

# The International Clearinghouse on **CHILDREN, YOUTH & MEDIA**

## Declarations on Children and Media

**This document provides a list of international and regional declarations on children and media in full text, compiled by the Clearinghouse for Children, Youth and Media, which was hosted by NORDICOM from 1998 to 2018.**

The declarations are listed in chronological order, starting with declarations specifically addressing MIL, media and information literacy, followed by other declarations concerning children's interest in the media and cultural sphere.

Included in the list are guidelines, charters, recommendations, conventions, directives and action plans, all with the aim of defending children's interests in the media and cultural sphere. The documents have been adopted and presented on different occasions since 1989 by media professionals, media teachers and researchers, voluntary organizations/NGOs, policy-makers and political unions, as well as other interested parties, networks and individuals.

### **I. Declarations on MIL**

Declarations and recommendations specifically addressing media and information literacy (MIL) or media education are available in full text below.

## **Paris Declaration on Media and Information Literacy in the Digital Era**

*Participants at the first European Media and Information Literacy (MIL) Forum, which was held at UNESCO Headquarters in Paris from 27-28 May 2014 adopted the Paris Declaration on MIL in the Digital Era. The Declaration reaffirms the importance of MIL and calls for a renewed emphasis on MIL in today's digital environment as well as cooperation among key actors and multi-stakeholder groups to advance MIL for all. The final version of the Declaration -with annexes- was published in August 2014 and can be found [here](#)*

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#### **From the Preamble:**

The 21st century digital environment is deeply affecting the meaning and use of media and information. It requires continuous innovation in research and practice for media and information literacy. This declaration foregrounds MIL-centred answers to this requirement

for new literacies in the increasingly widespread information environment that surrounds young people and adults alike, even while we recognise that many people worldwide are not yet Internet-connected.

*Significance of key actors (see Annex on UNESCOs web site)*

## **Renewed emphasis on media and information literacy**

Actors in media and information literacy should

- Recognise the opportunities and challenges presented by the embedding of the media and technology in all aspects of human life and that they embody human values and necessitate additional literacies;
- Advance the public interest value of media and the Internet, and prompt debate about them as a public good or commons;
- Affirm the publicness of media and information literacy and public access to media, information, education and to knowledge, fully aware of different socio-cultural contexts;
- Advance the move towards human rights frameworks for the Internet;
- Affirm the necessity of media and information literacy to underpin and enable multi-stakeholder participation in Internet governance, covering the range of institutions such as school policies through to international arrangements;
- Advance the media and information literacy potential of media, information and ICT companies;

*Unpacking media and information literacy today (See Annex on UNESCOs web site)*

## ***Recommendations to UNESCO, the European Commission and the multi-stakeholder community at large***

We, the Participants at the First European Media and Information Literacy Forum within the framework of the Global Alliance for Partnerships on Media and Information Literacy (GAPMIL),

Declare our renewed support to media and information literacy with a view to empowering individuals in the digital age, and in this connection, commit:

1. To describe media and information literacy as a complex set of 21st century literacy practices; a means of enhancing inclusion, knowledge, skills and critical attitudes to information, culture and co-operation and a mechanism for all people to access, create and innovate.
2. To foster media and information literacy to address issues of access, privacy, safety and security and the ethical use of information, media and technology, in line with human rights standards; and to recognize the role of media and information literacy in relation to cultural diversity, intercultural and interreligious dialogue and the protection of citizens in countries with fragile social capital and weaker democratic political culture.
3. To advance content creation, across media and in multiple forms, as a key tool in the development of the digital economy, by setting up media labs in educational and cultural institutions.

4. To promote media and information literacy in relation to personal and professional lifelong development through collaboration between stakeholders in vocational education and training, higher education institutions, the research community, public and private media and civil sector organisations.
5. To support formal curriculum development for media and information literacy within schools.
6. To encourage and advocate common, shared and co-operative policies and strategies related to media and information literacy between educational, cultural, economic and technological fields to enhance intercultural and interreligious dialogue, gender equality and a culture of peace and respect in the participative and democratic public sphere.
7. To encourage media, information and ICT companies to integrate media and information literacy priorities in their strategic plans and governance such as collecting specific indicators, including criteria in CEO pay, maintaining a regular dialogue with stakeholders (customers, employees, academics, the financial community, young citizens and civil society) and working within clear and transparent accountability frameworks.
8. To ensure that libraries and other cultural institutions regularly update their media and information literacy strategies and educational provision to include transliteracy practices and to ensure that library and cultural institution professionals are trained to develop the necessary capacity to educate service users in media and information literacy.
9. To urge public service media and governments to put a special effort and focus on strengthening their media and information literacy strategy.
10. To promote media and information literacy for people with special needs, indigenous peoples and other underserved groups.

## ***Roadmap***

### ***To advance media and information literacy through:***

- Empowering the Global Alliance for Partnerships on Media and Information Literacy (GAPMIL).
- Creating continental and national Chapters of GAPMIL around the world beyond the regular organization of continental and universal forums and ensuring that media and information technology stakeholders are involved.
- Fostering the creation of a virtual global media and information literacy network for cooperation and federation of research institution, if possible in every continent. For instance, stakeholders should set up a European Media and Information Literacy Observatory as was motivated during the First European Media and Information Literacy Forum.
- Promoting media and information literacy Open Educational Resources (OER).
- Extending the UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue (led by UNESCO and the UN Alliance of Civilizations) as a means to federate efforts between universities and educational institutions in order to promote research, training of teachers and library professionals, master and doctoral programmes on media and information literacy.
- Convening international organizations and educational authorities around the world to promote the introduction of media and information literacy in the formal, non-formal and informal education, as a core competency and as an object of knowledge, study and educational practice.
- Calling on the media and information providers to cooperate in promoting media and information literacy by providing opportunities for their audiences to participate,

collaborating with educational systems and complying with ethical norms in line with human rights and the principles of freedom of expression and information.

### *Conclusion*

These recommendations present a far-reaching strategy for an inclusive entitlement for all citizens to media and information literacy in the 21st century.

We urge all stakeholders to play an active role in advocating and implementing this declaration in media and information literacy policy and practice.

*Paris, 27-28 May 2014*

# **Fez Declaration on Media and Information Literacy**

**Under the Auspices of His Majesty King Mohammed the Sixth, the First International Forum on Media and Information Literacy (MIL)** was organized by the Research Group on Mass Communication, Culture and Society; the Laboratory of Discourse, Creativity and Society: Perception and Implications; the Faculty of Arts and Humanities, Sais-Fes; and Sidi Mohamed Ben Abdellah University, Fez, Morocco, on June 15-17, 2011 at the Faculty of Medicine and Pharmacy, Fez, **with the collaboration of the United Nations Educational, Scientific and Cultural Organization (UNESCO) as lead partner, the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Arab Bureau of Education for the Gulf States (ABEGS), and the United Nations Alliance of Civilizations (UNAOC) as key partners.** The other partners that contributed in various ways to the success of the Forum are as follows: the Moroccan Ministry of Education; the Moroccan Ministry of Communication; Moulay Ismail University, Meknes, Morocco; the European Association for Viewers' Interests (EAVI); the International Association for Media and Communication Research (IAMCR); the World Summit on Media for Children Foundation (WSMCF); the Asian Media, Information and Communication Centre (AMIC); the Philippine Communications Society (PCS); Lagos State University, Nigeria; the Mentor International Media Education Association (MENTOR); the Master's programme AIGEME "E-learning and media education engineering", University of Sorbonne Nouvelle Paris 3, France; and the Asian Institute of Journalism and Communication (AIJC).

**Over 200 participants from forty (40) countries, representing the five continents, took part in this Forum,** namely: Australia, Bangladesh, Brazil, Bulgaria, Burma, Canada, China, Egypt, Estonia, Finland, France, Germany, Greece, India, Indonesia, Iraq, Italy, Jamaica, Jordan, Kenya, Kuwait, Lebanon, Mauritania, Netherlands, New Zealand, Nigeria, Oman, Palestine, Pakistan, Philippines, Russian Federation, Saudi Arabia, Spain, Sudan, Sweden, Thailand, United Kingdom, United States, Yemen, and Morocco.

**This first edition of the Forum on Media and Information Literacy (MIL) gathered** researchers, academics, professionals, and experts in a wide range of disciplines, including media, communication and information sciences; media literacy, information literacy,

journalism, ICTs, curriculum development, educational sciences, sociology, economy, international relations, youth media, linguistics, semiotics, family law, institutional law, science and technology, Internet technologies, history, cultural studies, gender studies, and Islamic studies. The Forum also gathered representatives of international organisations, regional organizations, Arab national commissions for UNESCO, and representatives from Arab ministries of education, information and communication.

- Reaffirming the conviction that MIL is a fundamental human right, particularly in the digital age of explosion of information and convergence of communication technologies;
- Considering that MIL enhances the quality of human life and sustainable development and citizenship;
- Emphasizing the importance of MIL for social, economic and cultural development;
- Noting that the main obstacle for MIL comprehensive development is the current unawareness of its empowering capacities;
- Believing that MIL is key to engage all citizens, men and women, with particular focus on the youth, in active participation in society;
- Highlighting the critical role that MIL can play in building a culture of peace towards intercultural dialogue, mutual knowledge and understanding among civilizations;
- Concerned about the perceived decline of ethical values and sound professional practices among media and information providers, and the shrinking of the watchdog function of the press and the public sphere;
- In furtherance to the Grunwald Declaration, the Paris Agenda on Media Education, and the Alexandria Declaration on Information Literacy, as well as the WSIS Declaration and Plan of Action, particularly Action Line 9

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**We, the Participants in the First International Forum on MIL commend the Research Group on Mass Communication, Culture and Society** for taking the initiative of organizing this important event, and fully endorse the far-reaching vision that today's digital age and convergence of communication technologies necessitate the combination of media literacy and information literacy in order to achieve sustainable human development, build participatory civic societies, and contribute to the consolidation of sustainable world peace, freedom, democracy, good governance and the fostering of constructive intercultural knowledge, dialogue and mutual understanding.

