

WORLD SUMMIT KARLSTAD 2010 REPORT JULY 2010

This report summarizes the World Summit on Media for Children and Youth Karlstad 2010.

Four appendices are attached detailing the following information:

- Challenges and recommendations defined
- Minutes from the conclusions session
- Minutes from key note speeches
- Evaluation results

What was the result of the World Summit in Karlstad 2010?

- Karlstad has just successfully completed its first ever World Congress and history will show that Karlstad as the first small town now belongs to an exclusive collection of attractive places who completed a World Summit; Melbourne-London-Thessaloniki-Rio de Janeiro-Johannesburg-Karlstad.

- 1100 participants from all continents and 70 countries participated and many many have in the evaluation, through email as well as spontaneously expressed their positive views. They are saying that the 212 sessions international programme was top of the line, that the organisation was world-class and that Karlstad has been an excellent city to visit.

- The 130 experts participating in the programme will bring to their international networks a very positive image of Karlstad, Karlstad University and Värmland. Word of mouth is the message of world-class event to their own networks for research, media industry, international organizations such as UNESCO, UNICEF, European Commission, Council of Europe, and internationally active teachers and youth organisations and NGO:s.

- Approximately 100 publications (54 in June and July) in articles and reports in the press and on the web, radio and TV during the time Karlstad was hosting the Summit presented Karlstad and the World Summit. This represents a powerful marketing of Karlstad, Karlstad University and Värmland as well as the Summit Foundation. Translated into marketing terms, this corresponds to several pages and minutes of valuable top quality presentations in the media.

- Tourism Economic Measurement (TEM) estimates that participants in the World Summit as tourists spent several Million SEK on hotels, restaurants and pubs and shopping for the tourism industry which contributed to revenues in the end, raising revenue for the municipality.

What will happen now after the World Summit Congress – how will the Karlstad results be taken further?

- Young people around the world with representatives from such Karlstad Youth Council has established Global Youth Media Council, a coordinator and a working group. With its own website (www.globalyouthmediacouncil.com), an international petition for signatures, a number of recommendations designed and a network on Facebook with 24 local groups worldwide, they continue to work for a better, fairer media world for children and young people. It is the first time in the World

Summit, this connection is made and their work continues from Karlstad meeting, for the benefit of young people worldwide.

- The site will remain in place and links with information marketing Film in Värmland, Media and Communication Studies at Karlstad University and the Educational Media Center's media courses in the municipality of Karlstad.
- The most important research organization in the Nordic region will publish their yearbook dedicated to the World Summit 2010th and it will be distributed all over the world.
- Proposals have already been received from delegates to create a dynamic coalition of the World Summit Karlstad web resources and other international sites.
- At wskarlstad2010.se you can see the results of the work. You can download speeches and presentations, sign the petition from young people, get the summary of the recommendations and see the World Summit Summary movie.

Other than being a world congress, what has for the Karlstad organisation been the best experience with World Summit?

- The many friends Karlstad has received around the world congratulating us for a wonderful event and for being a beautiful friendly city, also promising to come back here with their families. In addition to this, the Media Industry, the Researchers, the Journalists, the Policy makers, the educators – all international organizations working for children and young around the world that have identified challenges, defined recommendations and shared them with the world by publishing them thus contributing to a better media world for children and youth.

Karlstad 2010-07-29



Per Lundgren

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.

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.

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 manner 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.

- 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.

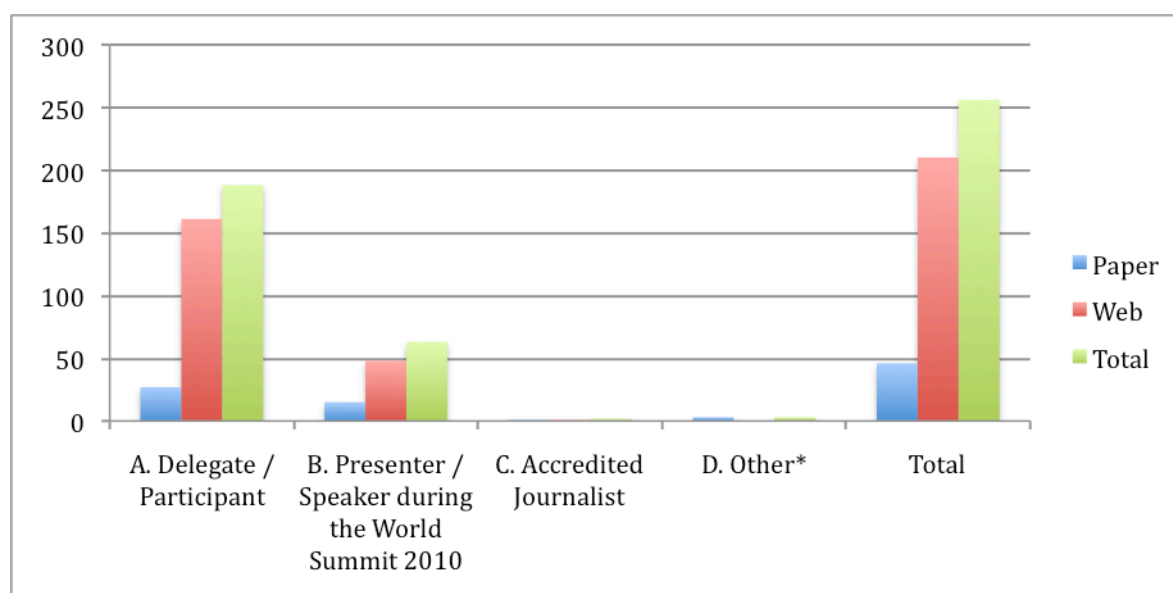
WS EVALUATION RESULTS (GENERAL)

RESPONDENTS' STATISTICS:

I am:

	Paper	Web	Total
A. Delegate / Participant	27	161	188
B. Presenter / Speaker during the World Summit 2010	15	48	63
C. Accredited Journalist	1	1	2
D. Other*	3	0	3
Total	46	210	256

