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Announcements from the Clearinghouse

Yearbook 2011 Just Released!

[Announcements from the Clearinghouse]

Yearbook 2011: New Questions, New Insights, New Approaches

In cooperation with the hosts of the World Summit on Media for Children and Youth in 2010, Karlstad, Sweden, The International Clearinghouse on Children, Youth and Media organized a Research Forum with different sessions in the summit programme. The aim was to provide a space for an exchange of knowledge and a dialogue between the different groups of delegates at the summit and for researchers to reach out to interested parties in and outside the research community. Under the overriding theme of the introductory Plenary Session "New Questions, New Insights, New Approaches", The Clearinghouse Research Forum had four more sessions with panels on different themes:

- Children, Media, Consumption and Health
- Media Ethics and Social Responsibility
- Communication for Social Change
- Media Literacy and Education

The current Yearbook is based on the twenty-five presentations given by a range of the most outstanding scholars from Africa, Asia, Europe, Latin America and North America. For this book, they reworked their contributions to provide slightly extended articles.

The Yearbook is available in pdf-format on our web site, free of charge:
www.nordicom.gu.se/clearinghouse

Are you a participant in the Clearinghouse network?

[Announcements from the Clearinghouse]

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Internet, Computer Games, NICT

Russian Schoolchildren: Challenges and Risks of Online Socialization

[Internet, Computer Games, NICT]

by
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This Russian survey was conducted strictly following the EU Kids Online (1) methodology, in order to obtain valid and comparable information. Thus, Internet-using 9- to 16-year-olds and their parents were interviewed in their homes.

Prior to the study presented here, a large survey of almost 5,000 Russian teenagers was undertaken in 2009 by Moscow State University and the Foundation for Internet Development (2). The results generated great public interest, and the already existing empirical base could be used for the new data analysis.

The current survey covered 11 regions of the Russian Federation located in seven federal districts. A total of 1,025 pairs of parent-child participants were interviewed by education professionals. Although the sample was random, it represented different sex and age groups quite evenly.

In this article we concentrate on the main points, following two structural lines: similarities and characteristics of some online risks in Europe and Russia, and a comparison of some Internet threats as perceived by European and Russian schoolchildren.

Decrease in Average Age when Child First Uses the Internet

Compared to the EU countries, children in Russia start using the Internet slightly later – the average age is 9 years in Europe and 10 years in Russia. However, we noted a reducing age trend, as many children said they have been using the Internet since ages 5, 4 and even 3. In a couple of years, the average age at which children begin using the Internet can have changed significantly.

Children Use the Internet Unsupervised

Russian children tend to go online with no supervision, in their own room, at their friends' home and, more rarely, at school. Seventy to 90% of Russian schoolchildren confirm that they use the Internet with no adult supervision (see Figure 1). About 30% of Russian kids go online at school, while the European data show twice this number.

The popularity of mobile Internet has increased in Russia over the past year and a half. According to sociologists (3), almost every second Russian citizen aged 12 years and older (about 57 million people) uses the Internet, with almost every third going online via mobile phone or other mobile device. The results of our research show that 30% (ages 9-10) to 60% (ages 15-16) of schoolchildren use mobile Internet, while in Europe the numbers are 15% for 9- to 10-year-olds and 40% for 15- to 16-year-olds. Interestingly, Russian parents are well aware of their children's uncontrolled Internet use but do not consider it a problem of great concern.

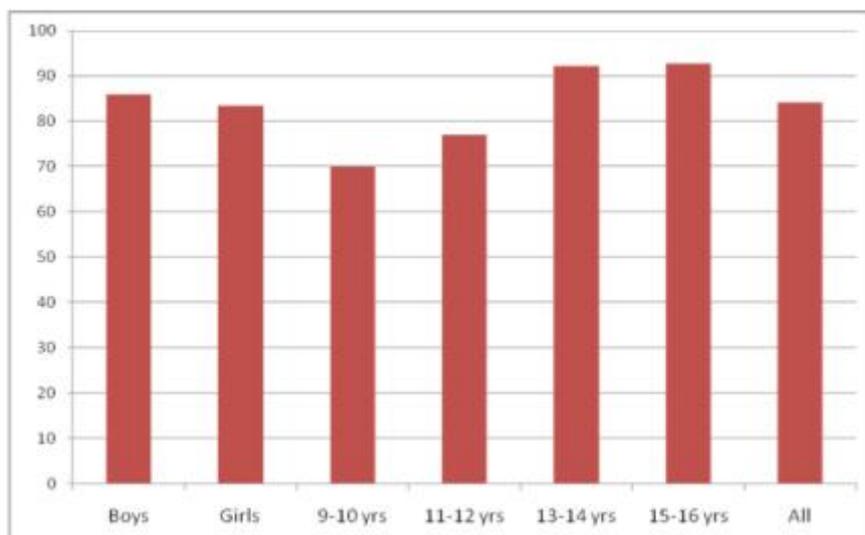


Figure 1: Child accesses the Internet in his/her own bedroom or using a mobile phone (% of all children who use the Internet)

Longer and More Intensive Time Online

Once Russian schoolchildren start using the Internet they do it more intensively - 70% go online every day or almost every day, and only 19% once or twice a week. European kids are more moderate in their Internet use – in Europe, 57% of children use the Internet every day and more than one-third go online once or twice a week.

A quarter of the survey's participants spend 7 to 14 hours a week online, one-sixth spend 14 to 21 hours online and about one-fifth – spend more than 21 hours a week online. And, as our previous survey showed, among the last group there are kids who 'live on the Internet', spending two to three full days a week online.

Digital Generation Gap

According to sociological survey data (4), only 43% of Russian adults use the Internet. Most of the parents who participated in our research are users; however, the data differ depending on region. Thus, parents in Syktyvkar (5) use the Internet less frequently than parents in larger cities do.

Among the parents in the survey, 59% regard themselves as very confident users, while 40% consider themselves not very confident or not confident at all.

Russian children are not very optimistic about their parents' Internet competence. Unlike their European peers, almost half the interviewed children are sceptical and believe they are more skilled than their parents.

Internet Activities Become More Diverse

Ever-increasing online activities become immediately available to younger generations. Compared to European data, Russian children tend to use social networks more often (78% in Russia and 60% in Europe), as well as download music and movies more often (65% in Russia and 40% in Europe), whereas in Europe more than 80% of children watch video clips. Apart from this, Russian children like uploading their photos and

music, chatting, and creating pets and avatars. A pleasant surprise was that 80% of Russian kids said they use the Internet for educational purposes, whereas previous findings were quite different in this respect. Blogging did not differ significantly between Russia and Europe.