**We, the Participants in the First International Forum on MIL send out this Universal Call** to all Heads of States worldwide, UN system, particularly to UNESCO, other relevant international and regional institutions, non-governmental organizations, educators, media and information professionals, policy and decision makers, and civil society actors, to join efforts for promoting media and information literacy, and enhancing regional, inter-regional and global cooperation to this effect.

**We, the Participants in the First International Forum on MIL,** invite UNESCO, UNAoC, ISESCO, ABEGS, and other stakeholders worldwide to:

1. Reaffirm their commitment to initiatives relating to MIL for All, and consider this International Forum on MIL an international platform for MIL.
2. Dedicate a week as World Media and Information Literacy Week to highlight to all stakeholders the value of promoting and pursuing MIL throughout the world. It was proposed that this should be celebrated on 15-21 June every year;
3. Integrate MIL in educational curricula both in the formal and non-formal systems, in order to (i) ensure the right of each and every citizen to this new civic education, (ii) capitalize on the multiplier effect of educators to train learners for critical thinking and analysis, (iii) endow both teachers and learners with MIL competencies to build up media and information literate societies, setting the stage for knowledge societies;
4. Include the production and distribution of user generated content (UGC), particularly youth-produced media, as part of the overall framework of MIL;
5. Conduct research on the state of media and information literacy in different countries so that MIL experts and practitioners would be able to design more effective initiatives;
6. Pursue appropriate follow-up to the regional consultations for the adaptation of the MIL Curriculum for Teachers and the promotion of MIL and Intercultural Dialogue;
7. Expand the UNESCO-UNITWIN-UNAOc Media and Information Literacy and Intercultural Dialogue (UNESCO-UNITWIN-UNAOc-MILID) Network to include other universities representing all regions of the world; and encourage the setting-up of national, regional and international institutes or centres or clearing houses on Media and Information Literacy in all regions to support media and information literacy initiatives worldwide; making this network a driving force for fostering MIL throughout societies at large, thus contributing to building sustainable peace around the world;
8. Foster MIL for development of local cultures and as a platform for intercultural dialogue, mutual knowledge and understanding;
9. Ensure that media and information ethics are embedded in all curricula, and advocate for ethical values on the part of communication, information, and media providers;
10. Endorse the setting up of a regional MIL Institute or Centre that will operate under the umbrella of Sidi Mohamed Ben Abdellah University, Fez, Morocco, and cooperate with this Institute/Centre to enhance its international relevance within the framework of the UNESCO-UNITWIN-UNAOc-MILID Network;
11. Convene biennial meetings of the International Forum on MIL to provide a venue for continuing interactions on MIL across borders, cultures, fields of study and professional practice. The Second Edition of the International Forum on MIL is proposed to take place in March/April 2013. The exact dates will be specified in consultation with all partners.

## **The Paris Agenda. 12 Recommendations for Media Education**

25 years after the adoption of the Grünwald Declaration that paved the way for media education at the international level, experts, education policy-makers, teachers and researchers, NGO representatives and media professionals from all the regions of the world met in Paris, on 21-22 June 2007. In a cooperative framework gathering all the stakeholders,

this joint initiative of the French Commission for UNESCO and UNESCO, supported by the Council of Europe and the French Education Ministry, aimed at taking stock of the progress made and the obstacles met in developing media education through the implementation of education policies or practical experiences; it also intended to formulate recommendations meant to scale up media education and to mobilize all the stakeholders.

The participants reaffirmed the relevance of the Grünwald Declaration. The statements made in 1982 have an increased acuteness with the advent of the information society and knowledge sharing in a globalized context. The place and role of media have strengthened in our societies. More than ever citizens need to have a critical analysis of information whatever the symbolic system used (image, sound, text), to produce content by themselves and to adapt themselves to professional and social change. All the stakeholders must be involved in media education.

The continuing appropriateness of the Grünwald Declaration is both symptomatic of the accuracy of the analysis made and of the lack of recognition of media education. For the last 25 years numerous and rich experiences in media education have been developed both in schools and out of schools. Empirical and theoretical works have elaborated a well-defined field of research in all the regions of the world. These experiences and this body of research remain insufficiently known and shared with the result that media education has not yet moved from the phase of experimentation to the phase of wide-spread use.

The participants underlined the fact that international mobilization for scaling up media education was a matter of urgency and that there was a need for regular evaluations to assess and update the implementation of the proposed recommendations. They also mentioned that these actions were coherent with the international commitments and that they came within the framework of the agenda of the international community regarding the Millennium Development Goals and the World Summit on Information Society.

The stock-taking of this two day-meeting resulted in the elaboration of twelve recommendations for priority actions intended to foster the operational implementation of the four Grünwald guidelines that remain valid:

- I. development of comprehensive media education programs at all education levels;
- II. teacher training and awareness raising of the other stakeholders in the social sphere;
- III. research and its dissemination networks;
- IV. international cooperation in actions.

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## **The Paris Agenda. 12 Recommendations for Media Education**

These recommendations which make up the Paris Agenda apply to all stakeholders at all levels of intervention and coordination, whether local, national, regional and international.

- I. Development of comprehensive media education programs at all education levels

### **Recommendation 1: To adopt an inclusive definition of media education**

The integration of media education in school programs requires a clear definition of the scope of media education. Today the question is no longer how to distinguish between education "with" media as pedagogical tools and education "about" media as a subject for study but to place media education within an economic and social environment undergoing massive changes due to the development of information and communication technologies (ICTs). Media education applies to all media whatever their nature and the technologies used. Far from challenging media education practices these changes enrich them with new skills regarding information knowledge and interactive communication including the social, legal and ethical dimensions involved.

An inclusive concept of media education has three main objectives:

- to give access to all kinds of media that are potential tools to understand society and to participate in democratic life;
- to develop skills for the critical analysis of messages, whether in news or entertainment, in order to strengthen the capacities of autonomous individuals and active users;
- to encourage production, creativity and interactivity in the different fields of media communication.

### **Recommendation 2: To strengthen the links between media education, cultural diversity and respect for human rights**

Built on these common bases, curricula will be adapted to the diversity of the cultural, educational, social and economic contexts in order to avoid the adoption of models that would not suit local realities.

Given the development of international exchanges and the globalisation phenomenon, media education should foster intercultural understanding and promote local cultures everywhere. Media education contributes to people's empowerment and a shared sense of responsibility in society and as such is part of citizenship and human rights education.

### **Recommendation 3: To define basic skills and evaluation systems**

According to these principles, the basic skills and knowledge to be acquired are both transversal and interdisciplinary and should be specified for each level of the school system. Their evaluation should take into account students as well as teachers in training. These programmes could be compiled and analysed in a comparative study that would highlight their common features and differences; they would help to structure media education and improve the relevance and effectiveness of its curricula.

## **II. Teacher training and awareness raising of the other stakeholders in the social sphere**

### **Recommendation 4: To integrate media education in the initial training of teachers**

Initial training of teachers is a key element of the system and must include theoretical dimensions and practical skills; it needs to be based on a good knowledge of young people's media uses. In times of rapid change, this training must rely on institutional actions and self-training, using teaching aids that have been tested and validated by teachers and students.



### **Recommendation 5: To develop appropriate and evolving pedagogical methods**

The main purpose is to set up new "active" methods that are incompatible with ready-to-teach recipes and require an evolution of the teacher's role, a greater participation by students and also closer relations between school and the outside world. Teaching materials and tools, either free of intellectual property rights or with fair and negotiated copyrights, have to be developed to be fitting with such new methods. They need to be produced in close collaboration between teachers and students, whatever their formats, covering the whole range from printed manuals to digital spaces of collaborative work.

### **Recommendation 6: To mobilize all the stakeholders within the education system**

The integration of media education in the education system has to mobilize all stakeholders. The awareness of curricula managers, school directors, chief education officers, etc., must be increased in order for them to assume the responsibilities that legitimize these actions. In the framework of regional and national missions, experts could be at the disposal of official education authorities to launch awareness raising initiatives.

### **Recommendation 7: To mobilize the other stakeholders of the social sphere**

Media education cannot be limited to the school environment; it is also the concern of families, associations and media professionals.

Parents and families along with civil society associations must contribute to it in the schools and outside the schools, in non formal locations, if media education is to move from the experimentation phase to widespread innovative implementation.

Media education should be integrated in the professional training of journalists and include legal and ethical knowledge. It also applies to all media professionals, content producers, editors, broadcasters, etc. Efforts have to be made in order to encourage the production and broadcasting of good quality programmes devoid of stereotypes, especially about young people. They should promote dialogue and bring together media professionals, educators and citizens. The regulation authorities have also a vested interest in participating in media education initiatives as self-regulation and co-regulation play an increasing role in parallel to regulation.

Summer schools organized at regional and national levels can encourage exchanges and the dissemination of best practices. They can contribute to the continuous training of teachers and to the spread of media education. Festivals and workshops can give more visibility to the productions of young people and increase the value of media education initiatives.

### **Recommendation 8: To place media education within the framework of lifelong learning**

Media education is not only for young people but also for adults whose main information and knowledge sources are media. In this context, media education is a process of quality lifelong learning. It is important to provide adults who did not have this opportunity with continuous training modules that will help them to become freer and more active citizens in society.

Tools of various kinds have to be put at their disposal to raise their awareness and train them. The continuous training and self-training of adults have to be implemented at the local level with the support of civil society associations, NGOs and experts.