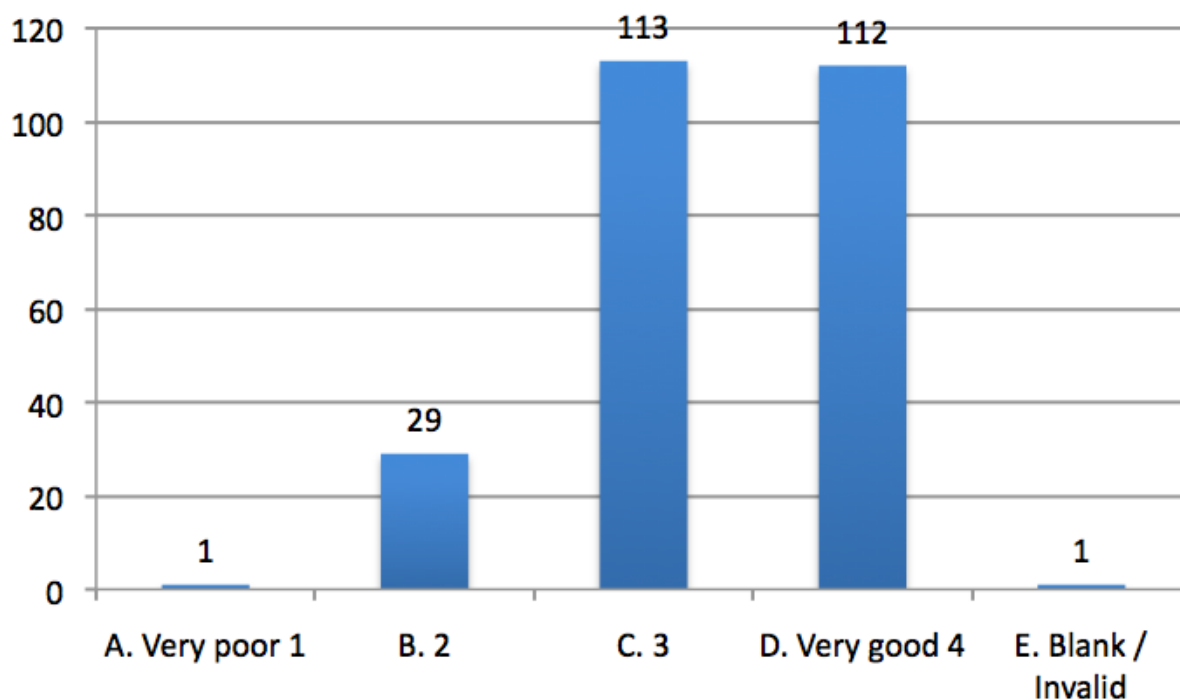
* Respondents who did not select any group (presenter, speaker, journalist)



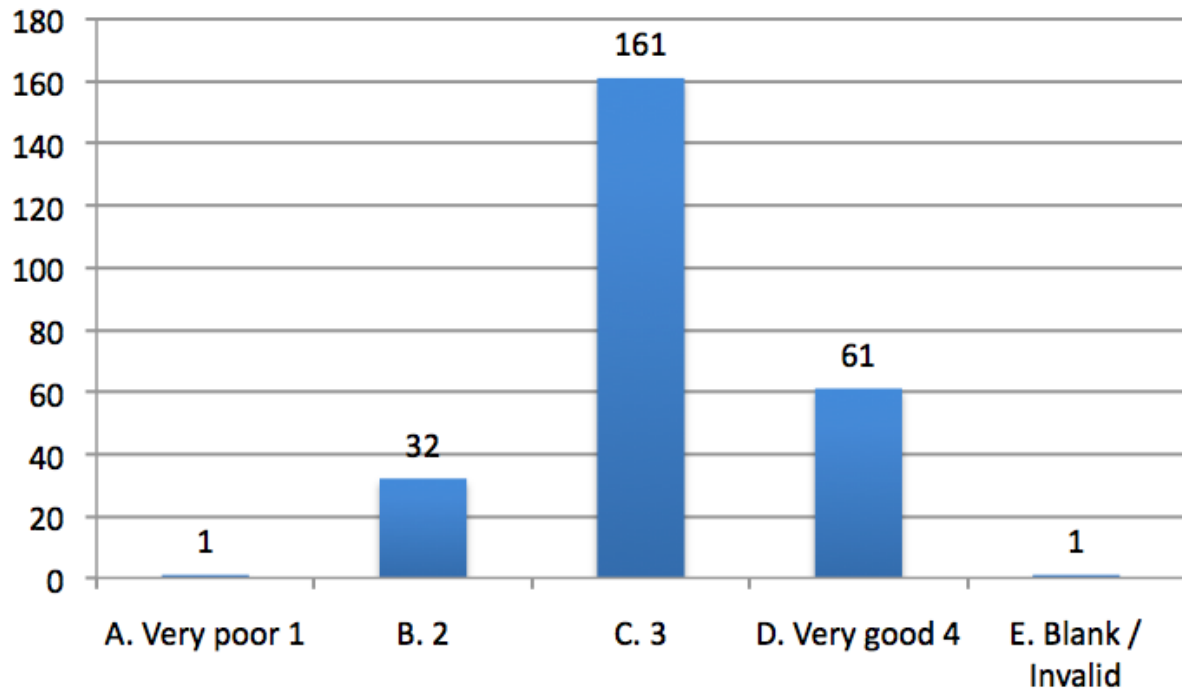
OVERALL RESULTS (ALL RESPONDENTS):

What is your assessment:

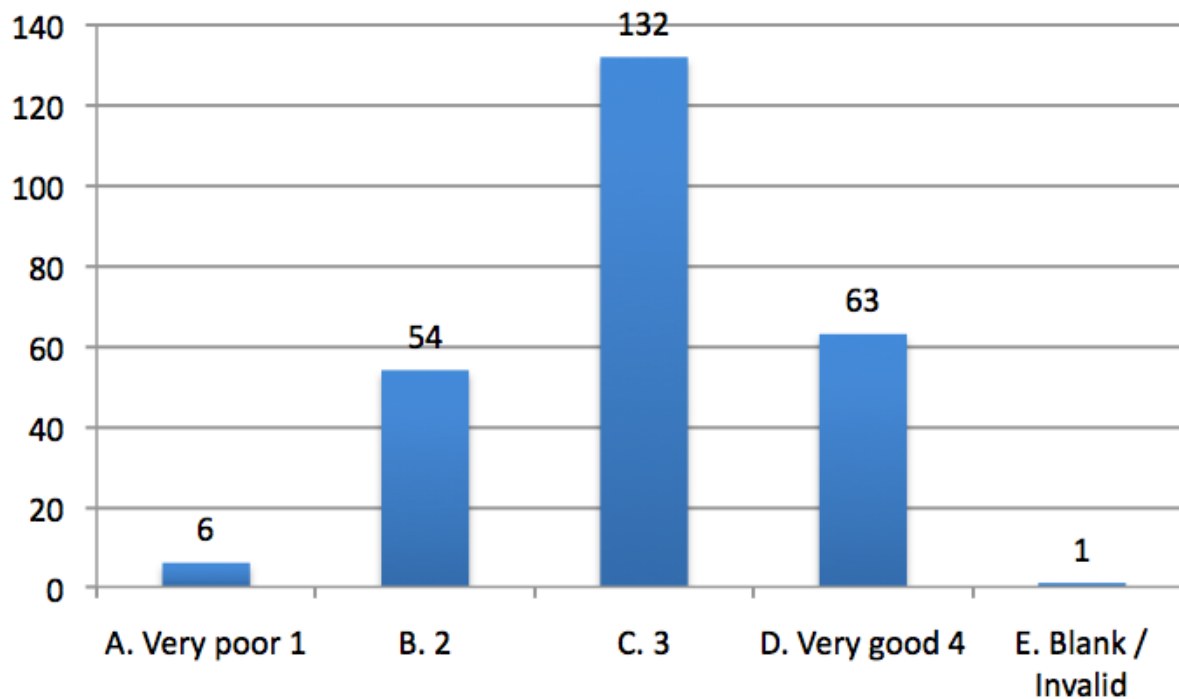
1: Of the relevance of the topic areas?



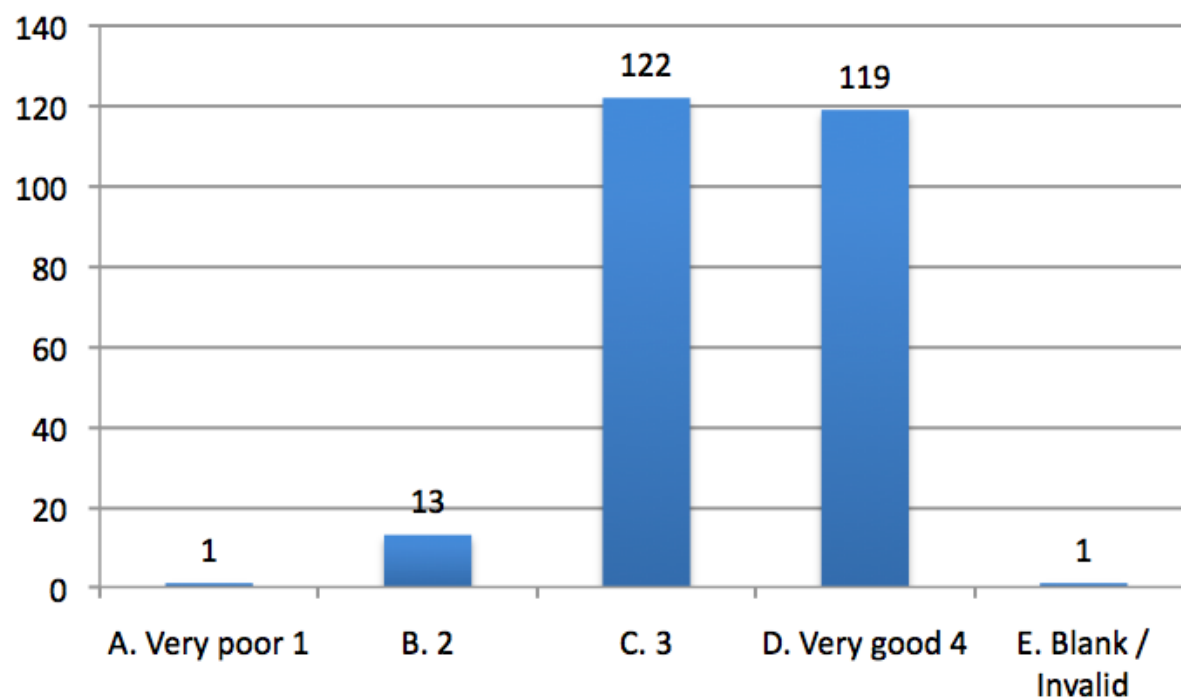
2: Of the presentations that were delivered at the event?



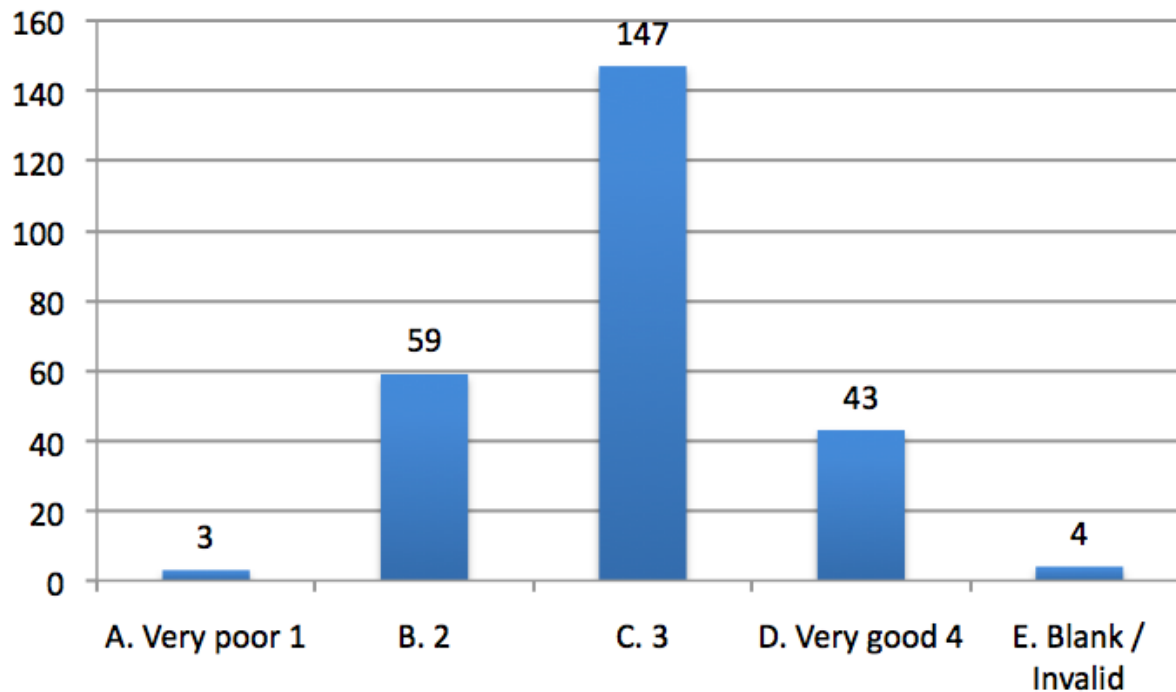
3: Of the capacity of the international panels in adding insightful and inspiring dimensions towards a new global vision for media and youth?