A third of the children in the survey have open profiles in social networks. Eighty per cent of Russian school kids post their surname, 75% their photo, 58% their exact age and 65% the name of their school. Social networks, on the one hand, expand communication circles; but on the other hand they can devalue the true meaning of friendship. Every sixth child in Russia and every fifth in Europe have more than 100 friends in social networks. Going further, however, 29% of the European children have 100-300 friends in social networks, while in Russia the share is only 18%.

Internet Threats

Cyber bullying. Every fifth child in Russia using the Internet reports being a victim of online and offline bullying. The data on bullying are almost the same in Russia and Europe. However, Russian children report being bullied online as often as in real life whereas the European research shows that the incidence of cyber bullying is less than half (6%). We are very concerned with the fact that aggression is spreading from real life to the Internet. This unpleasant fact is confirmed by the number of queries received on our Help Line, which addresses problems children face online. Cyber bullying, mainly in social networks, is the second most common subject of all calls to the Help Line.

Getting picked on is not the only thing schoolchildren experience. In Russia, 25% of children admit to having hurt or offended others over the past year. In Europe, half as many children (12%) replied positively to this question.

Sexual images on the Internet. Every third child in Russia encounters sexual images online or offline. Every sixth child sees sexual images every day or almost every day, and every fifth systematically watches once or twice a week. This means that almost 13% of Russian children see sexual images more than once a week. In the EU countries these numbers are less than half the Russian figures. Also, regarding sexual content online, 28% among Russian children and 14% of European children report having seen such content in the past 12 months.

Internet encounters. According to the European data this problem is not as crucial as it used to be, whereas in Russia it is still quite pressing. Half the children in Russia meet new people online, and 40% say they have met their online contacts (people they first met online) in real life. In Europe, less than 10% of children tell of this experience.

Parental Awareness of Online Risk

Russian parents demonstrate a very low awareness of threats their children face online (Figure 2). However, they do know that children often see sexual images on the Internet, as they come across such images themselves. Meanwhile, they are unaware of children being bullied or being aggressive towards others, and they know little about their kids meeting online contacts in real life.

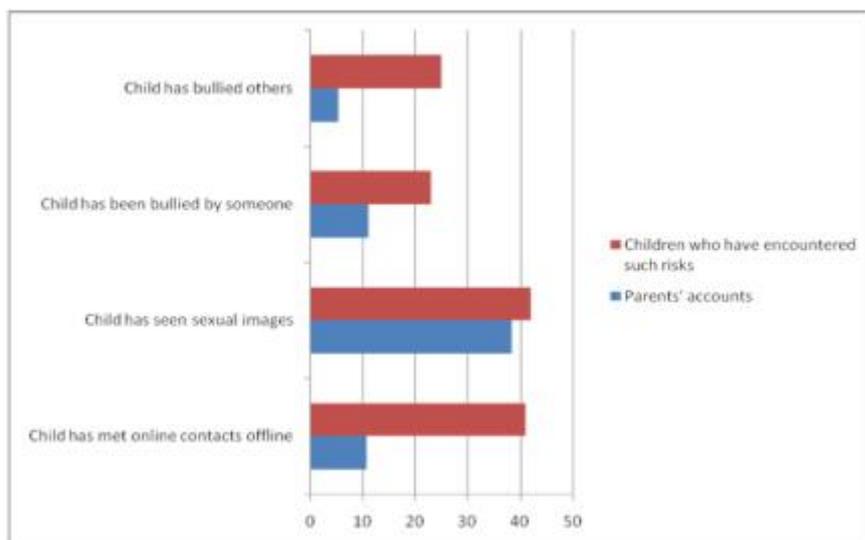


Figure 2: Parents' accounts of whether the child has encountered one or more of the risks (% of all respondents)

Handling Online Risk

Measures of control can be both technical and educational. Many parents mention anti-spam and anti-virus software that they install on their computers, but very few use programs that filter or block inappropriate content. Few check websites their children visit, or limit time they can stay online. Parents also assure that they talk to their children about Internet dangers, but children do not show awareness of this attempt. It appears that most conversations on the subject do not achieve their goal.

As these very first results show, Russia is one of the countries with high risks connected to the use of IT. We clearly need to actively develop, and even more actively implement, educational and information programs in this area, following the experience of our European colleagues.

Notes

1. EU Kids Online is a research project in which 25 European countries, during 2010, collected data about internet-using 9- to 16-year-olds and their parents. The project is headed by Professor Sonia Livingstone and Dr Leslie Haddon, London School of Economics. For further information, see www.eukidsonline.net
2. Солдато́ва Г., Кропа́лева Е. Территория свободы. Особенности российских школьников как пользователей интернета // Дети в информационном обществе, 2009, №2. [Soldatova G., Kropaleva E. The Territory of Freedom. Peculiarities of Russian Schoolchildren as Internet Users. // Kids in Information Society, 2009, No. 2.]
3. The "Public Opinion" Foundation. Press release "The prevalence of mobile Internet is coming to a home wired broadband, but in terms of commonly used services still remains secondary" http://bd.fom.ru/report/map/pressr_190111
4. The "Public Opinion" Foundation. "The Internet in Russia. Winter 2010-2011." http://bd.fom.ru/report/map/bntergum07/internet/__internet1132/zima2010_11 ; Russian Public Opinion Research Center "Internet in Russia: the Growth of Entry and Types of Use", 2010. <http://wciom.ru/index.php?id=268&uid=13386>
5. Syktyvkar is a small town by Russian standards, with a population of only 235,000.

EU Kids Online – Some Implications for Policy (1)

[Internet, Computer Games, NICT]

by

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The EU Kids Online II survey results present important indications for all players in the online safety landscape. Most findings relate very clearly to awareness-raising initiatives:

Parents Underestimate Risk

The finding that 87% of children are going online at home means that awareness-raising efforts should encompass those who can directly assist children using the Internet on home computers. Parents are potentially the first adults children would turn to in the case of online problems.

The EU Kids II results show that parents tend to underestimate their children's negative online experiences. Parents' knowledge therefore needs to be enhanced, and given the fact that only 28% choose to filter websites a wider use of filters should be promoted, especially among parents of younger children. In parallel, a great deal still needs to be done to update these tools to match the development of the online environment: The SIP Bench II project, funded under the EC Safer Internet Programme, showed in its first results that the effectiveness of filters is relatively low on the web 2.0 and that very few work on mobile phones or game consoles.

Increase Cooperation between School and Home

Parents clearly indicate school as the preferred source of information on online safety, but on the other hand many schools complain that only a handful of parents attend when an educational talk is organized by the school. Thus, the school-parent cooperation needs to be strengthened and, in parallel, traditional media such as TV, radio and the press need to continue playing their vital role in directing awareness-raising messages at parents. However, these campaigns should strive to balance the message, avoid sensational aspects and focus more on positive aspects of using new technologies, encouraging parents to see the benefits of acquiring digital skills for themselves.