### III. Research and its dissemination networks

#### **Recommendation 9: To develop media education and research in higher education**

Higher education is the link between training and research as there is a need to guide and monitor empirical practices. It is necessary to develop different directions for research:

- to develop skills for the critical analysis of messages, whether in news or entertainment, in order to strengthen the capacities of autonomous individuals and active users;
- evaluation research as close as possible to teacher and student practices in order to assess their possible impact better;
- research-action in order to mobilize stakeholders, give support to the current actions and contribute to the continuous training of teachers and educators;
- investigations on the behaviour and the role of parents and other stake-holders in media education.

Media education has to be dealt with in the framework of interdisciplinary research (education, information and communication sciences, sociology, etc.). It must be developed in close connection with studies on pedagogical innovation, on the role and impact of technologies in education and training and especially on e-learning, as well as with those focused on citizenship, human rights and sustainable development.

#### **Recommendation 10: To create exchange networks**

It is essential to build up and to share research questions as well their results in order to contribute to the much-needed change of scale in media education. Networks of researchers organized in thematic groups at regional, national or international levels will allow such sharing of knowledge. Their works should lead to the elaboration of ethical recommendations likely to result in an international charter. Calls to tender launched by national or international research bodies will also stimulate research.

### IV. International cooperation in actions

#### **Recommendation 11: To organize and to make visible international ex-changes**

International exchanges need to be stimulated and well organized in order to spread good practices and existing works, to grasp the diversity of the concrete situations and to encourage cooperation of all types. In that respect international organizations, like UNESCO, as well as regional organizations such as, for Europe, the Council of Europe and the European Union, have an important role to play in order to support both local and global initiatives and coordinated actions.

The creation of an international clearinghouse on media education would allow to collect, translate and put at the disposal of all a body of relevant data on media education: quality works whether in the research field or on education policies and strategies of integration of media education in curricula within the education systems. This clearinghouse would contribute to the creation of a network of key-stakeholders helping to monitor scientific and pedagogical development in this field.

The organization of regularly scheduled international events with a precise agenda is also necessary:

- international symposia with high level experts in order to assess current practices and to update recommendations. National education ministers and other relevant bodies should be kept informed of such activities and their conclusions;
- annual meetings of national specialists designed to share, transfer and increase their expertise particularly in countries newly engaged in media education;
- international festivals of media productions by young people, possibly in relation with national events, with specific awards and the opportunity of broadcasting in national media.

### **Recommendation 12: To raise awareness and to mobilize political decision makers**

Media education cannot come into general use without an effort to raise people's awareness and to mobilize all stakeholders and particularly high-level political decision-makers in all countries. Beyond actions taken at the national level to mobilize public opinion, UNESCO in cooperation with other international or regional organizations, such as the Council of Europe and the European Union for Europe, could launch a variety of initiatives among which:

- an international campaign to raise awareness on the importance of media education for the training of the citizen of the XXIst century;
- an international meeting of education ministers that will aim at creating a strong mobilization in favour of the integration of media education in education policies;
- the involvement of the UNESCO Schools Networks and Clubs in media education events and more precisely in the creation of a festival for young people's productions;
- the creation of "media education" UNESCO chairs that will keep researchers from losing sight of local realities and will enrich theoretical frameworks as well as practices in media education throughout the world.

*Paris, 22 June 2007*

## **European Charter for Media Literacy**

*The Charter for Media Literacy exists to support the establishment of media literacy across Europe. By signing the Charter, organisations and individuals endorse a specific definition of media literacy, and commit to actions that will contribute to its development. The Charter thus facilitates consensus and networking amongst those working for media literacy in different countries across Europe.*

*The Charter has been developed out of an initiative/idea of the UK Film Council and the BFI by a Steering Group representing major institutions in a limited number of European countries. Supporters, sponsors and providers may express support of the principles expressed in the Charter by signing it on [www.euromedialiteracy.eu](http://www.euromedialiteracy.eu) The Charter is also available in five other languages.*

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[Name of organisation] is committed to the aims and principles set out below for the better advocacy and development of media literacy in Europe.

**1) We make a commitment to:**

Raise public understanding and awareness of media literacy, in relation to the media of communication, information and expression; Advocate the importance of media literacy in the development of educational, cultural, political, social and economic policy; Support the principle that every European citizen of any age should have opportunities, in both formal and informal education, to develop the skills and knowledge necessary to increase their enjoyment, understanding and exploration of the media.

- Use media technologies effectively to access, store, retrieve and share content to meet their individual and community needs and interests;
- Gain access to, and make informed choices about, a wide range of media forms and content from different cultural and institutional sources;
- Understand how and why media content is produced;
- Analyse critically the techniques, languages and conventions used by the media, and the messages they convey;
- Use media creatively to express and communicate ideas, information and opinions;
- Identify, and avoid or challenge, media content and services that may be unsolicited, offensive or harmful;
- Make effective use of media in the exercise of their democratic rights and civic responsibilities.

**3) We will contribute to the development of a media literate European population by offering, or enabling others to offer, opportunities for people to:**

- Broaden their experience of different kinds of media form and content;
- Develop critical skills in analysing and assessing the media;
- Develop creative skills in using media for expression and communication, and participation in public debate.

**4) We pledge to support or participate in research that will identify and develop:**

- Better understanding of what it is to be media literate;
- Effective and sustainable pedagogy for media literacy;
- Transferable evaluative methods and assessment criteria for media literacy.

**5) We agree to undertake, or enable others to undertake, the following:**

- Build links with other signatories and contribute to the growth of a European network for media literacy;
- Identify and share evidence of the outcomes of media literacy initiatives which we undertake or are associated with;
- Work to make content legally available to be used for media education purposes.

**6) We wish to be listed on [www.euromedia literacy.eu](http://www.euromedia literacy.eu) as:**

- A Supporter of the European Charter for Media Literacy\*
- A Sponsor of the European Charter for Media Literacy\*
- A Provider under the terms of the European Charter for Media Literacy\*

As a provider, we commit to developing a timed and costed organisational Action Plan for Media Literacy, which will implement the Charter commitments we have made. We will publish our Action Plan on [www.euromedialiteracy.eu](http://www.euromedialiteracy.eu)

\*to be deleted as appropriate

September 28, 2006

## Recommendations Addressed to UNESCO on Media Education

*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.*

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### 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:

Vice-Chairpersons: Alexandra POLITOSTATHI (Greece), John PUNGENTE (Canada)

General Rapporteur: Didier SCHRETTTER (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*



# The Grünwald Declaration on Media Education

*This declaration was issued unanimously by the representatives of 19 nations at UNESCO's 1982 International Symposium on Media Education at Grünwald, Federal Republic of Germany. It is reproduced here since media teachers may well find it useful to quote or cite in preparing rationales, justifications or explanatory documents relating to media education.*

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**'We live in a world where media are omnipresent:** an increasing number of people spend a great deal of time watching television, reading newspapers and magazines, playing records and listening to the radio. In some countries, for example, children already spend more time watching television than they do attending school.

'Rather than condemn or endorse the undoubted power of the media, we need to accept their significant impact and penetration throughout the world as an established fact, and also appreciate their importance as an element of culture in today's world. The role of communication and media in the process of development should not be underestimated, nor the function of media as instruments for the citizen's active participation in society. Political and educational systems need to recognize their obligations to promote in their citizens a critical understanding of the phenomena of communication.

'Regrettably most informal and non-formal educational systems do little to promote media education or education for communication. Too often the gap between the educational experience they offer and the real world in which people live is disturbingly wide. But if the arguments for media education as a preparation for responsible citizenship are formidable now, in the very near future with the development of communication technology such as satellite broadcasting, two-way cable systems, television data systems, video cassette and disc materials, they ought to be irresistible, given the increasing degree of choice in media consumption resulting from these developments.

'Responsible educators will not ignore these developments, but will work alongside their students in understanding them and making sense of such consequences as the rapid development of two-way communication and the ensuing individualization and access to information.

'This is not to underestimate the impact on cultural identity of the flow of information and ideas between cultures by the mass media.

'The school and the family share the responsibility of preparing the young person for living in a world of powerful images, words and sounds. Children and adults need to be literate in all three of these symbolic systems, and this will require some reassessment of educational priorities. Such a reassessment might well result in an integrated approach to the teaching of language and communication.

‘Media education will be most effective when parents, teachers, media personnel and decision-makers all acknowledge they have a role to play in developing greater critical awareness among listeners, viewers and readers. The greater integration of educational and communications systems would undoubtedly be an important step towards more effective education.

**‘We therefore call upon the competent authorities to:**

1. initiate and support comprehensive media education programs - from pre-school to university level, and in adult education - the purpose of which is to develop the knowledge, skills and attitudes which will encourage the growth of critical awareness and, consequently, of greater competence among the users of electronic and print media. Ideally, such programs should include the analysis of media products, the use of media as means of creative expression, and effective use of and participation in available media channels;
2. develop training courses for teachers and intermediaries both to increase their knowledge and understanding of the media and train them in appropriate teaching methods, which would take into account the already considerable but fragmented acquaintance with media already possessed by many students;
3. stimulate research and development activities for the benefit of media education, from such domains as psychology, sociology, and communication science;
4. support and strengthen the actions undertaken or envisaged by UNESCO and which aim at encouraging international co-operation in media education.’

*Grünwald, Federal Republic of Germany, 22 January 1982*

## **II. Other Declarations on Children and Media**

Declarations concerning children's interests in the media and cultural sphere, in chronological order. For declarations specifically addressing MIL, see above. .

