by a written introduction and an index of the speakers and papers. A book is also underway.

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Note

1. IRFCAM has until 2001 been administrated by: Australian Broadcasting Authority, P.O. Box Q500, Queen Victoria Building, Sydney, NSW 1230, AUSTRALIA, Tel: +61 2 9334 7700, Fax +61 2 9334 7799, E-mail: research@aba.gov.au, Web site: http://www.aba.gov.au/what/research/irfcam.htm

The Second International Forum of Children and Media Researchers

The Second International Forum of Children and Media Researchers, "Young People and the Media – Tomorrow. Issues and Outlook", in November 26-29, 2000, Sydney, Australia, was hosted by the Australian National Commission for UNESCO with organisational support from the Australian Broadcasting Authority. The event was chaired by Gareth Grainger and had been planned in consultation with the international scientific committee established at the first Forum. This Second Forum of Children and Media Researchers promoted discussions on a diversity of research and policy issues in all areas of the media, including television, print, radio and the Internet. It also provided an occasion for dialogue and interaction between members of the research community and representatives of research user groups, such as regulators, producers and educators.

The Forum was attended by some 300 participants. Papers and posters focused on the main themes given in advance: youth production and consumption of media; globalisation and socialisation; policy and regulation of media for young people; and, interwoven with these themes, approaches to research methodologies.

The abstracts and/or papers of the speeches are available on the web site of the Forum: http://www.sydneyforum.com

Discussions have begun on how to realise a third research Forum.

A Final Remark

Children's Expressions at the Meetings

As said before, children and young people were invited to most of these meetings. At the Summits, for example, there were special or parallel children's events and in several cases children produced their own charters and wish lists for future broadcasting. At AGORA children have had the opportunity to create videos of their own, and both there and at KID SCREEN festivals and competitions for children's own film and video productions have been arranged. At some of the meetings of The UN Committee on the Rights of the Child and Oslo Challenge children and young people participated together with the adults in the discussion; the Oslo Challenge also had screens with photos created by children. The conference Educating for the Media and the Digital Age was covered using video, newspaper articles and radio interviews by primary and secondary students from two Austrian schools. In conjunction with the Second Forum of Children and Media Researchers, a parallel Asia-Pacific Youth and the Media Conference included an exhibition of media production by young people as well as presentations and discussion on media-related issues. And at several of the meetings mentioned children have performed.

Media Education, Literacy, Communication

There are many paths that must be taken simultaneously when creating a better media environment for children (and adults) and realising the audiences' rights in practice – for instance, striving for diversified and high quality media contents that fulfil the audiences' various needs, striving for functioning (self-)regulation of the media, and striving for qualified media education or media literacy.

International Differences

What is media education or media literacy? Making a trip round the world (see, e.g., articles[1] in the Clearinghouse Yearbook 1999, von Feilitzen & Carlsson 1999, but there is much literature in the field), we find great differences in theory and practice. In the first place, the concepts used are different. There are both 'media education' and 'media literacy' but there are also other common concepts, such as 'education for communication' (through the media).

Different meanings are often attached to the concepts. Simplistically (there are many exceptions), 'media education' is more often used by those who primarily think of school, and of which role the school can play in order to media educate children and young people. When and where 'media literacy' is used, the phenomenon referred to is often the knowledge we ought to get both in and outside school and, continuously, when we are grown-ups. 'Media literacy' implies that we all must be media literate. In countries where 'education for communication' is more frequent, the meaning is often even wider – implying, among other things, that all must learn to use media in order to participate in the societal process towards increased democracy.

Thus, in a narrow sense of the word, media education or media literacy could mean education of children towards increased awareness of how the media function. But in a wider sense, it means, as well, education of adults – parents, teachers, politicians, and the media professionals themselves – about both the media and children and the media.

In the world, there are a large number of more precise definitions of media education/media literacy/education for communication and how it should be practised. The different definitions are in many cases dependent on earlier experiences of which form of media education has been more or less successful, but are also largely rooted in the different needs and goals of the education system, the region, nation, local community, individuals and marginalised groups. This *should* be the case, since media education or media literacy must be anchored in the needs of the local community.

Note

1. Andersen, Duncan & Pungente 1999, Buckingham 1999a, Kumar 1999, McMahon & Quin 1999, de Oliveira Soares 1999, Prinsloo 1999, Tufte 1999b

Media Literacy in Practice

Considering media literacy in practice – how is it realised after all? We can merely state that, in general, it has not gone on fairly well, although a few countries are quite well ahead at least when it comes to media education in the school. Nor has media literacy in the wider sense, for example information about children and the media to parents and producers, or the process of making all citizens media literate, found effective forms.

The factors preventing media education, media literacy, etc., also differ between countries and regions in the world. Several authors in the Clearinghouse's Yearbook 1999, however, call attention to the fact that there is a lack of political will and support. Possible political statements on the import of media education mostly stay on paper. Consequently, if there is media education at all, it is most often a grassroots movement of enthusiasts. This is in itself an advantage, as media education must be rooted in the needs of children and the local community, but the movement also has to be supported, be integrated into a national media policy. Solitary fiery spirits may at last be burnt out.

Other hindering factors are, among others, lack of teachers' training, lack of networks among media educators, and lack of co-operation with other groups and researchers.

If regarding 'media education' as something limited to school, we must also remember that some children in the world never attend school and of those who do, many do not reach grade five, and many more never go to secondary school (look under the heading "Children, School and Work").

Still another preventing factor is sometimes the media themselves. This can manifest itself in, for instance, difficulties in copying and clearing copyrights of audio-visual material – especially if the goals of media education are to teach students and ordinary people critical media thinking and democratic participation. Experiences from, for example, children's participation in media production in and outside school also show that it can be difficult to persuade the established media to broadcast successful programmes made by children. The media do not think that such programmes fit into the schedule, do not believe that the ordinary audience is interested in the programme made by the children, and so on.

Experience also shows that media education will fail if it, for example, only seeks to get the audience dissociate itself from "bad" media contents, that is, media education will fail if it attempts to "vaccinate" the audience. Such attempts will prove unsuccessful because they depreciate media contents that media users often appreciate, why the education runs the risk of despising the media users themselves. Neither will that media education succeed very well, which only trains students in critical analyses of various programmes and other media content, because this procedure becomes too abstract for many students. Instead, that media education stands a good chance of succeeding that sandwiches critical analysis and students own production, a production that at the same time emanates from the students' own pleasure and motivation. The production process in itself leads to reflection and critique.

International Similarities

The work of the Clearinghouse shows that there are also similar international viewpoints of media education. This fact is supported by the joint recommendations to UNESCO formulated by forty-one invited

media educators and media researchers from 33 countries in Vienna, Austria, in 1999 (see under the heading "Examples of International Meetings on Children and Media since 1990"). The participants agreed upon principles that media education ought to embrace, whether it is called media education, media literacy, education for communication, or anything else (see under the heading "International and Regional Declarations and Resolutions on Children and Media").

Let us try to briefly summarise the shared international viewpoints:

- Media education/media literacy/education for communication must deal with *all communication media*. In other words, it should not only be valid for print media, such as press or still advertisements, as is often the case in school contexts. Neither should it mainly give priority to information technology and computers, which is now happening in several countries. It must also include radio, TV, film, video and electronic games – all audio-visual media. Many schools turn their backs to, e.g., popular TV fiction, in spite of the fact that TV is the medium to which children, young people and adults in most countries devote most time and engagement.
- Media education/media literacy/education for communication should enable people to gain an *understanding of the way the media act and operate in society*. Thus, media education must mean that we learn how the media work, and that we can interpret the offered media messages and values in their contexts. Important questions are, for example: Who are the media owners, what are the consequences of media globalisation, what are the implicit aims of different media messages, what are the sources, and what are the political, social, commercial and/or cultural interests behind the media and their contents?
- Media education/media literacy/education for communication must ensure that people learn how to analyse and *critically reflect* upon media messages.
- This critical reflection is, among other things, obtained by *people's own media production*. Individuals and groups must gain, or demand, access to media not only for reception but also for production. They must acquire skills in using the media to communicate with others, to be able to select appropriate media for creating media texts, to communicate their own messages or stories, and to reach their intended audience.
- It is, namely, the case that everyone shall not only have the right to information but also *to freedom of expression, to participation in society and to building and sustaining democracy*. In contemporary society, media is central to these processes. In this context, media education/media literacy/education for communication also has a critical role in, and should be responsive to, situations of social and political conflicts, as well as natural and ecological disasters.
- Media education/media literacy/education for communication should be present in national curricula but also in all possible contexts *during the entire life span* – in the form of tertiary, non-formal and lifelong education.
- Media education/media literacy/education for communication should aim at empowering *all citizens* in every society and also at ensuring that people with special needs as well as the socially and economically disadvantaged have access to it.

Children Attending School

Table 10. Education in the world, 1995-99

	Primary school enrolment ratio* (gross) 1995-99		Per cent of primary school entrants reaching grade five 1995-99	Secondary school enrolment ratio* (gross) 1995-97	
	male	female	%	male	female
World total	99	91	75	61	54
Industrialised countries	104	103	99	105	107
CEE/CIS & Baltic states	100	97	-	82	82
Developing countries	99	89	73	55	46
Of which:					
Least developed countries	84	69	61	23	14

*Gross primary or secondary school enrolment ratio: The number of children enrolled in a level (primary or secondary), regardless of age, divided by the population of the age group that officially corresponds to the same level.

For a regional summaries country list, see Appendix.

Source: The State of the World's Children 2001, http://www.unicef.org/sowc01/tables (January 2001)

Working Children

- Some 250 million children between the ages of 5 and 14 are working in developing countries – 120 million full time, 130 million part time.
- Some 61 per cent of this total, or nearly 153 million, live in Asia; 32 per cent, or 80 million, in Africa; and 7 per cent, or 17,5 million, in Latin America.
- Child labour also exists in many industrialised countries and is emerging in East European and Asian countries which are in transition to a market economy.
- The International Labour Organization (ILO) is conducting an International Programme on the Elimination of Child Labour (IPEC). For more information, see the ILO web site (address below).

Source: ILO web site: http://www.ilo.org (January 2001)

Children's Participation and Democracy

According to Article 13 in the UN Convention on the Rights of the Child (see under the heading "Children's Rights"), the child shall have the right to freedom of expression; this right shall include, among other things, freedom to impart information and ideas through any media of the child's choice.

Children Making Media

In the Clearinghouse's Yearbooks 1998 and 1999 (Carlsson & von Feilitzen 1998, von Feilitzen & Carlsson 1999), as well as in the Clearinghouse's newsletters, we have included some fifty practical examples of "media by children", presented by teachers, single media professionals, researchers and organisations all over the world. The examples have different backgrounds and aims, and children participate at all levels of the media production process. The examples also apply to different media – mostly TV and video but also film, radio, Internet, newspapers, magazines, photography, books, CDs, and others. Here one finds, for instance:

- Australian children making own music and recording it on CDs, as well as writing short stories for a book collection (Holdsworth 1999)
- Austrian children formulating a declaration of what good TV is for them (Geretschlaeger 1999)
- Brazilian children and youth producing newsletters, radio and television about education, sexuality, family, employment and other issues of interest to themselves (Claycomb 2000)
- Children in Ghana and Senegal making radio programmes (Akrofi-Quarcoo 1999, Brazeau 1999)
- Indian working children regularly producing a wall magazine on the rights of working children (Ratna & Lakshmi 1999)
- Japanese children sending video letters in English to school classes in other countries (Takakuwa 1999)
- Swedish children making animated films (Ericsson 1999)
- children and young people using and producing on the Internet (McNeill 1999, Sundin 1999)

and much much more.

Improved Media Literacy and Image of the Child

Taken together these examples show interesting consequences:

- *Pride, power, self-esteem*
  The examples clearly show that children through their creative media participation have become empowered – that the participation has strengthened their pride, sense of power, and self-esteem since they have felt that their voices are worth listening to, that they belong to their community, that they have achieved an understanding of others and of their own culture.
- *Wish to meet everyday dreams and local reality in the media*
  Certain examples show – as do children's explicitly expressed viewpoints about what they want to see, hear and read about in the media – that children often wish to meet their own everyday dreams and their own local, social and ethnic culture and reality in the media.
- *Critical understanding and increased media competence*
  Moreover, the examples support the thesis that many of the goals set up by media education are realised through children's participation in the media: participation in "real" media strengthens children's ability and curiosity, gives them a critical understanding of the media, and increases their media competence.
- *Greater social justice with audio-visual media*
  Some examples also demonstrate that children's participation in especially audio-visual media production is particularly suitable for children who otherwise do not manage well in the traditional school with its print-based culture, which is why media production in itself brings about greater social justice.
- *Interest in society, steps towards increased democracy*
  Several examples also show that children's participation in the media bridges the gap between media use, on one hand, and children's participation in their community, on the other, something which, in turn, has had further consequences: the media participation has been something real for them, on terms not directed or controlled by adults, so that media participation has led to knowledge of and interest in the local community and inspired collective action, or so that they have been able to use the media in order to improve their situation in the community. With that some progress towards more worthy media representations of children, as well as towards increased democracy, could be made.

However, the examples also show that project success requires that adults not only listen to children but also participate with the children in equal partnership, a partnership where all involved are experts.

Increased participation in the media by children generally would, thus, mean increased media literacy. It would also counteract the underrepresentation of children in the media contents and start a positive spiral; the unsatisfactory media images of children can be improved by efforts trying to realise children's right to freedom of expression and children's right to participate in media and in society.

Examples of Organisations and Networks
Media Literacy and Children's Participation

In 2000, the Clearinghouse published a register of *organisations and networks concerned with children and media* in one connection or another the world over. More than 240 organisations from nearly 60 countries are included in the list, available both in print form and on the Clearinghouse's web site. Here we have selected a couple of organisations, associations, networks, etc., as illustrating examples – and mainly such organisations and networks that are working with media literacy and/or children's participation in the media. Moreover, we have omitted most of the organisations and networks already mentioned, see, for instance, under the heading "Examples of International Meetings on Children and Media since 1990". The sole reason for this very limited selection is lack of space – we refer to the original list for a fuller picture. However, even the original list is incomplete and we look forward to its further development over time. Please, do not hesitate to let us know of organisations in your acquaintance which do not appear there. We also welcome comments, updates and corrections to the list.

International

UNICEF: International Children's Day of Broadcasting (ICDB)

In 1992, UNICEF – in co-operation with the International Council of the National Academy of Television Arts and Sciences – launched the annual event of the International Children's Day of Broadcasting (ICDB) which is celebrated on the second Sunday every December. Four years later, the number of broadcasters participating had grown to 2,000. An increasing number of broadcasters are devoting an entire day or week to children and many participating broadcasters have trained children to produce their own programmes, and make documentaries on violations of children's rights. A special International Emmy award honours the broadcaster whose participation in the Day is judged the most outstanding.

Web site: http://www.unicef.org/icdb

UNICEF: Voices of Youth (VOY)

The Voices of Youth (VOY) web site was developed in 1995 as a part of UNICEF's 50th anniversary celebration. Through Voices of Youth young people can take part in on-line discussions about issues affecting their own lives, the future, how the world can become a place where the rights of every child are protected – and about the media. Ideas are shared with all – young people and adults alike – who link to Voices of Youth.

There are three forums: "The Meeting Place" is a space where children and youth are asked to think about and give their views on

current global issues, particularly in the light of how they affect children world-wide. "The Learning Place" is a series of interactive global learning projects carried out by schools or groups who volunteer to take part. Groups of young people in different locations around the world work together on common activities. "The Teacher's Place" is a forum of discussion for teachers, trainers, educational planners and people who work in development agencies such as UNICEF National Committees and Country Offices, about the use of electronic networks for global educational projects.

Web site: http://www.unicef.org/voy

International Association for Media and Communication Research (IAMCR) – Media Education Research Section

The International Association for Media and Communication Research (IAMCR) is the largest international professional organisation in the field of communication research. Established in 1957, the Association now has over 2,300 members in some 70 countries. The specific objectives of IAMCR are: to provide a forum where researchers, practitioners and policy makers in the communications field can meet and discuss their work; to stimulate interest in communication research; to disseminate information about research results, methods and needs; to encourage research and exchange of information on practices and conditions that impede communication and communication research; to contribute by means of research and dissemination of research results to the training of journalists and other media professionals.