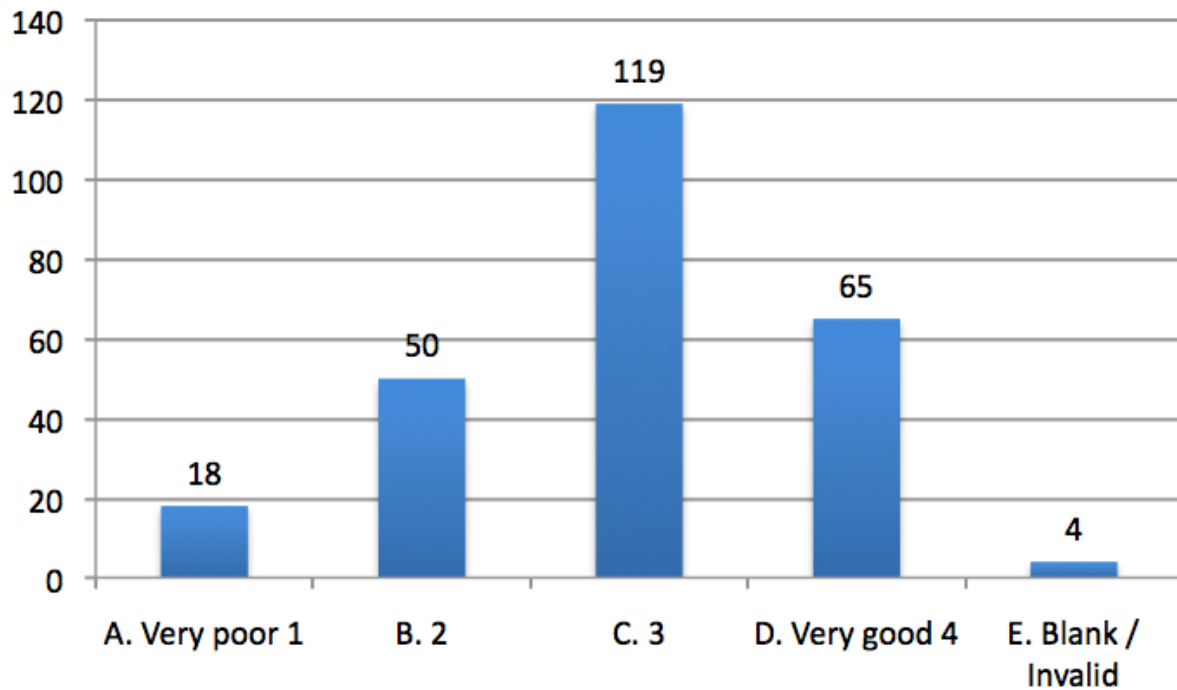
4: Of presenters' knowledge of topic?



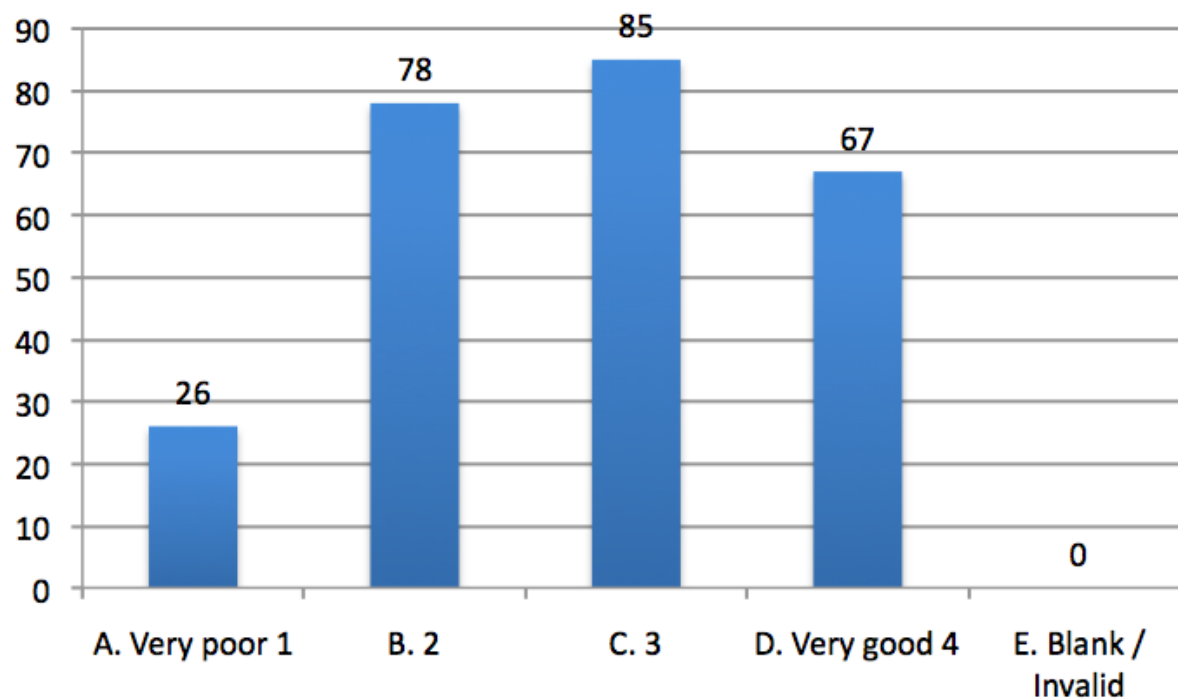
5: Of presenters' delivery/speaking ability?



