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We welcome...

researchers, policy-makers, media professionals, teachers, voluntary organisations and interested individuals to the Clearinghouse information network. As a participant you will receive our newsletter, and be offered the yearbook at a reduced price. Both publications (in English) include contributions of other network participants from all parts of the globe. (Participation in the network is free of charge.)

The value of the Clearinghouse as a forum rests in the breadth of its coverage and the commitment of its participants. In short: the more relevant information we gather, and the more who contribute from all continents, the better our services.

We are interested in research related to children, young people and media, with special attention to media violence, information about children’s and young people’s access to media and their media use, research and practices regarding media education and children’s/young people’s participation in the media, and in measures, activities and research concerning children’s and young people’s media environment.

News briefs and short articles to our newsletter, “News from ICCVOS”, will be greatly valued, as will notices of coming and recent conferences, seminars and other events; of new publications; and of active associations and organisations with children, young people and media in view.

We are also grateful for receiving relevant publications and materials — if possible, two copies of each, please! They will be documented at the Clearinghouse into a growing knowledge base for overviews, compilations and bibliographies of interest to various groups of users.

As for publications and materials in other languages than English, French, German and Spanish, we kindly ask you for complementary translations of the titles.

We look forward to hearing from you, not least regarding any requests or suggestions you may have concerning Clearinghouse services. And we hope that you will appreciate our efforts — as a means of making your own work known in wider circles, and as a way to keep abreast of others’ work.
Children’s Media Use

‘The Tweens’: A Distinctive Group of Child Viewers Who Need Their Own TV Programs

In Australia, broadcasters are required to produce annually a certain number of hours of children's television (classified as ‘C’) as a condition of holding a licence to broadcast. In this context, the issue of how broad is the category of ‘children’s television’ becomes controversial: what is suitable for a young child may not be suitable for an individual in late childhood, and vice versa. The many issues (conceptual, empirical, commercial) at stake have been accentuated by the emergence of the demographic category popularly referred to as the ‘tweens’. This article argues that the tweens are real, that they are children, and that their uses of television prompt some important questions for media researchers.

‘Tweens’ is normally taken to refer to young people in an ‘in between’ phase of development: not quite adolescent yet no longer happy to be regarded and treated as a child. For present purposes, the 9- to 13-years-old band will be designated ‘tweens’ but these are not intended as rigid boundaries. The term ‘tweens’ is imprecise, quite possibly driven by commercial/marketing interests as much as the ‘natural’ course of child development, and probably resented by many of the individuals it is alleged to categorise. Nevertheless, there are reasons to suppose that it captures an audience group with special viewing needs.

Tweens’ TV Viewing

One of the distinctive features of the tweens’ viewing experiences is that they are to a large extent unsupervised viewers. Roberts et al. (1999), in a major study of the media uses of American youth, found that the proportion of children who reported that their evening TV viewing was “mainly alone” increased from 10% among 2-7 year olds to 32% among 8- to 13-year-olds.

The tweens are a peak viewing group in many countries. Roberts et al. report that U.S. 5- to 7-year-olds watch an average of 2:00 hours per day, 8- to 13-year-olds (the tweens) watch 3:37, and 14- to 18-year-olds watch 2:43. More than one in four of the tweens spends more than five hours a day watching TV. The average total time spent with media per day by tweens was 6:47 hours, higher than for any other age group in the study.

The tweens’ interests in television reflect more than boredom and isolation. Roberts et al. report that a high proportion of tweens find TV entertaining, and over one quarter believe they are learning interesting things from the medium most of the time. Quite a high proportion acknowledges killing time with TV, but this is substantially less than the proportion of teenagers who agreed with this item. Overall, the pattern of findings indicates that TV is important to tweens and that they regard the medium positively, though not uncritically.

Another important characteristic of the tweens is that there are currently a lot of them. For example, there are 16 million Americans in the 9- to 12-year-old age span, and both commercial and public broadcasting organisations are increasingly responding to the needs of this demographic. As American programs tend to be sold around the world, ‘tweens’ are likely to be sought in other countries, whether or not the social category is currently salient in a given locality.

Some of the issues that the tween cohort is dealing with are virtual universals of development: falling ‘between’ the dependency of childhood and the autonomy of adolescence has probably been felt by most generations. However, in some respects these young people’s worlds are distinctive from those of previous generations. For example, they appear to be ‘net savvy’, with high proportions using the Internet regularly (where Internet is available) and, within richer nations, they are also reasonably affluent (though, of course, there are variations even in these countries) and this makes them of interest to marketers. This in turn has implications for the media these children experience. Some advertisers are developing specific ads for this age group and there is a growing tendency toward cross-marketing: most TV programs for tweens have associated web sites, programs advertise heavily on the tweens’ favourite radio stations, or movies incorporate references to their favourite TV programs.

The Need for Cohort-Relevant Programs

When programmes are directed specifically at their age group, the tweens tend to respond enthusiastically. For example, Clifford et al. (1995) found that 9- to 12-year-olds rated the U.K. pre-teen quiz show, Knock Knock, very favourably: 82% and 84% of the respective age groups agreed it was a fun program. This contrasted with only 32% of the 13-14 group. Importantly, the positive attitude of the younger viewers appeared to be explained in part by the cognitive stimulation of the content (the pre-teens found it challenging while the older children found it too easy) and in part by the opportunity to watch and identify with contestants of around their own age.

It appears that TV is very important to tweens as a source of entertainment and, to some extent, information. It is true that some of this entertainment...
and information can and will be found in programs designed for older teenagers and adults. However, this material does not aim to deal with the specific developmental problems and needs of persons caught between childhood and early adolescence.

The fact that contemporary children may be adopting some of the external characteristics and behaviours of adolescence precociously does not mean that they have made the transition to adolescence smoothly and completely. In fact, many of these characteristics and behaviours are associated with emotional stress and high risks. This is the case for older adolescents but the problems are accentuated for young people who are still very close to childhood.

For example, dealing with alcohol and other drugs, worrying about where to find the money to fund the fashions of the peer community, dealing with changing peer status and sexual relations, are difficult issues for young people into their late teens and beyond. For youngsters propelled early into the quasi-adult world, currently undergoing dramatic changes in their own bodies as they enter puberty, the challenges are increased yet their emotional and intellectual resources are still underdeveloped.

In this context, we have seen that tweens are likely to be left on their own with the TV set for at least parts of their day. There is reason to suppose that children in this age group will be particularly keen to find representations of their specific social and developmental concerns within the media, and broadcasters appear already to be well aware of this. Media theories and developmental psychology may not have anticipated the tweens, but they are here, they are a sizeable and important category of young viewers, and their needs and experiences prompt many interesting research questions.

The State of Research on Children and Media in Turkey

‘Children and the media’ is one of the most neglected areas of research in Turkey. Although research on children and media has been developing for approximately two decades, it can still be considered to be at a preliminary stage. Even the proliferation of radio and television channels and the introduction of new media from 1990 onwards have not changed the pace.

The First Study and Its Impact

Compared with the Payne Fund Studies of the 1930s on the effects of films on children and young people in the U.S., or even Himmelweit et al.’s (1958) seminal study of the 1950s on the effects of television on children in Britain, the first scholarly attempt to investigate media effects on children in Turkey was in 1978-1980, at a time when there was only one black-and-white television channel, supported by ads and licence fees. The study was a field research project, funded by UNESCO and conducted by Oya Tokgoz (1982, 1986), investigating the effects of TV commercials on mothers and children in three cities of mid-Anatolia, i.e., Ankara, Eskisehir and Yozgat. This research project was concerned with the effects of television on consumer behaviour in terms of gender, age and socio-economic status, related to the role of family in socialization as well as consumption patterns in the context of a cognitive developmental model.