Much of the activity within IAMCR is carried out in various sections and working groups that meet at IAMCRs annual scientific congresses. One section focuses on Media Education Research. For further information on this section, please contact:

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Childnet International

Childnet International is a non-profit organisation set up in 1995 with the aim to make the Internet a positive place for children where their interests are promoted and protected. Childnet believes in the opportunities for children that the Internet affords, and has seen – at first hand through the Childnet Awards programme and the Launchsite directory – how the medium allows children the possibility to create, connect and discover. Childnet Awards are for children, and those working with them, who are developing outstanding Internet sites and activities which directly benefit other children.

Childnet is also working with many others to ensure that children are protected from dangers on the Internet which can be grouped under the three broad headings of Content, Contact and Commercialism. On Childnet's web site one can read about research undertaken (see the Netaware programme), the public awareness work (see Chat Danger and Net Benefit), as well as about the strategic INHOPE work established among hotlines across Europe, improving the way that child pornography is reported and effectively tackled.

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Newspaper in Education (NiE)

Newspaper in Education (NiE) is an activity run by newspaper publishers within WAN (World Association of Newspapers), encouraging the culture of reading newspapers in order to promote analytical reading skills and an appreciation of the role of the newspaper in a democratic society. NiE currently exists in over 30 countries. Even if it naturally varies from country to country, there are common aspirations to place the newspaper in media pedagogy. WAN organises international co-operation through, among other things, its web site and by means of international NiE conferences.

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Africa

Women in Broadcasting (WIB), Ghana

Women in Broadcasting (WIB) is an association of journalists and communicators working in radio and television programmes and production from both private and public institutions. Formed in 1995, the association provides the platform for members to reach out to women and children in a concerted way through radio and television programmes and specialised projects. WIB works towards a) using radio and television to raise the status and self-esteem of women, particularly the rural population and the girl child, b) improving the negative profiles of women in the media and fostering the professional and intellectual advancement of women in the radio and television industry, and c) enhancing access of women and children to the use of radio and television. Every year, WIB organises professional skills training programmes for members in various disciplines of broadcasting.

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index.html

Kuleana Centre for Children's Rights, Tanzania

Kuleana began as a street children's organisation in 1992 but has now developed to the leading child rights organisation in Tanzania, working in advocacy, policy development, community awareness, research and training. Special emphasis is put on the girl child. The basis for Kuleana's work is to work directly with children, to improve their present lives and prospects for the future. The organisation also operates the largest street children's centre in Tanzania. The publications department produces material for raising awareness on children's rights and Kuleana's work, such as pocket booklets, information sheets, a poster magazine produced by children, media articles and radio broadcasts. A unique resource library is also kept with information on child development, child rights, youth, sexual health, etc.

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Asia

Concerned for Working Children (CWC), India

The Concerned for Working Children (CWC), a secular, democratic, national, private development agency, has been working in the field of child labour since 1980. The objective of the founding members of CWC was to develop a programme which would have a sustainable impact on the issue. In order to achieve this, CWC works with local governments, community and working children themselves to implement viable, comprehensive, sustainable and appropriate solutions in partnership with all the major actors, so that children do not have to work. It empowers working children so that they may be their own

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first line of defence and participate in an informed manner in all decisions concerning themselves. Among other things, the children produce their own wall magazine.

Resource Centre for Media Education and Research, India

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The Resource Centre for Media Education was established in late 1992 as a public service to mass communication teachers and researchers, especially those interested in promoting media education in and outside the formal classroom. The Centre has a book library, a video library, a documentation unit which includes research papers presented at national and international conferences, and copies of research articles from journals of communication, as well as a bibliographic service on Indian media. The Centre carries out international research projects in collaboration with overseas institutes and scholars.

Tej-Prasarini, India

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Tej-Prasarini or "Light-Spreader" is a multimedia publishing project of the Don Bosco Education Society of the province of Mumbai (Bombay). Its aim is to promote youth development by creating resources designed for young people and for those involved in their education. Tej-Prasarini offers courses and educational material for teachers, youth leaders, students and parents. Its web site contains a list of the products created, as well as a mention of other facilities and services created to further this cause.

One example of work done by Tej-Prasarini is the web site http://www.mediaedindia.com Inaugurated in 2000, this web site has been designed to promote media education in India. It contains an outline of what media education is and how it may be implemented presenting a list of the basic issues for media education sessions. It helps people network to build resources for the furtherance of the cause in listing links to media education web sites in India as well as all over the world.

Forum for Citizens' Television & Media (FCT), Japan

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The Forum for Citizens' Television & Media (FCT) was founded in 1977. At the beginning, FCT stood for the Forum for Children's Television but as members' interests successively expanded to gender issues, the aged, the disabled, and foreigners, FCT was renamed to the Forum for Citizens' Television in 1992. Further "& Media" was added which shows the interest in all media.

FCT strives to promote the idea that media should not be solely in the hands of the industry, but that all citizens should have access to and influence over the media. Aims and activities are carried out using a "critical media literacy" approach, and are based on the concept of people's right to communicate. One of the major activities of FCT is to publish the newsletter *Gazette* three times a year, and to report on empirical research surveys about the state of the media. The other major activity of FCT is organizing local and international forums, of which several have focused on children and where anybody can participate in the media literacy workshops or discuss current themes on the media.

Palestinian Youth Council (PYC)

In 1999, The Palestinian Youth Council (PYC) initiated a youth participation project with funding from the Government of Japan and the United Nations Development Program. The project aims to assess the needs of Palestinian youth aged 16-26 based on a participatory approach to get closer to young people, and to voice their concerns, demands, hopes and aspirations. One of the sections is entirely devoted to media and the development of appropriate approaches for youth media in Palestine. In 2000, the PYC broadcast a weekly youth program titled *Youth Forum*. A group of young persons is trained to produce the program and a theme of special concern for children and youth is selected for each episode. Violence, education, unemployment, democracy, voluntary work and human rights were among the themes debated. In May 2001, The PYC will launch a web site in English and Arabic on youth in Palestine. Another coming project is to conduct a comprehensive 30-hour training course in media for youth.

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Philippine Children's Television Foundation, Inc. (PCTVF)

The Philippine Children's Television Foundation (PCTVF) is an independent, non-profit organization committed to maximizing varied forms of mass media – television, radio, print, video production – for education. The organization has also ventured into multimedia projects and expositions in a continuing effort to reach out to a broad audience – children and adults. PCTVF is a pioneer in educational television and radio within a commercial broadcast industry. It relies on research-backed curriculum and program development processes that ensure age-appropriate content and formats. PCTVF has successfully embarked on projects and programs that translate a commitment to maximize different forms of mass media in a responsible manner for the benefit of the nation's most precious resources – its children.

PCTVF recently published a Convention on the Rights of the Child Media Toolkit for UNICEF to be used by media professionals and others concerned with children. The Toolkit consists of five booklets and a video cassette.

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Society for the Protection of the Rights of the Child (SPARC), Pakistan

Society for the Protection of the Rights of the Child (SPARC) is a non-profit, registered, non-governmental voluntary organization working for the rights of children. It acts as a child advocacy group. The organization works to initiate and encourage activities which promise to further the welfare and best interests of children anywhere in the world, e.g., that governments do all they can to implement the rights contained in the Convention on the Rights of the Child. SPARC strives for a continuing relationship with children so that they will play a more active role in the society. Furthermore SPARC seeks to influence the mass media to disseminate information beneficial to the child, and to protect the child from harmful material. The organisation defends the right of every child to express his or her views, obtain information, make ideas or information known, regardless of frontiers. These objectives will be obtained through time-bound targets and concrete actions.

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Australia/New Zealand

Australian Teachers of Media (ATOM)

Australian Teachers of Media (ATOM) is an independent, non-profit, professional organisation of media educators and industry representatives. ATOM Publications produces a number of journals and books – such as *Metro*, *Australian Screen Education*, *The Moving Image*, *The Reel Resource* – that provide critical cultural theoretical and technical articles, and also educational kits and study guides. ATOM Awards for film, television and multimedia celebrates student talent and promotes the educational screen culture industry. The awards are held in May in Melbourne and are attended by industry professionals and media educators as well as secondary and tertiary students. Focus is on educational aspects of film.

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Council of Australian Media Education Organisations, Inc. (CAMEO)

The objectives of Council of Australian Media Education Organisations (CAMEO) are to provide a forum for the free exchange of ideas between media education organisations of the states & territories of Australia and New Zealand; to promote media education to government, students, teachers and to the public at large; to promote communication among primary, secondary & tertiary education, industrial, professional & arts bodies and all government levels; to actively seek publicity for media education; to research and report on curriculum and equipment for use by members; to regularly distribute relevant information to its member associations; through member associations, encourage students who have potential media skills and assist in the development of these skills; to sponsor and promote an association of media educators in states or territories of Australia and New Zealand which do not have one; and to liase with other national or international associations having similar objectives.

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Young Media Australia (YMA)

Young Media Australia (YMA) is a national community-based, information, research, training and advocacy organization working in the field of children, young people and mass media. The organization will continue to strive as it has for the past 40 years to:

- Stimulate and maintain public interest in provision of suitable film and television programs for children and young people.
- Promote critical study and creative activity in film education in primary and secondary schools and teacher training institutions; and
- Develop an informed public opinion with the object of stimulating community action and influencing legislation concerning any aspect of film for children.

YMA publishes the newsletter *Small Screen*.

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Europe

European Association for Audiovisual Media Education (EAAME)/Association Européenne pour l'Education Aux Médias Audiovisuels (AEEMA)

The purpose of European Association for Audiovisual Media Education (EAAME) is to develop the identity of audio-visual media education and to foster the idea of an audio-visual culture amongst the public at large. EAAME is the largest network in Europe for audio-visual media education professionals and media literacy. An index of European audio-visual media education experts with 600 references is available on the web site.

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British Film Institute (BFI)

The British Film Institute (BFI) was founded in the 1930s. Today, its 450 members of staff work on a huge range of services both for the general public and for organisations with an interest in film or television. Among other things, the BFI develops programmes for teaching and learning about film and television at all levels of formal and informal education. The institute's Education Projects Development Unit arranges courses, conferences and events across the UK. It also produces resources for independent study and run distance-learning teacher training courses accredited at Masters level.

The institute also undertakes research, both alone and jointly with partners, and has published a range of reports and teaching material. The BFI lobbies for more study of the moving image within school curricula, and contributes to the formation of national film education policy.

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PressWise Trust, U.K.

The PressWise Trust – a charity originally set up in 1993 and since 1997 embarked upon a joint project with the International Federation of Journalists (IFJ) to improve awareness of child rights issues – provides advice, guidance and training on media issues, especially for those on the receiving end of inaccurate, intrusive or sensational press coverage. The trust offers advice to those with complaints about items published in the print or broadcast media.

PressWise Trust also provides training on media issues for journalists, the voluntary sector and members of the public and conducts research and publishes material about all aspects of print and the broadcast media. Recent workshops for print and broadcast journalists have focused on reporting about children affected by war and other forms of physical and psychological abuse. Membership of PressWise is open to individuals and organisations.

The PressWise web site contains, among other things, codes of journalistic ethics from around the world, listed by country and by topic (e.g., children, gender, violence, etc.). Also available on the web site is *The Media and Children's Rights. A practical introduction for media professionals* (1999), a booklet devised for UNICEF by PressWise. The booklet contains ideas and challenges for media professionals and others with the purpose to generate responsible coverage of children and the impact of adult behaviour and decisions on their lives, as well as to encourage media professionals to consider how best to protect the rights of children and help children play a role in the mass media.

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The mission of CLEMI (Center for Liaison between Teaching and Information Media) is to promote – especially by means of training activities – multiple use of news media in teaching, with the aim of encouraging better understanding of the world by pupils and simultaneously developing critical understanding. CLEMI is a meeting place for teachers, pupils, parents, executives of the Ministry of Education and media professionals and offers the chance to share thinking, experiences and plans.

Training is one of the basic activities of CLEMI. The courses bring into play journalists, technicians, researchers and academics. Educational workshops, visits to newspaper enterprises, and conferences are organised. CLEMI is also a documentation centre gathering media related material (produced for and/or by children) from France and abroad. It possesses the most important collection of school newspapers, including about 10,000 titles from France and other countries, some issues dating back to 1926.

Gesellschaft für Medienpädagogik und Kommunikationskultur in der Bundesrepublik Deutschland e.V. (GMK)

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GMK (the Association for Media Education and Communication Culture in Germany) was founded in 1984 as an umbrella organisation for a broad spectrum of professionals and experts engaged in both practical and academic work in the fields of education, culture and the media. As the most important association concerned with media literacy and media education in Germany, the GMK functions as a platform for discussion, co-operation and new initiatives. The GMK aims to support media literacy and communication culture and to contribute to these in a responsible fashion. In this respect, the new communication and information technologies such as multimedia, as well as the increasingly international nature of the media market, present a particular challenge.

Grupo Comunicar – Collectivo Andaluz de Educación en Medios de Comunicación, Spain

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Starting in 1986 and formally founded in 1992, Grupo Comunicar is a forum for education in communication media, a non-profit association of teachers, academics and innovators in Andalusia, Spain. The aim of the association is to make the use and teaching of communication media in school dynamic, critical, creative and pluralistic. The association arranges courses, seminars and conferences. Among its publications, the most regular one is the scientific international journal *Comunicar* published twice a year and covering research on education and communication in both Spain and Latin America.

Russian Association for Media Education

The Russian Association for Media Education was founded in 1988 and includes about 300 members. Members of the association are teachers and university professors of film and media education from different cities of Russia (Moscow, St. Petersburg, Tver, Kurgan, Voronezh, Taganrog, Samara, etc.). The Association aims at encouraging the students' critical, creative and independent thinking about media texts and at developing the students' esthetical perception and analysis of media arts, etc. Among other things, the Association organises a summer school for children in media education, special media education programmes at different educational levels and media education conferences. The Association also maintains a web site for media education.

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Ynpress News Agency, Russia

Since 1990, children and teens from all parts of Russia have their own agency of news and information called Ynpress. Open to anyone interested, the agency gives an opportunity to practise journalistic skills. Members of Ynpress write for their peers about youth news, facts, children's rights, etc., in their own newspaper *Ynosheskaya gazeta* and in the literary journal *Nedorosl*. About ten adult co-workers, mainly professional journalists, help the young staff of about 50 children to gain experience and solve financial or organisational problems. Ynpress is a public organisation, supported financially by government establishments and other organisations. It is also co-operating with, e.g., UNICEF in Russia and the Moscow State University's journalism faculty.

Other Ynpress projects are exhibitions, concerts, an annual festival where children perform, and a regular meeting for representatives from different youth press services in Russia and abroad. The most recent project is setting up a web site in order to help young people find relevant social information and links to children's newspapers, discuss, and put questions to members of the Russian Government.

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Latin America

Agência de Notícias dos Direitos da Infância (ANDI), Brazil

In English, the abbreviation ANDI stands for News Agency for Children's Rights. ANDI's main objective is to contribute to the formation of a new journalistic approach that would focus on and investigate – always from a children's rights perspective – the situation of Brazilian children and young adults who are at risk. ANDI keeps a continuous dialogue with the most important media organizations in Brazil by offering them relevant suggestions for news stories, by denouncing cases of violence or abuse, and by showing successful social experiments. ANDI also provides other services to the media by researching important events and personalities, and conducting comprehensive surveys in favour of the rights of children and adolescents.

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Centro de Coordinación de Periodismo, Comunicación y Educación, Argentina

Since the late 1980s, the Co-ordination Centre for Journalism, Communication and Education has been conducting a project, in which children of Buenos Aires have had the opportunity to take part in media production in class. The project, supported by the local Board of Education and UNESCO among others, is a joint enterprise between professionals of the fields of journalism, communication and education.

More than 200 schools – half of them situated in financially poor areas – have taken part in the project, thus enabling about 50,000 children to practise the art of making videos, newspapers, wall papers, and radio programmes. The primary aim of the project is to promote the capacity for independent thinking and inquiry in the children, especially with respect to the system of social values promoted in commercial media. Another driving force has been the need to familiarise the children with different kinds of media.

