

CHALLENGES AND RECOMMENDATIONS

The following document summarizes the main challenges and recommendations discussed during the World Summit's sessions

CHALLENGES

- Disparity between the uses of new media for marketing and uses of new media for education;
- Disparity between classes in their uses of media (example: a study in the USA showed that lower classes have a huger consumption of media);
- Marketers try to break around the law;
- Regulation of privacy issues is facing challenges;
- Parents are not aware of the implications of their children's uses of media;
- Safety and privacy issues (e.g: marketers collecting information about young users in deceptive ways and using it for commercial purposes);
- Increase of consumption of new media;
- New media technologies enabled the evolution of viral marketing strategies;
- Strong marketing lobbying;
- There is no real debate going on about online advertisements and children;
- Self-regulatory regimes can be an obstacle to the application of laws;
- Several products being advertised are harmful to children's health;
- Children are very active in the World Wide Web but are not aware about what is going on behind the scenes;
- Issues are evolving rapidly and there is a short time to be able to come up with relevant policy interventions;
- Media contributes to the cultivation of stereotypes;
- Sexualization of children (e.g: age of consent lowered in the Netherlands);
- NGO's marginalized by governments;

- New media changed the traditional mass communications model (one to many) to a model of many to many;
- Protection from media versus empowerment via media (focus on protection as overweighing the opportunities media has for education);
- Media are evolving and changing at a very rapid pace;
- Risk that protection aspects remain superficial;
- Censorship and control are still ubiquitous but not visible to users;
- Law articles are obscure to people;
- Controversy: protection of children from media versus media for education;
- Children protection used as an excuse for censorship (coming from good intentions but has collateral damages);
- Inappropriate content in programs for children (e.g: violence in cartoons);
- Citizens not being aware of the power they have;
- Decreasing quantity of children programs;
- Current change in the perspective for education: before economic development, TV is seen as a method of education; after economic development, kindergarden is to be (nearly) the only education provider;
- Reduction of in-house production of children's content;
- Constant tension between broadcasters and producers (especially concerning copyright (producers do not want to publish content online arguing that the program loses value));
- To understand that "public good" is closely related to public broadcasting;
- TV is not preparing children for the world (shows too much indoor activities);
- Placing media in the national curriculum (social science, art education, technology, communication?) as well as a research field (media seen as a step child which does not belong anywhere);
- Fundraising for teacher training;
- Develop efficient assessment methods of media education actions;

- We are living in a new paradigm of education, where schools are still important to systematize knowledge, but children can learn more and more in other environments (with media playing a big part in that);
- Finding resources to enable children to learn from each other and then sending a clear message about what they need;
- Establish a clear structure/planning on actions to be undertaken;
- Define/update ethical rules;
- There are too many initiatives these days, competing for funding and resources, which are becoming more scarce;
- Help journalists find positive news stories about and for children and youth;
- Journalists and editors usually don't recognize / accept the complaint that children are misrepresented;
- Change from traditional media to new media involves change in way of dealing with it;
- Misrepresentation and stereotyping of children in the media (they appear as: victims, little devils, little angels, or brilliant). There is a search of sensational news while portraying children in stories to be able to sell more;
- Mainstream journalists are not learning the lessons and debates are continuing;
- The consumerism aspect of news; industries are eager for new audiences;
- Young people forgetting that they were children once;
- Uneven gender representation in the media (boys are represented more than girls);
- Misrepresentation of girls in the media;
- Children not treated as individuals but as a group;
- Under-representation of children in some parts of the world;
- Children and youth are highly represented in advertisements as they are considered important for consumption;
- Children and youth are not considered important in the decision making process;
- "Children and youth" mean different things in different contexts around the world;

- Media education and literacy also have different meanings, according to socio-economic and cultural perspectives (i.e.: more individualistic approach in developed countries vs more collective approach in Asia, Africa and Latin America, where media and media literacy are especially addressed for fostering social change;
- The media is creating a generation of consumers rather than a generation of learners:

RECOMMENDATIONS

- Teach children how to be thoughtful consumers and participants in the digital culture;
- Do more research on and gather data that can be used to show citizens how the real situation looks like;
- Provide teachers with contemporary media tools that go along with their students' uses;
- Get children to know their rights;
- Articulate a set of principles that everyone will abide by;
- Importance of intercultural dialogue. People from different cultures need to be knowledgeable about each other;
- Importance of watchdogs;
- Youth need to be given the chance to take decisions by themselves;
- Educators and teachers need to be skilled;
- Importance of developing critical thinkers;
- Empowering citizens through the different functions of media;
- Establishment of common global conditions for children to participate;
- Development of new standards for new media and also adaptation from traditional ones;
- Protection from media should not outweigh the empowerment opportunities;
- Children need to be aware of their rights, the rights of others and learn how to protect themselves;
- Children should not be discouraged to participate but should be taught how to use media;