This early (if 1978-1980 can be considered early) study seems to have had a decisive impact on how research on children and mass media is carried out in Turkey. Except for some parts of a social research project on family and television, funded by the Prime Ministry Family Research Institution (Batmaz & Aksoy, 1995), and parts of a poll conducted by the Turkish Radio and Television Corporation (e.g., TRT, 1999) and other institutions, one can find only unpublished academic dissertations on this subject. And they are, not surprisingly, mostly effect studies, focusing mainly on television and advertising. Another significant impact of this early study can be the contextualization of children within families. Both the dissertations and the social research mentioned above have such a tendency.

Sparse and One-sided Academic Efforts

To present some figures: From the late 1980s onwards, there have been only 44 unpublished academic dissertations on children and the media, of which eight are Ph.D. dissertations. They have been submitted to a variety of departments, such as communication, education, psychology, arts and design, and business administration. One-third of the dissertations concentrate on effects of the media, and most of the effect studies are related to advertising, followed by violence on television. The last-mentioned studies focus mainly on cartoons and animated works, and all of the studies emphasize “negative” effects.

There are only two dissertations on radio programmes (Guzel, 1992; Nacaroglu, 1999) and three on video and computer games (Cetinkaya, 1991; Ozcivelek-Durlu, 1996; Toksoz, 1999). There was also a particular interest in the programme Sesame Street in the early 1990s – in connection with which both content analyses and audience research were conducted (e.g., Can 1990; Orzen, 1991; Timisi, 1991).

Only a few recent research projects have used qualitative methods, of which two are worth mentioning: One addresses the construction of gender roles in computer games – a textual analysis (Ozcivelek-Durlu, 1996). The other is an...
ethnographic study (Peker, 1991), similar to David Morley’s *Family Television* (1986) but emphasizing children and evaluating their responses in terms of parental influence/mediation, which also can be a consequence of the research almost always placing children in a family context in Turkey.

Some other work on children and the media, which is not primarily based on empirical research, includes a book (Turam, 1996), a few articles on television and children (Capli, 1996; Murlu, 1997), and parts of books evaluating children’s programmes, ratings, and TV viewing patterns, with the aim of informing policy-makers (Capli, 2002).

### A General Lack of Interest

In short, the state of research on children and the media in Turkey is marked by a general lack of interest in the issue. Existing research does not show a great variance, nor are there prospects of it in the near future. ■

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**References**


### The Meaning of Media for Young People

Which roles do media play in young people’s everyday lives? In an insightful Swedish Ph.D. dissertation, Ulrika Sjöberg studied – quantitatively and qualitatively – young people’s use and meaning-making of television, computer games and the Internet, that is, from the young people’s points of view. The book covers a broad spectrum of media and media contents, why there is only room for a tiny couple of findings here.

What, for example, do 12-13- and 15-16 year-olds get out of *soaps operas*? Swedish soap operas are very popular and are in the interviews discussed in terms of their reflection of reality, gaining knowledge about various matters in daily life, giving their viewers an insight into adult life. For those adolescents who enjoy watching soap operas it seems like the genre functions as a role model, an additional agent of socialisation, complementing parents, teachers, and other elders. Despite simultaneous critical viewpoints, the local soaps seem to have a special role for teenagers, serving as a point of reference concerning relationships, family matters, having similar family problems as in the soap operas, and giving advice about how to behave. By watching the soap operas some interviewees can better understand their feelings, providing them with words to express their own experiences. The adolescents also gain information on how to handle various situations. Soap operas have value for the youth as they introduce and raise new issues to the agenda, answer questions and give valuable information about life in general.

The Internet is used in many ways. Besides chatting, sending e-mail and downloading music, etc., the interviewees also frequently utilize it to search information. By way of example, many young persons log on the web sites of television programmes directly after watching to chat with other viewers or...
Media Violence

Watching TV Violence and Aggressive Behavior

A new study performed by Rowell Huesmann and colleagues at the University of Michigan, U.S.A., and released in March 2003, adds evidence to previous findings that watching television violence increases aggression in the long run. Moreover, this longitudinal study shows that the effects of children's viewing of TV violence last into adulthood, and increase aggressive behavior at that time for both males and females.

The authors write that a substantial body of psychological theory has developed, explaining the processes through which exposure to dramatic violence on TV and in the movies could cause both short- and long-term increases in a child's aggressive and violent behavior. Long-term effects with children are, according to the authors, generally believed to be primarily due to long-term observational learning of cognitions (schemas about a hostile world, scripts for social problem solving that focus on aggression, normative beliefs that aggression is acceptable, and hostile attributional biases). Short-term effects with adults and children are recognized as also due to priming, excitation transfer, or imitation of specific behaviors. Most researchers of aggression agree that severe aggressive and violent behavior seldom occurs unless there is a convergence of multiple predisposing and precipitating factors. Exposure to media violence is one such factor.

The current study examines the relations between watching TV-violence at ages 6 to 10 (557 children growing up in the Chicago area during the 1970s and 1980s) and adult aggressive behavior about 15 years later, when the persons were 20 to 25 years old. This follow-up in early adulthood consists of data from the state archives (for 450 of the former children) and interview data (for 329 of the former children) and also for spouses and friends. Aggression was measured by both self-reported and other-reported variables, ranging from verbal and indirect aggression over various kinds of physical aggression to arrests and criminal acts. TV-viewing variables were: TV-violence viewing; perceived realism of TV violence; and identification with aggressive female and male characters, respectively.

The analyses reveal that children's TV-violence...
viewing, children’s identification with aggressive same-sex TV characters, and children's perceptions that TV violence is realistic (tells about life “just like it is”) were significantly correlated with their adult aggression. And not just correlated — more viewing, greater identification, and stronger belief also predicted more adult aggression regardless of how aggressive participants were as children. The longitudinal relations primarily reflected the adult behavior of the highest TV-violence viewing children. The upper 20 percent of boys and girls on any of the three child TV-viewing variables scored significantly higher on aggression as adults than did the rest of the participants.

Another conclusion is that more aggressive children are more likely to watch media violence because it makes their own behavior seem normal; however, their subsequent viewing of violence then increases their aggressive scripts, schemas, and beliefs through observational learning and makes subsequent aggression more likely. Although several parenting factors also correlate with aggression, the relations between watching TV violence and later aggression persist when the effects of socio-economic status, intellectual ability, and parenting factors are controlled. And even if watching TV violence is not the only factor predicting later aggression, there were few other factors shown to have larger effects.

The type of violent scene that is most likely to contribute to aggression is one in which the child identifies with the perpetrator of the violence, the child perceives the scene as telling about life like it is, and the perpetrator is rewarded for violence, the authors say.

Impact of Media Violence on the Brain

On April 10, 2003, the U.S. Senate Committee on Commerce, Science and Transportation heard evidence from five researchers with experience of media violence research. Of these, Dr. John P. Murray, Professor at Kansas State University, Manhattan, has worked with neurological correlates of video violence and children. He underlined that there are still few findings in this neurobiological context. He and his colleagues used functional Magnetic Resonance Imaging (fMRI) to map the brains of eight children (5 boys, 3 girls, aged 8 to 13) while they watched violent and non-violent videotapes. The children viewed six 3-minute video clips — two clips each of violence (Rocky IV), non-violence (National Geographic and Ghostwriter), and a control for viewing activations (a white ‘X’ on a blue video screen). Besides scanning the children’s brains while viewing these 18 minutes, scanning occurred for several minutes before and after viewing to establish structural/anatomical features of the brains. The results of the scans confirmed expectations of emotional arousal to the video violence manifested in significant right hemisphere activations. The scans also confirmed expectations of involvement of an area of the brain that senses “danger” in the environment and prepares the body for ‘fight or flight’. Furthermore, an area of the prefrontal cortex was activated, suggesting that the youngsters were ‘thinking about moving’, indicating an attempt at imitation of the boxing movements. There was also an activation in the back of the brain — the posterior cingulate — an area that seems to be devoted to long-term memory storage for significant or traumatic events.