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Centro de Indagación y Expresión Cultural y Artística (CENECA), Chile

Since 1982, CENECA (Center for Cultural and Artistic Investigation and Expression) has developed a comprehensive educational program for television viewing to encourage more democratic and participatory use of TV by parents, teachers, and children. The two main objectives of CENECA's educational program are: to provide different social groups with the capacity to create their own interpretations of TV messages, and to strengthen cultural expression among different social groups so that they can participate in influencing TV programming to better suit their needs.

CENECA's program is composed of, among other things, educational materials and activities, training, evaluation and monitoring, dissemination of the methodology within local and regional organizations in Latin America, as well as research.

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Centros Comunitarios de Aprendizaje (CECODAP), Venezuela

Community Centres of Learning, CECODAP, is a non-profit, civil association which embraces an educational and social perspective. It acts as a centre of formation, and methodological production, mobilizing and generating opinion on the advancement and defence of children's and adolescents' rights. It does not identify with any political party, and its actions are inspired and based on Christian values.

Among other things, CECODAP regularly performs opinion polls among 9-17 year-olds published in *Voces para el Cambio. Opinion de niñ@s y adolescentes*. Some of these research studies have dealt with children's opinions on the media.

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El Universo Audiovisual del Niño Latinoamericano (Red UNIAL), Cuba

Created in 1988, The Audiovisual Universe of the Latin American Child (Red UNIAL) is a network of volunteers from various institutions throughout Latin America and Europe. Its aim is to develop an audiovisual educational project, that respects the creativity, liberty and freedom of expression of children and young people. The activities cover research, training, production, dissemination and professional ex-

change. The objective of the training activities is to form an interdisciplinary work group whose task is to elaborate a communication and education training program for educators and social workers, as well as to organize workshops and seminars on psychological, pedagogical, sociological, technical and other aspects of audiovisual education.

Based on research about the use and reception of media by children and young people, the network organizes each year a seminar for professional exchange, focused on the characteristics of programs created for children and young people, as well as on the impact of new communication and information technology, and on communication education.

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North America

Canadian Association of Media Education Organizations (CAMEO)

Founded in 1992, the Canadian Association of Media Education Organizations (CAMEO) is an association of Canadian media literacy groups from across Canada. The goal of CAMEO, through its member organizations, is to advocate, promote and develop media literacy in Canada. CAMEO's web site provides contact details to different media education/media awareness organizations in Canada.

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Media Awareness Network, Canada

The Media Awareness Network is a Canadian non-profit organization dedicated to media education and media issues affecting children and youth. The Network aims at encouraging critical thinking about media information, media entertainment and the new communications technologies, as well as at stimulating public debate about the power of media in the lives of children and youth. The work is based on the premise that to be functionally literate in the world today, young people need critical thinking skills to "read" all the messages that are informing, entertaining and selling to them every day.

The Network promotes media awareness in Canadian schools, homes and communities through an Internet site. The web site also offers practical support and is a place where educators, parents, students and community workers can share resources.

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Center for Media Education (CME), U.S.A

The Center for Media Education (CME) is a national non-profit organization dedicated to creating a quality electronic media culture for children and youth, their families and the community. CME fosters telecommunications policy making in the public interest through its research, advocacy, public education and press activities. Founded in 1991 to carry on the work of Action for Children's Television, CME's primary focus is on children. In 1992, CME spearheaded a national Campaign for Kids' TV with more than 80 child advocacy, education, and parents groups. That effort resulted in a 1996 decision by the Federal Communications Commission to require TV stations to air a minimum of three hours of educational children's programs per week. CME has published research reports, handbooks and fact sheets. The *eCME news* presents the latest in children and media research, industry trends and policy.

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Children's Express Worldwide

Founded in 1975, Children's Express (CE) is an international non-profit journalism and leadership organization. It consists of a news service reported and edited by kids ages 8 to 18 for adult print, broadcast and online media with a solid reputation for serious journalism. CE gives children a significant voice in the world by:

- Fostering empowering experiences in which children and teens of diverse backgrounds come together to find and project their voices and to discover the significance of their own and other youth opinions and perceptions and those of their peers.
- Making the child's voice a powerful force by investing children with real responsibility.
- Amplifying youth voices, experiences and concerns to educate and inform society.

CE's world-wide headquarters is located in Washington, DC, and operates bureaus in New York, NY, Washington, DC, and Marquette, MI. The office in the United Kingdom, established in 1995, operates bureaus in Birmingham, London, Newcastle and Sheffield. Expansion plans are underway for Japan, Germany, South Africa and Vietnam.

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Regulation and Self-regulation

Each country has its own explicit and implicit regulations for the media and their contents. On the one hand, the media have policies and guidelines of their own and, on the other, the state sometimes intervenes with legislation or recommendations – or with financial support, e.g., for quality production. However desirable it would be, there is no global Book referring to all the regulations and practices formally decided upon; there are seldom even omnibus books for media regulations in each nation. Neither is there a Book where we can look up all existing national regulations and codes of conduct with special relevance to media contents for children – something which, for that matter, is lacking in most countries. For individual countries and for some limited regions of the world, efforts have been, or are being, made to document the general praxis. The task is difficult, not least because of the drastically changing media landscape which has meant that several regulations and practices are under reconsideration and that new solutions are being tested in many places.[1]

The most regulated media seem to be cinema and national broadcasting. The protection of children against harmful media content most frequently concerns gratuitous violence, sex/pornography or obscenity, incitement to hatred/discrimination/violence, and coarse language. Common measures for the audio-visual media are – besides general outright prohibitions – age classification and age limits, ratings/classifications of contents (in a few countries combined with V-chip), time scheduling and watersheds, oral and written consumer advice, acoustic or visual warnings, and labelling (of, e.g., video cassettes, electronic games) (Forsslund 1998). There are also, in a few countries, agreements between the media and the state, stipulating a minimum of media contents for children or a particular kind of such content. Since one overriding human rights principle is that freedom of expression must be guaranteed, there is a simultaneous need for, and in several countries an increased interest in, media education or media literacy among children, parents and teachers – in fact, among all parties.[2]

However, the point here is to stress that during the 1990s, the multiplying of television channels and the increasing global flow of satellite TV channels, electronic games and Internet have also given rise to equally intensifying discussions in the field of regulation and self-regulation.

On the national level, for example, some countries are working to introduce a joint labelling system for all audio-visual and digital media. A few countries have also made laws for the Internet.[3] More common regarding the Internet are content rating systems in combination with blocking devices, enabling parents to choose what kind of web sites their children can surf. Additionally, many web sites offer Internet guides and information that teach parents and others about Internet safety. Organisations are also working to improve the hitherto existing – and far too rough – safe-labelling schemes and filtering software, as well as to provide internationally acceptable systems that are

Notes

1. PressWise Trust has made a collection of journalistic codes of ethics from more than 60 countries around the world, including international and regional codes, see http://www.presswise.org.uk
2. In Japan, for instance, the interest in media literacy has increased dramatically over the last few years, not only in the sectors of education but also of administration, media, and the general public. One important reason was the Japanese discussion on the possible introduction of the V-chip, something which was opposed by the mentioned sectors (Suzuki 2000).
3. Apart from a few countries restricting access to the Internet generally, Australia, for instance, is requiring Internet service providers to remove offensive or illegal material off their sites and to block access to similar sites outside the country, whereas the U.S. is requiring age-verification or similar measures for commercially distributed material on web sites that are considered harmful to minors, and is also regulating collection and use of personal information from and about children.

culturally non-specific in their content descriptions, i.e., that allow parents of different cultures to choose content blocking tailored to their own wishes.

Thus, on the international and regional level, measures often focus on creating a safe media environment through: parental control, the development of filtering and rating systems, increasing public awareness, and self-regulation on part of the industry. However, regarding content *prohibited* in most countries, such as child pornography, action has been more forceful (police efforts, new laws, complaint hotlines for public use, world-wide movement organisations, Action Plans, etc.).

Regarding the Internet a range of international meetings has taken place including supranational organisations, governmental representatives, experts, the Internet industry, non-governmental organisations, and hotline providers. As for television and other media, the meetings have more often been initiated by organisations, networks and researchers working with children and media, as well as by the media themselves. The international and regional agreements on these media, or on children and media generally, have more often the character of declarations, charters, guidelines, and the like.

Similar to our previous presentation of a list of "Examples of International Meetings on Children and Media since 1990", the next main section presents the recent major "International and Regional Declarations and Resolutions on Children and Media".

Research in the Field of Measures and Regulation

Since the early 1990s, the world has also seen a significant amount of research related to the field of measures and regulation – research commissioned by governments and the media industry as well as that initiated independently. This research deals with, among other things:

- national children's television policies and the regulatory impact on children's programming (reports from, e.g., Asia, Australia, Germany, the U.K., and the U.S.);
- content analyses of TV or film violence (e.g., Argentina, Egypt, Germany, Hungary, India, Portugal, Russia, Sweden, the U.K., and the U.S.);
- content analyses of violence in computer games (e.g., Denmark);
- the prevalence and availability of child pornography, paedophilia, racism, hate speech and violence on the Internet (e.g., Ireland, the U.K., the Netherlands, and Norway);
- how children and young people use the Internet and whether they have unintentionally encountered material that upset them (e.g., the U.S.);
- audience perceptions of violence, sex and other possible harmful contents on TV and/or the Internet (e.g., Australia, Austria, Canada, Denmark, Chile, Europe, Germany, New Zealand, Singapore, the U.K., and the U.S.);
- children's and/or adults' attitudes towards broadcasting standards, television ratings, the V-chip, and the idea of filtering Internet contents, as well as their opinions on concrete rating/labelling systems and blocking devices (e.g., Australia, Europe, Germany, New Zealand, Slovakia, the U.K., and the U.S.);

- a wealth of studies across the world asking children and parents about parents' control of and views on children's TV viewing, game playing, and use of the Internet at home;
- a range of studies on children and advertising (for recent summaries, see, e.g., Jarlbro 2001, Tufte 1999).

Violence and pornography in the media that are perceived as contextually inappropriate seem to be issues of great concern among audiences in many countries. In those countries where such research questions have been asked, the majority also find that there is an augmenting and disturbing trend towards more problematic media contents (e.g., Silva & Souza 2000, Waltermann & Machill 2000). At least according to a few studies, there also seems to be a tendency among new media audiences to widen the definition of what media violence is – for example, to include racism and child pornography. From the investigations we have seen, there is also an explicit wish to change the situation (von Feilitzen & Carlsson 2000).

Perceptions of what types of media content are problematic are, naturally, dependent on the culture. The culture as a whole, the media system, the available media output and how it is regulated, the audiences' wishes to use different programmes, games, web sites, etc., and, not least, earlier experience of traditional as well as new media and what they offer, are some of the factors affecting perceptions of media contents. However, what is clear generally is that audience perceptions of and relations to the media are essential and should be taken into account when each country chooses to realise regulations and/or self-regulations on national and international levels.

Concluding Remarks

As mentioned, many paths must be taken simultaneously when trying to create a better media environment for children and to realise their rights in practice: their right to access to information, especially information of good quality, their right to freedom of expression, their right to participate in the media, and their right to protection from harmful media contents. Moreover, this effort as a whole is the shared responsibility of media professionals, policy-makers, parents, teachers, and organisations and networks concerned with children and media.

As has hopefully been shown through the panorama of children and media presented in this publication, children's media rights could be realised through (self-)regulation of the media, support for diversified and high quality media contents, increased media literacy among parents, teachers, media professionals and politicians, including knowledge of the relationship between children and the media, and, not least, through increased media literacy and participation among children.

Changing children's media situation also means that the circumstances in their *personal environments* and in *society* must be improved. Firstly, the risk of unwanted media influences is far less for children who are growing up in safe conditions and who have good relations to parents, school and peers. Secondly, it is necessary that children and young people are allowed to participate actively in shaping their society's future. Statements about how we adults need to hear children's voices and how we must listen to them will remain empty words unless children are given more opportunities to affect their own conditions. If children and young people become involved in activities that both are meaningful for themselves *and* are important for the decision making process in society – then they will also automatically be better protected, and better represented and heard in the media.

International and Regional Declarations and Resolutions on Children and Media

- European Convention on Transfrontier Television of The Council of Europe
- The European Union Directive "Television without Frontiers"
- The European Broadcasting Union's Guidelines for Programmes when Dealing with the Portrayal of Violence
- Bratislava Resolution
- The Children's Television Charter
- The SADC Children's Broadcasting Charter
- Asian Declaration on Child Rights and the Media
- Africa Charter on Children's Broadcasting
- The UNESCO Action Plan on Cultural Policies for Development
- Child Rights and the Media: Guidelines for Journalists
- The European Union Recommendation on the Protection of Minors and Human Dignity in Audiovisual and Information Services
- The European Union Action Plan on Promoting Safer Use of the Internet
- Declaration and Action Plan on Sexual Abuse of Children, Child Pornography and Paedophilia on the Internet
- Recommendations Addressed to UNESCO on Media Education

The Council of Europe, established in the wake of the Second World War on 5 May 1949, is based in Strasbourg, France. The main role of the organisation is to strengthen democracy, human rights and the rule of law throughout its now 40 member states. Several of its agreements and conventions apply to culture and media. In its European Convention on Transfrontier Television, ETS No. 132, the responsibilities of the broadcaster are dealt with in Article 7.

European Convention on Transfrontier Television of The Council of Europe

Article 7 – Responsibilities of the broadcaster

1. All items of programme services, as concerns their presentation and content, shall respect the dignity of the human being and the fundamental rights of others.

   In particular, they shall not:
   a. be indecent and in particular contain pornography;
   b. give undue prominence to violence or be likely to incite to racial hatred.

2. All items of programme services which are likely to impair the physical, mental or moral development of children and adolescents shall not be scheduled when, because of the time of transmission and reception, they are likely to watch them.

3. The broadcaster shall ensure that news fairly present facts and events and encourage the free formation of opinions.

5 May, 1989

The European Union adopted in 1989 the "Television without Frontiers" Directive, which was amended in 1997 (97/36/CE). The Directive establishes the legal frame of reference for the free movement of television broadcasting services in the Union's now fifteen member states. To this end it provides for the Community co-ordination of national legislation in several areas, not least protection of minors, expressed in Article 22 of the Directive.

The European Union Directive "Television without Frontiers"

Article 22

1. Member States shall take appropriate measures to ensure that television broadcasts by broadcasters under their jurisdiction do not include any programmes which might seriously impair the physical, mental or moral development of minors, in particular programmes that involve pornography or gratuitous violence.
2. The measures provided for in paragraph 1 shall also extend to other programmes which are likely to impair the physical, mental or moral development of minors, except where it is ensured, by selecting the time of the broadcast or by any technical measure, that minors in the area of transmission will not normally hear or see such broadcasts.
3. Furthermore, when such programmes are broadcast in unencoded form Member States shall ensure that they are preceded by an acoustic warning or are identified by the presence of a visual symbol throughout their duration.

Article 22a

Member States shall ensure that broadcasts do not contain any incitement to hatred on grounds of race, sex, religion or nationality.

Article 22b

1. The Commission shall attach particular importance to application of this Chapter in the report provided for in Article 26.
2. The Commission shall within one year from the date of publication of this Directive, in liaison with the competent Member State authorities, carry out an investigation of the possible advantages and drawbacks of further measures with a view to facilitating the control exercised by parents or guardians over the programmes that minors may watch. This study shall consider, inter alia, the desirability of:
   - the requirement for new television sets to be equipped with a technical device enabling parents or guardians to filter out certain programmes,
   - the setting up of appropriate rating systems,
   - encouraging family viewing policies and other educational and awareness measures,
   - taking into account experience gained in this field in Europe and elsewhere as well as the views of interested parties such as broadcasters, producers, educationalists, media specialists and relevant associations.

Adopted on 3 October, 1989, and amended on 30 June, 1997

The European Broadcasting Union is the world's largest professional association of national broadcasters with 69 active members in Europe, North Africa and the Middle East and 45 associate members in 28 countries further afield.