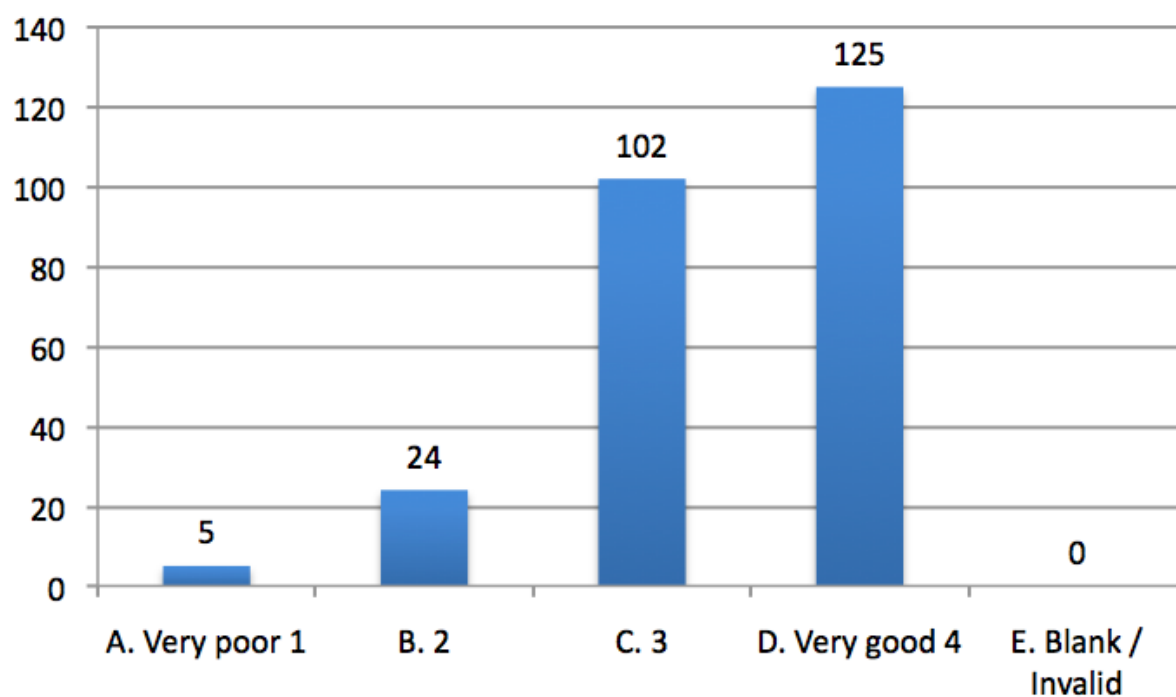
6: Of the usefulness of the information provided in the World Summit website?



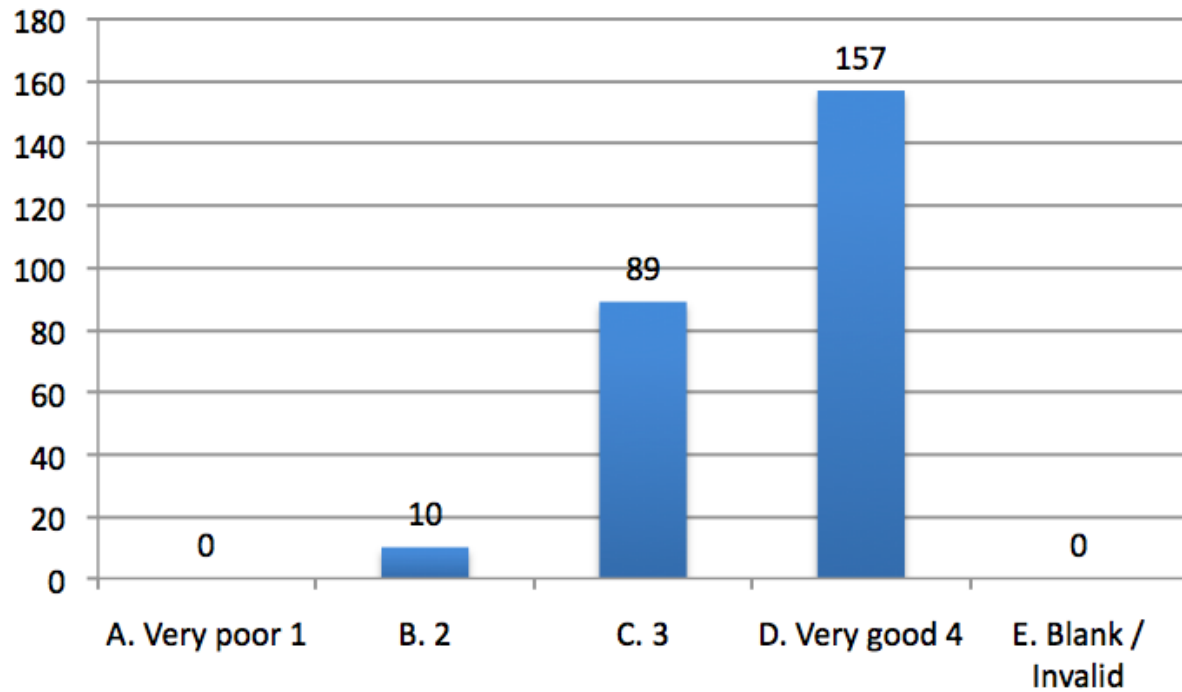
7: Of the clarity of the information provided in the printed programme?