In sum, the results of this initial, limited study of children’s brain activations while viewing entertainment video violence suggest, according to the researches, that the violence is arousing, engaging, and is treated by the brain as a real event that is threatening and worthy of being stored for long-term memory in an area of the brain that makes ‘recall’ of the events almost instantaneous. Thus, the children stored away violent images in a manner that could be used to ‘guide’ future behavior.

Sources
A summary of John Murray’s et al. research is available online at: www.psychiatrtictimes.com/p011070.html
The transcripts of the hearing are available at: http://commerce.senate.gov/hearings/witnesslist.cfm?id=706

Dragon Ball Z – a German Study on Children’s Reactions to an Animated TV Programme

Since August 2001, Dragon Ball Z is broadcast as part of a pre-primetime programme in Germany. It is almost exclusively concerned with aggressive conflict.

The programmes are a real success in ratings for children. The IZI, Internationales Zentralinstitut für das Jugend- und Bildung fernsehen, conducted qualitative interviews with 70 frequent viewers of Dragon Ball Z aged between 6 and 15 years old, about their fascination on and their fantasies about the programme.

The evaluation of the data shows that the fighters and violent quarrels are a central attraction for Dragon Ball Z viewers. In particular, the younger viewers cannot in any way, or only partly, understand the complex narrative structures and mystical elements, as contextualisation into Japanese culture hardly takes place.

With the inner images they gain from Dragon Ball Z they feel prepared against this threat. The feeling of strength is based on readiness for aggression; the means of settling a dispute is always a physical fight. They do not realise that in doing so they become a threat to others. As in many cases, it is a complex interaction, on the one hand helping with accomplishment in life and fostering empathy, on the other hand problematic in its interpretation patterns and their significance for dealing with actual conflicts.

Source and more information
http://www.br-online.de/jugend/izi/english/research/e_dragonball.htm
Media’s Image of Children

Print Coverage on Children’s Issues in Nepal

by

SAURAV KIRAN SHRESTHA
Hatemalo Sanchar
Kathmandu
NEPAL
Tel/fax: +977 1 54 78 12
E-mail: hatemalo@mail.com.np

Since the re-advent of democracy in Nepal in 1990, the uses of media have been intense in every aspect of social, political and economical development. Media also play a major role in the promotion of children’s development.

From this perspective, the Nepal Press Council, Nepal Journalist Federation, Media Line, with the support of the ILO (International Labour Organization), formulated a Child News Code of Conduct in 2002. However, Hatemalo Sanchar, a Nepali organization working for child rights promotion, believes that merely formulating the Code is not sufficient for the media development for children. We therefore initiated a program of media monitoring beginning in 2002 to watch media in more scientific and professional ways. This program aims to publish regular reports on information and issues regarding children covered by the media. The first study was released in December 2002.¹

Objectives and Method

The general objective of the study is to analyze the coverage of children’s issues in the print media and to determine the type of information flow concerning children. Another objective is to contribute to the field of children and media. Specific aims are to:
• learn which children’s issues are published most frequently in the print media
• determine the “priority issues on children” in each national daily paper
• identify overlooked children’s issues that should be advocated
• make suggestions to the print media.

The study is based on all clippings of children’s issues – a total of 999 clippings – from eight national daily newspapers during the first three months of the Nepali calendar (i.e., Bisakh to Ashar 2059, corresponding with a start in April 2002). Six newspapers are Nepali and two are English. The clippings consist of news, news features/analyses, news articles, and the opinions of writers, hereafter comprehensively called news/news articles.

A Few Findings and Discussion

Child issues had the highest coverage in The Himalayan Times (English), followed by Gorkhapatra (Nepali) and Rajdibani Dainik (Nepali).

In total, the five most covered issues were ‘organizational activities’ (23% of the clippings), ‘education’ (21%), ‘Maoist activities’ (9%), ‘child labor’ (9%), and ‘health’ (7%).

Organizational activities was, thus, an issue covered in all the newspapers on a large scale. However, this news was primarily descriptive in nature and concerned topics such as training, workshops and seminars. Reporting also seems to be conducted according to these organizations’ wishes. The information appears to be limited to only what is shown rather than including what is hidden. The civic society would have benefited more from investigative journalism. Further, if follow-ups on the impact of the organizational activities on children had been reflected, the coverage of this issue would be genuine in the true sense of the word.

Education was also a widely covered issue in all newspapers, often related to subjects such as construction of schools, book distribution and scholarships. However, there is need to publish more news/news articles on policies and strategies of education, as well as to address the education problems generally, instead of focusing solely on specific cases.

The issue of Effects of Maoists on children dealt with, among other things, deaths of children, unavailability of health services, and attacks on schools and children’s institutions due to Maoist insurgency. Similarly, there was critical news on misuse of children in war, etc., by the Maoists. However, the news published was mainly statistical, providing the numbers of children affected. Much less emphasis was put on the adverse impact on children’s physical and psychological well-being.

The issue of Child labor primarily covered domestic workers, petty shopkeepers, newspaper sellers and child workers in stone quarries. Other aspects of child labor such as child trafficking, child prostitution, child pornography and other of these worst forms of child labor need to be published more frequently.

Regarding Health, the study found that vitamin A capsules, polio and HIV/AIDS were the most frequently published topics. Additionally, news/news articles dealt primarily with personal cases. However, other major health problems in our country were ignored, such as dysentery, diarrhea, maternal mortality, child mortality, early childhood development, problems of malnutrition and communicable diseases.

Issues published only 1-4 times in a newspaper during the three-month period were regarded as Overlooked issues and those published 5-8 times as Less reported issues. For example, drug abuse, birth registration, children’s creativity and child trafficking were overlooked issues in all eight newspapers. Further, several newspapers overlooked disability, international news and child abuse.

Suggestions and Recommendations

As newspapers have always played a fundamental role in disseminating news and information and in creating public awareness, the study team came up...
with the following recommendations (here summarized):  
- Overlooked child issues should be given more priority, and there may be many other child issues and problems that should be identified and acknowledged.  
- Rather than focusing on occasional news, the regular flow of news and analyses on child-related issues should be given prominence.  
- Child-related news/news articles should be more analytical and solution-oriented.  
- The international news covers primarily crime/violent activities committed by and against children. This news should be oriented more toward developmental and creative activities that could serve as good examples to inspire readers.  
- News/news articles on organizational activities ought to provide more relevant, analytical information about the activities’ impact on children’s lives.  
- Newspapers need to pay special attention to disabled and underprivileged children and their development.  
- Child issues should be given more priority within the newspaper, for example, by placing news related to children on the front page.  
- Newspapers should give much more coverage to child rights issues. News/news articles need to treat issues such as children’s rights to participation and decision-making, children as citizens of the civic society, children’s right to freedom of expression, children’s right to recreation, the Global Movement for Children, the UN Convention on the Rights of the Child, the UN General Assembly Special Session, peace for children, and gender equality.

“Children: Victims of News?”
A South African Project

While there is much research on media influence on children, the representation of children in the media is an issue that has not been sufficiently dealt with in South Africa. The issue is important as it communicates particular messages about children and their role in society, which may then influence the way in which children are treated in society. The Media Monitoring Project (MMP) has undertaken an investigation with the aim to monitor how children and children’s rights are represented in South African news. The project, “Children: Victims of News?”, is supported by Save the Children Sweden and UNICEF, and makes use of additional field specialist partners.

The project is conducted within a framework of human rights. In so far as this may bias the MMP’s perspective, the MMP strives to promote media coverage that is balanced, accurate, fair and diverse. While it is the news that is being monitored, this project is clearly biased towards children—the monitoring has been structured and conducted in such a manner that children are the focus.