The European Broadcasting Union's Guidelines for Programmes when Dealing with the Portrayal of Violence

1. WATERSHED

Programme-makers and schedulers should always take into account the transmission time of their programme when considering matters of content.

Scenes of violence may well make a programme inappropriate for an early placing because of its unsuitability for viewing by children.

In order to avoid any confusion in this matter by the viewing public in general, and parents in particular, there should be a clearly understood watershed at an appropriate time during evening viewing, before which all programmes should be suitable for audiences consisting of a high proportion of children. Parents must accept that responsibility for what their children watch after the watershed lies in large measure with them.

2. NEWS AND FACTUAL PROGRAMMES

News and information broadcasts have of necessity to deal on a daily basis with social conflicts in which violence can be a part. The audience should not, and cannot, be protected from this everyday occurrence. Actual violence is acceptable in news programmes as broadcasters have a duty to show factual violence in the world, but the negativity of such acts should be stressed.

News should and will shock viewers at times. With some news stories a sense of shock is part of a full human understanding of what has happened, but care should be taken never to discomfort viewers gratuitously by overindulgence. The more often viewers are shocked, the more it will take to shock them.

One person's shock is another person's news or art. Thus, a decision in this field means striking a balance between the current social consensus on what is acceptable and the broadcaster's duty to reflect reality as he or she sees it.

In particular, the human dignity of the victim as well as those also affected must not be offended and their personal rights must be respected. Violence in factual programmes should not be so prominent or commonplace as to become sanitized. The public cannot be shielded from the violence which happens daily in the world, but it must be portrayed in the most sensitive way possible.

The degree of violence in news programmes must be essential to the integrity of the programme; care should be taken in the choice of material depending on the time of day at which bulletins are broadcast.

3. FICTIONAL AND ENTERTAINMENT PROGRAMMES

Television drama must be able to reflect important issues truthfully, and violence is part of both nature and society. Drama on television involves the collaboration of many different skills and creative talents. In any collaboration there must be editorial judgement.

Since conflict and its associated violence are somewhat ingrained human traits, they are often made the central component in fictional and entertainment programmes. What is crucial is that the reasons for the existence of violence in the treatment should be portrayed in a plausible manner and violence should not be used in a purely unprovoked manner to entertain and as a way of maximizing the audience.

Gratuitous violence must be proscribed. The more intense the violence, the greater should be the distancing from reality. The aim should be how little violence is necessary without undue dramatic compromise.

The effects of portraying violence are heavily dependent on the form this presentation takes and the dramatic context. Particular care must therefore be taken with realistic presentations with which the viewer may more easily identify. Details of violence and aggressive behaviour which invite imitation should be avoided.

Portrayals which trivialize, or indeed glorify, the use of violence, whether physical or psychological, and which present violence as a means of overcoming conflicts, should also be avoided at all costs. It is important that in addition to the causes of violence their destructive consequences should also be shown, and that the use of violence as a way of solving problems should be portrayed critically. Not all violence is physical. Non-physical violence can also be upsetting and shocking, especially to children. This is an important area where particular care should be taken, as is the portrayal of sadistic violence.

Scheduling of fictional and entertainment programmes containing violent scenes is important and adequate warning must be given.

4. PROGRAMME ACQUISITIONS

Acquired programmes should conform to normal editorial policy.

Violence in distant settings can be relatively less shocking, disturbing or liable to dangerous imitation.

Broadcasters, however, are committed to the vigilant exercise of control; acquisitions should be abandoned if they are incapable of being adapted or edited to conform to guidelines.

Broadcasters will need to ensure the right to edit overtly violent acquisitions before transmission.

Accurate description in promotional material is essential.

5. PROGRAMMES FOR CHILDREN AND YOUNG PEOPLE

Children and young people can be particularly sensitive to violence and brutality. Generally speaking, those rules valid for the totality of the public should be applied in a much stricter manner at times when the audience is more particularly made up of children and adolescents.

Programmes aimed at children should treat the portrayal of violence, both physical and non-physical, with particular caution. Special care should be exercised and careful scheduling is necessary.

In programme choices, programmes should be preferred which propound a positive attitude to life, human values, and non-violence.

Young children do not fully understand the subtleties of good and bad and will readily commit themselves to one side in a conflict. Violence as an easy way of resolving conflict should be avoided. Care should be taken with domestic violence, both physical and verbal. The danger of imitation should always be borne in mind.

When portraying conflicts and violence it should be taken into account that young children are less able to perceive television programmes in their entirety than adults, that they align themselves much more powerfully to individual, visual surface appeal and only gradually become able to differentiate between central and peripheral aspects. Children identify with characters on an emotional level more readily than adults and the corresponding reactions such as fear are stronger and last longer.

The same rules apply to fantasy as to realistic dramas. Care should be taken not to cause anxiety and undesirable tension nor to incite aggressive behaviour.

In news reports, attention should be given to the likely impact, particularly on children viewing alone, of coverage of violence and its consequences.

Programme-makers should clearly understand that moral attitudes and values only emerge gradually throughout childhood, so children and young people are easier to influence than adults.

Programmes should take care therefore not to undermine the moral development of minors.

6. PROGRAMME TRAILS AND SIGNPOSTING

Programmes containing scenes of violence may be required to be preceded by a detailed warning announcement, but overuse of warnings can render them ineffective. They should not be used as disclaimers against the programmes that follow.

Prudence must be exercised in respect of promotional material and the transmission time of a trail must always be borne in mind.

Trails should honestly reflect the type of programmes being trailed.

Violence as a means of promotion of programmes should not be permitted. Taking violent scenes arbitrarily out of context may shock viewers unfairly.

It may be legitimate to let viewers know if the film or programme being trailed does contain violent scenes, but there is a fine line between effective description and exploitative come-on.

7. ADVERTISING

Advertising should not use violence as a means to sell a product nor as an incitement to violent behaviour. Since children up to a certain age are far less able than adults to recognize the intentions of advertising, and to judge it critically, they are therefore open to influence to a greater extent. Advertising should not exploit the weaknesses of young consumers by using either fear or violence.

Released in 1992

The Bratislava Resolution was adopted by the assembly, on the occasion of a gathering of producers, broadcasters and others interested in production for children, and in sharing experiences, East and West. Over 70 participants came from 30 countries. The meeting was called by CIFEJ (the International Centre of Films for Children and Young People), hosted by the Biennale of Animation, and held in Bratislava, Slovakia, in November 1994.

Bratislava Resolution

Soon, Mankind will enter the Third Millennium. The cinema will celebrate its 100th anniversary. Television is a little bit younger.

As we reach the crossroads of the year 2000, the importance of children's film continues to grow, as does the need for children to see these films. We can know that.

We live and will live, people from North and South, East and West, in a changing and dynamic world. Mankind will reach new heights in knowledge and in achievement. Children, who are our hope for the future, have the right to benefit from these general developments.

As specialists in children's cinema and television, we appreciate that the increasing impact of film, television and other media on our children demands more specific care and action with an aim to achieving better quality in the lives of the young people.

Good quality films and television programmes for children can and must carry positive fundamental human values. These will help and support the development of a personal conscience in young people, and add new dimensions to their basic social behaviour and to their knowledge of the world.

Good quality children's films and television programmes can and must encourage the process of creative thinking, of deciding and of acting in full liberty in order that children can build their own personalities and their future.

Good quality children's films and television programmes can and must reveal and stress the basic values of each people and of each nation, according to their traditions, the social and cultural backgrounds upon which they are founded, and the national identity of each country. At the same time, these nations must share these values with others in a general harvest of human spirituality.

Good quality children's films can also travel across borders, playing a leading role in the building of the world of tomorrow, helping to define the place in which our children will live.

For all these reasons, we think that the governments, the parliaments, the national and international agencies and organizations around the world must recognize, through support of production and distribution of children's films, a duty to the future of each nation and of the entire world.

There are several ways to achieve such goals:

- stimulating increased production of children's films and television, on a national level, by raising and investing more funds
- building a support system for wider and better distribution of those children's films whose artistic and educational values are more important than their commercial aspects
- encouraging the use on a large scale of production for children in schools and in other educational institutions and activities
- supporting the spread of quality children's screenings in all social areas
- financing and developing the education and training of specialists – scriptwriters, directors and others – of children's production

- stimulating and financing scientific research about the reaction of children to the media, and about the way they use media for their specific needs
- helping national and international professional organizations and associations dealing with the issues surrounding children's film and television to achieve and develop their activities.

We are sure that the governments, the parliaments, the national and international agencies and organizations are aware that supporting children's film and television production will serve the interests of each people, of each country, and will contribute to the building of a better world, one in which we would like to live in at the threshold of the Third Millennium. Never forget that any little thing done for children now is an investment in the future.

November 1994

The Children's Television Charter, was presented by Anna Home, Head of Children's Programmes, Television, BBC, at the first World Summit on Television and Children in Melbourne, Australia, March 1995. The charter was revised and adopted in Munich in May 1995. It is actively used by many organisations.

A session at the Second World Summit in London, UK, March 1998, was devoted to the progress of the charter. For more information on this progress, see Anna Home and Amy B. Jordan (1998) the Second World Summit on Television for Children 1998. Final Report. University of Pennsylvania, The Annenberg Public Policy Center.

The Children's Television Charter

1. Children should have programmes of high quality which are made specifically for them, and which do not exploit them. These programmes, in addition to entertaining, should allow children to develop physically, mentally and socially to their fullest potential.
2. Children should hear, see and express themselves, their culture, their language and their life experiences, through television programmes which affirm their sense of self, community and place.
3. Children's programmes should promote an awareness and appreciation of other cultures in parallel with the child's own cultural background.
4. Children's programmes should be wide-ranging in genre and content, but should not include gratuitous scenes of violence and sex.
5. Children's programmes should be aired in regular slots at times when children are available to view, and/or distributed via other widely accessible media or technologies.
6. Sufficient funds must be made available to make these programmes to the highest possible standards.
7. Governments, production, distribution and funding organisations should recognize both the importance and vulnerability of indigenous children's television, and take steps to support and protect it.

May 29, 1995

SADC Children's Broadcasting Charter was adopted by the assembly of the Southern African Developing Countries' Summit on Children and Broadcasting, held in Johannesburg, South Africa, in May 1996. The idea for a regional (SADC plus Kenya) forum grew from discussions about how to make the Children's Television Charter emanating from the First World Summit on Television and Children more relevant and applicable to Africa, and how to prepare for future representation at broader gatherings.

The SADC Children's Broadcasting Charter

We, the people of the Southern African Developing Countries of Angola, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland and Zambia, affirm and accept the internationally adopted Children's Television Charter which was accepted in Munich on 29 May, 1995.

Without detracting from the International Children's Charter, we further adopt, in line with the said Charter, our SADC Children's Broadcasting Charter, which takes into account the needs and wants of children in our region.

Children should have programmes of high quality, made specially for them and which do not exploit them. These programmes, in addition to entertaining, should allow children to develop physically, mentally and socially to their fullest potential. Whilst endorsing the child's right to freedom of expression, thought, conscience and religion, and protection against economic exploitation, children must be assured access to programmes and production of programmes through multi-media access centres.

Children should hear, see and express themselves, their culture, their language and their life experiences, through the electronic media which affirm their sense of self, community and place.

As part of the child's right to education and development, children's programmes should promote an awareness and appreciation of other cultures in parallel with the child's own cultural background. To facilitate this there should be an ongoing research into the child audience, including the child's needs and wants which, as a matter of priority, should be implemented.

Children's programmes should be wide-ranging in genre and content, but should not include gratuitous scenes of violence and sex.

Children's programmes should be aired in regular slots at times when children are available to listen and view, and/or be distributed via other widely accessible media or technologies.

Sufficient resources, technical, financial and other must be made available to make these programmes to the highest possible standards, and in order to achieve quality, codes and standards for children's broadcasting must be formulated and developed through a diverse range of groupings.

In compliance with the UN policy of co-operation between states in the international community, and especially in the SADC countries, the Children's Broadcasting Charter recognises all international covenants, conventions, treaties, charters and agreements adopted by all international organisations including the UN and the OAU affecting children, but with particular reference to the UN Convention on the Rights of the Child.

June 1996

The Asian Summit on Child Rights and the Media, was held in Manila, the Philippines, in July 1996. Delegates at the Summit – including ministers and senior officials of Asian Governments, journalists, media executives, educators and child rights advocates from 16 countries – adopted the Asian Declaration on Child Rights and the Media.

Asian Declaration on Child Rights and the Media

We, Ministers of Information, Education, Welfare and Social Development from 27 countries of Asia, Senior Officials representing the various government, executives, researchers, practitioners and professionals from various streams of media, non-governments organisations, advocacy groups and concerned individuals gathered in Manila for the Asian Summit on Child Rights and the Media:

re-affirming our commitment to ensure implementation of the Convention on the Rights of the Child (CRC) as ratified in our countries;

acknowledging the developmental role, responsibility and power of all forms of media to inform, entertain, educate and influence; and,

recognising their potential for children and for social change.

NOW, THERFORE, RESOLVE THAT ALL MEDIA FOR OR ABOUT CHILDREN SHOULD:

protect and respect the diverse cultural heritage of Asian societies;

be accessible to **all** children;

provide for the girl child and counter the widespread discrimination against the girl child; and,

provide for children with special needs; children in especially difficult circumstances, children of indigenous communities and children in situation of armed conflict.

RESOLVE ALSO, THAT ALL MEDIA ABOUT CHILDREN SHOULD:

adopt policies that are consistent with the principles of non-discrimination and the best interests of all children;

raise awareness and mobilise all sectors of society to ensure the survival, development, protection and participation of all children;

address all forms of economic, commercial and sexual exploitation and abuse of children in the region and ensure that such efforts do not violate their rights, particularly their right to privacy;

protect children from material which glorifies violence, sex, horror and conflict; and,

promote positive values and not perpetuate discrimination and stereotypes.

RESOLVE FURTHER, THAT ALL MEDIA FOR CHILDREN SHOULD:

be of high quality, made especially for them, and do not exploit them;

support their physical, mental, social, moral and spiritual development;

enable children to hear, see and express themselves, their culture, their languages and their life experiences through media which affirm their sense of self and community, while promoting an awareness and appreciation of other cultures;

be wide-ranging in genre and content, but not include gratuitous scenes of violence and sex; and,

be accessible to them at times when they need and can use it.

RESOLVE FINALLY, THAT GOVERNMENTS, MEDIA, NON-GOVERNMENT ORGANISATIONS, THE PRIVATE SECTOR AND OTHER LOCAL, REGIONAL AND HOLDING AGENCIES SHOULD:

provide media education for children and families to develop their critical understanding of all media forms;

provide opportunities for children in creating media and to express themselves on a wide range of issues relating to their needs and interests;

provide sufficient funds and resources to ensure access to and enable the production and dissemination of high quality materials for and about children as well as capacity building for media practitioners so that they could perform their role as developmental agencies;

promote regional and international cooperation through the sharing of research, expertise and exchange of materials and programmes, networking among government, non-government organisations, media organisations, educational institutions, advocacy groups and other agencies;

provide incentives for excellence through awards at regional and national levels;

provide coordinated monitoring mechanisms and encourage self-regulation at regional and national levels to ensure the implementation of this Declaration; and,

convene as early as possible broad national multi-sectoral consultations to develop action plans, including professional guidelines consistent with this Declaration.

Adopted, 5 July 1996
Asian Summit on Children and the Media, Manila

The first All Africa Summit on Children's Broadcasting was held in Accra, Ghana, October 8-12, 1997. The most important thing that came out of the Summit was an Africa Charter on Children's Broadcasting adopted by the delegates on October 11, 1997. The Charter – an amendment of the SADC Children's Broadcasting Charter (June 1996) – is in keeping with the international Children's Television Charter (May 1995) but expands on the issues relevant to the African continent, and includes radio as well. In particular, greater emphasis is placed on the educational and developmental needs of African children and protection from all forms of commercial exploitation.

The Africa Charter on Children's Broadcasting was ratified at the general assembly of URTNA (Union of National Radio and Television Organizations of Africa) on June 21-22, 2000, in Algiers. Slight changes (in italics below) to the original Charter are per the African process that URTNA engaged in. This process asked all African broadcasters to make necessary amendments. The final Charter was then completed according to these recommendations and adopted by the Commonwealth Broadcasting Association (CBA) on October 13, 2000, at its 23rd general conference in Cape Town, South Africa.