- After having criteria set by the European Commission to measure media literacy levels of Eu citizens, it will be possible to define some problem areas and results can be transferred to other parts of the world;
- More activities on Media Literacy;
- Definition of skills needed for use of media;
- Integration of media into school life /open the educational space for media practices;
- It is important to not bring media through people who are not familiar with it but have trained educators;
- To empower students and provide them with necessary skills for today's society;
- Work together with teachers to create material that applies human rights;
- Find a balance between freedom of expression and right to privacy;
- Keep in mind that human rights and media education are interlinked;
- Importance of intercultural dialogue;
- Provide children with the right to safety and the right to participation;
- Media is crucial in educating people about human rights;
- Giving children and young people the opportunity to express themselves;
- Development of new media competency;
- "Rights should be functioning together and not against each other" Divina Frau-Meigs;
- Sensitize people about the issue and work together;
- Creation of a platform for different actors (governments, teachers, social workers, youth...);
- Train the educators;
- Put emphasis on media products that promote human values;
- Improve the quality of broadcasting contents;
- Social responsibility: TV is a public service, therefore its obligation to produce quality content to everyone;

- Develop wider range of genres for children;
- Understanding of children's needs to be able to provide good content;
- Creating future-oriented programs for children and youth that follow trends of social change;
- Future leaders are built through better content;
- Learn how to respect and represent diversity (societies are becoming increasingly multicultural);
- Involve children in the media production process;
- Monitor children at the local level rather than at a global level;
- Remind society that TV is not the only entertainment source;
- Bring attention to the government concerning children and media issues;
- Parents must play an active role in proposing content for children;
- Although children are too much on the Internet, and supposedly decreasing time they spend watching TV, kids still want to watch more and more (yet online) TV-format narratives;
- Invest in local productions (although it is cheaper to buy “global content” it is crucial to produce programs of local cultural relevance);
- Developing a concept of media education / media literacy (people do not know what such terms mean concretely);
- Establish a mutual relationship between school and community (children don not learn only from and at school);
- Push governments to get into media education, providing it not only for private education, but also for public schools (media education must be dealt as a national issue, with the whole country putting efforts into it);
- Providing education for children;
- Constant and systematic assessment of media education initiatives (recommended but also seen as hard task due to the challenges in assess gains and levels of media literacy in a broad context);
- Conversation between education – industry (both need to learn from each other and work in balance);

- Change the general idea that “kids cannot teach themselves physics and maths but they can teach themselves media”;
- Advocate what media education professionals do;
- Communicate better what people in media literacy do, establishing conversations with students, parents, governments and professionals;
- Collaborative work between media professionals and education professionals;
- To harmonize the current need for multi literacies emerging from the convergent media and information environment by identifying it as “media and information literacy”;
- To support the creation of an international network of young researchers working on media and information literacy;
- To encourage governments to include media and information literacy programs on their teacher training institutes, such as UNESCO’s upcoming “Media and Information Literacy Curriculum for Teachers”, and other relevant resources;
- To encourage the Summit to continue strengthening their strategies towards a truly global and multicultural gathering of transversal stakeholders;
- To assure that concepts relevant to human rights and ethical values are included in Media and Information Literacy initiatives;
- Free media and participation;
- Journalist must be seen as an active player in society; not only as a mere observer so that s/he can change and interfere in the idea that media is generated to be harmful to children;
- Through new technologies / social media, children have got the power to set agenda for the media, demand coverage, criticism and correction (it is easy to produce content; from their bedroom);
- Technological convergence and audience fragmentation urges for a new division;
- Use online networks’ facilities for challenging journalists and the media (nowadays children have the tools for confronting editors);
- Convince journalists and editors that respecting youth and children within their media products enhances commercial and political reputation;

- It is important for journalists to include the children's viewpoints, to consider the consequences of the news stories and seek permissions when needed;
- Monitoring the government's compliance with the recommendations on children's rights;
- Monitoring the effectiveness of instruments designed to protect children;
- Provide youngsters with space for coverage;
- Providing training for journalists and encouraging them to write stories about children. They need to keep in mind that children have many insights to share;
- Encouraging the participation of children and enabling them to make their voices heard;
- Writing stories about youngsters' positive achievements rather than focusing only on the negative aspects;
- Children should be able to represent themselves;
- Opportunity of the creation of media by the children for all audiences (children and adults);
- Journalists need to find a balance between writing stories that "sell" and giving a fair representation of youth;
- Bring governments and NGOs together to come up with a long term strategic plan.
- Need of a summit that addresses all challenges that children in the world are facing from the poverty, education, health to communication etc.