Motivation
Preliminary South African research indicates that children and children’s rights are underrepresented in the media. When children do feature in the news they are most often represented as victims. News reports tend to be factual and event based and not framed within a context of human rights. Such information has the potential to perpetuate a discourse of victim-hood, which is dis-empowering, de-humanising and represents the victim/survivor as a statistic. Previous research also found that in the media’s representation of children as victims, children’s rights to privacy and dignity are often violated, thereby subjecting children to a second trauma.

The project entails a three-month monitoring period of print, radio and television news media by adult monitors. Findings will facilitate the development of strategies to improve the overall representation of children and children’s rights in the media. These strategies will be used to develop content for training seminars for media professionals.

Children’s Participation
It is crucial to access the views and opinions of those who are directly affected, as they are best able to communicate their experiences and represent their interests. This project is unique in that children’s participation has been incorporated in all stages through focus groups. The focus groups provide children with the opportunity to express their views on how the media represent them and also on how they would like to be represented.

Children from various racial, socio-economic and geographical backgrounds were in a first set of focus groups asked to voice their opinions regarding various news items on television, in the radio and in newspapers. In addition, they were asked to comment on what they would like to see.

The children said that the issues they regarded as important are not often represented in the news media. Examples mentioned were education, child abuse, racism and HIV/AIDS and how they affect children, poverty, food, water, knowing your rights, love and respect, and safety.

Examples were: There is nothing on the radio news about children. These guys they don’t think our issues are important. (Kwa-Zulu Natal); There are articles about

by
BHARTI DAYA
Project Coordinator
Media Monitoring Project
Parklands
SOUTH AFRICA
Tel: +27 11 788 1278
Fax: +27 11 788 1289
E-mail: mmp@wn.apc.org

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children in this paper but there are not enough. There could be more. Why is the cricket so important when children are living on the streets? People need to know how kids are living. Why should the world see cricket stuff when children are suffering? (East Cape)

One child gave an interesting reason for this lack of coverage of children’s issues: Maybe they don’t report because they are ashamed. They do not have any answers for us when we say we are hungry, or why do schools not let us come to school, so they do not report. They are scared and ashamed to report because they don’t have any solutions. (East Cape)

Examples of what children would like to see in the news were: We want information about HIV/AIDS. Children have to know how to protect themselves. (Kwa-Zulu Natal); I think they must put in more about children’s rights and responsibilities. Parents don’t give children their rights and children need to know about them. (Gauteng)

The second set of focus groups aimed at giving children basic media literacy and monitoring skills. A Children’s User Guide and Workbook was specifically designed by the MMP for this purpose. The Guide contained various concepts associated with monitoring, explained the importance of monitoring and also how the news media work. The monitoring methodology includes crucial aspects raised by children in the first set of focus groups. In addition, children made their own newspapers consisting of articles they would like to see in the news media.

The third set of focus groups (still to come) aims to communicate to children the results of their monitoring, and that of the adult monitors, and to elicit from the children their views on the results. It is, thus, at the third focus group that the children will be able to communicate their experience as monitors to media workers, children’s rights organisations, and other interested parties.

Children Think Critically
In spite of lack of media literacy skills, it is clear that the children showed advanced critical thinking skills and were outspoken about the rights of children in the news media context. It was also clear that children see adults as making the news for a particular end. Comments made by the children indicated that they felt powerless to influence the news and the manner in which children are represented. They expressed strongly the need to include their participation, concerns and ideas when constructing the news agenda. One child expressed this very idea when she said: It is good that they ask us because we are children. We know how other children feel.

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**Child Rights and Media Professionals**

*Putting Children in the Right – Guidelines for Journalists and Media Professionals* is an important handbook released by the International Federation of Journalists (IFJ) with the support of the European Commission, 2002 (72 pp.). Aidan White, General Secretary of the IFJ, writes in the introduction that if children are portrayed in the media it is usually in the context of child abuse, exploitation and sensationalist news making. Children are generally seen and heard at a distance, reflecting a weakness that resonates through any discussion on media and the rights of children, that young people are seldom allowed to speak for themselves.

The aim of the book is to raise media’s awareness about the rights of children and the promotion of children’s rights. The book explores how journalists can both give a voice in the media to children, listening to their views and aspirations and protect the identity of children who should not be exposed to the glare of publicity. Included are a number of practical recommendations, as well as *Guidelines and Principles for Reporting on Issues Involving Children*, discussed at several international and regional meetings and formally adopted at the annual congress of the IFJ in Seoul in 2001.

The book is available on-line at: [http://www.ifj.org/publications/ifjpubl.html#handbooks](http://www.ifj.org/publications/ifjpubl.html#handbooks)

**First Ethiopian Book Explaining Children’s Rights for Children**

The first ever child-friendly book detailing the rights of children has been released in Ethiopia. The colourful 22-page document, which has been produced by the UN Children’s Fund (UNICEF), explains 36 rights that affect youngsters around the world.

Some 5,000 books - in five languages - are to be distributed throughout the country in schools and clinics.

**Sources**

IRIN (UN’s Integrated Regional Information Networks), [http://www.irinnews.org](http://www.irinnews.org) and CRINMAIL 472, 13 May 2003 (Child Rights Information Network), [http://www.crin.org](http://www.crin.org)
Scanning Television, Second Edition: 51 Short Videos for Media Literacy Studies (2003), is designed for the critical study and review of the media in an educational setting. The collection of videos (ranging from 23 seconds to ca. 20 minutes) was created and directed by John J. Pungente, SJ, Director of The Jesuit Communication Project in Toronto, Ontario, Canada, and President of the Canadian Association of Media Education Organizations (CAMEO), in cooperation with classroom teachers, and produced by Gary Marcuse, Face to Face Media, Canada. Ontario is the first jurisdiction in North America to mandate media education.

The videos are sorted under the themes “Seeing Ourselves: Media and Representation”, “Selling Images and Values”, “Our Constructed Worlds: Media Environments”, “New and Converging Technologies” and “The Global Citizen”. A special point is that the videos are copyright-cleared, which was made possible through the support of broadcasters, producers, distributors, teachers, and foundations in Canada and the U.S.A.

A Teacher’s Guide accompanies the Scanning Television video package. The guide presents 96 pages of teaching and learning ideas written by Neil Andersen, Canada, Kathleen Tyner, U.S.A, and John J. Pungente, SJ, Canada, and was released by Harcourt Canada.

The entire idea – copyright-cleared videos and a teacher’s guide – is brilliant (and applies to the previous kits Scanning Television and Scanning the Movies, as well), as there is a crying need for teaching aids in media education. The video package and teacher’s guide are also very well selected and written, and have already won several awards.

A Wider Audience?
Scanning Television, Second Edition is suitable for high-school and college levels and, selectively, for middle-school level in North America. For possible use outside English-speaking areas, the videos must be linguistically versioned as they are often fast-paced, and the language is not easy to follow for viewers with other mother tongues, even if they have studied English in school. The language is not the only possible stumbling block. Although many countries all over the world are used to North American imported television fiction, the content of Scanning Television often consists of fragmentary interviews, documentary footage, or mere cuts of fiction, which is why the television narratives and cultural references sometimes contribute to difficulties in understanding.

There are a few exceptions – mostly the videos without a great deal of talk but with clear gestures, such as The Lumière Brothers’ first film, episodes of The Awful Truth by Michael Moore, animations, a few advertisements, and illustrations of the creation of sound effects.

It is, consequently, a hope that other cultures will be inspired by Scanning Television and develop similar excellent teaching aids with a basically critical perspective and without moralising or trying to impose specific viewpoints.

Media Awareness Network – Canadian Site on Media Literacy

Media Awareness Network, MNet, is a Canadian non-profit organization that has been pioneering the development of media literacy programs since its incorporation in 1996. The team members have backgrounds in education, journalism, mass communications, and cultural policy. MNet has offices in Ottawa and Montreal. They promote media and Internet education by producing online programs and resources, working in partnership with Canadian and international organizations, and speaking to audiences across Canada and around the world.

