

KEY NOTE SPEECH I AND II (2010-06-15)

I: "LINKING MEDIA EDUCATION WITH HEALTH EDUCATION"

Presented by Alberto Pellai, Department of Public Health at Università degli Studi di Milano, Italy

What challenges were addressed?

- Adolescents are growing in a world where media is shaping their beliefs and values that are mainly set up by advertising companies. It is a media oriented and saturated world.
- The media can be used as a tool to help young people grow up into self realized adults but strategic marketing is using media to attract young people and it seems that everyone, nowadays, relies on media to provide knowledge for decision making.
- Media today is like a cultural narrator, creating an image of society, showing one side of the world.
- Media has become a sexual educator for youth and also as a way to promote people as role models.
- Advertising creates a climate in which certain attitudes are reflected and not others.
- Even though media has many pros, like: being a good opportunity for young people to connect with others, have fun, get information, connect with the unreachable, etc, it has many cons.
- Technology can be very dangerous, if the user is not provided with the proper sexual and health education.
- www.klicksafe.de
- There is an official and unofficial curriculum followed by the media shaped by marketers and also by government: for example, the official curriculum works hard to promote nutritious food, to promote information related to safe sex, etc. The unofficial curriculum promotes unhealthy nutrition and unsafe sex.
- It seems that we are becoming desensitized towards these messages through glamorization and normalization.
- Magazines are using pop and MTV culture to enter into the life of young people, for example, how different stimuli are conveyed through music videos.

What recommendations were made? (Suggested proposals to deal with the challenges)

- Media education can be considered a revolutionary tool in the hands of educators to help teens to navigate safely and consciously through this media saturated world.
- Media education and health education must come together and include media education for health promoting to young people.
- We must understand that media messages are produced by media people, but the mind frame that gives them a meaning and the ideas it induces in the viewer are the viewers' pure responsibility.
- A better comprehension for media messages can be promoted and an example of this is: Life skills education that promotes health education through life skills health education to empower young people to challenge education. The content of life skills

education must include relevant gender sensitive learning materials, from pre school to adulthood that help them prevent diseases. Skills based on good quality of education in reliance and relevant participatory learning methods.

- Example for tobacco prevention: teach young people critical skills in choosing not to smoke, skills to advocate for a smoke free environment. Ways to do this are: arranging discussions, using audiovisual materials, setting up school wide education, with methodologies like role playing, simulation, case studies, etc.
- Media education brings awareness when and where most of the mind operations implied are based on unawareness and emotional processes. Making young people aware of these processes is a goal.

Relevant comments from the participants:

Question:

In the public health field the dominant paradigm is the one based on social marketing. In other words, that the public health field persuades us by using persuasive methods to adapt healthier life styles and in order to create change they most stand in the same shoes as advertisers. In media education, we would like to analyze critically those messages. Who is paying for them? Is the public health field really ready for media literacy, in its deep sense? Or is the persuasive model really going to be difficult to dislodge?

II: "SO SEXY SO SOON: THE NEW SEXUALIZED CHILDHOOD" "CREATING CHANGE THROUGH ACTIVISM"

Presented by Julie Gale, Kids Free 2B Kids Australia and Jean Kilbourne, Wellesley Centers for Women, USA

What challenges were addressed?

- www.jeankilbourne.com
- www.sosexysosoon.com
- Children are being sexualized, but also there are mores sexualized images in advertising, and pop culture is a leading influence for children. Many models we see in the runway are just teenagers, there are also countless videos on Youtube sexualizing young girls. Examples: pole dancing doll, high heels for babies. While boys are presented always acting as pimps, etc.
- Young people are surrounded by sexual messages and it seems that we have become desensitized to this.
- Children and teens are being influenced by the sexual education that the media is displaying.
- New media has made technology something inescapable, and today in a world where 12% of websites are porn sites and children idealize pop stars. The first step for coming to a solution is to separate both sexuality and sexualization.
- Sexualization makes young people's values come from their sexual appeal and their sexual behavior and this is having a harmful effect on girls and women causing

depression, eating disorders and low self esteem and convincing girls that sexualization is liberating and empowering.