Africa Charter on Children's Broadcasting

Preamble

We, Commonwealth Broadcasters gathered under the umbrella of the Commonwealth Broadcasting Association (CBA) in Cape Town, South Africa on this 13-day of October 2000, on the occasion of the XX111 General Conference Commonwealth Broadcasting Association

- Taking into account that the International Children's Television Charter was adopted in Munich, Germany, on the 29th of May 1995, and has been internationally accepted;
- Conscious of the fact that the Charter needs to be complemented by a specific Charter that takes Africa's interests and peculiarities into account;
- Aware that delegates to the Africa Summit on Children's Broadcasting Meeting in Accra, Ghana, 8-12 October, 1997, affirmed and accepted this position;
- Satisfied that some CBA member organizations have made necessary inputs to the proposed Charter at its draft stage and are ready to defend it at all times, hereby ratify the Africa Charter on Children's Broadcasting whose stipulations are as follows:

Article 1

Children should have programmes of high quality, made specifically for them and which do not exploit them at any stage of the production process. *Children should be allowed to have a say in the initial stages of production of the programmes being produced for them.* These programmes, in addition to being entertaining, should allow children to develop physically, mentally and socially to their fullest potential.

Article 2

Whilst recognizing that children's broadcasting will be funded through various mechanisms including advertising, sponsorship and merchandising, children should be protected from commercial exploitation. *Whenever children participate as artistes, they should be appropriately remunerated, and in a manner so as not to distract them from their learning process or from the development of their chosen careers.*

Article 3

Whilst endorsing the child's right to freedom of expression, thought, conscience and religion, and protection against economic exploitation, children must be ensured equitable access to programmes, and, *as much as possible*, to the production of programmes.

Article 4

Children should hear, see and express themselves, their culture, their language and their life experiences, through the electronic media which affirm their sense of self, community and place.

Article 5

Children's programmes should create opportunities for learning and empowerment to promote and support the child's right to education and development. Children's programmes should promote an awareness and appreciation of other cultures in parallel with the child's own cultural background. To facilitate this, there should be ongoing research into the child's audience, needs and wants.

Article 6

Children's programmes should be wide ranging in genre and content, but should not include gratuitous scenes, and sounds of violence and sex through any audio or visual medium. *The programmes should not contain elements or scenes that condone or encourage drug abuse.*

Article 7

Children's programmes should be aired in regular time slots at times when children are available to listen and view, and/or be distributed via other widely accessible media or technologies.

Article 8

Sufficient resources, technical, financial and other, must be made available to make these programmes to the highest possible standards, and in order to achieve quality, setting codes and standards for children's broadcasting must be formulated and developed through a diverse range of groupings.

Article 9

In compliance with the UN policy of co-operation between states in the international community, the Africa Charter on Children's Broadcasting recognizes all international covenants, conventions, treaties, charters and agreements adopted by all international organizations including the OAU and the UN affecting children, but with particular reference to the UN Convention on the Rights of the Child.

Article 10

The Commonwealth Broadcasting association (CBA) undertakes to promote the ideals embodied in the spirit of the Charter by encouraging CBA broadcasters to implement every aspect of it.

13 October 2000
Cape Town, South Africa

The Power of Culture – The Intergovernmental Conference on Cultural Policies for Development, held in Stockholm, March – April 1998, was designed by UNESCO to transform the ideas from the report Our Creative Diversity into policy and practice. This report was presented in 1995 by the World Commission on Culture and Development, established by the United Nations and UNESCO and led by Javier Pérez de Cuéllar.

The conference, hosted by the Government of Sweden, was attended by ministers and officials from nearly 140 of UNESCO's 186 Member States, and, in addition, by invited persons active in cultural fields all over the world – in total about 2,200 participants. An Action Plan was adopted that shall serve as an inspiration for the Member States' international and national cultural policy and be a tool for UNESCO's continued cultural work.

The UNESCO Action Plan on Cultural Policies for Development

The Action Plan is highly relevant to children and young people, as it states in its preamble, among other things, that

Cultural policies should promote creativity in all its forms, facilitating access to cultural practices and experiences for all citizens regardless of nationality, race, sex, age, physical or mental disability, enrich the sense of cultural identity and belonging of every individual and community and sustain them in their search for a dignified and safe future.

Below, we have cited those policy objectives from the Action Plan recommended to Member States which explicitly mention children and young people, or media violence:

2.9. Review all cultural policies, programmes and institutions in order to ensure in particular respect for the rights of the child, as well as those of vulnerable groups with special educational and cultural needs; take into account the needs and aspirations of the young – whose new cultural practices in particular should be supported – as well as the elderly who are all too often left out of cultural life.

4.2. Consider providing public radio and television and promote space for community, linguistic and minority services, particularly at the local level and with a view to promoting non-violence.

4.4. Take measures to promote the education and training of children in the use of new media technologies and to combat violence and intolerance, by contributing in particular to the activities of centres or institutions specializing in exchanges of information on children and violence on the screen.

4.6. Promote in addition education conducive to the mastery and creative use of new information technologies among the younger generations as users and producers of messages and content, and give priority to education in civic values and the training of teachers in new technologies.

2 April, 1998

The full text of the Action Plan on Cultural Policies for Development is published in *Intergovernmental Conference on Cultural Policies for Development. Final Report.* Stockholm, Sweden, 30 March – 2 April 1998. UNESCO, Paris, 1998, and can also be found on the web site: http://www.unesco-sweden.org

The international conference Journalism 2000: Child rights and the Media, arranged by the International Federation of Journalists (IFJ) was held in May 1998 in Recife, Brazil. The conference was attended by more than 150 representatives of journalists' organisations from over 70 countries.

Prior to the conference the IFJ Child Rights project undertook a world-wide survey of national and international standards for journalists reporting on children's issues. On the basis of the survey and discussions with journalist representatives, relevant NGOs and UN agencies, the IFJ prepared a set of guidelines, which was further discussed at the conference. The meeting resulted in the adoption of the IFJ Child Rights and the Media: Guidelines for Journalists, as a draft for debate and development among the world's journalists – a process which is expected to take three years.

Child Rights and the Media: Guidelines for Journalists

Preamble

Informed, sensitive and professional journalism is a key element in any media strategy for improving the quality of reporting concerning human rights and society. The daily challenge to journalists and media organisations is particularly felt in coverage of children and their rights.

Although the human rights of children have only recently been defined in international law, the United Nations Convention on the Rights of the Child is already so widely supported that it will shortly become the first universal law of humankind.

To do their job of informing the public effectively, journalists must be fully aware of the need to protect children and to enhance their rights without in any way damaging freedom of expression or interfering with the fabric of journalistic independence. Journalists must also be provided with training to achieve high ethical standards.

The following guidelines for journalists have been drawn up by the International Federation of Journalists on the basis of an extensive survey of codes of conduct and standards already in force across the world.

The purpose of this draft is to raise media awareness of children's rights issues and to stimulate debate among media professionals about the value of a common approach which will reinforce journalistic standards and contribute to the protections and enhancement of children's rights.

Guidelines and Principles for Reporting on Issues involving Children

All journalists and media professionals have a duty to maintain the highest ethical and professional standards and should promote within the industry the widest possible dissemination of information about the International Convention on the Rights of the Child and its implications for the exercise of independent journalism.

Media organisations should regard violation of the rights of children and issues related to children's safety, privacy, security, their education, health and social welfare and all forms of exploitation as important questions for investigations and public debate. Children have an absolute right to privacy, the only exceptions being those explicitly set out in these guidelines.

Journalistic activity which touches on the lives and welfare of children should always be carried out with appreciation of the vulnerable situation of children.

Journalists and media organisations shall strive to maintain the highest standards of ethical conduct in reporting children's affairs and, in particular, they shall

1. strive for standards of excellence in terms of accuracy and sensitivity when reporting on issues involving children;
2. avoid programming and publication of images which intrude upon the media space of children with information which is damaging to them;
3. avoid the use of stereotypes and sensational presentation to promote journalistic material involving children;
4. consider carefully the consequences of publication of any material concerning children and shall minimise harm to children;
5. guard against visually or otherwise identifying children unless it is demonstrably in the public interest;
6. give children, where possible, the right of access to media to express their own opinions without inducement of any kind;
7. ensure independent verification of information provided by children and take special care to ensure that verification takes place without putting child informants at risk;
8. avoid the use of sexualised images of children;
9. use fair, open and straight forward methods for obtaining pictures and, where possible, obtain them with the knowledge and consent of children or a responsible adult, guardian or carer;
10. verify the credentials of any organisation purporting to speak for or to represent the interests of children;
11. not make payment to children for material involving the welfare of children or to parents or guardians of children unless it is demonstrably in the interest of the child.

Journalists should put to critical examination the reports submitted and the claims made by Governments on implementation of the UN Convention on the Rights of the Child in their respective countries.

Media should not consider and report the conditions of children only as events but should continuously report the process likely to lead or leading to the occurrence of these events.

2 May, 1998

The Recommendation on the Protection of Minors and Human Dignity in Audiovisual and Information Services has been adopted by the Council of the European Union on May 28th, 1998, and was formally adopted on September 24th, 1998.

The Recommendation, which is a legal act, aims to provide guidelines for national legislation. It covers all electronic media.

The European Union Recommendation on the Protection of Minors and Human Dignity in Audiovisual and Information Services*

In sum, the Recommendation says:

- television is asked to try out new digital methods of parental control (such as personal codes, filtering software or control chips), although the responsibility of broadcasters in this area is acknowledged;
- on-line Internet service providers are asked to develop codes of good conduct so as to better apply and clarify current legislation. The Recommendation fits in with current national and European regulations.

The Recommendation offers guidelines for the development of national self-regulation regarding the protection of minors and human dignity. Self-regulation is based on three key elements: first, the involvement of all the interested parties (Government, industry, service and access providers, user associations) in the production of codes of conduct; secondly, the implementation of codes of conduct by the industry; thirdly, the evaluation of measures taken.

The Recommendation is closely linked to the European Union Action Plan on Promoting Safer Use of the Internet.

The full text of the Recommendation is published in the *Official Journal of the European Communities* L 270 of 07.10.1998, p. 48, and can be found via the web site http://europa.eu.int/geninfo/query_en.htm. We here reproduce its actual recommendations:

THE COUNCIL OF THE EUROPEAN UNION

I. HEREBY RECOMMENDS that the Member States foster a climate of confidence which will promote the development of the audiovisual and information services industry by:

1) promoting, as a supplement to the regulatory framework, the establishment on a voluntary basis of national frameworks for the protection of minors and human dignity in audiovisual and information services through:
   - the encouragement, in accordance with national traditions and practices, of the participation of relevant parties (such as users, consumers, businesses and public authorities) in the definition, implementation and evaluation of national measures in the fields covered by this recommendation,
   - the establishment of a national framework for self-regulation by operators of on-line services, taking into account the indicative principles and methodology described in the Annex,
   - cooperation at Community level in developing comparable assessment methodologies;
2) encouraging broadcasters in their jurisdiction to carry out research and to experiment, on a voluntary basis, with new means of protecting minors and informing viewers, as a supplement to the national and Community regulatory frameworks governing broadcasting;

3) taking effective measures, where appropriate and feasible, to reduce potential obstacles to the development of the on-line services industry while sustaining the fight against illegal content offensive to human dignity, through:
   - the handling of complaints and the transmission of the necessary information about alleged illegal content to the relevant authorities at national level,
   - transnational cooperation between the complaints-handling structures, in order to strengthen the effectiveness of national measures;

4) promoting, in order to encourage the take-up of technological developments and in addition to and consistent with existing legal and other measures regarding broadcasting services, and in close cooperation with the parties concerned:
   - action to enable minors to make responsible use of on-line audiovisual and information services, notably by improving the level of awareness among parents, educators and teachers of the potential of the new services and of the means whereby they may be made safe for minors,
   - action to facilitate, where appropriate and necessary, identification of, and access to, quality content and services for minors, including through the provision of means of access in educational establishments and public places.

II. RECOMMENDS that the industries and parties concerned:

1) cooperate, in accordance with national traditions and practices, with the relevant authorities in setting up structures representing all the parties concerned at national level, in order inter alia to facilitate participation in coordination at European and international level in the fields covered by this recommendation;

2) cooperate in the drawing up of codes of conduct for the protection of minors and human dignity applying to the provision of on-line services, inter alia to create an environment favourable to the development of new services, taking into account the principles and the methodology described in the Annex;

3) develop and experiment, as regards broadcasting services, on a voluntary basis, with new means of protecting minors and informing viewers in order to encourage innovation while improving such protection;

4) develop positive measures for the benefit of minors, including initiatives to facilitate their wider access to audiovisual and information services, while avoiding potentially harmful content;

5) collaborate in the regular follow-up and evaluation of initiatives carried out at national level in application of this recommendation.

III. INVITES the Commission to:

1) facilitate, where appropriate through existing Community financial instruments, the networking of the bodies responsible for the definition and implementation of national self-regulation frame-works and the sharing of experience and good practices, in particular in relation to innovative approaches, at Community level, between the Member States and parties concerned in the various fields covered by this recommendation;

2) encourage cooperation and the sharing of experience and good practices between the self-regulation structures and complaints-handling structures, with a view to fostering a climate of confidence by combating the circulation of illegal content offensive to human dignity in on-line audiovisual and information services;

3) promote, with the Member States, international cooperation in the various fields covered by this recommendation, particularly through the sharing of experience and good practices between operators and other concerned parties in the Community and their partners in other regions of the world;

4) develop, in cooperation with the competent national authorities, a methodology for evaluating the measures taken in pursuance of this recommendation, with particular attention to the evaluation of the added value of the cooperation process at Community level, and present, two years after the adoption of this recommendation, an evaluation report on its effect to the European Parliament and the Council.

Brussels, 24 September 1998

* The full head is: COUNCIL RECOMMENDATION of 24 September 1998 on the development of the competitiveness of the European audiovisual and information services industry by promoting national frameworks aimed at achieving a comparable and effective level of protection of minors and human dignity (98/560/EC).

On December 21st, 1998, the Council of the European Union approved in second reading an Action Plan on promoting safer use of the Internet by combating illegal and harmful content on global networks. This is the final adoption of a European Commission proposal for a number of initiatives from 1 January 1999 to 31 December 2002. The initiatives, created in close co-operation with industry, Member States and users, include a network of hot-lines, support for self-regulation, developing technical measures and awareness initiatives.

The European Union Action Plan on Promoting Safer Use of the Internet

Since the Action Plan is extensive – a complete text can be found in Decision No 276/1999/EC of the European Parliament and of the Council of 25 January 1999 – we here reproduce a summary of the Action Plan from the press release:

The Internet is revolutionising a number of economic sectors and is becoming a powerful element in social, educational and cultural fields. Never before has such vast amounts of information and services been available to the citizens. New forms of communication are developing and participation in interest groups is made available to everyone.

The aim of the Action Plan is to ensure implementation of the various European Union initiatives on how to deal with undesirable content on the Internet. The proposal is a financial plan designed to support non-regulatory initiatives for promoting safer use of the Internet. It is important to emphasise that the vast majority of Internet content poses absolutely no problem. However, since the Internet can, nevertheless, be used for distribution of illegal and harmful content, these issues must be addressed if the consumers and industry of Europe are to take full advantage of the opportunities offered by the Information society. More in particular, parents and teachers are concerned by the availability of content, which could be harmful for children.

The Action Plan is specifically aimed at actions where financial support from the Community is necessary. It is written in co-operation with users, the Internet industry and Member States' governments and builds on political consensus within the Union. The objectives of the plan are to:

- incite the actors (industry, users) to develop and implement adequate systems of self-regulation;
- strengthen developments by supporting demonstrations and stimulating application of technical solutions;
- alert and inform parents and teachers, in particular through their relevant associations;
- foster co-operation and exchange of experiences and best practices;
- promote co-ordination across Europe and between actors concerned;
- ensure compatibility between the approach taken in Europe and elsewhere.