Engage Other Adults

While in the group of adults many more educational efforts should rightly focus on parents, grandparents' role should not be overlooked. There is a clear potential in this group, who can also help with online safety. In some households, grandparents are the primary caregivers while parents spend long hours at work. Grandparents are also often the ones who make youngsters' dreams come true with the gift of new computer equipment or games. Giving such gifts should always include a focus on safety. With grandparents playing such a vital role in children's lives, it is important that they acquaint themselves with the digital world and gain confidence in talking to their grandchildren about their online activities. With the growing number of projects addressing older generations with the aim of teaching them digital skills (e.g. targeted

training programmes, Digital Surfers' Day), space could be provided for covering aspects of safe surfing as well.

Amend School Curriculum

School is reported by children as the second most popular place to go online (63%), after home (85%). Although a majority of EU countries have already included online safety topics in school curriculum, some still have not. The need to cover e-safety at school should be emphasized further, and lobbying efforts should continue in these countries. As children are going online at an ever-younger age, it is crucial that education on new technologies start early enough. Some countries have already launched digital literacy programmes for pre-school children despite the real challenge to find adequate tools that are appropriate for the age group who cannot yet read or concentrate for longer periods of time. Furthermore, industry should be encouraged to develop more high-quality online content for small children.

Be Aware of Digital Footprints

As for teenagers, in educational efforts more focus should be placed on how to manage their online identity. In schools today, young people are taught how to prepare a good CV and cover letter, how to complete a successful traineeship application or look for a job online; what does not seem to be emphasized enough, however, is how their digital footprints may influence their professional career, albeit with delayed consequences. Young people may not realize that anything they put online may be reviewed by university admission staff or future employers. What little Johnny posts online, John as an adult may regret.

Eighty-four per cent of young people 9-16 years old use the Internet for school work – it is therefore recommended that issues related to downloading and copyright violation be adequately discussed within school curriculum.

Privacy Issues

The important finding that 31% respondents use the Internet via a mobile phone or handheld device means that adults will have less and less supervision over what their children do online. Therefore, from an early age children should be empowered to be responsible digital citizens and taught to manage many problematic issues on their own. When going online via a mobile phone, children may be exposed to location-based services that gather highly sensitive information about the physical locations of children and young people. These applications can be linked to social networking sites and the worry is that children, without fully understanding the potential consequences, may be posting location data about themselves on their profiles, especially the 29% who keep their profiles public. This finding implies a clear recommendation for industry to set minors' profiles to be private by default.

Responsibility of SNS Providers

Although social networking sites are not the most popular activity online, given the dynamics of development and number of functionalities they integrate they should remain one of the priorities of educational efforts. They are one of the most common platforms where children and young people encounter sexual content, and another

concern is cyber bullying. Social networking providers should put more effort into making reporting mechanisms more user-friendly, visible and promoted.

Relevant Teacher Training

Lastly, along with the inclusion of online safety topics in the curriculum, teachers need to receive appropriate training. A worrying result, that only 7% of children who were bullied online told their teacher, tells a great deal about communication in schools. Since many issues within the school environment (e.g. dealing with victims or perpetrators) may require a very sensitive response, there needs to be adequate support for teachers to deal with such cases. Schools should implement comprehensive online safety policies, and guidelines on different e-safety aspects (e.g. safe school infrastructure, preventing and responding to cyber bullying, dealing with harmful content) should be promoted among all educational institutions.

About the author:

Agnieszka Wrzesień works at the Polish child welfare NGO Nobody's Children Foundation as Project Coordinator of the Saferinternet.pl project; is a member of the International Advisory Panel for the "EU Kids Online II" research project, SIP BENCH II Steering Board and eNACSO II Board; and is Chair of the International Conferences "Keeping Children and Young People Safe Online", held annually in Warsaw. She provides training to various groups of professionals working with children.

Note

1. *EU Kids Online* is a research project in which 25 European countries, during 2010, collected data about Internet-using 9- to 16-year-olds and their parents. The project is headed by Professor Sonia Livingstone and Dr Leslie Haddon, London School of Economics. For further information, www.eukidsonline.net

Social Networking, Age and Privacy

[Internet, Computer Games, NICT]

is the title of a report from the European project EU Kids Online published on April 18, 2011 written by Sonia Livingstone, Kjartan Ólafsson and Elisabeth Staksrud. A few findings:

- Over one third of 9-12-year-olds and three quarters of 13-16-year-olds who use the internet in Europe have their own profile on a social networking site (SNS).
- Social networking varies greatly by country: in Nordic and some Eastern European countries, SNS use is higher than in Southern and middle European countries. Differences among countries are particularly striking for the younger age group.
- Facebook is the most popular SNS in 17 of the 25 countries studied and second most popular in another five countries. No other SNS than Facebook is dominant in more than one country. As a total, Facebook is used by one third of 9-16 year old internet users in Europe.
- Facebook and several other SNS have an age restriction around 13 years of age. These restrictions are, thus, only partially effective. A quarter of the 9-12-year-olds who use

the SNS also display an incorrect age on their profiles (this is much less common among 13-16-year-olds).

- Parental rules for SNS use, when applied, are partly effective. Among children whose parents impose no restrictions, most have an SNS profile. Among those whose parents restrict their SNS use, younger children appear to respect parental regulation and, for the most part, do not have a profile at all. However, among teenagers whose parents restrict their use, over half of them do have a profile.
- Over a quarter of 9-12 year old SNS users have their profile 'public', similar to the proportion of 13-16-year-olds.
- A quarter of SNS users communicate online with people they have not met face-to-face, including one fifth of 9-12 year old SNS users.
- Given its popularity, it is of concern that almost half of the younger Facebook users, and a quarter of the older Facebook users say they are not able to/do not know how to change their public/privacy settings.
- A similar lack in knowledge is evident in relation to children's ability to block another user. While 61 per cent of the younger children, rising to 81 per cent of the older children, know how to block other users (whom they do not want to have contact with), this leaves a substantial minority who cannot do this.

Source

www.eukidsonline.net *Social networking, age and privacy*. The project EU Kids Online is headed by Professor Sonia Livingstone and Dr Leslie Haddon at the London School of Economics and Political Science.

The Protection of Children Online

[Internet, Computer Games, NICT]

The Internet offers opportunities for children's education, creativity and self-expression, but can also involve risks to which they are more vulnerable than adults. Many parties, governments, parents, caregivers and educators, as well as business and civil society, are engaged in this issue and take responsibility to protect children from risk and enhance the opportunities and benefits of online activities. The formation of policies combining these aspects is a challenge to the involved parties.

In March 2011 the OECD (Organisation for Economic Co-operation and Development) published a report focusing on children's online risks and policies to protect them as Internet users. The report examines direct and indirect policy measures available to OECD members and non-members, to allow a comparison of existing and planned policy approaches and also to explore how international co-operation can enhance the protection of minors on the Internet.