- Additionally, sexualization also brings a double standard between the sexes.
- Most of the sexualizing advertisings are designed to promote consumerism by linking shopping with sex; products are being sexualized. Consumerism is linking sexuality with products.

What recommendations were made? (suggested proposals to deal with the challenges)

- Address the issue of sexualization with a progressive point of view by being more open and honest about information about sex since sexualization is a public health problem.
- For the first time in human history most of the stories about people's life and values are told not by parents churches or others, but by a group of distant conglomerates that have something to sell.
- We are desensitized, so it is important to start to become responsible as a community to have the industry like, tv and broadcasters, become proactively responsible for what they are communicating.
- Action can be taken in every level, from industry, government to a locality.
- www.kf2bk.com

Relevant comments from the participants:

Questions:

Q. When discussing this matter with teenagers, you often end up being accused of moral panicking. What can be done to not be seen that way?

A. There is plenty of research out there to prove that it is true so you can start to site research. Also you can approach the teenagers by talking about little kids and their sexualization in the media.

Q. What could be the strategies to get the message out on a bigger scale?

A. Some of the research is already very well known. And everybody also needs to speak out, you can join support groups. Also it is possible to write letters to the local members of government. This is really a public health issue that should be addressed collectively.

KEY NOTE SPEECH III AND IV (2010-06-16)

III: "CHILDREN, ETHICS AND NEWS: A PRACTICAL APPROACH TO RESOLVING ETHICAL DILEMMAS INVOLVING CHILDREN"

Presented by William Bird, Media Monitoring Africa, South Africa

What challenges were addressed?

- Ethics is the ability to choose between good and evil; the ability to, freely and in an informed way, choose to act in a good way, but what has media to do with ethics?
- Media has a great power and its duty is to report in a responsible matter since they tend to expose difficult situations every day.
- There is a clear need for ethical guidance for media.
- Why do we even care about children and that their integrity is safeguarded by the media? Because:
 - Children are essential for our long term sustainability and stability.
 - Children are the frontline
 - Working with children is ethically and creatively challenging.
- It is important to know and identify what is ethical in the media and what is not regarding children.
- How does the media generally portray children? And if it is done in an inappropriate manner, how can it be changed?

What recommendations were made? (Suggested proposals to deal with the challenges)

- It is important to develop ethical guidelines for reporting between children and journalist.
- Guidelines must have a high ethical standard for reporting on children.
- For example reporting stories that talk about children but that in the end are in the broader interest of the child's well being and of the other children belonging to that same community, like stories that make the governments and communities change their agenda on the benefit of the children.
- To do this journalist can use more imagination to create their news stories that can change an image of a child away from an object of pity.

Relevant comments from the participants:

Question:

Q. What you are talking about is fundamentally challenging for journalists. How easy have you found it to engage with journalist in these types of issues?

A. The overwhelming majority that have worked with me have no intend to harm the children, and once they discover that they have actually hurt the child they are very affected. So even though they are a bit resistant it is important to point out that there is a growing awareness of this issue.

IV: "GROWING UP IN A DIGITAL WORLD"

Presented by David Buckingham, Centre for the Study of Children, Youth and Media – Institute of Education, University of London, UK

What challenges were addressed?

- Education has many roles, like giving children access to existing knowledge, but it can also give us blueprints to prepare for the future, which is something that education in media has done.
- How children experience media has changed. Technological changes are broader and they have brought a combination of emotions among adults, like hopes for the children, but at the same time fears.
- Talking about media is like talking about the generation gap between young people, who are referred to as digital natives and older people or digital immigrants. But this generation gap may be a bit overstated since: young people's use of media is mundane rather than spectacular, generational differences are overstated, children are not spontaneously media savvy and technology is not young people's primary concern.
- But even though the gap may be a bit overstated, it is important to keep in mind that: children's life have become more media saturated and their access to technology is becoming individualized, among other things.
- General points to keep in mind about technology and social change: change is incremental and not revolutionary, there are continuities between new and old media, media is developed in context, technology adapts to needs but rarely creates them.
- There is a big difference between what kids access through technology in school and what they access outside of school, making a broader gap between kids inside and outside of school and schools have to the ways that kids are using technology in school is boring for the children.