### **Bali Road Map: The Roles Of The Media In Realizing The Future We Want For All**

*The three-day "Global Media Forum: (GMF) The Role of Media in Realizing the Future We Want For All" during 25-28 of August, 2014 in Bali, Indonesia, culminated with the release of the "Bali Road Map," a call to action for the inclusion of media on the global development agenda.*

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#### **Preamble**

Recalling the many conventions, declarations and statements which guarantee and affirm the human right to freedom of expression;

Affirming that this right includes the right to press freedom and the right to seek, receive and impart information;

Recognising that peace and sustainable development increasingly depends on the participation of informed people which requires a free flow of information and knowledge, and that this in turn depends on freedom of expression on all media platforms;

Affirming the potential role of the media in underpinning how a country shapes development, shares ideas and innovations, and holds powerful actors to account, but stressing that this can only be realized where the media is free, pluralistic and independent and where there is safety for actors producing journalism;

Cognisant of the importance of civil society and the public as key stakeholders in both media and sustainable development, and of the need to ensure their involvement in media and development processes;

Believing that capable and engaged media actors can provide a robust forum for public debate, as well as foster the participation of marginalised people and those living in poverty who lack equitable access to communications;

Acknowledging that the ability of media actors to fulfil their potentials in development also depends on public access to Information and Communication Technologies (ICTs), information and knowledge;

Noting that the world has a new opportunity to articulate clear goals and targets in the form of the post-2015 Sustainable Development Goals, which will succeed the Millennium Development Goals;

Emphasising the importance of including a goal on freedom of expression and independent media in the post-2015 Sustainable Development Goals, and of including this recognition in development practice more broadly

## **Therefore**

The *Global Media Forum* (Bali, 25-28 August 2014) adopts this Road Map to realize the potentials of the media to contribute to sustainable development, and to promote the inclusion of a goal acknowledging the importance of freedom of expression and independent media in the post-2015 Sustainable Development Goals.

*We propose the following actions for the consideration by key stakeholder groups:*

### ***Governments***

- to respect freedom of expression, including press freedom and the right to seek and receive information, as fundamental rights as well as enablers of the post-2015 development agenda goals;
- to review legal restrictions including criminal defamation laws and other restrictions on media content or structures, in order to promote the free flow of information;
- to reconsider cases of imprisoned journalists in the light of international standards and human rights;
- to avoid the use of state economic levers to undermine media freedom, independence and diversity;
- to work towards universal access to the Internet and other ICTs as a means of realising the universality of freedom of expression, and in a manner that ensures equal access and participation for men and women;
- to promote diversity in the media, including by creating a positive economic environment with appropriate incentives, fostering equal access for women and men in media ownership and decision-making, and supporting the coverage of gender equality issues as an integral part of development;
- to combat historical discrimination, prejudices and/or biases which prevent the equal enjoyment of the right to freedom of expression by certain individuals and groups;
- to systematically collect and make accessible to the public, including by digital means, information which is related to development issues, while protecting privacy;

- to promote programs for media and information literacy competencies among all citizens, not least children and youth, so they are equipped to find, evaluate and use information, and create and express their own information and opinion, including that pertaining to development debates;
- to make concerted efforts to ensure that those involved in the production of journalism can work without fear or risk of attack, and to promote and implement the UN Plan of Action on the Safety of Journalists and the Issue of Impunity;
- to create a legal environment in which public, commercial and community broadcasters are empowered to serve the information and communication needs of different individuals and groups in society;
- to enable publicly-owned media to be editorially independent, be protected against political interference and be adequately funded in order to provide quality content in the public interest,
- to support the provision of quality training and education for journalists and media professionals, including about the development debate;
- to put in place systems to promote greater transparency of media ownership;
- to promote the inclusion of a goal recognising the importance of freedom of expression and of independent media in the UN's post-2015 Development Agenda.

***Media outlets, media professionals and social media users***

- to promote respect for the highest professional and ethical standards in journalism;
- to provide society with development-relevant information;
- to raise awareness about, and actively participate in, debates about developmental issues including the relationship between free expression and development, and to provide opportunities for the public to participate in these discussions;
- to reflect a diversity of views so as to satisfy the public's right to a broad range of information and ideas;
- to promote gender-sensitive policies and strategies to foster the participation of women and marginalised groups in all levels of media, including as news sources;
- to take concrete and effective steps to eliminate harmful gender and other stereotypes, prejudices and practices, including traditional or customary values or practices, which undermine the ability of individuals to enjoy the right to freedom of expression;
- to strive for appropriate time and resources to be allocated for investigative reporting, with a view to ensuring that such journalism can play its part in holding powerful actors, both public and private, to account;
- to empower producers of journalism through training and support for professionalism;

- to support the safety of journalists, engage with the UN Plan on the Safety of Journalists and the Issue of Impunity, and enhance cooperation with other actors.

### ***UNESCO and the international community***

- to endorse the inclusion in the Sustainable Development Goals of freedom of expression, including press freedom and the right to seek and receive information, given that these are not only essential rights but also enablers in the Sustainable Development Goals and the wider development agenda,

- to promote greater understanding about the importance of freedom of expression and a free, independent and pluralistic media, including their value as underpinnings for sustainable development, good governance and the rule of law;

- to advocate for media institutions across the range of public, private, community and social sectors as a foundation for free, pluralistic and independent media to play their full role in sustainable development;

- to continue to advocate for gender equality in and through the media by developing programmes and resources through the Global Alliance on Media and Gender and to ensure systematic follow up to the media and gender critical area of concern of the Beijing Declaration and Platform for Action;

- to continue work to support journalistic professionalism as well as media and information literacy, including the Global Alliance for Partnerships in Media and Information Literacy;

- to promote and monitor the safety of journalists and the fight against impunity, and to expand implementation of the UN Plan of Action

- to prepare for the first commemoration of the International Day to End Impunity for Crimes Against Journalists on 2 November 2014, following the declaration of this day by the UN General Assembly in 2013;

- to ensure that aid programmes take into account the importance of freedom of expression issues in all development efforts, and that they promote press freedom, the right to seek and receive information, and the safety of journalists;

- to follow up on the Bali Road Map for Media and Development, and make the document available to Member States, the Secretary-General of the United Nations and the Open Working Group, and to other international and regional organisations.

*Bali, 25-28 August 2014.*

# Protecting the Dignity, Security and Privacy of Children on the Internet

*This declaration was adopted by the Committee of Ministers of the Council of Europe (47 member states) on 20 February 2008 at the 1018th meeting of the Ministers' Deputies. The full title is: **Declaration of the Committee of Ministers on protecting the dignity, security and privacy of children on the Internet.***

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The Committee of Ministers of the Council of Europe,

Recalling the fundamental right to freedom of expression and to receive and impart information and ideas without interference by public authorities and regardless of frontiers, as guaranteed by Article 10 of the Convention for the Protection of Human Rights and Fundamental Freedoms (European Convention on Human Rights - ETS No. 5);

Recalling the 1989 United Nations Convention of the Rights of the Child, in particular the inherent right for children to dignity, to special protection and care as is necessary for their well-being, to protection against all forms of discrimination or arbitrary or unlawful interference with their privacy and to unlawful attacks on their honour and reputation;

Convinced that the well-being and best interests of children are fundamental values shared by all member states, which must be promoted without any discrimination;

Convinced that the Internet is an important tool for children's everyday activities, such as communication, information, knowledge, education and entertainment;

Concerned however by the enduring presence of content created by children which can be damaging to their dignity, security, privacy and honour both now and in the future as adults;

Recalling the Committee of Ministers' Declaration on freedom of communication on the Internet, adopted on 28 May 2003, which stresses that the exercise of such freedom should not prejudice the dignity or fundamental rights and freedoms of others, especially children;

Conscious that the traceability of children's activities via the Internet may expose them to criminal activities, such as the solicitation of children for sexual purposes, or otherwise illegal or harmful activities, such as discrimination, bullying, stalking and other forms of harassment, by others;

Recalling the measures to protect children referred to in the 2001 Convention on Cybercrime (ETS No. 185), in particular concerning child pornography, and the 2007 Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (CETS No. 201), in particular concerning the solicitation of children for sexual purposes;

Convinced of the need to inform children about the enduring presence and risks of the content they create on the Internet and, in this connection, of the need to develop and promote their information literacy, defined as the competent use of tools providing access to

information, the development of critical analysis of content and the appropriation of communication skills to foster citizenship and creativity, as referred to in Recommendation Rec(2006)12 of the Committee of Ministers on empowering children in the new information and communications environment;

Aware that communication using new technologies and new information and communication services must respect the right to privacy and to secrecy of correspondence, as guaranteed by Article 8 of the European Convention on Human Rights and as elaborated by the case law of the European Court of Human Rights, as well as the Convention for the Protection of Individuals with regard to Automatic Processing of Personal Data (ETS No. 108);

Concerned by the profiling of information and the retention of personal data regarding children's activities for commercial purposes;

Noting the outcome documents of the United Nations World Summit on the Information Society (Geneva, 2003 - Tunis, 2005), in particular the 2005 Tunis Agenda for the Information Society which reaffirmed the commitment to effective policies and frameworks to protect children and young people from abuse and exploitation through information and communication technologies;

Noting also the mandate of the United Nations Internet Governance Forum, in particular to identify emerging issues regarding the development and security of the Internet and to help find solutions to the issues arising from the use and misuse of the Internet, of concern to everyday users;

Aware of the emerging tendency for certain types of institutions, such as educational establishments, and prospective employers to seek information about children and young people when deciding on important issues concerning their lives,

Declares that, other than in the context of law enforcement, there should be no lasting or permanently accessible record of the content created by children on the Internet which challenges their dignity, security and privacy or otherwise renders them vulnerable now or at a later stage in their lives;

Invites member states together, where appropriate, with other relevant stakeholders, to explore the feasibility of removing or deleting such content, including its traces (logs, records and processing), within a reasonably short period of time.