MNet’s website has recently been upgraded and contains several sections with interesting and useful information, for example:

- For parents on marketing and consumerism
- Online marketing and privacy issues relating to young people
- For parents on videogames and kids
- Media and violence
- Media Toolkit for youth
- Lesson library offering about 300 lessons

All sections are available in French and English.

More information: www.media-awareness.ca or Anne Taylor, e-mail: ataylor@media-awareness.ca
EU Call for Proposals for Media Literacy

The European Commission calls for proposals – within its eLearning programme – for pilot projects addressing the subject of Media Literacy. Networking around media education related issues between partners is also of interest. At the time of writing, the Call is said to be published at the end of June or in early July, and the deadline for submission of applications is likely to be mid-September.

Please, look for more information at: http://europa.eu.int/comm/education/programmes/elearning/index_en.html

Contact person: Matteo.Zacchetti@cec.eu.int

Media Education in Luxembourg

On March 20-21, 2003, the regulatory body of audiovisual media, CNP (Conseil National des Programmes), in Luxembourg arranged an international forum “Médiamorphose II” on the theme “Media Education, Media Competence – a Challenge for Luxembourg”. As in many other countries, media education is far from implemented in Luxembourg. The aim of the forum, with participants from Belgium, Germany, Luxembourg, Sweden and the European Union, was to point to the necessity of a coherent media education with focus on children’s and young people’s active participation in order to further media competence among the young. The role of the school in this context was discussed, as were the influence of the new interactive media and the promotion of quality programmes on television. In 2002, the preceding international forum “Médiamorphose” inquired into the current state and future of the Luxembourgian audiovisual landscape. CNP will in the near future be reorganised and is interested in widening and deepening the meanings of media education and media competence.

For further information, please contact:
Robert Soisson, Vice-President
Conseil National des Programmes
Grand Duchy of Luxembourg
Tel: +352 478 2006, Fax: +352 478 2073
E-mail: carole.kickert@cnp.etat.lu

Media for Children

Unequal Supply and Demand of Children’s Programming on Spanish Television

Our study aims to analyse television viewing among children aged four to twelve years by means of data collected by TNSofres A.M., an institute that measures television audience in Spain. Our first point of analysis includes various aspects of children’s viewing patterns. Secondly, the correlation between the supply of television and child viewing is analysed. This is the first analysis performed in Spain for such an ample period of time (1999-2002), thus reinforcing the consistency of the results.

The study is based exclusively on audience-measuring devices and statistics. Such data is available in Spain for subjects from the age of four years. Other studies reveal that 91% of children aged four years watch television (and 55.5% of Spanish two-year-olds, as indicated by their parents).

In Spain, two public channels air nationwide: TVE1 and La 2 (both belonging to the Ente Público Radiotelevision Española, RTVE). Additionally, nine autonomous communities currently broadcast publicly owned autonomous television channels. Furthermore, there are three private channels broadcasting nationwide: Antena 3 TV, Telecinco and Canal+ (a pay channel). Finally, there are three digital platforms, approximately a thousand local television stations, and various operators for cable television, all of which are grouped together as “others” in the audience measurements.

From the viewpoint of television, children between the ages of four and twelve years are the least relevant age group, as they represent only about 10% of the aging Spanish population and about 7% of the total television audience.

Children’s Viewing

Our analysis shows an increase over time in the child audience of satellite, cable and local broadcasters grouped under the label “others”, while children are progressively leaving the general interest channels. This phenomenon has occurred mainly because “others” include several special-interest channels devoted to children’s programming, such as Canal Panda, Disney Channel and Cartoon Network.

Viewers between the ages of four and twelve years
make up the audience segment that spends the least time in front of the television. Children devoted a daily average of 2 hours and 42 minutes to television during 1999/2000, a figure that contrasts with the daily 3 hours and 47 minutes that Spaniards 13 years and over spent watching. Viewers over the age of 64 watch the most, 5 ½ hours daily.

One-fifth of all children do not have other entertainment alternatives, leading us to believe that some children's excessive television viewing lies not as much in television itself as it does in the lack of activities or alternatives to satisfy children's entertainment needs.

On the other hand, when daily viewing decreases among all viewers, the decrease is more accentuated among children. During our period of study, there was a reduction in viewing, and it was three times greater among children than among the average viewers.

Children spend more time watching television on the weekend, and especially during weekend mornings. A larger child audience can also be registered on Friday evenings, Friday nights and Saturdays.

It is in children's daily viewing over the course of the day that the primary differences with respect to adults can be observed, with one major exception: prime time (21:00-0:00), when maximum viewing for all audience segments occurs, children included. This means that children watch more television and more children watch television during prime time, peak adult and family viewing hours, than during times when children's programming is aired.

**Children's Programming**

Children's programming made up about 10% of the total broadcasting time of general interest channels during 1999/2000, or 11,536 hours including advertisements. However, this supply decreased during 2000/01 to less than 8%, or 8,918 hours. The decrease (2,618 hours) could be a direct cause of the reduction of children's daily viewing, previously mentioned.

As regards age distribution, there is a greater affinity between very young children (four-eight years of age) and public channels (as well as "other channels"), while older children (nine-twelve years of age) prefer programming on private channels.

The greatest assets of channels in recent years lie in children's umbrella programs, "grab bags" that include everything from youth sitcoms to animated series, musical performances and game shows. All autonomous and nationwide broadcasters air umbrella programs with hosts (who often act as cheerleaders) and mini-programs that serve to make children faithful as viewers and customers. Only a few autonomous channels make greater efforts to broadcast in-house productions.

The cartoon is by far the most watched product among children. Other productions targeting multiple audience segments also have a strong presence on the ranking of programs most watched by children: domestic and foreign fiction series, docu-shows, comedy programs and the like. Some of these shows include scenes and dialogue that do not seem entirely suitable for children. For example, the first edition of *Gran Hermano (Big Brother)* held the fifth place among programs most watched by fourteen-year-olds.

**A Paradox**

A clear inadequacy has been detected between daily viewing and children's programming: with the exception of weekends, there are no children's programs, when children watch the most television. The channels' commercial objectives shape this behavior: child viewers do not compose as attractive a commercial target as do adults. Children are regarded as a very specific group that, apart from their scant buying power, discriminate and drives away other audience segments when children's programming is aired. The concentration of supply of children's programming (48%) during early morning programming, when the fewest viewers tune in, and the absence of children's programming during times of the day marked by maximum amounts of child viewers, form a major paradox within the system. On one hand, channels air programming for children when there are few adults watching and when child viewers are at a minimum. On the other hand, when most children watch television, only programming for adults (or, in the best scenario, family programs) is aired, with channels perfectly knowledgeable of the fact that children will watch the same programs as do adults in the family.

Some channels adopt different policies, focusing their children's programming supply on weekends. But long gone are the days of the monopoly when evening was the strongest time of the day for children's programming. Only very few channels retain children's content during these time slots.

The paradox of the unequal supply and demand is reinforced by the fact that there are generally extremely few original, domestically produced programs designed specifically for children in Spain. Most in-house productions tend to be umbrella programs, in which the broadcaster acts as a distributor of outside material, packaging it with the channel's own style. The channels produce only a minimum of game shows, animated inserted and studio participation segments of poor technical, artistic and expressive quality for these umbrellas.

In other words, the majority of children's in-house programming in Spain is composed of canned programs and foreign (mainly American) productions. Umbrella programs are primarily an inexpensive marketing ploy used to create faithful child viewers and to merchandise products associated with the channel itself or with the child programs it airs. As the name indicates, umbrella programs provide shelter for foreign, often old, content that is canned at its point of departure and packaged at its destination.
Japanese children became the first children in the world to take up Internet services accessed via mobile phones, since Japan has been an early adopter of the latest 3G mobile services. The majority of young people in Japan possess mobiles, and more than three quarters of the 10-20 year old mobile users access the Internet via their phone. The rate of camera-equipped phones is also rapidly increasing. There are many useful and fascinating aspects of both the “fixed” Internet and mobile phones. However, not least the combination of the two into a “mobile Internet” also contributes to problems.