What recommendations were made? (Suggested proposals to deal with the challenges)

- It is important to recognize the diversity and inequalities that characterize contemporary childhoods and also acknowledge the constraints and the opportunities offered by digital media.
- There is a need to identify and teach the critical skills and knowledge that children and adults need to survive in the digital world.
- Bridging gaps between how kids learn inside and outside the classroom is important. This could be done by edu-tainment, which in a nutshell is like "sugaring the pill", or combining education and entertainment to engage kids.
- In media education it is needed to go beyond protection and give kids tools to be critical and creative about media, making them not just viewers but participants.

Relevant comments from the participants:

It is important that if we have the technology, we use it in more rigorous and challenging ways that lead to more critical thinking.

KEY NOTE SPEECH V AND VI (2010-06-17)

V: "THE ROLE OF PUBLIC BROADCASTING IN THE NEW MEDIA ENVIRONMENT"

Presented by Lúcia Araújo, GLOBO Organizations, Brazil

What challenges/ points were addressed?

- In Brazil TV is the second most used appliance in the household.
- The education scenario in Brazil is different among different social scenarios and is filled with differences and problems. For example: the average number of schooling years for adults is 6.8.
- TV Globo and Futura have come together to offer their audiences social projects, some that have to do with education.
- Both these channels know that the role of public broadcasting is not only on the screen, but to go beyond it, like to the internet.

What recommendations were made? (Suggested proposals to deal with the challenges)

- Example of going beyond the TV screen: www.milcasmurros.com.br - a collective reading book through the internet which built a relationship with the younger generation that is more connected to the internet and tried to create positive attitudes towards literature. Users could record direct readings of the chapters.
- Have other social projects like: TV programs for children designed to teach them about different values like awareness of consumption and how to deal with money. They also offer TV programs designed for teachers with educational information ready to be downloaded from the Internet or distributed in areas where the internet is not available.

VI: "THE NEW ADVERTISING: DIGITAL MARKETING STRATEGIES TARGETING CHILDREN"

Presented by Kathryn Montgomery, School of Communication, American University, USA and Jeffrey Chester, Center for Digital Democracy, USA

What challenges were addressed?

- Today, there exists many media tools for children to express themselves and be civically and politically active, but these tools seem to be not only shaping culture, but also transforming it.
- Digital marketing is targeting adults and young people, in every different sector of the market, for example, food marketing.
- Companies are conducting research on how consumers can become better targets.
- Contemporary marketing is using methods like: 360 degree marketing, data collection and profiling, new metrics, etc. to get to their specified target groups.
- Fundamental goal for this contemporary marketing is engagement; for their target to define themselves by the brand.

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- Kids are being targeted with digital marketing that includes virtual worlds, avatars, user-generated content, among others. Example: McDonalds with McWorld.

What recommendations were made? (suggested proposals to deal with the challenges)

- We need to learn to use digital advertising, but also be aware of the dangers that it brings to all of us to avoid having an entire generation focused just on consumption.

KEY NOTE SPEECH VII AND VIII (2010-06-17)

VII: "INTERNATIONAL CHILDREN'S DAY OF BROADCASTING"

Presented by Karen Cirillo, UNICEF, USA

What challenges were addressed?

- Started back in 1991 by UNICEF as a way to get broadcaster to focus on the rights of kids. Which moved to the fact that there were few kids programs which lead to pushing the broadcasters to set aside one day that had to do with children and their issues.
- In other words, get a day in broadcasting that is: by, for and about children. The types of topics brought up on International Children's Day of Broadcasting (ICDB) ranged from important topics for children, like sports, gender roles, among many others.
- Interest grew in many countries which eventually lead to have some shows not only one day a year, but helped the shows to become regular television shows.