*20 February, 2008*



# Protecting the Dignity, Security and Privacy of Children on the Internet

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Convinced that the well-being and best interests of children are fundamental values shared by all member states, which must be promoted without any discrimination;

Convinced that the Internet is an important tool for children's everyday activities, such as communication, information, knowledge, education and entertainment;

Concerned however by the enduring presence of content created by children which can be damaging to their dignity, security, privacy and honour both now and in the future as adults;

Recalling the Committee of Ministers' Declaration on freedom of communication on the Internet, adopted on 28 May 2003, which stresses that the exercise of such freedom should not prejudice the dignity or fundamental rights and freedoms of others, especially children;

Conscious that the traceability of children's activities via the Internet may expose them to criminal activities, such as the solicitation of children for sexual purposes, or otherwise illegal or harmful activities, such as discrimination, bullying, stalking and other forms of harassment, by others;

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*20 February, 2008*

# The Arab Child Subject to Different Cultural Influences

*On 25-25 September 2005, a regional conference on the theme "The Arab Child Subject to Different Cultural Influences" was organized by the Arab Council for Childhood and Development at Bibliotheca Alexandrina, Alexandria, Egypt. The concern of the conference was to investigate the theme within the context of the UN Convention on the Rights of the Child that includes the cultural rights of children, and the respect of ethnic, religious, cultural, and linguistic backgrounds. The conference - which was attended by several hundreds of experts on children's culture, researchers, governmental authorities and voluntary organisations, the press and other media, as well as by children aged 10 to 18 representing 21 Arab countries - resulted in a Final Statement and Recommendations.*

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## Final Statement

Participants in the Conference on "The Arab Child in the Midst of Different Cultural Impacts", held in Bibliotheca Alexandrina during the period 25-27 September 2005, present their deepest gratitude to all the officials in the Arab Republic of Egypt for the great and cordial hospitality they have found during their stay. They also express their appreciation and thanks to HRH Prince Talal Bin Abdul Aziz, President of the Arab Council for Childhood and Development, for his generous sponsorship of this Conference, and his attendance personally, as well as the important and valuable speech he delivered at the opening ceremony. Participants would like in this regards to ensure HRH that the results of this Conference based on a vision of genuine cultural identity opened to all human civilizations, will represent an ambitious feasible project, and will concur in the renewal of awareness, and the strengthening of freedom. Furthermore, participants recognize the serious efforts deployed by the responsible of the Council in order to achieve the success of this event.

1. Highly valuing the initiative of the Arab Council for Childhood and Development, and the efforts undertaken in the preparation of the Conference - in collaboration with Bibliotheca Alexandrina, the Regional Office of UNICEF in Amman, the League of Arab States, the Arab Gulf Program for UN Development Organizations, the Swedish Aid, the ISESCO, the UNESCO, the Swedish Center in Alexandria, and the Supreme Council of the Family in Sharjah - that contributed to put the seeds of a real and practical partnership leading to raise awareness about child's rights and his/her sustained development, and representing a model of partnership and coordination at the regional and international levels.
2. Participants express their great appreciation for the hospitality of Bibliotheca Alexandrina, and convey their cherishment of its history and long culture.
3. While valuing all the efforts and initiatives related to the promotion of Arab children's culture, participants are aware of the need for additional efforts to guarantee that this culture will rely on the commitment to the Child's Rights Convention, and the two optional protocols, as well as all the calls to implement all children's rights at the eve of a new society based on digital production, interactive immaterial communication and exchange of information and knowledge.

4. Fully aware of the nature of challenges and difficulties facing Arab children, including the flow of global media added to other issues such as poverty, occupation, armed conflicts and difficult conditions, participants confirm the need to develop national comprehensive cultural plans of action aiming at achieving feasible goals, within a limited time frame, with the support of adequate budgets, accompanied by clear indicators of measurement that take in consideration the local particularities, while targeting the early mental development of children in the era of cybernetics.
5. Stressing the fact that children are citizens with full rights, and major actors in the society, participants in the Conference confirm that diverse policies, programs, and mechanisms related with children should be in harmony with the series of general principles mentioned in the Child's Rights Convention, and specifically: the supremacy of children's interests, the non-discrimination between children, the right of the child for survival and development, the right for life and respect of her/his opinions, the right of access, exchange and dissemination of information, including the right of children to express themselves within their families, at school, and in all institutions, and taking these opinions in consideration in the design and implementation of programs and policies.

### **Main ideas resulting from the working sessions**

- Raise awareness about the importance for children to have a mother tongue since their early days, and provide the adequate media for all the phases of childhood.
- Focus on activating all the means in order to reach Arab children.
- Rationalize advertisements in all media addressed to children.
- Confirm the right of all children to access aesthetical education whose fruits and results rely on the availability of freedom, justice, equality, and the participation of children according to their personal needs.
- Adopt the aesthetical, innovative, and pedagogic criteria in the publications for children at the levels of aspect and content in order to attract and develop their interest, strengthen their capabilities of innovation, empower them with values, concepts, knowledge and behavior.
- Confirm the importance to develop a diversity of programs for artistic education in the educational and media spheres regarded as a basic element of socialization.
- Grant attention to the content of electronic and virtual games that should be compatible with the aims and goals regarding the socialization of Arab children.
- Invite writers, novelists, families, and the media to encourage children at participating in public life.
- Invite writers, novelists, innovators, and the media to disseminate the values of tolerance, dialogue, non-discrimination, participation, democracy, acceptance of the other, and the respect of personal property in their production addressed to children.
- Invite the faculties of arts and mass communication to introduce the literature for children as well as artistic criticism in their curricula.
- Tighten the relations between academic institutions, the production bodies, and the responsible of securing compulsory education in early childhood.
- Benefit from the modern technologies in developing the capabilities and culture of children with special needs, and improve their integration in all activities and programs within the perspective of global and comprehensive integration.
- Train children on innovation and creativity through computers
- Provide programs of training and rehabilitation for all workers in the field of childhood.

- Simplify the media concepts for children in early childhood and integrate them in curricula and school activities.
- Raise family awareness through various media about the importance of reading in order to transform it into a daily habit.
- Establish public libraries, and promote school libraries, as well as libraries in the different centers grouping children, especially in poor areas, to be managed by specialized trained human cadres.
- Invite the ministries of culture to design national strategic plans in the field of developing children's culture.
- Encourage Arab joint production in the domain of cultural, educational, and entertainment media, and highlight the common cultural patrimony.
- Encourage the private sector and Arab investors to invest in the industry of entertainment by granting them credits and tax facilities.
- Establish an electronic network for organizations and institutions working in the field of childhood to promote the exchange of information and experience, and document all works and activities regarding Arab children.
- The executive secretariat of the Arab Council for Childhood and Development is requested to transmit all these recommendations to the World Summit of Information, and participate as a main partner in the implementation of the objectives related to children.
- Invite the institutions and individuals participating in this Conference to develop and design the adequate mechanisms to implement the recommendations in their respective countries.
- Call for the design of a Code of Ethics for the workers in the field of children's culture and information.

## Recommendations

Under the sponsorship of HRH Prince Talal Bin Abdul Aziz, a Conference on "The Arab Child in the Midst of Different Cultural Impacts" was held at Bibliotheca Alexandrina on September 25-27, 2005. This Conference was convened upon an initiative of the Arab Council for Childhood and Development, the Arab Gulf Program for UN Development Organizations (AGFUND), the Swedish Center in Alexandria, the Swedish Aid Agency, the Islamic Organization for Education, Science and Culture, the League of Arab States, the UNESCO, and the Supreme Council of the Family in Sharjah.

The Conference was attended by tens of Arab experts and researchers representing different intellectual disciplines: sociology, pedagogy, linguistics, media, and arts. The sessions of the Conference witnessed the presentation of several papers followed by discussions and debates, in addition to the specific workshops of children under the supervision of a number of experts.

The recommendations of the Conference included the following streams:

### **At the social level**

- The importance to activate the Civil Society Institutions to enable them endorsing the responsibility of educating and cultivating children, side by side with governments.

- Strengthening relationships within Civil Society Institutions in order to improve the efficacy of their efforts and activities in the field of Arab children - especially those living under difficult circumstances - and promote their impacting capabilities.
- Enhance the role of the Civil Society in discovering talent and innovation among the writers for children instead of leaving this matter to the sole will of Arab ministries of culture that have a preference for writings about the ruling elites.
- Activate Article 17 of the Child's Rights Convention related to the right of children to obtain information from various sources, develop their knowledge as well as their personality and culture to prevent them from the negative impacts with which the surrounding society is crowded.
- Invite the concerned ministries (education, culture, and media), and Civil Society Organizations to develop clear policies regarding children's culture to serve as a base for the national and pan-Arab strategies.
- Act towards the integration of the culture of human rights in general, and the culture of children's right in particular, within educational curricula; and raise awareness about this culture in Arab societies to promote a cultural context addressed to children, preparing them to face the challenges of life and along with the modern trends of development, strengthening their self-confidence as well as their attachment to their patrimony and civilization, and raising the values of tolerance, openness, respect of the other, human rights, freedom, and peace.