The report considers three broad categories of risk:

- Content and contact risks, including exposure to pornography, cyber grooming and cyber bullying
- Consumer risks, e.g. related to online marketing and fraudulent transactions
- Privacy and security risks, including the use of social networks and possible long-term consequences

Although the same range of risks exists in all countries, definitions and survey methodologies vary, and following this, also risk prevalence according to available data. Moreover, children's activities and skills differ across countries. The report presents statistics on Internet use by children from a selection of reports (e.g. EU Kids Online, Ofcom, Kaiser Family Foundation, Pew Internet & American Life Project). A harmonization of methodologies and definitions is suggested to increase the usefulness of collected data when it comes to international co-operation on policy issues as well as stimulating efforts within countries. According to the report, research results are rarely linked with policy formulation or the assessment of awareness-raising efforts and education programmes. Herein lies valuable knowledge and opportunities to learn in the making of policies.

A great deal of work on an international and regional basis has already been undertaken, though it is relatively recent. Working towards a coherence of policies to protect children online on an international basis is a challenge. The creation of a platform for information exchange and dialogue, capacity-building and the sharing of best practices between governments, organizations and other stakeholders is therefore essential.

Source

The Protection of Children Online. Risks faced by children online and policies to protect them. (2011) OECD: Directorate for Science, Technology and Industry, Committee for Information, Computer and Communications Policy, DSTI/ICCP/REG(2010)5/FINAL, 104p.

Drastically Less Face-to-face Contact with Friends among Danish School Children

[Internet, Computer Games, NICT]

In April 2011, the National Institute of Public Health in Denmark released *The School Children's Study 2010*. This was the eighth time the study had been carried out since 1983/84. In 2010, almost 5,000 school children aged 11, 13 and 15 years participated in the study, which deals with children's physical and mental health, social relations, bullying and satisfaction with life. The investigation is the Danish contribution to the international research project Health Behaviour in School-aged Children (HBSC) – a World Health Organization (WHO) collaborative cross-national study. In 2010, 41 countries took part in the WHO project.

Since the Danish study has been repeated every third to fourth year, it is possible to trace changes over time. One striking finding concerns children's socializing with friends: Being together face-to-face with friends after school several afternoons or evenings a week has decreased dramatically over the past decades. In 2010, between a quarter and a half as many Danish children did this compared to 1988, when these questions were asked for the first time. There are strong reasons to believe that this physical contact has to a great extent been replaced by digital contact. After questions about communicating with friends via (mobile) phone and the Internet were introduced in 2002, a marked increase of such digital contact has been observed.

Source

Mette Rasmussen and Pernille Due (eds.) (2011) *Skolebørnsundersøgelsen 2010* (The School Children's Study 2010). Forskningsprogrammet for Børn og Unges Sundhed (FoBUS). København, Statens Institut for Folkesundhed, Syddansk Universitet (115 p., in Danish). Available here: www.hbsc.dk/rapport.php?file=HBSC-Rapport-2010.pdf

See also a short notice in the *Copenhagen Post Online* on 6 April 2011):
www.cphpost.dk/news/national/88-national/51379-todays-kids-computer-loners.html

Media Access and Media Use

Youth and Evolving Loyalties: Cultural Heritage and New Media in Contemporary Africa

[Media Access and Media Use]

by

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The diverse African cultural heritage of fire-place riddles, legends, myths, proverbs and fairy stories used to orientate African youth into adulthood. However, growing urbanisation and globalization usher in new forms of storytelling through popular media such as television, videos, cell phones and social network sites (SNS). Parents and educators in Africa associate popular media with growing sex content, distorted representation of reality and related risks. These fears have also been discussed in the western scholarly circles (Pardun, L'Engle & Brown 2005; Roberts & Foehr 2004). The fear of risks prevents adults from exploring the learning opportunities offered by popular media. Whereas formal educational structures promote mainly cognitive process, popular media can play an important role in the lifelong learning of the youth. However, as Buckingham (2005) notes, popular media has not been evaluated as a source of learning. Researchers have focused more on establishing evidence of negative media effects (Van Evra 2004). For instance, although some television soaps contain health-related messages, they have not enjoyed a fair degree of attention by communication researchers (Obregón 2005). A few studies such as one of Kakembo (2010) and Gunter (2002) have demonstrated that television soaps do play a meaningful role in sexual socialization of the youth.

Sexual Socialization

Parents, teachers and other adults rarely discuss love, relationships and sexuality openly with their children (Bennett 2000). On the occasions when such topics are discussed, the presentation is didactic, authoritarian, conformist and irrelevant to the youth (Mirembe 2002). The youth look at their sexuality as lacking social acceptability and perceive adults to be over-patronising. Consequently, as pointed out by Reddy (2005), the relationship between the youth and the adults is dominated by dynamics of 'control and resistance'. Digital media such as television, internet and cell-phones are the principle sources of such information for the urban youth. They are indispensable in the social life of the youths and it is therefore worthwhile exploring the learning opportunities that they offer.

Source of Knowledge and Truth

Discussions of children's media in Africa inevitably revolve around power and inequality over issues of age, social class, gender and identity (Golding 2005). At the centre of the youth-adults conflicts, there are fundamental philosophical debates rotating around the notion of source of knowledge and truth. African parents and educators attempt to

prescribe ideal modes of behavior and use didactic messages to impose social control over the youth. The traditional educational models presume that young people have deficits in knowledge, skills and attitudes. Believing that age is wisdom, adults take it to be their duty to address the deficits. Wisdom in traditional Africa is conveyed mainly through fire-place riddles, legends, myths, proverbs and fairy stories. While digital media appears to be replacing the rich cultural heritage, the patronizing tendencies of the media producers remain intact. Digital media are used to propagate established knowledge, values and cultural norms.

Given that knowledge and truth are socially situated, the marginalized youth could extract useful information through popular media which adults disapprove. From a Social Constructivist perspective, there are multiple realities that differ across time and place (Vygotsky 1978). Knowledge and truth may come from a variety of sources (Mertens 2005). Besides, ICT and digital media explosion have altered the concept of 'knowledge sources'. More than ever before, the internet presents immense volumes of information on any subject of interest. Ironically, young people have more digital competences than adults (Lee 2005; World Youth Report 2005). This means that the youth are likely to be more knowledgeable than adults in many aspects of contemporary developments.