What recommendations were made?

- The project has given children a voice and participation and has empowered them to speak out about what is happening around them.
- It has taught the children that they can be part of the change by talking and discussing.

Relevant comments from the participants:

A call to the broadcasters to be passionate about their work, to make sure that the things that concern the children are actually portrayed so they can be heard.

VIII: "TODAY'S CHILD TOMORROW'S WORLD"

Presented by Chandra Muzaffar, International Movement for a Just World, India

What challenges were addressed?

- Media should ensure that the integrity of a young person below the age of 18 is **safeguarded to the outmost, specifically in the case of the south pacific region.**

What recommendations were made?

- Media can help expose the circumstances and situations that lead to the indignity
- Media can help remind policy makers of the conditions which are suitable for enhancing the dignity of the kid.
- Media can remind the parent and the child that the values and principals of the child of tomorrow will be different from the dominant values and attitudes which have driven economic growth of the area of the south pacific region.

- Media must be courageous to be able to prioritize not the elite interest, but the children.
- We must strengthen the moral foundations of our society, like moving away individualism and by also strengthening the family.

Relevant comments from the participants:

Q. How do you think that those that work with media for children can move towards this issue?

A. One way is by looking at the impact of cartoons and comics and the messages that these send. Do they sort encourage us to be egoistic and self centered, or do they tell us about serving others? See that the messages that these send should be more directed into serving others and not selfishness. Also, look at documentaries and their messages.

I don't think it is possible to generalize. I'm sure there are media outlets that have done a good job, others that haven't, but I don't think the dignity of the child is the central focus of most media outlets, it may be a byproduct, but never their central focus. I don't think that both the public and private sector focus on the dignity of the child.

I don't see a real difference by the way new media portrays children than by the way other media does it. The way that problems like child prostitution are talked about is in a reactive way instead of proactively.

KEY NOTE SPEECH IX AND X (2010-06-18)

IX: “WE ARE THE PEOPLE WE’VE BEEN WAITING FOR”

Presented by Lord David Puttnam, Future Labs, House of Lords, UK.

What challenges were addressed?

- The challenges for children and the education system in a world transformed by digital technologies.
- There are many inadequacies in today’s educational system. Schools are unfulfilled to prepare children for the contemporary society and for the emerging issues of our times.
- Digital technology has reshaped the way children engage in society.
- The world wide web is like a digital library that is always open, making teachers mentors for children to help them understand the information’s value, and to make them critical thinkers for how to evaluate it.

What recommendations were made? (Suggested proposals to deal with the challenges)

- A generation of well-trained teachers is a key for the challenges of living in a digital society.
- There must be an improvement in the way children are taught, so the current educational system must change in order to fix this.
- Prepare young people for a rapidly changing social and economical environment. Teach them to be creative, resilient, etc.
- It is crucial to learn to face the challenges by learning to embrace the technologies we have available.
- Teachers, not only technology, should be the ones to raise the education bar and it will be the skilled teacher, who has the technology and knows how to use it, that will become very important asset in our society.
- It is important to keep in mind the importance of education for women.

X: “BOLIBOMPA- THE INTRODUCTION TO INTERNET FOR MANY SWEDISH CHILDREN”

Presented by Erik Wahlgren, Swedish Television, Sweden

What challenges were addressed?

- The Bolibompa website is for children from 3 to 9 yrs old. Designing for it can be quite challenging because it is quite hard to understand the target group because of the age group. This is due to the targets groups: low patience level, they are easily bored, among others.

What recommendations were made? (Suggested proposals to deal with the challenges)

- First they try to explore their audience with ethnographical studies, after they do person adoption- where they become friends with the child and finally they develop the idea with both the TV and the web.
- It is important to try to narrow the gap between the web and broadcast TV.