#### **At the media level**

- Guarantee that the contents presented to children in all types of media lead to raise their awareness, strengthen their ability to discuss and their critical thinking, encourage personal opinions as well as common initiatives geared towards the enhancement of the society.
- Activate the recommendation issued as part of the Arab League's ten year plan about the creation of a website for Arab children.
- Refine the discourse used by media persons in audio visual media, especially that this discourse plays the role of a model for Arab children; mainly because this discourse has been often distorted lately either in terms of content or at the linguistic level.
- Draw the attention of the media about the dangers pertaining to the dissemination of programs encouraging the practice of violence, and the aggressive behavior because of their negative impact on children particularly, and on the development and stability of societies as a whole.
- Develop the attractive appearance of children's magazine (colored pictures and drawings, good quality of paper and printing), besides presenting interesting topics that raise the imagination and provide children with valuable and accurate concepts, information, and knowledge. In addition, each of these magazines should clearly define the age bracket it addresses in order to include the adequate material and be expressed in the right linguistic discourse. Such magazines should have clear policies, and rely on the assistance of experts in children's psychology and children's literature who contribute in designing the objectives as well as following up the implementation and achievement of these goals.
- Enhance programs addressing children through broadcasting, TV, and satellite channels, regarding the quality in terms of possibilities, attraction, mission, diversity, and incentives. It is also important to devote efforts towards the presenters of these programs such as: awareness raising and training. Furthermore, the trends calling for



the establishment of satellite channels for Arab children deserve to be encouraged and promoted.

### **At the linguistic level**

- Accredite Arabic (classical simplified) as the main tool of communication with Arab children at school, in curricula, and diverse types of media.
- Develop a "dictionary of basic Arabic for children" - similar to the existing dictionaries in foreign languages - to serve as a guide for all those who write for children in the early stages of education.
- Develop the current approaches of teaching Arabic by adopting the audio-visual methods based on the correct pronunciation and the functional utilization of language in different situations instead of relying on memorization and dictation that do not promote the desire to learn.
- Translate useful foreign books for children into an easy classical Arabic, in light of the experience related to the translation of Swedish classical works into Arabic.
- Priority should be given to the study of Arabic before foreign languages in the early years of education, in order to enable Arab children mastering their own language first, and helping them dealing and interacting with their environment as well as with all types of media.
- The dictionary by topic should include texts inspired from children's environment, capable of motivating their curiosity and interest, strengthening their relationship with the surrounding reality, and avoiding the creation of a linguistic or cognitive gap between what they learn at school and real life.
- Encourage the study of Arabic in the countries of migration through the establishment of schools and social clubs to promote interaction between migrants, enhance their usage of Arabic, and allow for the organization of cultural activities complementing the efforts of Arab embassies and consulates abroad.
- Enhance programs addressing children through broadcasting, TV, and satellite channels, regarding the quality in terms of possibilities, attraction, mission, diversity, and incentives. It is also important to devote efforts towards the presenters of these programs such as: awareness raising and training. Furthermore, the trends calling for the establishment of satellite channels for Arab children deserve to be encouraged and promoted.

### **At the level of literature for children**

- Consider children as innovators in order to preserve their spontaneous creativity. In addition, the teaching of aesthetics should be considered as a genuine right for each child, in order to develop children's talents and innovation. Such teaching should be linked to the assimilation of behavior and ethics through the participation of children at both levels of practice and elaboration.
- Design an Arab strategy for the promotion of cultural and artistic institutions for children, the creation of theatre plays to be performed in rural and urban areas.
- Rehabilitate Arab traditional games since most games practiced by Arab children belong to the cultural patrimony. Experts should participate in developing and updating these games, besides collecting and documenting the popular traditions in order to preserve these games from disappearance.
- Organize festivals and conferences about the theatre for children similar to the festival of children's cinema.

- Develop drama production addressed to children in terms of quantity and quality. This requires the participation of experts in writing for children, the provision of training for workers in the field of childhood, the establishment of a close link between the questions raised by children's environment and the proposed drama, and the improvement of interaction between the world of arts and the world of reality. In addition, efforts should encompass family drama addressed to the entire family including children.
- Childhood councils and concerned parties should be involved in planning and orientation regarding the content of programs addressed to children in order to avoid negative implications, and secure the best possible quality, security, and compliance with the desired principles and values.

### **Recommendations of the children's workshop (according to children's requests regarding culture, language, and media)**

- Computerize curricula, i.e., provide audio-visual curricula in order to become more attractive for children.
- Develop TV as to play a real cultural role.
- Encourage centers specialized in cultivating children's talents.
- Organize training sessions for teachers to match with modern developments.
- Enlarge the access to internet for all.
- Incite Arab academies of language to issue a dictionary of modern foreign terminology.
- Request Arab teachers to use classical Arabic in order to reinforce students' knowledge.
- Teach sciences in Arabic at the university level.
- Equip governmental and social institutions, and habilitate them to encourage Arab children acquiring culture.
- Document successful stories of children and disseminate them through media over the Arab World.
- Limit the hours of video clips projection and encode them.
- Raise the space of cultural programs for children.
- Abolish the programs that would negatively impact children's behavior, especially those provoking violence, cruelty, and crime.
- The majority of programs should be presented and expressed in Arabic.
- Workers in children's programs should be credible.
- The creation of an educational channel including all the curricula of Arab countries in order to facilitate the rapprochement of ideas, concepts, and minds.
- Present the problems of children in the different programs and search for their solution.
- Present a real image of Arab children to their counterparts in western countries, and develop a new methodology for the presentation of children's programs.

### **Specific recommendations**

- Integrate children with special needs in all cultural, communication, and artistic activities addressed to children, as a consecration of their right for participation and a refusal of the negative behavior towards this category. In addition, all skilled technical and human facilities should be provided in order to achieve the goal of comprehensive integration.

- Establish an Arab satellite channel specialized in scientific fields besides channels for children.
- Increase efforts to develop websites that meet the cultural and cognitive needs of Arab children living abroad.
- Strengthen cooperation between the concerned parties (the Arab Organization for Education, Sciences, and Culture and the Arab ministries of education and culture) in order to conclude agreements with migration countries to promote the teaching of Arabic as a second language in the schools attended by Arab students.
- Request the Arab Council for Childhood and Development to coordinate all the efforts and activities of the different parties concerned with Arab childhood.
- Commission the Arab Council for Childhood and Development to publish the illustrated dictionary by topic under two forms: a hard copy and an electronic copy.
- Invite the Arab Council for Childhood and Development to hold a Conference titled "Arab Children Under Situations of War" in cooperation with concerned UN agencies and Civil Society Organizations.
- Establish an Arab institution for the production of cartoons and the creation of cartoon characters inspired from the Arab patrimony and history.
- Promote the current efforts and activities in the field of Arab childhood in order to match with the enormous changes that occurred in the image of modern societies based today on digital production, interactive and virtual communication of information and knowledge.

*Alexandria, Egypt, 25-27 September 2005*

## **The Radio Manifesto**

*Three years of discussions and workshops by children and youth around the world have resulted in an international document, The Radio Manifesto, launched at the 4th World Summit on Media for Children and Adolescents in Rio de Janeiro, Brazil, April 19-23, 2004. The complete Radio Manifesto consists of three parts; Part I: Context, Part II: The Radio Manifesto, and Part III: Annexes. Here we have chosen to present Part II with the declaration in full text. The complete version can be found at [www.worldradioforum.org/](http://www.worldradioforum.org/). On the site you can also read or download the Radio Manifesto in the following languages: Portuguese, French, Spanish, Russian. The Radio Manifesto is open for further contributions from children's and youth radio groups. If you would like your youth group to contribute to the manifesto, contact World Radio Forum.*

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## PART II: MANIFESTO

### SECTION 1: Declaration

#### **What we believe and really want to say on radio**

We want to speak out against all forms of violence - killing, abduction and sale of children, rape and every other kind of child abuse and exploitation

We want to speak out against the causes of violence such as power-seeking, drug addiction and alcohol abuse and poverty

We need our voices to be included in denouncing war and in speaking out against the exploitation of children in armed conflict

We would like to speak up for people to love and respect each other

We would like to speak up for peace in the world

We would like radio to give us the space for more smiles and less sadness and for singing songs, laughter and play

We want our voices to be heard in the fight against homelessness, poverty and disease

We need our voices to be heard in the fight against HIV and AIDS

We would like our voices to be included in the building of safe and secure environments for everyone

We want to speak up for the care and conservation of our environment and against deforestation, desertification and pollution

We would like radio to show how it is possible to treat everyone (including children and especially including girls) equally

We want to speak out against all kinds of discrimination and ensure that radio gives disabled children the opportunity for their voices to be heard

We need radio to bring tolerance to our world of different nations, religions and cultures

We would like radio to reflect the way children and young people everywhere are collaborating to help build a better world

### SECTION 2: Children's rights and radio

#### **Our Manifesto recognises:**

that each state is obliged to make the rights contained in the UNCRC widely known to adults and children and to translate the rights of the Convention into reality

that radio is the mass medium which can best deliver information to all and implement the rights of the Convention for all including those who, for whatever reason, have no access to other media

that children's rights to access to the media, freedom from discrimination, freedom to express an opinion on issues that affect their lives, rights to health, education, information, leisure, and, for those who are excluded, the right to social reintegration, and other rights articulated in the Convention, can all be effectively put into action and delivered by radio

**We call on radio broadcasters:**

to recognise that young people have a right to express themselves freely on radio by including their views and voices on issues that affect them

to give children courage to speak up on radio by creating safe conditions and, if necessary, protecting their identities

to use field recordings to include youth views and voices

to target different age groups in appropriate ways with suitable programmes

to broadcast child-rights related information for children and parents

to enable the voices of abused and marginalised children to be heard

to avoid stereotyping children in news reports and ensure that positive news values are included in coverage of child-rights stories by including positive as well as negative aspects

to ensure that radio stations set up combined efforts to make the voices of young people heard to empower a stronger voice for them by promoting youth shows and demonstrating young people's ability and wish to work together

to broadcast discussion on different aspects of the UNCRC to educate and inform adults about children's rights