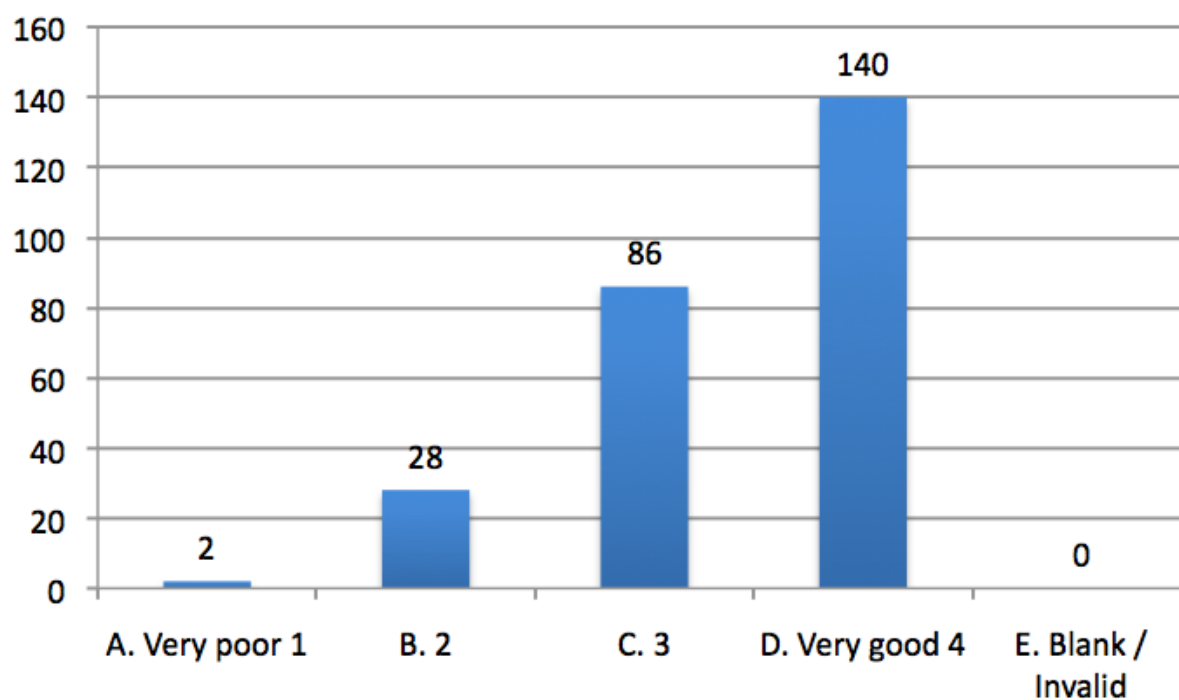
8: Of the organisation of the event?



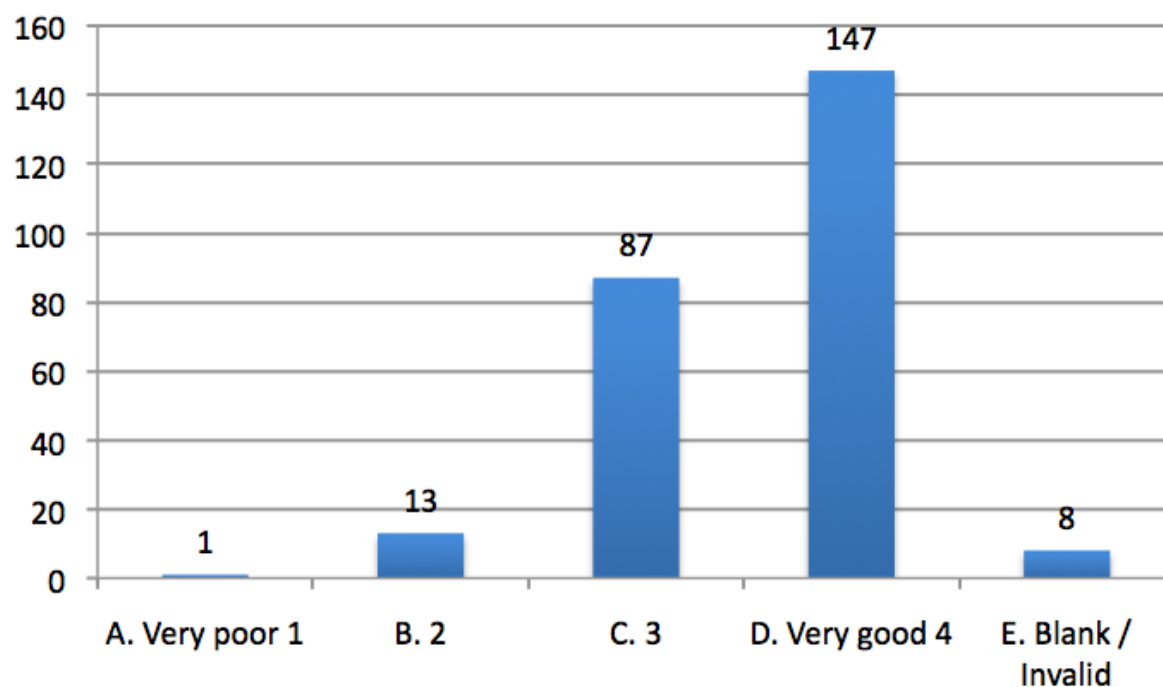
9: Of the venue and facilities?



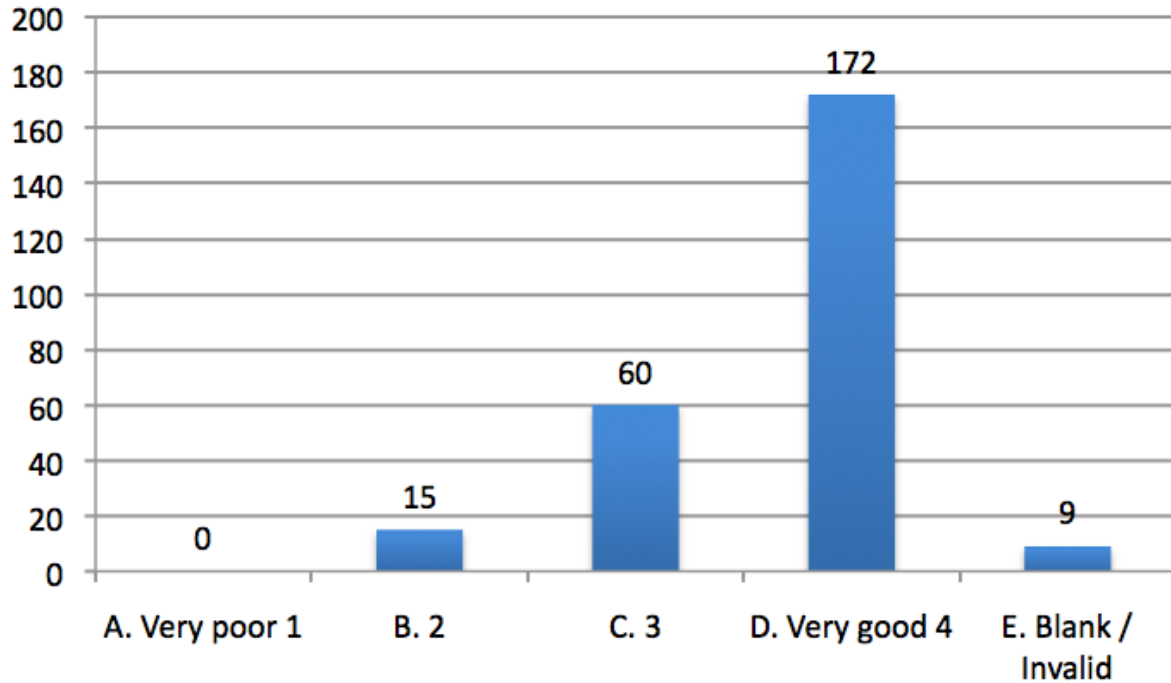
10: Of the arrangements and quality of the catering?



