

FINAL SESSION SUMMARY: SIX KEY UNDERLYING THEMES WERE IDENTIFIED

1. ACCESS AND DIVERSITY

- Access to media, to learning, to opportunities (overcoming social and economic divides between different ages, classes of people, developed and developing world, etc).
- Diversity: of cultures, peoples, religions, and groups. Finding a place for and celebrating all this diversity, building bridges of respect and understanding.

2. ETHICS AND RESPONSIBILITY

- Ethics: underlying principles of media education, journalism, media, public service media; ethical issues around advertising, journalism, consumerism, human rights and media education, etc.
- Responsibility: journalists, media, marketing, advertisers, educators taking responsibility for what they do, for the media that is produced, putting the needs of children first and not just treating them as consumers.

3. TECHNOLOGY AND CONTENT

- Technology: challenges of new media, cross platform offerings, adaptation to new ways of behaving, new possibilities.
- Content: how to create new content that is appealing, that has quality and integrity, and who will create the content?

4. PARTICIPATION AND CREATIVITY

- Participation: how to make the participation of children and young people real, how to involve in decision making, in production, in critical thinking, in journalism, in education, real partnerships.
- Creativity: to recognize and celebrate young people's creativity, to find ways to encourage it and build real opportunities for sharing insights, practices.

5. CRITICAL THINKING AND INTEGRATION

- Critical thinking: media education needs critical and emotional distance, analytical skills and a skeptical eye. Critical thinking is important for citizens, and need to evaluate media education practices.

- Integration: how can media education integrate the media experience (technologies, practices) of children outside school/formal learning with the experience inside the school?

6. PROTECTION AND EMPOWERMENT

- Protection: children need to be protected from different kinds of media related harm (consumerism, sexualisation) through regulation, codes, best practices, etc.
- Empowerment: children have to acquire the skills and expertise to be able to protect themselves and to navigate safely and securely; positive actors not just potential victims.

THREE CHALLENGES/RECOMMENDATIONS

- Listen to the Voices of Children and work with them.
- A broad concept of Media and Information Literacy is essential and needs to be promoted.
- A dialogue is essential between different sectors and actors (children, youth, parents, educators, media producers, journalists, researchers etc.) to understand and deal with the challenges of the digital media age.

FINALLY

- The transition phase between summits' individual constituencies can use the outcomes of the Summit to start the process of dialogue.
- Individual initiatives to support this process are already being taken – e.g. Media Literacy call for papers.
- We hope that the next Summit will be able to integrate the outcomes of 2010 and the ongoing dialogue into their preparations.