SECTION 3: Young people's participation in radio

**Our Manifesto recognises:**

that public service radio is for the public and local communities

that children and youth, as well as their parents, are an integral part of the public and of the local communities served by radio broadcasters

that children's rights organisations and others are supporting young people in forming their own radio groups

that children's and youth radio groups offer a relevant resource for radio broadcasters' programme content

that children and youth involved in radio have responsibilities as well as rights

**We call on radio broadcasters:**

to ask what are the most important things producers and reporters can do to make the voices of children & youth heard in the community

to produce more programmes which involve the participation of young people and broadcast more programmes made for children

to broadcast what is necessary for children (in terms of information and education) as well as what is fun, interesting and enjoyable

to encourage children and youth to participate in managing, developing, producing and presenting their own shows

to provide mainstream radio programmes that focus on issues concerning the young and give young people the opportunity to take part with adults to express their views and help in constructing solutions to problems

to liaise and collaborate with children's & youth NGOs as a resource for mainstream programmes dealing with child rights related issues

to produce radio programmes which encourage understanding and break down barriers between generations

to help parents listen to what their children have to say by enabling discussion between children and parents on subjects that may not be talked about at home such as excision, early marriage, HIV & AIDS

to respect children's views and experiences

SECTION 4: Traditional stories and culture on radio

**Our Manifesto recognises:**

that by featuring traditional storytelling, radio can promote cultural diversity, tolerance and understanding

that traditional stories appeal to adult as well as child listeners

that in broadcasting traditional stories, poetry, rhymes and games, radio can preserve and promote different languages and ensure that children can continue to enjoy the culture and oral traditions of mother tongue languages

that radio drama is an effective way to provide successful forms of entertainment for different age groups

**We call on radio broadcasters:**

to broadcast more traditional stories, rhymes and song-games for the very young at times when they can listen

to reflect the contribution children can make in the performance and retelling of traditional poems and stories

to provide a source of fun and enjoyment for children and youth as well as for adult audiences

to make sure there is a place for poetry in people's lives and that poetry for and by young people is included

to reflect the way traditional forms of entertainment are made relevant to young people in new forms such as hip-hop

to respond to the needs for entertainment of marginalised and deprived groups such as children in refugee camps

to give airtime to the issue of children's need for recreation with discussions about every child's right to have time for leisure as well as spaces for play and for sports activities

SECTION 5: Education programmes on radio

**Our Manifesto recognises:**

that radio can provide programmes which put into action children's right to education.

that children and young people need education programmes on radio which are appropriate for their age range and which are clear and informative.

that radio can enable free education for all children especially for those who cannot attend school

that radio can provide education programmes in different languages

**We call on radio broadcasters:**

to make appropriate provision of learning programmes for children of all ages for those in school and for those unable to be in school

to educate adults, especially parents, about every child's right to education and about the importance of including girls

to broadcast debate on the need to build schools and train teachers

to help advocate against corporal punishment in schools

to support radio clubs organised by, with and for the young, by making available technical expertise, access to airtime and opportunities for children to learn radio making skills.

*Launched at the 4th World summit on Media for Children and Adolescents, Rio de Janeiro, Brazil, April, 2004*

# **Rio de Janeiro Charter Media from All, Media for All**

*The Rio de Janeiro Charter was adopted during the final day of The 4th World Summit on Media for Children and Adolescents in Rio de Janeiro, Brazil, April 19-23, 2004. On the agenda of the Summit, which had the theme "Media from All, Media for All", were the rights of children and adolescents to quality media. The Summit was attended by over 2,600 persons and organisations from 70 countries and supported by, among others, Rio Prefeitura Educação/MULTIRIO (Rio Prefecture of Education) and Midiativa (Centro Brasileiro de Mídia para Crianças e Adolescentes; Brazilian Centre of Media for Children and Adolescents).*

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## Declaration of the Professionals

The world - and the mass media that reflect and shape it - is at a cross-road. Wars and hatred, poverty and inequality, cast a shadow over our collective future. We ask ourselves if the media are part of the problem or part of the solution. Our answer is that they are both.

Media globalization is a reality, for better or worse. Media driven by profit alone and concentration of media ownership in fewer and fewer hands illustrate the dark side of globalization. Lack of quality and cultural diversity are the outcome.

The media can either help to perpetuate this situation, or become an instrument to transform it. We can resign ourselves to their dividing and polarizing us, or take action to ensure that they fulfill their great promise and bring us together as a human community.

The vast potential of the Information and Communication Revolution to promote diversity and social justice will only be realized through the active participation of all sectors of society. The airwaves and cyberspace do not belong to the broadcasters or to the advertisers - they belong, by law, to the people. Media companies are issued licenses with the condition that they serve the public interest.

Because the media are central to children's and adolescents' development and education - influencing not only attitudes but also behaviours and identities - we are deeply concerned about the negative values and lifestyles promoted by so much of the media today.

The media are taking on roles once played by parents and teachers, frequently without being prepared to face this awesome challenge. Children and adolescents are entitled to something better than what they are getting from the media.



The greatest investment we can make in the future is in our children and adolescents. This implies greater responsibility from both media and society, and actions that can no longer be postponed.

### Adolescents' Declaration

We, the participants of the Adolescents Forum at the 4th World Summit on Media for Children and Adolescents, given our concern about the current media crisis for children and adolescents, recognize the need to discuss and re-examine the democratization of information in today's society and in mass media.

In order to discuss the democratization of production and use of the media, we must alert governments that globalization of access to information is a necessary first step. If we are to unite forces with peoples around the world in this effort, instead of changing the media, we should use it to eradicate violence, poverty and to facilitate access to education. Joining forces means uniting with the media thereby bringing quality culture, entertainment, and education to the entire population.

Article 19 of the Universal Declaration of Human Rights states: "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers."

### Proposals

#### **Professionals**

To meet the goals listed above, we agree to the necessity of involving and engaging governments, broadcast companies, advertisers, advertising professionals, schools, universities, educators and researchers, civil society, media consumers, families, and others, to guarantee the following:

- Establishment of broader alliances between these key players.
- Incorporation and dissemination of the resolutions stated in the Convention on the Rights of the Child.
- Regulation of mass media.
- In service training of communications professionals by institutions of higher learning and by businesses.
- Training to develop critical sensibilities in children and adolescents, as technical media production skills.
- Authentic representations of children and teenagers in the media, considering cultural, social, ethnic, religious diversity, gender, et al. with special consideration to people with disabilities.
- Increasing quality, quantity and diversity of media for children and adolescents at various stages of their development.
- Promotion of media production with the participation children and adolescents.
- Public and private financing of media for children and adolescents.
- Democratization of the means of access to technology and information
- Maintenance and strengthening of the public systems of communication.

## Adolescents

In light of the ideas expressed above, we, the Adolescents Forum, hereby propose:

- Communication among children, teenagers and adults about quality media.
- Guarantee of quality control in media starting with the creative process and including society, councils on ethics and grievance boards in all countries:
  1. Setting of times for, or prohibition of content that is violent, erotic, or encourages drinking alcohol, smoking cigarettes or using illegal drugs;
  2. Establishment of councils to receive audience suggestions and complaints about media abuses, making this information available to the general public;
  3. Put pressure on advertisers to refrain from sponsoring low quality programs based on audience complaints;
  4. Set up a media commission encompassing of children and adolescents.

Emergency establishment of ways to block pornographic content on the internet from children and adolescents.

- Raise the sensitivity of producers of news and information for children and adolescents in order to:
  1. Avoid portraying stereotypes that associate children and teens with products outside their reach; or which associate them with crime and violence;
  2. Refrain from using embarrassing discriminatory images of children and adolescents.
- Create spaces in schools to teach children and adolescents (especially those with physical or mental disabilities) how to receive, search for, and utilize information in a critical and productive fashion.
- Creation of mass communication media specifically for children and adolescents with space for local programming produced by themselves.
- Guaranteed space for children and adolescents in the production and transmission of media products.
- Government and private financing policies to induce in media production investment by children and adolescents.
- Legally mandated free airtime TV and radio set aside for schools and organizations that promote the production of educational media for children and adolescents.

## Conclusions of the Professionals

In Rio we looked at the media and the world from different perspectives. A wide range of successful experiences from all countries proves that there are viable, creative alternatives to mainstream homogeneity. This summit has renewed our commitment to build solidarity and human values through the media.

## Conclusions of the Adolescents

We adolescents commit ourselves to the implementation of these proposals with the same level of passion today as when we are adults.

When adults recognize our work, prioritize quality media that is produced with the participation of children and teenagers, come to understand that we are not an expense but an

investment, that we are the present building the future, then we will have won the battle we are fighting today.

23 April 2004

# Declaration of Thessaloniki Commitment for the Future

*The Declaration of Thessaloniki: Media and Children: Commitment for the Future was put forward by the Hellenic Audiovisual Institute (I.O.M.) during the final session of the 3rd World Summit on Media for Children produced by the European Children's Television Centre (E.C.T.C.) and held in Thessalonica, Greece, 23-26 March 2001. The draft declaration was discussed and finalized at AGORA, Athens, in 2002.*

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## MEDIA AND CHILDREN

Participants in the "3rd World Summit on Media for Children", international organisations, governmental and non-governmental, members of the audiovisual industry representing all media sectors, researchers and children, reaffirm that the right to seek, receive and impart information and ideas of all kinds is a fundamental human right, reflected in the Convention on the Rights of the Child.