The Action Plan sets forth a number of measures in four action lines:

1. Creating a safe environment (through industry self-regulation)

Acknowledging the important work that has been taken by the European Internet industry in this respect, the Commission will build on existing hot-line initiatives and encourage further initiatives on self-regulation and Codes of Conduct. Hot-lines have proved to be an efficient tool to gather information on illegal content. Information gathered through the hot-lines will be of vital importance to prevent that content considered illegal under current law,

shall be allowed to flourish on international networks. The Global nature of the Internet however, requires these initiatives to be pan-European and indeed international. Action will be taken to establish networks of hot-lines and improve liaison with law enforcement. Implementation of Codes of Conduct will be supported along the lines of the 24 September 1998 Recommendation on the protection of minors and human dignity. In connection with the Codes of conduct a system of visible quality labels will be promoted.

2. Developing filtering and rating systems

Various means of filtering and rating will be thoroughly examined in a European context, aiming at providing users with a palette of different tools to protect themselves and their families against undesirable material. The action line will be putting its focus on validation of rating systems in relation to European content providers, integration of rating into the content creation process, benefits of these technical solutions and provision of third party rating systems. Again, for solutions to be effective, initiatives will be taken to facilitate international agreement on rating systems.

3. Encouraging awareness actions

Closely linked with the other action lines, this action line will prepare the ground for awareness actions to be carried out by the Member States. The actions will be identifying multiplier bodies and most appropriate channels, media and content to reach the target audience, preparing basic material, and adapt it for linguistic and cultural specificities. The encouragement of full-scale awareness actions will be made through a call for proposals for follow-up action by the Member States.

4. Support actions

As no single measure in it self will be sufficient to improve the users possibility to protect themselves and to achieve the objectives of the plan, additional action will be taken to evaluate the impact of Community measures, to asses legal implications and co-ordinate with similar international initiatives.

Co-ordination with other initiatives

Actions will be closely co-ordinated with the 24 September 1998 Council Recommendation and the promotion of common guidelines for the implementation, at national level, of a self-regulation framework for the protection of minors and human dignity in audio-visual and on-line information services.

The Action Plan will be implemented in consultation with the Internet industry, users and Member States. Contacts with multinational bodies, will be continued to make international efforts coherent. The use of existing networks established under other programs will be promoted to disseminate information about technical legal and other solutions.

21 December 1998

On 18-19 January 1999, some 300 specialists in child care and child protection, Internet specialists and service providers, media practitioners, law enforcement agencies and government representatives met at UNESCO Headquarters in Paris to consider ways of combating paedophilia and child pornography on the Internet. Taking account of work that has already been done, the experts' meeting prepared an action plan and issued the adjoining declaration.

Declaration and Action Plan on Sexual Abuse of Children, Child Pornography and Paedophilia on the Internet

Issued at Expert Meeting, UNESCO

DECLARATION

The Internet provides a new world for curious children. It offers entertainment, opportunities for education, information and communication. The Internet is a tool that opens a window of opportunities, but it is available only to a tiny minority of the world's children. Today only five percent of children have access to the Internet and most of these live in the developed regions of the world. This information gap between have and have not countries must be closed.

As Internet use grows, so do the risks of children being exposed to inappropriate material, in particular, criminal activity by paedophiles and child pornographers. While the benefits of the Internet far outweigh its potential drawbacks, these dangers cannot be ignored. If left unanswered they pose a threat to children and will become the object of resistance to future Internet use.

We believe that future use of the Internet will be determined by the next generation who have been born into a digital society and are beginning to think, work, play and learn in fundamentally different ways from their parents. In this current period of transition, however, the use and development of digital technologies must take account of current social, cultural and democratic values.

Above all, we need to know more about what is available, its accessibility, the content, how many and which people consume it. To date, not enough is known about the scale or extent of paedophile activities on the net, their consequences and impact on young people.

Child protection on the Internet is not a matter of censorship. Creating a safe environment for children online must preserve and enhance fundamental liberties, such as freedom of expression, freedom of information and the right to privacy, while ensuring their right to protection from harmful and illegal material.

The fight against paedophilia and child pornography on the Internet requires a coalition of forces involving children, industry, policy makers, educators and parents to ensure that users are aware of the potential dangers and have available to them the necessary means to combat these threats.

Action against illegal content needs industry co-operation in restricting circulation and a fully functioning system of self-regulation aiming at a high level of protection, which must go hand in hand with effective law enforcement. Harmful content needs to be treated differently from that which is clearly illegal.

In this spirit, we have identified concrete measures which are needed in order to encourage an environment favourable to the development a child-friendly Internet. The following Action Plan requires strategic approach which is both global and inclusive, and carries with it the commitment of all the

actors, in particular governments, to ensure a framework of coordination, financial resources and political support. We request the Director-General to bring this text and Action Plan to the attention of the Member States of UNESCO, the National Commissions and the General Conference.

Paris, 19 January 1999

ACTION PLAN

INTRODUCTION

While the Action Plan is addressed primarily to UNESCO, it contains elements which must be taken up by all actors in the fight against paedophilia on the Internet. Governments, international agencies, NGOs, industry, educators, parents, law enforcement agencies and media all have a role to play but special effort should be made to ensure that the voice of children is also heard in the elaboration of strategies to make the Internet safe. UNESCO's role in this joint effort should be primarily that of a catalyst.

RESEARCH, AWARENESS AND PREVENTION

Within its field of competence, UNESCO has a specific role and responsibility for action. In particular, a clearing house should be established for the exchange of information and to promote cooperation among groups concerned with child rights.

UNESCO educational, cultural and communication programmes should take up the issues raised at this meeting and in particular should:

- Sponsor and develop initiatives for the use of technical means to combat harmful materials, particularly through the use of filters and self rating systems;
- Promote existing screening tools which make children and adults aware of how to protect themselves; and
- Sponsor information campaigns which raise public awareness of the harm suffered by children who have been sexually abused and identify such abuse as an abuse of power.

In addition UNESCO should:

- Design and support research programmes systematically in partnership with research institutions, to obtain a clearer, comprehensive and more up-to-date understanding of the problem of paedophilia on the Internet;
- Disseminate information among researchers, and promote exchange of information with child care and child protection organizations, ISPs, web masters, police and judicial institutions, media practitioners, citizens' and civic groups and other client groups;
- Commission the preparation of a comprehensive glossary of terms concerning the Internet and its operations so that users and specialists can arrive at a common understanding of this valuable informational and networking facility;
- Support and encourage national "hotlines" and the creation of networks of hotlines or an international "electronic watchtower" which provide the immediate possibility for children to get help;
- Develop media and Internet education, information and awareness strategies to sensitize children, parents, teachers, educational institutions, social workers, media and politicians;
- Involve mothers/parents associations in this communication strategy and create a world network of strategic citizens and personalities, institutions and industry against paedophilia on Internet;

- Develop a common long-term strategy where a child-friendly cultural climate is created and the idea of a virtual civil society is promoted.

LAW AND REGULATION

UNESCO's role regarding law and regulations should be developed according to the following framework:

1. **Targeted regulation** to be used by those who are against child pornography including support for anti-child pornography laws covering possession.
2. **Self-regulation** to be taken as an industry response and ethical guidelines to encourage the industry's broader participation.
3. **Co-regulation**, which implies that regulation with the backing of governments, NGOs, industry and civil society should also be possible.

UNESCO in co-operation with others should set up a Task Force or Experts Committee bringing together experiences from all sectors concerned by sexual abuse and pornography to protect children on the Internet. This action oriented body should consider the following issues:

Prevention:

- Promote awareness for the protection of children online among all actors concerned and particularly including law-making bodies and law enforcement agencies.

Collecting information:

- Collect legal information of all kinds related to child pornography online including in the information glossary industry and legal definitions and terminology on children rights, child pornography and sexual abuses on children.

Disseminating information:

- Widely disseminate and publicise throughout the Internet the information collected on legal issues related to child pornography online, making use of international observatories or clearing houses.

Analysis:

- Conduct studies on legal issues related to child pornography online.

Self-regulation:

- Study the efficiency of self-regulation.
- Promote industry and private sector initiatives to develop codes of ethics on child pornography online working in parallel with judiciary experts worldwide.
- Study the ISP's role related to how paedophile networks are used.
- Promote dialogue among all actors concerned, governments and ISPs to balance soft-law efforts.

Law-making:

- Promote legal harmonisation, as well as international co-operation between the legal profession and the police.
- Study the relevance and feasibility of an international legal framework to protect children online under the auspices of UNESCO, among other legal issues.

International co-operation and law enforcement:

- Promote appropriate standards for law enforcement and international co-operation, in co-ordination with ISPs.
- Establishment of some international principles or standards.

Paris, 19 January 1999

Following the Recommendations of the Vienna Conference (see below), the Executive Board and the General Conference of UNESCO in 1999 approved to integrate into its programmes of 2000 and 2001 activities concerning Media Education both in the field of the Communication and the Education Sector.

RECOMMENDATIONS addressed to the United Nations Educational Scientific and Cultural Organisation UNESCO adopted by the Vienna Conference '"Educating for the Media and the Digital Age"' 18-20 April 1999

General framework and organization

The Twenty-Ninth General Conference of UNESCO in adopting Draft Resolution 61, approved that, for its programme in 1998-1999, support for media education and the creation of media space for young people should be ensured through different modalities and actions. These actions are based on a number of different events and documents of UNESCO and its Member States, notably the "Grünwald Declaration on Media Education" (1982) and the Toulouse Colloquy "New Directions in Media Education" (1990).

Following preparatory work in 1998, the Austrian National Commission for UNESCO and the Austrian Federal Ministry of Education and Cultural Affairs in co-operation with UNESCO organized an international conference "Educating for the Media and the Digital Age" (Vienna, Austria, 18-20 April 1999).

Forty-one invited representatives from 33 countries attended the conference. On the basis of the Conference recommendations, it is planned to prepare for renewed action in UNESCO's Member States through UNESCO's programme in media education and the creation of media space for young people.

Chair and drafting committee:

The Conference confirmed the following nominations:

Chairperson:	Susanne KRUCSAY (Austria)
Vice-Chairpersons:	Alexandra POLITOSTATHI (Greece)
	John PUNGENTE (Canada)
General Rapporteur:	Didier SCHRETTER (Belgium)
Deputy Rapporteur:	Kenneth NOYAU (Mauritius)

The chairs of the 3 working groups were designated and approved by the conference:

Chairs:	Cary BAZALGETTE (United Kingdom)
	Kenneth NOYAU (Mauritius)
	Jeanne PRINSLOO (South Africa)

UNESCO was represented by Peter GONDA and Carlos A. ARNALDO. The Austrian National Commission for UNESCO was represented by Dr Harald GARDOS.

Throughout the meeting there was continuous video and newspaper coverage by students of a nearby Austrian secondary school, and radio interviews were conducted by another Austrian primary school. These concomitant activities not only ensured a lively coverage of the conference but served also as concrete examples of how young people can learn and handle media even in adult situations.

After presentation and discussion of the papers of the conference, three working groups were formed to draw out from the participants possible policy statements or suggestions regarding actions for recommendation to UNESCO on the conference theme, Educating for the media and the digital age. The following morning, a specially appointed working group attempted to structure these statements and actions into a list of policies and a set of recommendations. This group was composed of Ms Cary Bazalgette, Susanne Krucsay Kenneth Noyau, Jeanne Prinsloo and Didier Schretter. The UNESCO secretariat assisted as observers.

General definition, principles and statements of policy

Media Education

- deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology;
- enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills in using these media to communicate with others;
- ensures that people learn how to
  - analyse, critically reflect upon and create media texts;
  - identify the sources of media texts, their political, social, commercial and/or cultural interests, and their contexts;
  - interpret the messages and values offered by the media;
  - select appropriate media for communicating their own messages or stories and for reaching their intended audience;
  - gain, or demand access to media for both reception and production.

Media Education is part of the basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and is instrumental in building and sustaining democracy. While recognizing the disparities in the nature and development of Media Education in different countries, the participants of the conference "Educating for the Media and the Digital Age" recommend that Media Education should be introduced wherever possible within national curricula as well as in tertiary, non-formal and lifelong education.

- Media Education addresses a wide range of texts in all media (print, still image, audio and moving image) which provide people with rich and diverse cultural experiences.
- In countries moving towards the introduction of new technologies, Media Education can assist citizens to recognise the potential of the media to represent/misrepresent their culture and traditions.
- In situations where access to electronic or digital technologies is limited or non existent, Media Education can be based on available media texts in that context.
- Media Education should be aimed at empowering all citizens in every society and should ensure that people with special needs and those socially and economically disadvantaged have access to it.
- Media Education also has a critical role to play in, and should be responsive to, situations of social and political conflicts, war, natural disaster, ecological catastrophe, etc.

In the light of these general definitions and statements of policy, the Participants of the Vienna Conference recommend that

1. UNESCO should facilitate several forms of research at local and international levels to address different aspects of Media Education, including:
   - exploratory projects in locations that wish to introduce or to develop Media Education programmes
   - comparative international studies
   - rigorous evaluation to provide evidence about the efficacy of Media Education programmes and practices
2. UNESCO should facilitate cross-cultural evaluation of initial and in-service teacher training methods and programmes, and ensure the sharing of experience in their utilisation.
3. UNESCO should develop appropriate guidelines, based on ethical principles, that address corporate sponsorship of Media Education initiatives and programmes to ensure that the educational integrity of curricula, pedagogies and resources are not compromised
4. UNESCO should facilitate partnerships and finance to fulfil the recommendations of the Vienna Conference and help to design an action plan.
5. UNESCO should make better known the existing copyright conventions and should encourage the development of national and regional copyright instruments which take full account of the needs of Media Education and which provide that the right to copy audio-visual and digital media for educational purposes is no less than for print material.
6. To facilitate and co-ordinate all these actions, UNESCO should set up an international Clearing House for Media Education.

This Clearing House should collaborate with functioning national and international networks and organisations that deal with Media Education. It should stress co-operation among all experts and organisations dealing in a formal or informal way with Media Education. It should:

- share strategies, disseminate Media Education materials, promote and stress awareness of Media Education;
- be a permanent observatory for the development of Media Education;
- give special attention to wide dissemination in order to encourage equality in development of Media Education in all countries and languages.

The Clearing House should be set up as soon as possible to fulfil all the recommendations adopted during the Vienna Conference

The participants urgently recommend that UNESCO review its programme for Media Education and allocate the resources required to implement these Recommendations.

UNESCO and all the participants of the Vienna Conference should endeavour to transmit and disseminate these recommendations to the national representatives of UNESCO and other interested institutions.

Approved unanimously by the participants of the Vienna Conference in plenary session.

Vienna, April 20th 1999

Appendix

- Regional Summaries Country List
- Media in the World
- Income Classification of Countries

Regional Summaries Country List

Regional averages presented in Figure 1. are calculated using data from the countries as grouped below.