One urgent problem in Japan is the increase in arrests because of child prostitution, rape, robbery, and other crimes. Regulations and Measures

**Award for Sierra Leonean Child Soldiers’ Site**

In April 2003, the web site www.childsoldiers.org won a cable and wireless Childnet Award, which recognises the best web sites for children from all over the world. The Sierra Leonean site allows former child soldiers to talk about their experiences through writings, drawing or music, as well as exchange e-mails with other teens from around the world. “This is not the most sophisticated website we have looked at but what could be more important than saving children from being used as instruments of war”, said one of the judges, technology consultant with CBS News.

The site was set up by International Education and Resource Network (iEarn), a non-profit group in Sierra Leone, together with its sister body in Canada. Since 1999, it has provided an outlet for children who were caught up in Sierra Leone’s bloody civil war. During the 10-year conflict, at least 5,000 children, some as young as 10, were forced to take up arms. The UN estimates there are more than 300,000 children in government armies, rebel forces and guerrilla groups in more than 30 countries. For some in Sierra Leone, the site has provided a way of tackling the ghosts of the past.

**Sources**
- Childnet International – http://childnet-int.org – where links to all rewarded web sites by and for children are available, and where entries for the new 2003/4 Awards Academy programme will be launched in September 2003.

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**Regulations and Measures**

**Children’s Code for Programming in Jamaica**

In January 2003 all licensed television, radio and cable services in Jamaica are required to actively limit children’s exposure to harmful violence, sex and language in the electronic media. The measures they are expected to take are stated in the ‘Children’s Code for Programming’. The Code sets out standards for the media to rate and schedule or filter programming as well as provide advisories.

The procedures in the Code arise from the general principles for dealing with child audiences detailed in the ‘Children’s Charter for Programming’. The implementation period began on August 8, 2002 with the signing of the Children’s Charter for Programming. Signatories were the Minister of Information, the Chairman of the Broadcasting Commission, the heads of the Media Association of Jamaica, and the Jamaica Association of Community Cable Operators as well as UNICEF’s representative in Jamaica.

The Code was formulated after seven months of national public consultation as well as extensive discussions with media managers and other stakeholders concerned with the interests of Jamaican children. The consultation activities were informed by an island-wide survey in 2001 of Jamaicans’ concerns about the effects of the media on their children, as well as research proving that Jamaican children who were watching a lot of television were experiencing academic, behavioural and social problems.

More information: Mr. Cordel Green, Executive Director, Kingston, Jamaica. Tel: +27 (876) 929-1998, Fax: +27 (876) 929-1997. Website: http://www.broadcom.org E-mail: cgreen@broadcom.org or info@broadcom.org

**Israeli Convention on Television for Children and Youth**

Representatives of children and youth programme departments within all Israeli television channels have adopted a Convention on Television Broadcasting for Children and Youth in Israel. The producers and broadcasters worked out this convention in consultation with professors at the Tel-Aviv University. It was ratified by the Israeli parliament Knesset in December 2002. The next step is to educate television producers and purchasers of children’s programmes to make and buy programmes in the best way according to the Convention.

For more information: Avinoam Damari, Head of Programming, Children & Youth Department, IETV (Israel Educational Television), Israel. E-mail: damari@ietv.gov.il http://www.ietv.gov.il (in Hebrew)

**Children and 3G Mobile Phones**

Japanese children became the first children in the world to take up Internet services accessed via mobile phones, since Japan has been an early adopter of the latest 3G mobile services. The majority of young people in Japan possess mobiles, and more than three quarters of the 10-20 year old mobile users access the Internet via their phone. The rate of camera-equipped phones is also rapidly increasing. There are many useful and fascinating aspects of both the “fixed” Internet and mobile phones. However, not least the combination of the two into a “mobile Internet” also contributes to problems.

One urgent problem in Japan is the increase in arrests because of child prostitution, rape, robbery,
related to so-called dating sites. Dating sites on the web accessible from mobile phones are steadily increasing and were in 2002 about 3,400, according to Japanese statistics. And the country’s arrest statistics in 2002 show that 400 such sites have been related to crime. Of the 1,517 crime victims, 84 per cent were children under 18. Mobile phones had been used in almost all cases.

The frequent use of the mobile Internet among Japanese children was the reason why Childnet International and the Internet Association, Japan, hosted an experts’ meeting on March 6-7, 2003, in Tokyo. Eighty-one researchers, branch people, etc., from a range of countries in Europe, North America, Australia, Japan and Singapore attended the meeting, sponsored by the industry. The aim was to look more closely at a range of aspects both of how children might benefit from the opportunities these new services offer, and how children can be protected from the potential dangers they pose.

As for protection generally three issues were prominently recurring in the debate:
1) A stress on awareness, as a continuing task as technology develops. This should involve school, parents and the participation of young people themselves.
2) More was wanted from regulation. There is more scope and potential for international collaboration seeking consistency and sharing best practice.
3) And a despairing note for industry: take ownership of both the problems and the opportunities.

Note
1. Third generation mobiles include possibilities of peer-to-peer communication, SMS (Short Message System), games, WAP (Wireless Application Protocol), streaming, video, audio and graphics.

Source

The proceedings are available on the web site of Childnet International at: http://www.childnet-int.org/downloads/tokyo%20conference%20proceedings.pdf

U.S. Child Internet Safety Legislation

On December 4, 2002, U.S. President Bush signed the Dot-Kids Implementation and Efficiency Act, passed by the Senate and House of Representatives in mid-November. This legislation will lead to a “child-friendly” domain on the Internet – www.kids.us – containing only material appropriate for children 13 and younger. The bill requires Neustar, the current operator of the .us domain, to ensure that web sites in the kids.us area meet the requirements of the domain, not carrying foul language, pornography, graphic violence, and other objectionable material, not allowing hyperlinks to other than kids.us sites, and placing strict limits on chat and instant messaging. In September 2003, non-trademark holders in the U.S.A. can start purchasing a .kids address, if willing to pay the additional fee for having a presence in the zone. The earliest time children will be able to access this space on the web is next December.

Sources
http://www.edtechdev.org/rights/archives/000799.html
http://www.netfamilynews.org/nl030516.html
http://www.kids.us

Internet Pornography in Pakistan

A scan of the history folder on almost any computer in a Pakistani Internet café reveals a library of web pornography. The cafés, where most terminals are enclosed like small cabins, effectively operate as porn movie houses in this Islamic republic. They charge as little as 20 rupees for an hour’s browsing, or viewing, of VCD movies. These Internet cafés can be found in virtually any market in Pakistan’s cities and towns.

But if Information Technology Minister Awais Ahmed Khan Legari has his way, smut surfing will soon be stamped out. In March 2003, his ministry began blocking access to porn sites after mountains of public complaints. The government considers distributing, free of charge, software that filters sleaze sites, and encouraging local IT companies to develop their own versions. The country’s largest Internet service provider, Paknet – a subsidiary of the state telecommunications firm Pakistan Telecommunications Company Limited – has since blocked 1,800 “obscene” web sites and there is more to come.

Filtering would not stop serious porn browsers, however, and could in fact speed up access to other lesser-known sites. “But at least a beginning has been made to prevent access to known homepages”, Paknet’s director said.

Source
Masroor Gilani, SPARC (Society for the Protection of the Rights of the Child), Pakistan, for the news agency AFP, April 17, 2003.