Globalization and Youth Sub-cultures

While African media producers are preoccupied with patronage, cultural identity and propagation of conventional values, multinational media conglomerates glamorize the youth. Youth are perceived to be new target niche groups for advertisement. Exciting market-driven narratives and attractive role-models appeal to the youth sub-cultures. The quasi-modern youth culture has unique symbols, choices, fashion, styles, interests and film genres (Hebdige 1979). It has distinctive forms of recreation, socializing, coping, role-models and expressions (slang). African youth will nonetheless require some form of direction from adults to navigate through the contemporary media explosion. Media literacy ought to position them for the convergence of cultural heritage, globalization, consumerism and youth subcultures. Adults however, must de-construct their positionality and perceive youth as collaborators in knowledge generation and media production. Survival of cultural heritage calls for flexible structures that can absorb the inevitable aspects of change and adopt attractive genres that appeal to youth subcultures.

Conclusion

While the long-term implications of the new interactive media are yet to be explored, the media are likely to empower the African youth; to be heard (or visible) when they wish and to be anonymous when they choose. Innovations in the use of interactive media should be perceived as an entry point for open talks between youth and adults.

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Always Connected: Media Habits of Young Children in the US

[Media Access and Media Use]

With the aim of portraying young children's media habits in the US today, the Joan Ganz Cooney Center at Sesame Workshop has reviewed seven recent studies about children aged 0 to 11 years and their ownership and use of media. The report *Always Connected: The new digital media habits of young children* was compiled to better understand the evolving patterns of younger children's media use and to provide a basis for dialogue. Young children are often overlooked in the public discourse that focuses on teens and tweens.

The reviewed studies were conducted between 2006 and 2009. In the report, commonalities and inconsistencies among the studies are discussed, also considering recent additional studies. Among the key findings:

- Television remains a major influence among children 0 to 11 years: it is present in almost every home and is a natural part of everyday life in American families.
- Digital divides still exist, regarding both access to and usage of media: The access divide is shrinking as home electronics drop in price and become more affordable. Usage, however, differs depending on both family income and ethnic background. Different possible explanations for this fact are presented.
- Media habits change around age 8: Developmental changes like fine motor skills, ability to focus, memory, problem-solving skills, etc., enable children to extend their media use. Relationships outside the family are strengthened and are of growing importance.

Source

Gutnick, A.L., Robb, M., Takeuchi, L., & Kotler, J, (2010), *Always Connected: The new digital media habits of young children*, New York: The Joan Ganz Cooney Center at Sesame Workshop. www.joanganzcooneycenter.org

Thirteen Hours of Media Use a Day among Minority Youth in the US

[Media Access and Media Use]

A US report, *Children, Media, and Race*, was released in June 2011. It describes differences in the role of media in the lives of White, Black, Hispanic, and Asian children in the United States: which types of media they use, how much time they spend in various media activities, which media platforms and devices they own, and what the media environment is like in their households. The data are the result of new analyses of, primarily, the Kaiser Family Foundation *Generation M2* survey of media use among 8- to 18-year-olds carried out in 2009 (please, see source below).

One finding is that minority youth – Black, Hispanic and Asian – are spending an average of four and a half more hours of media a day than White youth do. That is, minority youth are consuming an average of 13 hours worth of media content a day (12h 59 min for Blacks and 13h 00 min for Hispanics), compared with about eight and a half hours (8h 36 min) for White youth. Since children and teens often use more than one medium at a time – watching a TV show while perusing their Facebook page, for example – these totals do not reflect the actual amount of time out of a day that young people are devoting to media. Factoring in this media multitasking, the *Generation M2* study estimated the total amount of time spent using at least one type of media each day at just under six and a half hours (6h 22 min) for White youth, just over nine hours (9h 14 min) for Hispanic youth, and just under ten hours (9h 44 min) for Black youth.

In recent years, this gap in media use between White and Black youth has doubled, and between White and Hispanic youth it has quadrupled. Black and Hispanic youth are also more likely to have TV sets, and cable and premium channels, in their bedrooms, than White youth are.

The differences in the amount of time spent on the media are valid for television, music, computers, and video games. Using mobile devices such as cell phones and iPods (which are also used for watching videos, playing games and listening to music) differ, as well, but are not included in the figures above. Reading print is the only medium without statistically significant differences by race or ethnicity.

Because race often correlates with socio-economic status and family structure, differences in media exposure were also examined among young people from different socioeconomic groups (as measured by parent education) and family type (single- or two-parent families). These differences were significant, but more modest: a gap of about an hour and a half in media use a day between young people who have a parent with a college degree and those who do not, and a gap of about an hour and 45 minutes a day between children who live in single-parent households and those who live in two-parent households. Analyses of variance (ANOVAs) revealed that race-related differences are by far the most robust and remain strong even when controlling for parent education and family structure.

Source

Victoria Rideout, Ellen Wartella & Alexis Lauricella (2011) *Children, Media, and Race*.

Media Use Among White, Black, Hispanic and Asian American Children. Northwestern University, Center on Media and Human Development, School of Communication (20 pp.), available at the invitation to a Northwestern University conference event on June 8, 2011, Read more: http://cmhd.northwestern.edu/?page_id=9

The analysis is based on Rideout, V.J., Foehr, U.G., & Roberts, D.F. (2010). *Generation M2: Media in the lives of 8 to 18-year-olds*. Menlo Park, CA: Henry J. Kaiser Family Foundation, available at www.kff.org/entmedia/8010.cfm

Technology and Its Impact on Social Life

[Media Access and Media Use]

Interesting and timely topics for discussion are brought up in the book *Alone Together: Why We Expect More from Technology and Less from Each Other*, published earlier in 2011.

Based on interviews with 450 subjects the author Sherry Turkle (1), psychologist and MIT professor, seeks to understand how people adopt technology in their everyday life and their thoughts about it. Among the interviewees were teenagers who expressed complaints over the lack of attention from their parents, busy with their mobile communication tools. Although teenagers can be difficult to reach, this does not necessarily mean they do not want their parents' attention.

Turkle strongly emphasizes that she is not totally negative to the use of technology in contemporary life or to its opportunities to connect and communicate. However, according to the author what needs to be discussed is our use of the technology and how we let it shape our social norms rather than the other way around. "There is a real state of confusion about whether or not we have each other's attention in our always-on connectivity culture" says Turkle. Could it be that we are so busy checking the latest status report or text message that we forget to interact and connect with the person sitting next to us?

The book *Alone Together*, in which Turkle also analyses the effects of social robots as substitutes for human interaction, completes a trilogy of investigations of how humans interact with technology. The two previous titles are *Life on the Screen: Identity in the Age of the Internet*, published in 1995, and *The Second Self: Computers and the Human Spirit*, published in 2005.

Note

1. Sherry Turkle is the Abby Rockefeller Mauze Professor of the Social Studies of Science and Technology in Massachusetts Institute of Technology (MIT)'s Program in Science, Technology and Society, Cambridge, MA, USA.