The respect for human dignity and well-being and for the children's right to democratic participation in media demands coherent policies at the global, regional, national and local levels. To ensure the rights of children the communication process should be pluralistic and multi-cultural and should guarantee freedom and diversity of opinion and expression,

### **taking into consideration:**

1. existing international and regional conventions, charters, declarations and recommendations as well as national legislation addressing the question of children and audiovisual media, as expressed for example in the Children's Television Charter adopted at the 1st World Summit on Television and Children, Melbourne 1995;
2. the importance of engaging media, institutions and professionals, as partners in actions to achieve the rights of children, and the responsibility of the media in an interdependent and globalised world, particularly in addressing the needs of children in terms of culture, education, life skills and the bridging of the digital divide;
3. increasing public concern about the impact on children of media programmes containing violence, consumerism, gender and ethnic stereotyping;
4. the necessity for promoting cultural diversity in a globalised society;
5. the need for urgent coordinated action by those engaged in the media in the face of rapid technological evolution,

### **agree to work for the following:**

- encouragement and support of quality production, with special emphasis on local and educational content;
- adoption of codes of conduct or other appropriate regulatory instruments, with regard, on the one hand, to all forms of harmful content in media and new technologies such as Internet, in particular commercial exploitation and, on the other hand, to violence, pornography and racism, to be monitored through appropriate mechanisms, for instance observatories;
- promotion of media education programmes for the empowerment of all concerned parties, especially children;
- strengthening the role of the audiovisual industry in capacity building, in particular training, in the framework of an international intercultural strategy to deliver quality children's audiovisual media;
- promotion of research on the relationship between children and media, in order to increase awareness and knowledge and to contribute to constructive public debate, media production and policy making;
- promotion of the topic of the relationship between children and media as an urgent priority on the agenda of international, regional and national organisations for children.

In the light of the above, the participants agree to undertake actions in the spirit of shared responsibility and partnership among:

- governments, parliaments and other policy-making bodies at national, regional and international level,
- the media industry and its professionals,
- the higher education and research community,
- civil society, especially organised groups and individuals such as teachers, educators, parents and children themselves.

*18 June 2002*

## **Guidelines and Principles for Reporting on Issues Involving Children**

*These guidelines were first adopted in draft by journalists organisations from 70 countries at the world's first international consultative conference on journalism and child rights held in Recife, Brazil, on May 2<sup>nd</sup> 1998. After regional conferences and workshops they were finally adopted at the Annual Congress of the International Federation of Journalists in Seoul in 2001. The guidelines were presented by the IFJ at the 2<sup>nd</sup> World Congress against Commercial Exploitation of Children held at Yokohama, Japan, in December 2001.*

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## 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 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.

## Principles

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.

*The following statement was also endorsed at the Recife Media and Child Rights Conference:*

"The IFJ is deeply concerned at the creation of paedophile Internet sites and the fact that certain media publish or broadcast classified advertisements promoting child prostitution.

The IFJ calls on its member unions to:

- intervene with media owners over the publication or broadcasting of these advertisements;

- to campaign with public authorities for the elimination of these sites and advertisements."

## Guidelines

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

- strive** for standards of excellence in terms of accuracy and sensitivity when reporting on issues involving children;
- avoid** programming and publication of images which intrude upon the media space of children with information which is damaging to them;
- avoid** the use of stereotypes and sensational presentation to promote journalistic material involving children;
- consider** carefully the consequences of publication of any material concerning children and shall minimise harm to children;
- guard** against visually or otherwise identifying children unless it is demonstrably in the public interest;
- give** children, where possible, the right of access to media to express their own opinions without inducement of any kind;
- ensure** independent verification of information provided by children and take special care to ensure that verification takes place without putting child informants at risk;
- avoid** the use of sexualised images of children;
- 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;
- verify** the credentials of any organisation purporting to speak for or to represent the interests of children.
- 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.

*Seoul, June 11-15, 2001*

# Declaration of the Asia-Pacific Television Forum on Children and Youth

*The Asia-Pacific Television Forum on Children and Youth in Seoul, Republic of Korea, February 2001, brought together over 120 high-level television professionals to discuss the media's critical role in promoting and protecting the rights of children. Representatives of public and private broadcasters, satellite and cable networks, and regional television associations presented and discussed innovative programming ideas and advocacy campaigns.*

*The Forum was the first follow-up meeting in the region to the Asian Summit on Child Rights and the Media held in Manila in 1996. The Declaration was presented to the 3rd World Summit on Media for Children in Greece in March, 2001, and was shared with governments at the Fifth Ministerial Consultation in Beijing in May, 2001.*

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We, some 100 members of the broadcasting community, have gathered in Seoul, Republic of Korea, from 5-7 February 2001 for the Asia-Pacific Television Forum on Children and Youth. We particularly welcome the first-ever participation in a regional television gathering by several Pacific Island nations and look forward to even stronger participation from the Pacific in the future. Over the course of this three-day Television Forum we have focussed on a variety of issues related to the production of high quality and relevant news, educational and entertainment programming for and about children and youth.

We are fully aware that under the internationally accepted Children's Television Charter (addendum I), which has been reaffirmed in this region by the Asian Declaration on Child Rights and the Media (addendum II), the television industry committed itself to producing programming for and about children that respects and upholds the rights enshrined in the Convention on the Rights of the Child.

As stated in the Television Charter, we recognize and accept our "obligation to entertain, inform, engage and enlighten" children and youth in accordance with the principles of the Convention on the Rights of the Child.

In view of the Global Movement for Children and the September 2001 UN Special Session on Children that will lay the foundation of a new development agenda for children, we recognize that much more work needs to be done to promote and fully protect the rights of children and youth and fulfil our obligation to them.

Therefore, we hereby call upon the Asia-Pacific Broadcasting Union (ABU) and Cable and Satellite Broadcasting Association of Asia (CASBAA), their member broadcasters and all regional and national broadcast organizations, to:

1. Make the Television Charter and Asian Media Declaration the standard used by broadcasters to measure and evaluate their record in providing high quality and relevant television programming for, about and by children and youth.
2. Establish mechanisms in partnership with regional broadcast associations to disseminate information on "best practices" that will serve to promote the production of high quality and relevant programming for, about and by children and youth. This can be carried out by providing space on web sites, in newsletters or at regular annual meetings to discuss best practices in children and youth programming and to explore additional ways such programming can help to promote children's rights.
3. Recognize exceptional efforts by Asia-Pacific broadcasters to uphold and promote the rights of children and youth by establishing a special ABU-CASBAA "UNICEF" annual award in the area of news, education and entertainment programming.
4. Work toward the establishment of a regional/national television fund, supported by the private sector as part of its contribution to the Global Movement for Children, that would be used to facilitate the development of production capacity for innovative and developmentally appropriate programming for, about and by children and youth.
5. Support efforts to facilitate the production of high quality and relevant programming for children and youth, such as the ABU's Working Party for Children.
6. Request and encourage government/public service broadcasters to allocate both additional resources and air time for high quality and relevant programming for, about and by children and youth, including entertainment and educational programming.
7. Encourage the building of stronger partnerships between the region's broadcasters and development organizations in promoting, publicizing and forwarding the Global Movement for Children, the outcome of the UN Special Session on Children, the new development agenda for children and all other efforts aimed at securing and protecting the rights of children and youth to survival, protection, development, participation and a healthy and sustainable environment.
8. Use the occasion of the annual International Children's Day of Broadcasting to promote and publicize the Global Movement for Children and the new development agenda and encourage the regular participation of children and youth in the production of television programming for, about and by them.

*7 February 2001, Seoul, Republic of Korea*

## **Africa Charter on Children's Broadcasting**

*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.*

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## 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 XXIII 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 European Union Action Plan on Promoting Safer Use of the Internet

*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.*

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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*

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

*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.*

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## 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.*

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

#### **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.
- 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*

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

*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.*

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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 [here](#). 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 heading 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).

## **The UNESCO Action Plan on Cultural Policies for Development**

*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 (in 2004, 190 Member States and 6 Associate Members), 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.*

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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.

[http://www.lacult.unesco.org/docc/1998\\_Action\\_Plan\\_Cultural\\_Policies\\_for\\_Dev\\_UNESCO.pdf](http://www.lacult.unesco.org/docc/1998_Action_Plan_Cultural_Policies_for_Dev_UNESCO.pdf)

# Asian Declaration on Child Rights and the Media

*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.*

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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, therefore, 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 SADC Children's Broadcasting Charter**

*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 Tele-vision 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.*

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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 Children's Television Charter

*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.*

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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*

## Bratislava Resolution

*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.*

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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.

As we reach the crossroads of the year 2000, the importance of 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 we reach the crossroads of the year 2000, the importance of 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.

As we reach the crossroads of the year 2000, the importance of 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.

As we reach the crossroads of the year 2000, the importance of 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.

As we reach the crossroads of the year 2000, the importance of 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.

As we reach the crossroads of the year 2000, the importance of 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.

As we reach the crossroads of the year 2000, the importance of 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 European Broadcasting Union's Guidelines for Programmes when Dealing with the Portrayal of Violence**

*The European Broadcasting Union is the world's largest professional association of national broadcasters with 72 active members in 52 countries of Europe, North Africa and the Middle East, and 50 associate members in 30 countries further afield.*

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### 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 over-indulgence. 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*

# UN Convention on the Rights of the Child

*The Convention on the Rights of the Child (CRC), adopted in 1989, is a universally agreed set of non-negotiable standards and obligations which is ratified by most states in the world. These basic standards set minimum entitlements and freedoms that should be respected by governments and includes civil, cultural, economic, political and social rights for people under 18 years of age. The Convention can be found in full text and in several languages [here](#)*

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The Convention sets out the rights in 54 articles and two Optional Protocols. Three articles concerning children and the media are presented here:

## Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.
3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

## 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.

[www.unicef.org/crc/](http://www.unicef.org/crc/)

## The European Union Directive “Television without Frontiers”

*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 25 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.*

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## 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*

## **European Convention on Transfrontier Television of The Council of Europe**

*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 46 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.*

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#### 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.



2. 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.
3. 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.
4. The broadcaster shall ensure that news fairly present facts and events and encourage the free formation of opinions.

*5 May, 1989*