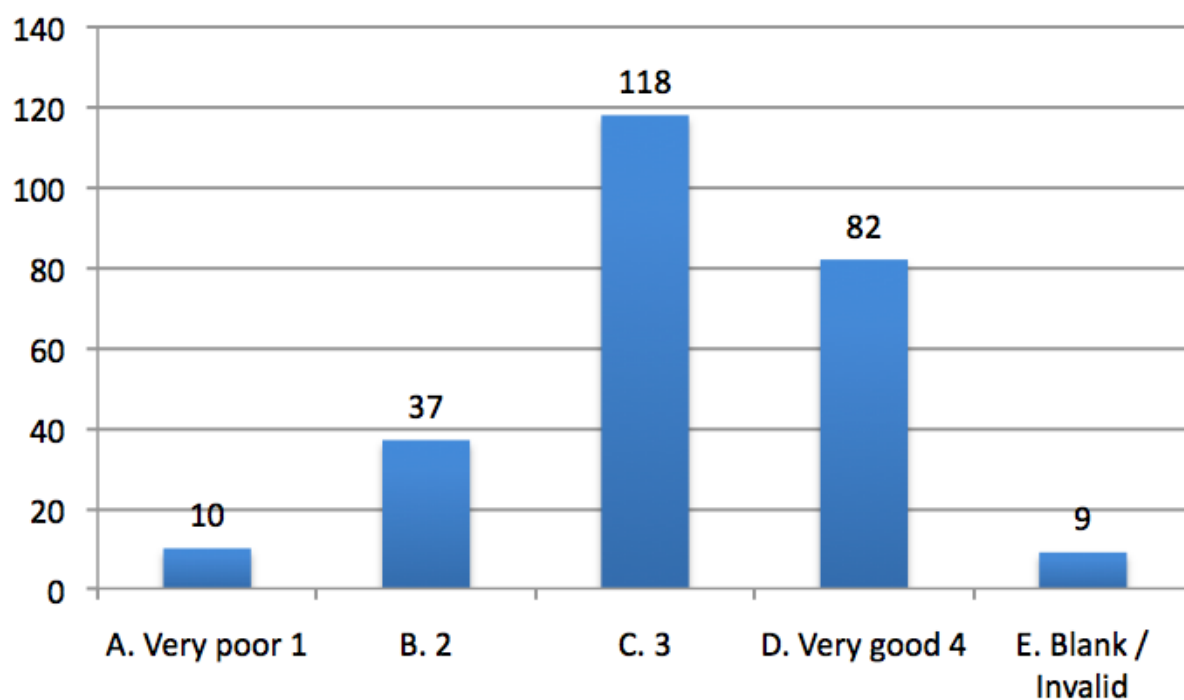
11: Of the reception, registration and information from the conference administration?



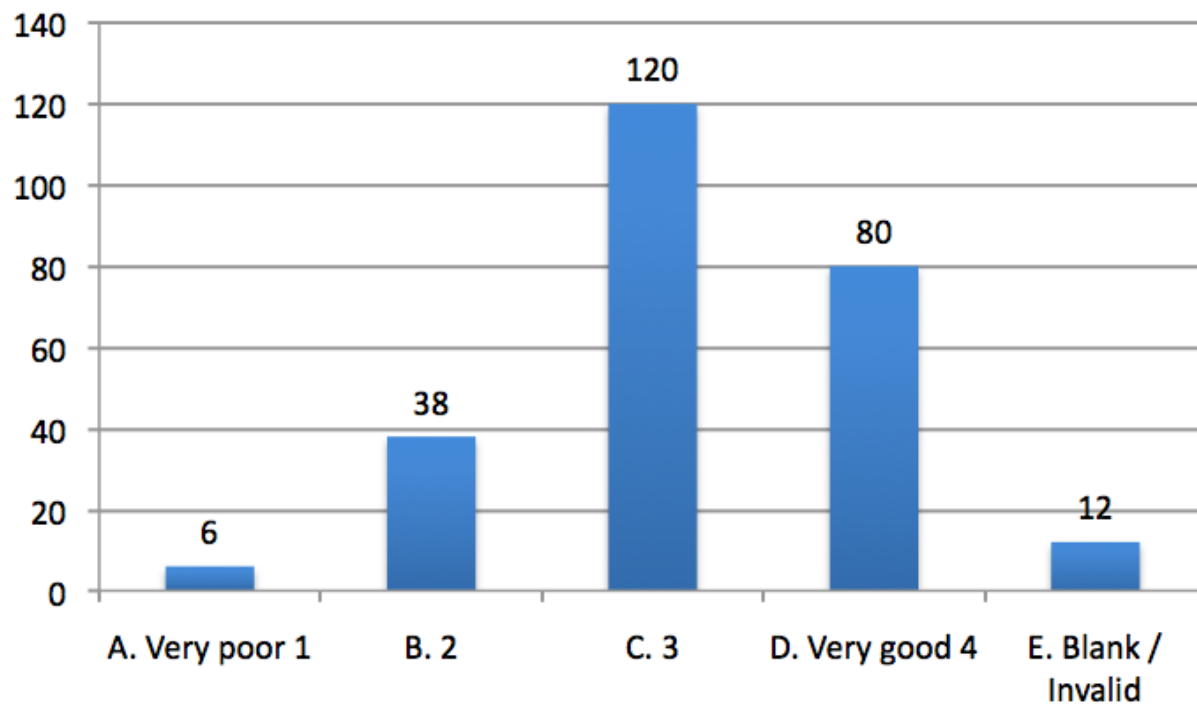
12: Of the support and services provided by young assistants (wearing marked t-shirts)?