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Research on Children, Youth and Media Generally

Center on Media and Child Health Database of Research

[Research on Children, Youth and Media Generally]

by

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and

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The Center on Media and Child Health (CMCH) is a non-profit organization that conducts, compiles, and translates scientific research on how media affect children's health and development. Based at Children's Hospital Boston, CMCH was founded in 2002 by pediatrician Dr. Michael Rich. Dr. Rich is an Associate Professor of Pediatrics at Harvard Medical School, and Associate Professor of Society, Human Development, and Health at Harvard School of Public Health. The Center's interdisciplinary staff of scientists combine the strengths of their disciplines to perform rigorous research and to create unbiased, evidence-based resources for parents, educators, and researchers.

Scattered Research Assembled

Much of this work is rooted in CMCH's Database of Research (DoR), the first digital "library" of scientific research on how media affect the physical, social and emotional health of children. The DoR is freely available at www.cmch.tv. Until recently, scholarly research on this topic was scattered across a wide variety of subject-specific databases from medicine, public health, psychology, gender studies, education and several others. CMCH developed the DoR in order to gather, organize, and share this wide-ranging information into one comprehensive, user-friendly, up-to-date collection. By making this research available through a single portal, the DoR eliminates search and retrieval barriers for all who seek access to this research. Ultimately, the DoR has the potential to function as a "common ground for the study of media and children," (Rich & King, 2008) available to a wide variety of users from around the world.

So what does it take to build a comprehensive, multidisciplinary database of research on the topic of children, media, and health? CMCH librarians monitor dozens of academic journals and databases focused on twelve different disciplines related to the topic and use the power of social networking tools to connect with organizations and other scholars in the field. Once research is collected, the articles are indexed and assigned keywords from our specialized taxonomy on media and health. Then two kinds of abstracts are written: one for a research audience and one written in plain language. New research is constantly being added to our online database, which currently contains 3,000 citations.

How to Use the Database

For the past two years, CMCH librarians have been working under a grant from The Stuart Family Foundation to improve search functionality and streamline the cataloging process for easy search and access. There are three ways to use the DoR:

Guided Search: Features three drop-down menus for Media Type, Health Outcome, and Age. This option allows you to combine parameters from broad topics to customize your search. For example, if you are looking for studies on how television affects the body

image of teens, you can choose "TV & Movies", "Body Image & Self-Esteem", and "Adolescence",

Advanced Search: Enter your own text and choose from a drop-down menu where in the record those words would appear (title, abstract, etc). To broaden or narrow your search, combine two sets of keywords with Boolean operators (and, or, not) or select a specific age group, study design, publication type or year. You also have the option of searching based on whether the work is peer-reviewed.

Browse: CMCH has developed a taxonomy specific to the study of media and child health. Drill down from broad topics to narrower (Health > Cognitive Outcomes > Learning > Academic Achievement) to find search results within each category. Future plans for the DoR include continuing to add citations for original research, creating search tutorials, and possibly adding citations for review papers, policy statements and reports.

The DoR is the basis for two other free resources that we publish. The CMCH Blog is updated weekly with a selection of five new studies on the topic of media and child health. Ask the Mediatrixian® is a place for parents to ask questions about media and receive research-based answers from Dr. Michael Rich. We also maintain a Facebook page and Twitter account with news and research related to raising children in the Media Age.

We invite you to take advantage of these incredible free resources:

CMCH Database of Research

www.cmch.tv/SearchAdvanced2.aspx

CMCH Blog

<http://cmch.typepad.com/cmch/>

Ask the Mediatrixian®

<http://cmch.typepad.com/mediatrixian/>

CMCH on Facebook

www.facebook.com/centeronmediaandchildhealth

CMCH on Twitter

www.twitter.com/cmch_boston

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Media Violence

Are Children Attracted by Cartoon Violence?

[Media Violence]

Violence is often seen by producers of cartoons as an easy means to introduce action and conflict into a story. But are children attracted by the violence? In a U.S. experiment researchers tested whether violence and action influenced children's liking of a slapstick cartoon. Using animation software, four versions of a 5 minutes' slapstick cartoon ("Picture Perfect Thief") were created that varied in terms of violence (present, absent) and action (high, low).

A total of 128 elementary school children (five to eleven years of age) watched one of the four versions of the program and were then led through a questionnaire. Violence

had no direct effect on the liking of the cartoon, but did indirectly decrease liking for males by decreasing boys' wishful identification with the anthropomorphized characters. Action increased liking for males but not for females.

Source

Andrew J. Weaver, Jakob D. Jensen, Nicole Martins, Ryan J. Hurley & Barbara J. Wilson (2011) "Liking Violence and Action: An Examination of Gender Differences in Children's Processing of Animated Content", *Media Psychology*, Vol. 14, Issue 1, pp. 49-70, DOI: 10.1080/15213269.2010.547829

Video Gaming and Children's Moral Reasoning about Violence

[Media Violence]

A great deal of research has focused on the influences of violent video game play on aggressive emotions, thoughts and behaviour. However, little is known about the influence of violent video game play on children's moral reasoning about violence. An article in *Journal of Children and Media*, May 2011, presents research on violent video gaming and moral reasoning among 166 children aged 7-15 in the U.S. To make an appropriate moral judgement about violence, the authors say, a child 1) must be able to imagine the point-of-view of both parties in the aggressive conflict (perspective taking), and 2) should be able to feel or imagine some sympathy towards each party.

The children completed an online questionnaire during class time. Questions were about children's exposure to violent games; children's perspective taking ability; their ability to sympathize; and their perceptions of justified and unjustified violence. Factor analysis and structural equation modelling were used in the analysis, the latter one aiming at finding directions of the relations between the variables.

The study found among other things

- that violent game play was negatively associated with ability of perspective taking and ability of sympathizing with others
- that ability of perspective taking and ability of sympathy were negatively related to the perception of unjustified violence as acceptable.

Furthermore, older children possessed a greater perspective taking ability, as did girls who also more often had the ability to sympathize.

Source

Edward T. Vieira & Marina Krcmar (2011) "The Influences of Video Gaming on US Children's Moral Reasoning about Violence", *Journal of Children and Media*, Vol. 5, No. 2, May, pp.113-131

Media Education/Media Literacy/Awareness

Children's Story Boards: A Key Tool for Understanding Media Literacy

[Media Education/Media Literacy/Awareness]

by

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Children are not born learned. We are starting to understand that we need to teach children how to use digital media so they can learn to make the best use of them. This is where media education has an important part to play, as recognized by the European Parliament in 2008. «The skills related to media literacy can be summarized in four areas of ability –access, analysis, evaluation and creative production. All of these skills boost aspects of personal development: consciousness, critical thinking and problem-solving abilities» (Varis, 2010).