Industrialised countries

Andorra; Australia; Austria; Belgium; Canada; Denmark; Finland; France; Germany; Greece; Holy See; Iceland; Ireland; Israel; Italy; Japan; Liechtenstein; Luxembourg; Malta; Monaco; Netherlands; New Zealand; Norway; Portugal; San Marino; Slovenia; Spain; Sweden; Switzerland; United Kingdom; United States

CEE/CIS and Baltic States

Albania; Armenia; Azerbaijan; Belarus; Bosnia and Herzegovina; Bulgaria; Croatia; Czech Rep.; Estonia; Georgia; Hungary; Kazakhstan; Kyrgyzstan; Latvia; Lithuania; Moldova, Rep. of; Poland; Romania; Russian Federation; Slovakia; Tajikistan; TFYR Macedonia; Turkey; Turkmenistan; Ukraine; Uzbekistan; Yugoslavia

Developing countries

Afghanistan; Algeria; Angola; Antigua and Barbuda; Argentina; Armenia; Azerbaijan; Bahamas; Bahrain; Bangladesh; Barbados; Belize; Benin; Bhutan; Bolivia; Botswana; Brazil; Brunei Darussalam; Burkina Faso; Burundi; Cambodia; Cameroon; Cape Verde; Central African Rep.; Chad; Chile; China; Colombia; Comoros; Congo; Congo, Dem. Rep.; Cook Islands; Costa Rica; Côte d'Ivoire; Cuba; Cyprus; Djibouti; Dominica; Dominican Rep.; Ecuador; Egypt; El Salvador; Equatorial Guinea; Eritrea; Ethiopia; Fiji; Gabon; Gambia; Georgia; Ghana; Grenada; Guatemala; Guinea; Guinea-Bissau; Guyana; Haiti; Honduras; India; Indonesia; Iran; Iraq; Israel; Jamaica; Jordan; Kazakhstan; Kenya; Kiribati; Korea, Dem. People's Rep.; Korea, Rep. of; Kuwait; Kyrgyzstan; Lao People's Dem. Rep.; Lebanon; Lesotho; Liberia; Libya; Madagascar; Malawi; Malaysia; Maldives; Mali; Marshall Islands; Mauritania; Mauritius; Mexico; Micronesia, Fed. States of; Mongolia; Morocco; Mozambique; Myanmar; Namibia; Nauru; Nepal; Nicaragua; Niger; Nigeria; Niue; Oman; Pakistan; Palau; Panama; Papua New Guinea; Paraguay; Peru; Philippines; Qatar; Rwanda; Saint Kitts and Nevis; Saint Lucia; Saint Vincent/Grenadines; Samoa; Sao Tome and Principe; Saudi Arabia; Senegal; Seychelles; Sierra Leone; Singapore; Solomon Islands; Somalia; South Africa; Sri Lanka; Sudan; Suriname; Swaziland; Syria; Tajikistan; Tanzania; Thailand; Togo; Tonga; Trinidad and Tobago; Tunisia; Turkey; Turkmenistan; Tuvalu; Uganda; United Arab Emirates; Uruguay; Uzbekistan; Vanuatu; Venezuela; Viet Nam; Yemen; Zambia; Zimbabwe

Least developed countries

Afghanistan; Angola; Bangladesh; Benin; Bhutan; Burkina Faso; Burundi; Cambodia; Cape Verde; Central African Rep.; Chad; Comoros; Congo, Dem. Rep.; Djibouti; Equatorial Guinea; Eritrea; Ethiopia; Gambia; Guinea; Guinea-Bissau; Haiti; Kiribati; Lao People's Dem. Rep.; Lesotho; Liberia; Madagascar; Malawi; Maldives; Mali; Mauritania; Mozambique; Myanmar; Nepal; Niger; Rwanda; Samoa; Sao Tome and Principe; Sierra Leone; Solomon Islands; Somalia; Sudan; Tanzania; Togo; Tuvalu; Uganda; Vanuatu; Yemen; Zambia

Source: The State of the World's Children 2001, http://www.unicef.org/sowc01/tables (January 2001)

Media in the World

	Main telephone lines per 100 inh. 1999	Cellular mobile subscribers per 100 inh. 1999	Daily newspapers (circulation) per 1 000 inh. 1996	Radio receivers per 1 000 inh. 1997	Television sets per 100 inh. 1998	Personal computers per 100 inh. 1999	Internet users per 10 000 inh. 1999	Consumption of electricity kWh per inh. 1997
AFRICA								
Algeria	5,20	0,23	38	242	6,75	0,58	6,50	731
Angola	0,77	0,13	11 *	54	12,40	0,10	8,01	162
Benin	0,66	0,11	2,2	110	9,07	0,15	16,84	48
Botswana	7,51	7,51	27	154	2,69	3,13	75,12	..
Burkina Faso	0,41	0,04	1,3 *	34	0,61	0,10	3,44	27
Burundi	0,29	0,01	3,2	69	0,97	..	3,05	24
Cameroon	0,66	..	6,7	163	8,11	0,27	13,61	198
Cape Verde	11,21	1,93	–	183	4,55	..	119,65	103
Central African Republic	0,28	0,02	1,8	83	0,54	0,14	2,82	30
Chad	0,12	–	0,2	236	0,18	0,13	1,34	13
Comoros	0,95	–	..	141	0,40	0,30	11,84	27
Congo	0,79	0,12	..	126	0,82	0,35	1,75	206
Congo, Dem. Rep. of the	0,04	0,02	2,7*	376	4,27	..	0,10	90
Côte d'Ivoire	1,51	1,77	17	161	7,00	0,55	13,77	196
Djibouti	1,27	0,04	..	84	7,26	0,95	15,90	303
Egypt	6,02	0,69	38 *	317	12,71	1,12	29,75	848
Equatorial Guinea	1,29	0,07	4,9 *	428	10,71	0,23	11,32	48
Eritrea	0,74	–	..	100	1,40	..	1,34	..
Ethiopia	0,32	0,01	1,5	202	0,51	0,07	1,15	22
Gabon	3,17	0,74	30	183	13,56	1,00	41,78	1 106
Gambia	2,30	0,42	1,7	165	0,35	0,39	31,55	65
Ghana	0,81	0,36	14	236	11,48	0,25	10,16	344
Guinea	0,59	0,28	–	49	4,10	0,38	6,41	74
Guinea-Bissau	0,70	–	5,4	43	–	..	12,64	47
Kenya	0,99	0,05	9,4	108	2,10	0,42	11,84	154
Lesotho	0,97	0,48	7,6 *	52	2,41	..	4,74	..
Liberia	0,24	–	16 *	329	2,14	..	1,02	..
Libyan Arab Jamahiriya	9,07	0,36	14 *	259	14,30	..	12,79	3 512
Madagascar	0,32	0,08	4,6	209	4,56	0,19	5,16	24
Malawi	0,35	0,10	..	258	0,23	0,09	9,40	87
Mali	0,25	0,04	1,2 *	55	1,13	0,10	9,12	37
Mauritania	0,67	–	0,5 *	146	9,12	0,62	7,70	62
Mauritius	22,36	8,88	76	371	22,79	9,57	478,39	1 128
Morocco	6,61	0,42	27	247	15,99	1,08	17,94	528
Mozambique	0,40	0,06	2,7	40	0,39	0,26	7,78	64
Namibia	6,38	1,77	19	143	3,17	2,95	35,41	..
Niger	0,18	0,01	0,2	70	2,64	0,04	2,88	38
Nigeria	0,38	0,02	27 *	226	6,71	0,64	9,18	143
Rwanda	0,16	0,15	..	101	–	..	1,38	29
São Tomé & Principe	2,67	–	..	272	22,70	..	34,75	109
Senegal	1,80	0,80	5,3	141	4,08	1,52	32,47	135
Seychelles	24,79	4,98	46	560	19,04	13,05	652,49	1 973
Sierra Leone	0,38	–	4,7	253	2,63	..	4,24	55
Somalia	0,15	–	1,2 *	53	1,27	..	0,21	..
South Africa	13,77	13,21	34	355	12,46	6,01	456,14	4 185
Sudan	0,87	0,05	27 *	272	14,14	0,24	1,73	48
Swaziland	3,12	1,12	27 *	168	10,66	..	30,62	..
Tanzania	0,38	0,12	3,9 *	280	2,06	0,18	7,62	56
Togo	0,85	0,38	3,6 *	219	2,05	0,78	22,16	97

Media in the World (cont.)

	Main telephone lines per 100 inh. 1999	Cellular mobile subscribers per 100 inh. 1999	Daily newspapers (circulation) per 1 000 inh. 1996	Radio receivers per 1 000 inh. 1997	Television sets per 100 inh. 1998	Personal computers per 100 inh. 1999	Internet users per 10 000 inh. 1999	Consumption of electricity kWh per inh. 1997
Tunisia	8,99	0,58	31	224	19,82	1,53	31,71	912
Uganda	0,27	0,27	2,1	130	2,62	0,26	11,82	34
Zambia	0,88	0,06	14	120	13,67	0,72	16,71	736
Zimbabwe	1,89	0,48	19	102	2,94	1,30	17,35	975
ASIA								
Afghanistan	0,14	–	5,6	132	1,20	..	..	..
Armenia	15,72	0,20	..	239	21,69	0,57	85,10	1 696
Azerbaijan	9,48	2,34	..	23	25,43	..	10,39	2 330
Bahrain	24,87	20,07	117	580	41,94	10,53	526,32	8 647
Bangladesh	0,30	0,06	9,3	50	0,71	0,10	2,36	105
Bhutan	1,80	–	–	19	1,92	0,46	7,61	213
Brunei	24,68	15,60	69	302	63,85	6,22	777,18	5 536
Cambodia	0,25	0,81	1,7	128	12,34	0,12	3,65	20
China	8,59	3,41	..	335	27,18	1,22	70,25	922
Cyprus	54,47	19,04	111	406	16,66	16,70	1 027,64	3 553
Georgia	11,55	1,10	–	590	47,20	..	36,66	1 438
Hongkong, China (SAR)	56,20	57,71	786 *	684	43,13	29,05	2519,02	5 569
India	2,20	0,12	..	120	6,91	0,33	20,04	482
Indonesia	2,91	1,06	23	155	13,57	0,91	19,12	413
Iran	12,53	0,73	26	263	15,66	5,24	14,97	1 512
Iraq	3,10	–	20	229	8,25	..	..	1 414
Israel	45,89	45,89	288 *	524	32,18	24,59	1 639,03	5 804
Japan	49,40	44,94	578	956	70,70	28,69	1 446,58	8 252
Jordan	8,34	1,15	42	271	4,33	1,39	123,42	1 024
Kazakhstan	10,82	0,30	–	395	23,41	..	43,03	3 585
Korea, Dem. People's Rep. of	4,71	–	199 *	146	4,81	..	..	..
Korea, Rep. of	44,14	50,44	..	1 039	34,58	18,29	1 467,96	5 437
Kuwait	24,02	15,82	377	678	49,14	12,13	527,20	15 718
Kyrgyzstan	7,62	0,06	15	113	4,37	..	21,42	2 360
Lao People's Dem. Rep.	0,65	0,12	3,7	145	0,41	0,23	3,78	98
Lebanon	19,43	19,56	141 *	907	35,21	4,64	618,07	2 336
Malaysia	20,31	10,11	163	434	16,61	6,87	687,13	2 795
Maldives	7,97	0,98	19	129	3,86	1,80	71,83	251
Mongolia	3,95	1,53	27	142	6,30	0,65	11,45	1 220
Myanmar	0,55	0,03	10	96	0,72	0,11	0,11	96
Nepal	0,91	–	11 *	38	0,37	0,26	14,97	57
Oman	8,96	4,92	28	607	59,54	2,64	203,21	4 192
Pakistan	2,22	0,20	..	94	8,79	0,43	5,95	410
Philippines	3,44	2,38	82	161	10,77	1,69	67,16	557
Qatar	26,29	14,26	161	450	80,84	13,58	763,76	12 070
Saudi Arabia	14,26	3,11	59	321	26,01	5,74	143,55	5 492
Singapore	57,70	47,50	324	744	34,77	52,72	2 945,92	7 642
Sri Lanka	2,84	0,94	29	211	9,25	0,56	34,87	282
Syrian Arab Rep.	10,17	0,03	20	278	6,84	1,46	12,72	1 222
Taiwan	54,42	52,14	..	..	34,20	18,07	2 051,24	..
Tajikistan	3,68	0,01	21 *	143	28,49	..	3,28	2 380
Thailand	8,35	3,25	64	234	23,61	2,27	131,46	1 644
Turkey	26,47	11,73	110	178	28,63	3,23	219,95	1 694
Turkmenistan	8,22	0,07	–	289	20,07	..	4,56	1 595
United Arab Emirates	40,67	34,71	170	355	29,41	12,51	1 668,26	8 917
Uzbekistan	6,68	0,17	3,3	465	27,28	..	3,13	2 024

Media in the World (cont.)

	Main telephone lines per 100 inh. 1999	Cellular mobile subscribers per 100 inh. 1999	Daily newspapers (circulation) per 1 000 inh. 1996	Radio receivers per 1 000 inh. 1997	Television sets per 100 inh. 1998	Personal computers per 100 inh. 1999	Internet users per 10 000 inh. 1999	Con-sumption of electricity kWh per inh. 1997
Viet Nam	2,58	0,24	4,0	107	17,96	0,89	12,71	252
Yemen	1,67	0,15	15 *	64	27,33	0,17	5,72	152
OCEANIA								
Australia	52,12	34,38	296 *	1 391	63,89	47,06	3 172,72	9 986
Cook Islands	..	..	105	711	..	..	..	..
Fiji	9,76	1,02	51	636	9,68	5,00	93,02	693
Kiribati	3,44	0,03	–	212	2,22	..	121,65	..
Marshall Islands	6,24	0,57	–	..	–	4,82	80,34	..
Micronesia	7,99	..	..	..	2,07	..	172,41	..
New Zealand	49,03	23,01	216	997	50,12	32,65	1 828,40	9 630
Palau	..	..	..	..	..	..	..	..
Papua New Guinea	1,14	...	15	91	2,38	...	4,25	399
Solomon Islands	1,89	0,17	..	141	1,44	..	69,72	79
Tonga	7,90	...	7 *	619	5,07	..	101,76	..
Tuvalu	..	..	–	384	..	..	..	..
Vanuatu	2,84	0,12	–	350	1,32	..	161,36	169
EUROPE								
Albania	3,65	0,29	37	259	16,08	0,52	6,49	1 878
Andorra	44,12	18,82	60 *	227	40,00	..	665,66	
Austria	47,24	51,88	296 *	751	49,56	25,68	1 039,51	6 925
Belarus	26,12	0,23	..	292	31,36	..	9,73	3 254
Belgium	50,02	31,45	161	797	51,04	31,52	1 379,02	8 118
Bosnia-Herzegovina	9,58	1,37	..	267	4,06	..	9,12	..
Bulgaria	34,22	4,23	254	537	36,56	2,66	241,57	4 677
Croatia	36,49	6,59	115	337	26,70	6,70	446,72	3 040
Czech Republic	37,09	18,95	254	803	44,66	10,72	682,12	6 156
Denmark	68,28	49,87	311	1 145	56,87	41,40	2 822,96	7 825
Estonia	35,28	26,77	174	698	48,01	13,49	1 383,53	5 697
Faeroe Islands	54,38	14,75	145	582	32,27	..	672,65	..
Finland	55,29	66,70	455	1 498	64,03	36,01	3 227,44	14 944
France	57,91	36,40	218 *	946	60,14	22,08	961,18	7 693
Germany	58,78	28,56	311	948	58,01	29,69	1 934,83	6 630
Greece	52,81	31,06	..	475	46,57	6,02	705,84	4 836
Greenland	44,56	15,88	18 *	483	37,52	..	..	..
Hungary	40,24	15,95	186	690	43,74	7,35	587,66	3 697
Iceland	67,79	61,98	535 *	950	35,59	35,90	5 385,63	20 387
Ireland	47,77	37,79	149	697	45,59	32,39	1 198,36	5 652
Italy	46,22	52,83	104	880	48,33	19,18	871,95	5 045
Latvia	30,01	11,25	247	715	59,28	8,20	430,43	2 569
Lithuania	31,37	8,97	93	513	37,63	5,94	278,28	3 267
Luxembourg	72,44	48,70	328	683	61,92	39,61	1 747,44	15 506
Macedonia, TFYR	23,42	2,47	21	206	25,21	..	149,17	3 381
Malta	51,23	9,71	127	669	49,74	18,13	388,54	3 976
Moldavia	12,68	0,41	60	736	29,69	0,80	34,25	1 651
Netherlands	60,64	43,54	306	980	54,34	35,97	1 893,10	6 358
Norway	71,20	61,75	590	917	57,90	44,99	4 499,10	26 214
Poland	25,99	10,21	113	522	41,40	6,20	542,07	3 633
Portugal	42,39	46,81	75	306	52,29	9,32	701,44	3 760
Romania	16,71	6,25	..	319	22,56	2,68	267,84	2 544
Russia	19,71	0,92	105	417	41,98	3,74	183,43	5 516
Slovakia	30,76	17,06	184	581	40,18	7,43	1 300,71	5 375

Media in the World (cont.)