European Parliament:
Children Should Be Protected from Harmful Web Sites

The European Commission has proposed that the Community Action Plan on Safer Use of the Internet be extended for two years so that it ends 31 December 2004. Furthermore, it wants the rules to cover new on-line technologies, including mobile and
broadband content, on-line games, peer-to-peer file transfers, text and enhanced messages and all forms of real-time communications such as chat rooms and instant messages.

In its first reading of the proposal in March 2003 the European Parliament accepted the wider coverage of the rules but only “primarily with the aim of improving the protection of children and minors”. Moreover, intensified action should be taken mainly “with an emphasis on crimes against children, such as child pornography and trafficking in children”.

The Parliament wishes to include the EU candidate countries in the collaboration and sharing of know-how, “particularly countries where illegal content is hosted or produced”. Members of European Parliament agree with the Commission that the EU should financially support projects, which can lead to European standards for industry self-regulation and for filtering and rating techniques. They also demand that further support be given to encourage quality-site labels.

Finally, Parliament stresses the importance of applied research on media education. Here it mentions research “into children’s use of new technologies to identify educational and technological means for protecting them from harm”.

by Anna Celsing
Free-lance Journalist, Belgium

Parents in Northern Europe Have Limited Knowledge of How Children Use the Internet

Internet is an important ingredient in the lives of children and teens in Northern Europe, and both children and adults are positive to its existence. But parents have a limited knowledge of what their children are actually doing when they are using the internet. This is one of many results from the largest European study, just conducted, on children’s and teen’s life on the internet. The study is part of an EU project, SAFT (Safety and Awareness for Teens), with researchers having gathered facts for an information campaign aiming to give adults and children tools for safer use of the internet. Four thousand seven hundred Swedish, Norwegian, Danish, Icelandic and Irish children aged 9-16 years participated in this study at the beginning of 2003. A couple of months earlier 3,200 parents were also interviewed. Certain questions given to both the children and the parents concerned the same area but were not identical.

Practically all children and teens in the five countries use the internet; half use it daily. The use of the internet starts at an early age, every fourth 9-year-old child having surfed. A great deal of experimenting, observation and rule-breaking associated with the transition from child to adult takes place on the internet. But there is a wide gap between what the parents think their children do and what the children are actually doing. Danish parents have the least knowledge of children’s internet use. On the other hand, there is the largest confidence between Danish parents and children that the children can handle the internet in a good way.

Pornography and violence are the two most important issues for which parents want some sort of filter, while they are not as worried concerning racist sites. Danish parents are also concerned about the amount of time their children spend on surfing.

Over 70% of Swedish parents say that it is their responsibility to supervise their children’s use of the internet – this figure in the other countries is 35%. But while 80% of the parents answered that they often or sometimes spend time with their children when they are surfing, only 22% of the children answered that their parents join them.

Few parents know whether their children have met in person someone with whom they have first had contact on the internet – a rather common event among the children. A great part of the children have met the person alone, and for some this has led to trouble.

Swedish children comprise the group that least often checks internet information and sources (15%), and parents do not know a great deal about how their children check sources. This supports a need for more knowledge about the internet and surfing.

For more information please contact: Karin Larsson, project leader SAFT, karin.larsson@culture.ministry.se or Ann Katrin Agebäck, head of division, Våldskildringsrådet, ann-katrin.ageback@culture.ministry.se

Source
http://www.sou.gov.se/valdskildring/aktuellt.htm

Facts on the studies:
Children:
Aim: map children’s behaviour on the internet in Sweden, Norway, Denmark, Iceland and Ireland
Target groups: children aged 9-16
Method: the children filled in a questionnaire in the classroom, no teacher present
Selection:112 schools in five countries – allocation of quotas 50/50 genus and ages 9-12 and 13-16
Population: 2,522,000
Research period: January-March 2003
Questionnaire: 1,000 in NO, SE, DK and ICE, 700 in IRE
Access to computer at home: 95%, personal computer: 36%
Access to internet at home: 81%
Parents:
Aim: examine knowledge and attitudes to children’s use of the internet
Target groups: parents with children aged 6-16 + internet at home
Method: Telephone interviews with computer support
Selection: 800 interviews/country
Population: 2,744,000
Coming Events

The 16th Nordic Conference for Media and Communication Research 2003
Kristiansand, Norway, August 15-17, 2003
The theme for one of the workings groups on the conference is Children, Youth and Media, an area that requires constant research. All topics, theories and methods within media research is relevant in this group focusing on children and youth.
Group leader will be Jette Ryaard: jery@lisimatusarfiik.gl, assisted by Guðbjörg Hildur Kolbeins: gekhi.is
Registration and information: http://www.filono.no/konferanser/medieforsker

The Ibero-American PRIX JEUNESSE
Santiago de Chile, Chile, August 26-28, 2003
Under the patronage of PRIX JEUNESSE International, the Consejo Nacional de Televisión and the organisation Fedepadre in Chile arrange the regional PRIX JEUNESSE festival of Ibero-American children's programming. The event will consist of four main activities:
1. A show of the best programmes, dubbed into Spanish, from PRIX JEUNESSE International in Munich 2002
2. A competition for Spanish and Portuguese-speaking children's programmes
3. Seminars with international experts treating the quality of children's programming
4. Workshops on programme production for child audiences
More information is available at: http://www.cntv.cl

Newspaper & the Young in a Mobile World
Helsinki, Finland, September 7-10, 2003
The World Association of Newspapers (WAN) is arranging the 5th World Young Reader Conference. The conference sessions will concentrate on the challenges for newspapers to reach a generation that is becoming more and more accustomed to getting its news electronically

International Ratings Conference: Classification in a Convergent World
Sydney, Australia, September 21-24, 2003
The Australian Office of Film and Literature Classification (OFLC) is arranging an international rating conference which will be attended by local and international classifiers and regulators, film and computer games producers, distributors and designers, producers and distributors of new technologies, media, academics, as well as professional bodies and community groups. The conference is presenting an opportunity to find out about the latest challenges and dilemmas facing classification and ratings systems from around the world.
For more information see web site: http://www.iceaustralia.com/olfc/ or contact: Office of Film and Literature Classification
Locked Bag 3, Haymarket NSW Australia 1240
Tel: +61 2 9289 7100, Fax: +61 2 9289 7101, E-mail: olfc@iceaustralia.com

The European Institute for the Media
Berlin, Germany, September 25-27, 2003
The European Institute for the Media on behalf of its members has organised this conference. The theme of this year’s conference is on the challenge and opportunities posed to the audiovisual sector of the youth audience. It will include speakers from academic, industry and regulatory backgrounds.
More information: http://www.eim.org
Contact Ilknur Yılmaz, yilmaz@eim.org

Kid Screen 2003: Audiovisual Stories of a Digital Age
Oslo, Norway, October 5-9, 2003
Norwegian Film Institute and Screen Education host this year’s ICEM and ECFA Conference Kid Screen 2003, bringing together educators and media professionals to a week of screenings, discussions and lectures. Audiovisual Stories of a Digital Age will concentrate on how the challenges of the digital age influence the stories of children, youngsters, educators and media professionals.
The conference will present:
· New nordic children films;
· Recent research on the use of film and new media in education;
· Digital tools for film education and distribution;
· New educational and children films at our film, TV and video market.