The Importance of Story Board in Audiovisual Education

Media literacy contains resources familiar to media professionals which are ideal for the initial phases of education in the understanding of construction in the audiovisual medium, such as the story board. The story board is a graphical resource that acts as an organizer in the process of audiovisual production. It is used to put in chronological order the events that will appear in the final audiovisual document. It is commonly used in film production (short and feature-length films) and in advertising. Its origin is attributed to Webb Smith, a cartoonist for Disney, who in the 1930s drew each scene on separate sheets of paper and placed them together on a board in order to show the story in sequence.

In our opinion, the story board in education has several advantages for understanding the audiovisual narrative in both its form and content.

- It symbolizes a bridge between the written (the script) and the audiovisual (the shot).
- It facilitates the capturing of the audiovisual language (sound + video).
- It avoids possible unforeseen errors in the script, be they in the text or the choice of camera shots.
- It is a useful resource for measuring the time a production will last.
- It does not require a significant investment in time and money in terms of the real production.
- It is an activity that can be done individually or in a group.
- It enables creative development.

In the case of children, there is another important advantage: story boarding is a fun activity in which they develop their creativity by initiating an important process for the audiovisual world: thinking in images. Several recent experiences have been published that specifically relate to the story board at various levels of the audiovisual medium, mainly isolated practices in the school curriculum.

The use of story board prior to digital video production is being used with young adults in research carried out by David L. Bruce at the University of Buffalo (USA – 2010). His project was part of an educational programme for teachers in which the aim was to find out what happens when students work with an audiovisual medium. The task assigned to them was to produce a video around a poem, which they called «cinepoetry» (Figure 1). The idea was to interpret a poem via a selection of images. The use of story board was the base on which they projected their ideas for the audiovisual production. Although logistical reasons prevented some panels from being filmed exactly in the sequence imagined on the story board, the video was a fairly faithful reproduction of the initial idea.

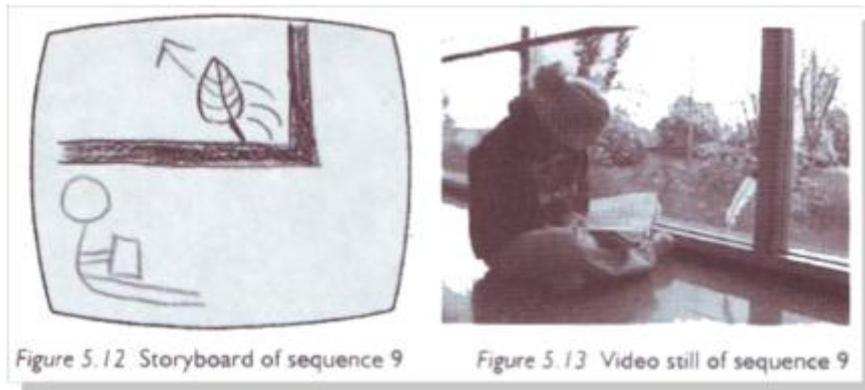


Figure 1. Photo by David L. Bruce (2010). Composing and Reflecting. Integrating Digital Video in Teacher Education.

Description of the Child's Story Board

"The child's story board is one which has been designed and created by a child or group of children inspired by their own ideas" (Sánchez-Carrero, 2008b). Our experience of children's audiovisual workshops in over a decade has taught us the importance that the child attaches to his work; any expression of themselves that appears on a story board is respected, with outside intervention only occurring when an idea is impossible to film. The point of any story board is that its story is constant with its objective and, of course, that the viewer can understand it. We appreciate children's work for its touches of fantasy.

We believe story boarding is a creative strategy for four main reasons:

- It makes children think in images.
- It enables them to understand audiovisual continuity.
- It allows them to visualize scenes.
- It narrativ the theory of film shots and their meaning.

In practice, the use of the story board is an educational dynamic that is easy to access and understand. You only have to lay out the typical comic format on a piece of paper with a series of squares running together, or the classic two columns, one on the left for image, and one the right for sound. Then you encourage the child to use his imagination and draw up some short stories. The act of organizing images in sequence will help him to link the main idea of the message logically, while the choice of shots and sounds (audio, music and sound effects) will make final sense of the situation created, which must be comprehensible to all.

Children seem more comfortable with TV commercials than any other audiovisual genre. These adverts contain a lot of information that family members share with them when watching the television together. An example of advertising-based story boards, from 2009, is by Carmen, a 10-year-old girl from Spain, who decided to base her story board on the promise of a TV advertising to make her dreams come true. The product chosen by her group was Coca Cola.



- 1) Close-up: A hand grips the bottle of Coca Cola (a can would be better)
- 2) Head shot. A baby drinks from a can of Coca Cola
- 3) General open view. She changes into a princess
- 4) General close view. She stands before a lot of cans of Coca Cola
- 5) Medium close shot. The girl (or princess) is still happy
- 6) Close-up: Coca Cola makes your dreams come true

In this instance, the group completed their story board quickly, which we attribute to their enjoyment of the soft drink in question. However, many of them said that their parents never allowed them to drink Coca Cola or that they simply did not like it. They had certainly been familiar with TV commercials for a long time and clearly understood that they existed to sell a product that they might or might not like.

Developing Communicative Competencies

In short, children's story boards are unique for their imagination, since they are a physical representation of both their reality and their dreams; they are meticulous, with a great deal of detail, which is particularly helpful in a story board commercial; their outlook is positive although that depends on the objective of the audiovisual project. Perhaps the greatest difficulty lies in the limited type of shots used: general open or closed views, close-ups or head shots, with no camera movements. Another obstacle is the lack of understanding of narrative continuity, sequencing. That is why it is important to write the story down –a brief script- before designing the story board, and so define the key points of the visual narrative flow.

We stand before a challenge that we must overcome, which is to achieve the systematic implantation of Media Literacy from the very first years of education. This would contribute to the development of communicative competencies in citizens in a society that navigates more and more with the new information and communication technologies.

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Varis, Tapio. 2010. "Understanding Media Literacy". In *Children and Youth in the Digital Media Culture. From a Nordic Horizon. Yearbook 2010*. Edited by Ulla Carlsson, 78-83. Gothenburg: The International Clearinghouse on Children, Youth and Media, Nordicom, University of Gothenburg.

Declaration for Lifelong Media Education

[Media Education/Media Literacy/Awareness]

The international conference "Media Literacy for All" in Brussels December 2-3 2010 gathered 300 experts from more than 30 European countries. The conference was organized by the High Council for Media Education (CSEM) of the French speaking community of Belgium within the framework of the Belgian Presidency of the Council of the European Union. The objective was to generate links between practical experiences and policy recommendations in order to stimulate the implementation of lifelong media education, for the benefit of citizens in Europe.