	Main telephone lines per 100 inh. 1999	Cellular mobile subscribers per 100 inh. 1999	Daily newspapers (circulation) per 1 000 inh. 1996	Radio receivers per 1 000 inh. 1997	Television sets per 100 inh. 1998	Personal computers per 100 inh. 1999	Internet users per 10 000 inh. 1999	Consumption of electricity kWh per inh. 1997
Slovenia	37,98	8,11	199	403	35,27	25,14	1 257,02	5 749
Spain	41,81	31,20	99	331	50,61	12,18	717,88	4 724
Sweden	66,46	57,83	445	932	53,12	45,14	4 137,03	16 616
Switzerland	69,87	41,99	331	979	53,55	46,19	2 464,76	7 697
Ukraine	19,07	0,23	54	882	49,04	1,58	39,48	3 483
United Kingdom	55,69	40,76	331	1 443	64,22	30,64	2 127,88	6 152
Yugoslavia	21,44	5,69	106	296	25,53	2,07	75,21	..
LATIN AMERICA AND THE CARIBBEAN								
Antigua & Barbuda	48,86	11,38	91	542	45,18	..	535,48	1 500
Argentina	20,11	12,12	123	*	681	28,88	4,92	246,06
2 192								
Bahamas	36,90	5,28	99	739	89,62	..	497,77	4 859
Barbados	42,18	4,48	199	888	28,34	7,80	222,82	2 539
Belize	15,57	2,63	–	591	18,01	10,63	510,03	857
Bolivia	6,17	5,16	55 *	675	11,53	1,23	42,99	435
Brazil	14,87	8,95	40	434	31,63	3,63	208,35	2 129
Chile	20,70	15,05	98 *	354	23,25	6,66	416,15	2 276
Colombia	16,04	7,54	46 *	524	21,68	3,37	144,36	1 163
Costa Rica	20,41	3,64	88	261	38,68	4,45	381,38	1 525
Cuba	3,89	0,05	118 *	352	23,93	0,72	44,80	1 273
Dominica	27,88	0,86	–	647	17,50	6,54	261,44	535
Dominican Republic	9,28	3,11	52 *	178	8,45	..	29,89	906
Ecuador	9,10	3,09	70 *	348	29,32	2,01	16,11	801
El Salvador	7,61	6,22	48	465	24,98	1,62	65,00	604
Grenada	31,51	2,15	–	615	32,45	11,78	214,16	1 161
Guatemala	5,46	3,17	33 *	79	12,58	0,99	58,61	384
Guyana	7,49	0,17	50	498	5,92	2,45	35,07	479
Haiti	0,87	0,31	2,5	53	0,49	..	7,42	81
Honduras	4,42	1,24	55 *	410	8,96	0,95	31,67	544
Jamaica	19,91	5,64	63 *	483	32,32	4,30	234,35	2 486
Mexico	11,22	7,83	97	329	26,09	4,42	256,76	1 827
Montserrat	..	..	–	626	..	..	..	..
Nicaragua	2,97	1,40	30 *	265	19,01	0,81	40,50	442
Panama	16,45	8,61	62	299	18,70	3,20	160,04	1 630
Paraguay	5,54	8,13	43	182	10,09	1,12	37,32	972
Peru	6,69	3,92	84 *	273	14,36	1,98	158,54	737
St Kitts & Nevis	51,76	1,81	–	701	24,39	15,00	516,10	2 308
St Lucia	26,57	1,25	–	746	21,08	14,00	196,99	777
St Vincent	18,79	0,67	–	690	16,19	10,00	176,73	714
Suriname	17,05	4,21	122	728	21,74	...	240,68	3 947
Trinidad & Tobago	21,38	3,00	123	533	33,15	5,43	232,77	3 793
Turks- & Caicos Islands	..	..	–	504	..	..	..	..
Uruguay	27,07	9,54	293 *	603	24,19	9,96	905,49	2 145
Venezuela	10,91	14,34	206 *	472	18,50	4,22	168,73	3 299
Virgin Islands (UK)	..	..	–	470	..	..	..	..
Virgin Islands (US)	54,82	21,13	437	1 119	63,21	..	1 003,22	..

Media in the World (cont.)

	Main telephone lines per 100 inh. 1999	Cellular mobile subscribers per 100 inh. 1999	Daily newspapers (circulation) per 1 000 inh. 1996	Radio receivers per 1 000 inh. 1997	Television sets per 100 inh. 1998	Personal computers per 100 inh. 1999	Internet users per 10 000 inh. 1999	Consumption of electricity kWh per inh. 1997
NORTH AMERICA								
Canada	63,50	22,96	158	1 067	71,49	36,08	3 607,59	17 549
United States	66,10	31,15	212	2 116	84,73	51,05	3 982,36	13 284

* Estimated data

.. Data not available

– Data not available or too uncertain to be used.

(.) Data less than half of presented unit.

Sources: Unesco Statistical Yearbook '99; Challenges to the Network. Internet for Development; Human Development Report 2000.

Income Classification of Countries

Based on World Bank classifications (valid through July 2000)

Averages presented in Table 2. are calculated using data from countries as grouped below.

High income countries (GNP per capita of $9,361 or more in 1998)

Australia, Austria, Bahamas, Belgium, Brunei Darussalam, Canada, Cyprus, Denmark, Finland, France, Germany, Greece, Hong Kong China (SAR), Iceland, Ireland, Israel, Italy, Japan, Kuwait, Luxembourg, Malta, Netherlands, New Zealand, Norway, Portugal, Qatar, Singapore, Slovenia, Spain, Sweden, Switzerland, United Arab Emirates, United Kingdom, United States

Middle income countries (GNP per capita of $761–9,360 in 1998)

Albania, Algeria, Antigua and Barbuda, Argentina, Bahrain, Barbados, Belarus, Belize, Bolivia, Botswana, Brazil, Bulgaria, Cape Verde, Chile, Colombia, Costa Rica, Croatia, Cuba, Czech Republic, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Estonia, Fiji, Gabon, Georgia, Grenada, Guatemala, Guyana, Hungary, Iran (Islamic Rep. Of), Iraq, Jamaica, Jordan, Kazakhstan, Korea (Rep. Of), Latvia, Lebanon, Libyan Arab Jamahiriya, Lithuania, Macedonia (TFYR), Malaysia, Maldives, Mauritius, Mexico, Morocco, Namibia, Oman, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Poland, Romania, Russian Federation, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Samoa (Western), Saudi Arabia, Seychelles, Slovakia, South Africa, Sri Lanka, Suriname, Swaziland, Syrian Arab Republic, Thailand, Trinidad and Tobago, Tunisia, Turkey, Ukraine, Uruguay, Uzbekistan, Vanuatu, Venezuela

Low income countries (GNP per capita of $760 or less in 1998)

Angola, Armenia, Azerbaijan, Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Cameroon, Central African Republic, Chad, China, Comoros, Congo, Congo (Dem. Rep. of the), Côte d'Ivoire, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea Bissau, Haiti, Honduras, India, Indonesia, Kenya, Kyrgyzstan, Lao People's Dem. Rep., Lesotho, Madagascar, Malawi, Mali, Mauritania, Moldova (Rep. Of), Mongolia, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Rwanda, São Tomé and Principe, Senegal, Sierra Leone, Solomon Islands, Sudan, Tajikistan, Tanzania (U. Rep. Of), Togo, Turkmenistan, Uganda, Viet Nam, Yemen, Zambia, Zimbabwe

Source: Human Development Report 2000

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As appears from the previous texts and notes, and from the following references, parts of Outlooks on Children and Media are new, written specifically for this publication, whereas parts are chosen, compiled and revised from the Clearinghouse's latest publications. We would like to express our warm thanks to all contributors to the Clearinghouse work from all over the world, without whom this publication could not have been realised.

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Please, note that more literature and projects are listed under the heading "Reception and Influences of the Media"

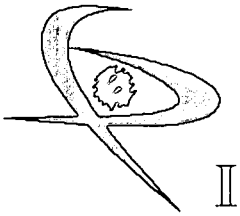
About

IOM

Hellenic Audiovisual Institute

E.C.T.C.

European Children's Television Centre



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The ***Hellenic Audiovisual Institute (IOM)*** is the national research organization for the audiovisual media in Greece, operating in the public interest and supervised by the Ministry of Press & Mass Media.

THE INSTITUTE'S OBJECTIVES AND TASKS

• Systematic research concerning developments in the audiovisual industry at a national and international level, **for the support of structures active in the audiovisual sector, for the circulation of institutional, technological information and socioeconomic data, for scientific publications and forums.**

The *Hellenic Audiovisual Institute* **has carried out basic and specialized research projects, such as "Mass Media trends in Greece", "Basic Greek Bibliography on mass media communication", "Educational institutions of the audiovisual field", "Greek Radio", "The Greek Multimedia industry", "Greek Women Journalists", "The self – regulation of broadcasting organizations across the member States of the European Union", "The broadcasting media in the EU and the protection of minors", "Political Advertising in Greece" e.t.c.**

***IOM* is participating, according to law, to the** TV Audience Research Control Committee.

***IOM* is supervising the** European Children's Television Center (ECTC).

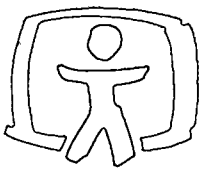
• **National coordination, representation and support of European actions and programmes** encouring the audiovisual industry, such as the E.C's MEDIA Programme (1st Meeting of the national representatives of "small countries" in the MEDIA Programme, Athens, 4/97), the Audiovisual EUREKA and the European Audiovisual Observatory (with 34 member–states and the E.C.), for both of which the Institute held the 1999 Presidency, the Euro-Mediterranean Partnership with the "1st Euro-Mediterranean High Level Conference for cooperation in the audiovisual field" (Thessaloniki, 11/97), a major IOM initiative.

The consolidation of positions in favour of countries with limited audiovisual production, restricted linguistic and geographic penetration, is one of the main proposals of the Institute.

• **Implementation of a Centralized Information System for the Hellenic Audiovisual Archives**, in cooperation with the competent public and private national organizations. The Institute supports systematically the hellenic audiovisual archives and has realized with the Audiovisual EUREKA the "2nd Conference on Euro–Mediterranean Audiovisual and Cinematographic Heritage" (1999).

• **Contribution to the mass media training**, supporting the development of training and educational programmes, for the New Information Technologies. The Institute has so far carried out five seminars on: intellectual property, the production and distribution of audiovisual works and the financing and production of multimedia and animation works.

• Establishment of a public Library for Communication and Information in Greece, **providing information access for professionals, journalists, students, researchers.**



E.C.T.C.

The European Children's Television Centre is a non-profit organisation, under the authority of the Hellenic Ministry of Press & Mass Media. It is supervised by the Hellenic Audiovisual Institute (IOM) according to a presidential decree. It is a unique European structure, based in Greece and working towards the development of a common European audiovisual language and the exchange of ideas between professionals and youngsters of Europe. Among E.C.T.C.'s main aims stand the restructuring of the children's television market, the continuous vocational training of professionals and the audiovisual education of youngsters. The development of E.C.T.C. has been supported by the Hellenic Ministries of Press & Mass Media, Culture, National Economy, Development and the Secretariat General for Youth.

E.C.T.C.'s current main projects are the following:

The 3rd WORLD SUMMIT ON MEDIA FOR CHILDREN

E.C.T.C. is strongly supporting the effort to place children's media among audiovisual priorities of all countries around the world. In this respect, E.C.T.C. took on the organisation of the 3rd World Summit on Media for Children, March 23-26, 2001 in Thessaloniki, Greece, within the framework of the Cultural Olympiad 2001-2004.

The 3rd World Summit on Media for Children:

- bridges Children's Television and New Media
- promotes the dialogue between professionals and decision-makers of global audiovisual scene
- establishes the dialogue with kids, the end users of audiovisual products
- works together with the European Union and NGO's to secure the participation of underprivileged countries
- aims at the creation of an audiovisual policy supporting children's rights
- hosts innovative ideas and provides space and infrastructure for exhibitions, screenings and conferences
- supports national participation and offers space and technical facilities for the creation of national umbrellas.

The AGORA

The AGORA is an annual event organised in the Mediterranean region aiming at connecting all creative powers of audiovisual production, distribution and training. AGORA has been designed by professionals for professionals. It is a unique opportunity for SME's to promote their work to key players of audiovisual production as well as to identify and determine their position in the international market.

After the 3rd World Summit, AGORA will turn into a regional Summit on Media for Children which will cover the needs of the entire Mediterranean area. AGORA has been supported by the MEDIA I & II Programmes of Directorate General X of the European Commission.

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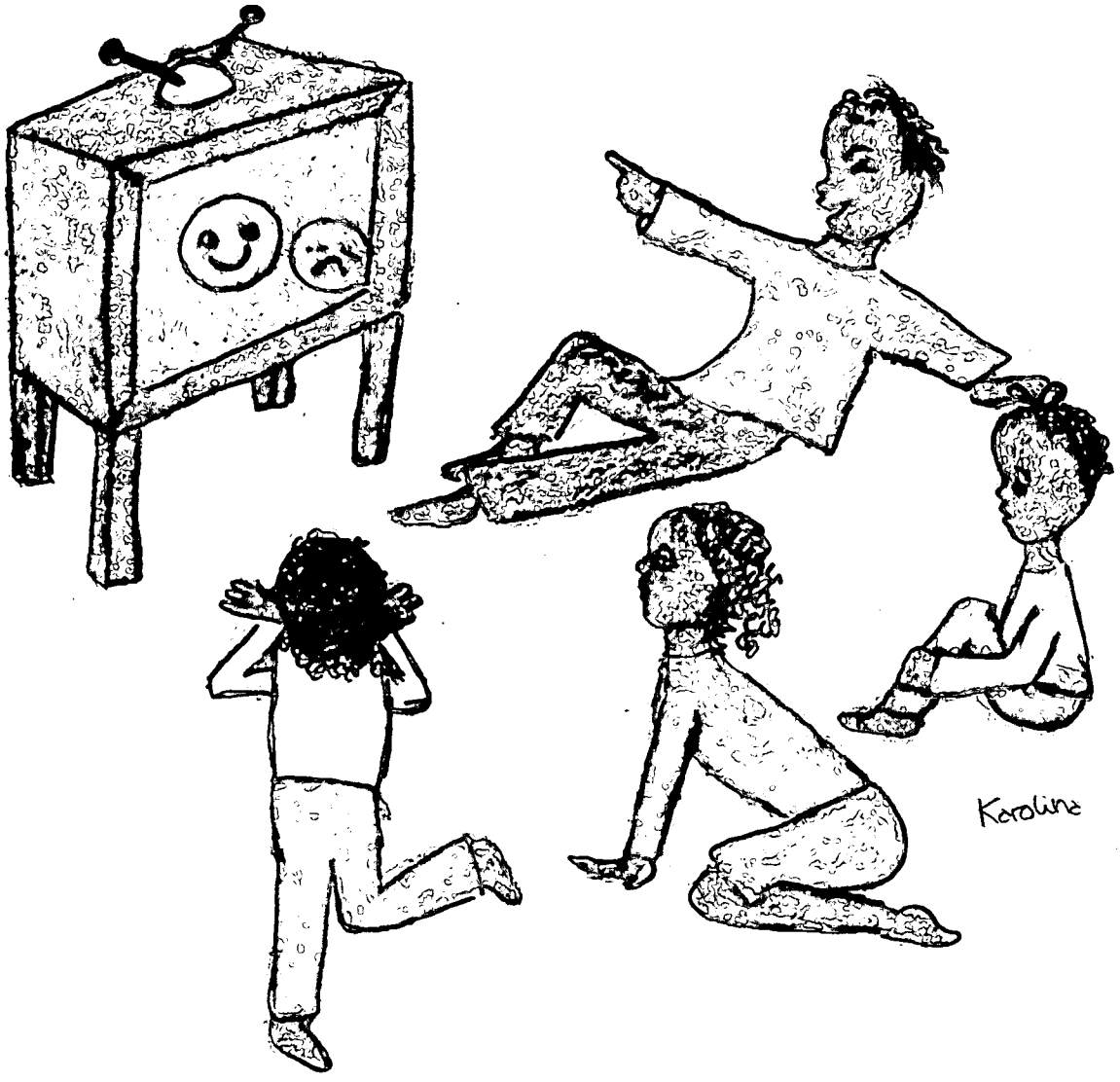

The UNESCO International Clearinghouse on Children and Violence on the Screen

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