For further information, see web site: http://www.nfi.no/conference or contact: Per Terje Naalsund, The Norwegian Film Institute/Screen Education
Tel: + 47 22 47 45 91, E-mail: conference@nfi.no

"Lights in the Audiovisual Labyrinth" The Ibero-American Congress on Communication and Education
Huelva, Spain, October 23-26, 2003
The conference seeks to offer hints and rules for a better development in the society of the knowledge and of the information. From the program: Conferences plenary, simultaneous reports, round tables, communications works.
For more information: www.uhu.es/comunicar/congreso

Bread and Butter
Boston, USA, October 26-29, 2003
This is a non-competitive, practical, creative workshop arranged by The American Center for Children and Media & PRIX JEUNESSE. The 2003 special theme will be "Do it, Make it, Play it, Tell it." 'Bread and Butter' focuses on those parts of children’s TV that are often taken for granted - daily and weekly series and other elements that are vital to broadcasters’ schedules and the foundation of children’s viewing.
For more information: kidsmedia@atgonline.org

7th Barcelona International Children’s Television Festival and Forum
Barcelona, Spain, November 10-15, 2003
Information about categories for this television festival is available on the web site of the organiser, European Observatory on Children’s Television, whereas the seminars of the forum are still at the planning stage. The magazine Festival TV, as well as a book on the last year’s forum, and a booklet on the last year’s work sessions - all in Catalan, Spanish and English will, as usual, be released during the next festival and forum.
For more information, contact: European Observatory on Children’s Television, Aragón 290-292, 5oB, 08009 Barcelona, Spain
Tel: +34 93 488 1914, Fax: +34 93 488 2086, E-mail: observatori@oeti.org
http://www.oeti.org

News from ICCYIDS, vol. 7, 2003, no. 1
The 25th International Festival for New Latin-American Film and the 17th seminar on "The Audiovisual Universe of the Latin-American Child"
HABANA, CUBA, DECEMBER 4-7, 2003
For more information, please contact: Pablo Ramos Rivero, Coordinator, Red UNIAL
E-mail: unial@icaic.inf.cu

The World Summit on the Information Society (WSIS)
GENEVA, SWITZERLAND, DECEMBER 10-12, 2003, and 2005 IN TUNIS, TUNISIA
The World Summit is being held under the high patronage of Kofi Annan, UN Secretary-General, with the International Telecommunication Union (ITU) taking the lead role, in co-operation with other interested UN agencies, and will occur in two phases. The first phase of the Summit will address the broad range of themes concerning the Information Society and adopt a Declaration of Principles and plan of action, addressing the whole range of issues related to the Information Society. The second phase will have development themes as a key focus, and it will assess progress that has been made and adopt any further plan of action to be taken. The anticipated outcome of the Summit is to develop a clear statement of political will and a concrete plan of action for achieving the goals of the Information Society, while fully reflecting all the different interests at stake.

More information on web site: http://www.itu.int/wsis or contact: Executive Secretariat, World Summit on the Information Society International Telecommunication Union, Place des Nations, 1211 Geneva 20, Switzerland

4th World Summit on Media for Children and Adolescents: Media from All, Media for All
RIO DE JANEIRO, BRAZIL, APRIL 19-23, 2004
From the agenda: Day one, A presentation of the worldwide status of media production for children and adolescents. Day two, Under the heading Media and Society: a presentation of the many problems that we must face today; the world economic crisis that also affects the media industry. Day three, Mapping the successful experiences of agreements between regions and governments. Day four, A presentation of challenges and commitments, items: legislation, financing, resources, technology.

Chairpersons of the Brazilian committee for Summit 2004: Regina de Assis, President of MULTIRIO, Empresá Municipal de Multiméios, Rio de Janeiro, Brasil. Tel/Fax: +55 21 2266 4080 or 2286 2747, E-mail: rdeassis@pcrj.rj.gov.br or Beth Carmona, Regional Director Programming and Marketing, Discovery Networks Brasil. E-mail: beth_carmona@discovery.com

The World Audiovisual Expo on Youth and Sports
ATHENS, GREECE, JUNE 2004
The expo will present audiovisual works made for and by children targeting sports as a social and cultural language. There will be examples showing youth’s participation in sports worldwide and illustrating the ways media creations influence youngsters’ sport conscience.
For information please contact: youthsport@ectc.gr

The PRIX JEUNESSE International Festival
MUNICH, GERMANY, JUNE 13-19, 2004
The PRIX JEUNESSE International children’s television festival and competition seeks to improve the quality of television worldwide for young people by deepening understanding and promoting communication among nations. The contest honours programmes that, within their cultural context, help young people to develop physically, mentally and socially to their fullest potential. The final round of competition takes place during a week-long conference including intensive screening sessions. The event is intended for children’s media professionals, including program executives, producers, writers, directors, educators and researchers.
Contact: Ursula von Zallinger, Secretary General, PRIX JEUNESSE International, c/o Bayerischer Rundfunk, Rundfunkplatz 1, 80300 Munich, Germany
Tel: +49 89 5900 2058, Fax: +49 89 5900 3053
Web site: http://www.prixjeunesse.de

Global Junior Challenge 2004
Deadline for submission: December 31, 2003. The Global Junior Challenge rewards best practices on the use of new technologies and projects in all fields of youth education. The Challenge is dedicated to all young people, from school children to teenagers and youth taking their first step to the job market. Welcome are every kind of project: from the web site created by children of a primary school to a global e-learning environment for online training. All projects that are using ICT for education and training of young people and are up and running at the 31st of December 2002 can join the competition.
or contact: Consorzio Gioventü Digitale, Via Umbria 7, 00187 Roma, Italy
Fax: +39 6 4200 0442, E-mail: info@gjc.it

http://www.children-go-online.net
is a web site for the new research project ‘Children Go Online: Emerging Opportunities and Dangers’ to be conducted by Sonia Livingstone, London School of Economics and Political Science, U.K. A nation-wide survey of 9 to 19 year-olds and the Internet in the U.K. will be part of the project.

The web site will also be a resource for related research on children and the Internet, and new material will be added as the project progresses. Currently, the site contains a list of related surveys on young people and use of the Internet, including short summaries and links.

For more information, please contact: Magdalena Bober, Research Officer Social Psychology and Media@LSE London School of Economics and Political Science, London, U.K.
Tel: +44 20 7955 6005
Fax: +44 20 7955 7545
E-mail: m.bober@lse.ac.uk

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To add your address to the subscriber e-mailing list, please send a message to the following address: iccvos@nordicom.gu.se
NB! Please, use this e-mail address for this purpose only.
New Literature

THANK YOU FOR SENDING PUBLICATIONS AND OTHER INFORMATION


The UNESCO International Clearinghouse on Children, Youth and Media

In 1997, The Nordic Information Centre for Media and Communication Research (Nordicom), Göteborg University Sweden, began establishment of The UNESCO International Clearinghouse on Children, Youth and Media (formerly the UNESCO International Clearinghouse on Children and Violence on the Screen), financed by the Swedish government and UNESCO. The overall point of departure for the Clearinghouse’s efforts with respect to children, youth and media is the UN Convention on the Rights of the Child.

The aim of the Clearinghouse is to increase awareness and knowledge about children, youth and media, thereby providing a basis for relevant policy-making, contributing to a constructive public debate, and enhancing children’s and young people’s media literacy and media competence. Moreover, it is hoped that the Clearinghouse’s work will stimulate further research on children, youth and media.

The International Clearinghouse on Children, Youth and Media informs various groups of users – researchers, policy-makers, media professionals, voluntary organisations, teachers, students and interested individuals – about

• research on children, young people and media, with special attention to media violence
• research and practices regarding media education and children’s/youth’s participation in the media
• measures, activities and research concerning children’s and young people’s media environment.

Fundamental to the work of the Clearinghouse is the creation of a global network. The Clearinghouse publishes a yearbook and a newsletter. Several bibliographies and a worldwide register of organisations concerned with children and media have been compiled. This and other information is available on the Clearinghouse’s web site: www.nordicom.gu.se/unesco.html

The Clearinghouse is located at Nordicom

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

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

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

NORDICOM also documents media trends in the Nordic countries. The joint Nordic information addresses users in Europe and further afield. The production of comparative media statistics forms the core of this service.
The UNESCO
International Clearinghouse
on Children, Youth and Media

NORDICOM
Göteborg University
P.O. Box 713
SE - 405 30 GÖTEBORG
Tel. +46 31 773 10 00, Fax +46 31 773 46 55
E-mail: nordicom@nordicom.gu.se