The activities during the event; involving educators, trainers, representatives from media industry, research institutions and educational policy institutions etc., resulted in the *Declaration of Brussels for Lifelong Media Education*. The declaration was presented in March 2011 and is aimed at offering a whole of recommendations related to educational actions to be initiated, to the media competences of any citizen to be developed, to citizens' access to media education as well as research and European policies.

The Declaration in full text can be found here: www.brusselsdeclaration.be

You are also invited to express your support by adhering to the declaration, see web site below.

Source

www.brusselsdeclaration.be/

International Reflection on Media Literacy Strategies

[Media Education/Media Literacy/Awareness]

by Sirkku Kotilainen
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The International Conference on "Communication and Education: Media Literacy Strategies" took place in Barcelona on 11-13 May 2011. The conference was held in a space of debates, reflection and analyses of initiatives, projects and research on Media Literacy around the world. Communications and presentations were submitted in Spanish, Portuguese, English and Arabic. The event gathered around 300 participants from around the world. Moreover, young students from different countries held an international pre-workshop and presented their projects in the conference.

Organizers were the Gabinete de Comunicación y Educación in the Faculty of Communication Studies at the Universitat Autònoma de Barcelona, together with Mentor Association for Media Literacy and several other collaborative partners. Later in 2011 proceedings from the conference will be published by the Mentor Association.

Next year's conference (2012) is to be held in the Dominican Republic and will, like in Barcelona, be preceded by a two-day gathering for young people.

Photos of the conference are available here:

<http://gabinetecomunicacionyeducacion.com/image/tid/750>

Summary video of the conference is available here:

www.youtube.com/watch?v=Iy5pPvVuvN4&feature=player_embedded

Conference web site: <http://communicationandeducation.wordpress.com/>

First International Forum on Media and Information Literacy [Media Education/Media Literacy/Awareness]

Fez, in Morocco, was the place for the First International Forum on Media and Information Literacy June 15 to 17 of 2011. The Forum was the first of its kind on international level, to examine media and information literacy as a combined set of competencies. UNESCO, one of the organizing partners, believes the convergence of broadcast and telecommunication technologies, driven by the digital age, necessitates information literacy and media literacy to be considered together, hence the concept of media and information literacy, MIL.

This approach is thought to enhance MIL as a powerful tool to allow citizens to participate in the governance of their countries and the international media and information networks, promoting intercultural dialogue and facilitating lifelong learning. A Media and Information Literacy Curriculum for Teachers, prepared by UNESCO, was officially launched at the conference. The Curriculum, it is hoped, will be one component in a comprehensive strategy to foster media and information literate societies.

A second component of this strategy is the launch of the International University Network on Media and Information Literacy and Intercultural Dialogue.

The conference gathered about 200 participants from all regions of the world. Organizing partners were UNESCO, Sidi Mohamed Ben Abdellah University (Morocco), the Islamic Education, Scientific and Cultural Organisation (ISESCO), the Arab Bureau of Education for the Gulf States (ABEGS) and the United Nations Alliance of Civilizations (UNAOC), among other.

In the concluding plenary session professor Ulla Carlsson, director of Nordicom and the International Clearinghouse on Children, Youth and Media, gave a speech about "Young

People in the Digital Media Culture. Good Institutions, Public Spaces and Media Literacy”.

The Media and Information Literacy Curriculum for Teachers can be read in full text here: www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/publications/Media%20and%20information%20literacy%20curriculum%20for%20teachers.pdf

Source

UNESCO, Communication and Information Sector's Weekly Newsletter *WebWorld*, 17 June, 2011.

Media Contents and Media Production

Quality Media for Children and Youth in Latin America

[Media Contents and Media Production]

The newsletter *Son de tambora* (Drum Beat) from La Iniciativa de Comunicación (The Communication Initiative Network) informs about communication and media for the development of Latin America and the Caribbean. Released on June 7, 2011, Issue 287 of the newsletter focuses on the progress of media production for children and youth.

ComKids, a space for the production of content for children and youth, is an initiative of MídiaTiva (a non-profit organization consisting of media and education professionals in Brazil). It aims at promoting and producing digital, interactive and audiovisual quality content for children and youth with a focus on social responsibility, cultural development and creative economy. ComKids is the result of alliances between public institutions, multilateral organizations, and private companies and foundations. Among these are the Serviço Social do Comércio (Social Service of Commerce), the Goethe Institut, Prix Jeunesse International, Ibope Mídia (a Latin American private research institute), Instituto Paulo Montenegro (a non-profit educational organization), UNICEF, UNESCO, AECID (the official Spanish agency for international development cooperation and humanitarian assistance) and Centro Cultural de España (Cultural Center of Spain) in São Paulo. The director of ComKids is Beth Carmona, who is also co-funder of MídiaTiva.

In June 2011, the prime activity of ComKids is the events on 11-19 June in São Paulo, Brazil, combining the fifth Latin American Prix Jeunesse Festival – annually showing good children's and youth programmes in Latin America – with several initiatives from ComKids. These involve, for instance, presenting good children's media projects overall – on television, film, the Internet, etc. – and discussing how to facilitate the circulation of home-produced media content for children in Latin America.

An important process in this latter respect is the Latin America Item Exchange (ALA), a network of exchange of TV programmes for children. The ALA developed partly out of similar experiences from sister organizations in other world regions – the European Broadcasting Union (EBU), the Asia-Pacific Broadcasting Union (ABU) and the Union of National Radio and Television Organizations of Africa (URTNA).

The newsletter also informs about other current media initiatives in different Latin American countries, for instance Argentina, Bolivia, Colombia and Ecuador. One important example is el Compromiso Nacional por una Televisión de Calidad en Colombia (the National Commitment to Quality Television for Children in Colombia). In 2005, more than 40 organizations in Colombia had signed this commitment, which together with the recurrent conference Televisión de Calidad and economic and other means, has significantly improved the quantity and quality of Colombian television productions for children.

Many concrete examples of high-quality Latin American media productions for children and youth are mentioned in the newsletter.

Source: <http://www.comminit.com/la>

Children in the World

Business and Children Portal Launched

[Children in the World]

A new portal focusing on links between business and children's rights was launched June 15, 2011. The event, co-organized by UNICEF and Business and Human Rights Resource Centre, was a side event to the 2011 United Nations Human Rights Council in Geneva, Switzerland.

The portal provides information on how companies in many ways impact children's rights. A variety of issues are covered, giving brief introductions to topics such as child labour, dangerous products, education, pregnancy discrimination, pollution etc. with links to relevant news and reports. Furthermore the portal include international standards relating to children's rights and business, alleged abuses of the rights, lawsuits against companies as well as practical guidance and positive initiatives.

The information on the portal, to the major part in English but also in Spanish and French, is collected from a broad range of sources, for example work being done within children's rights organizations. Users of the portal are also encouraged to send suggested additions.

www.business-humanrights.org/ChildrenPortal/Home/