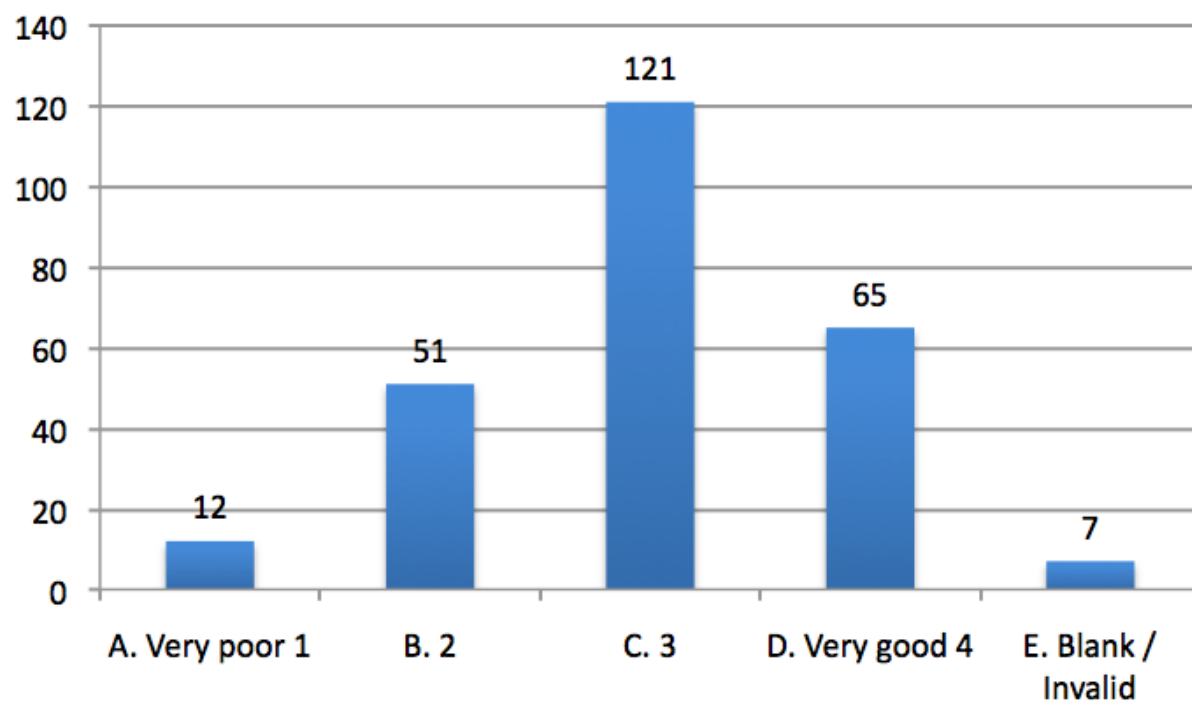
13: Of the number of tourist and cultural activities offered?



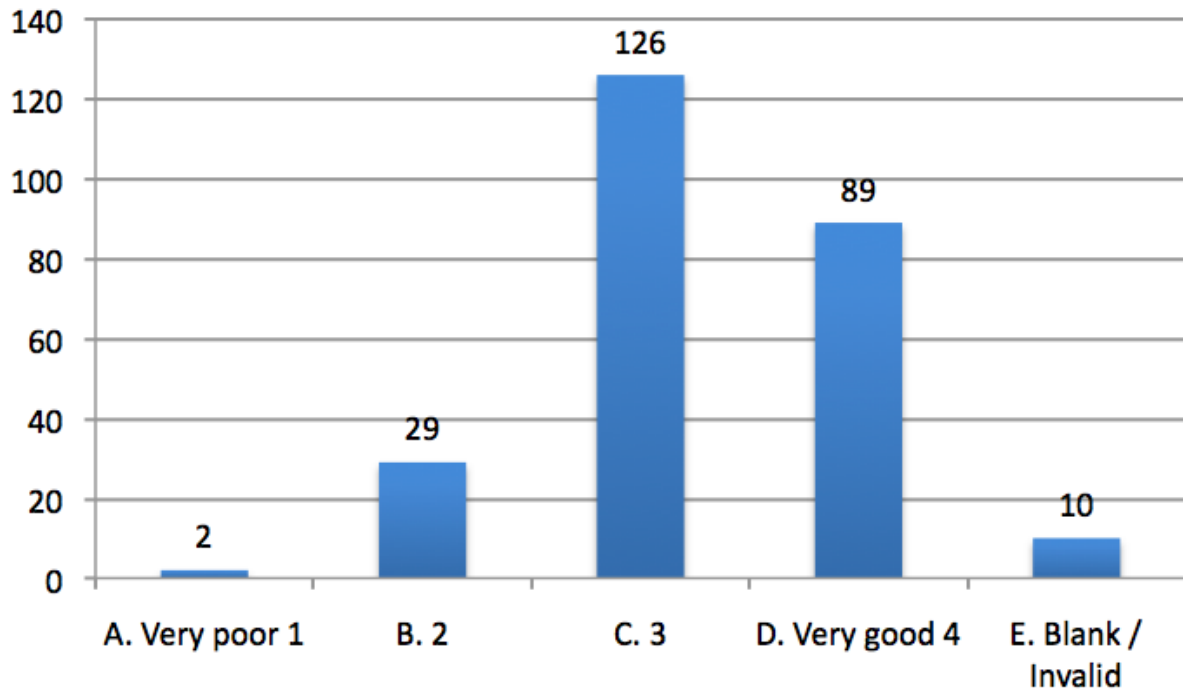
14: Of the quality of tourist and cultural activities offered?



15: Of your personal engagement in informal meetings (networking)?

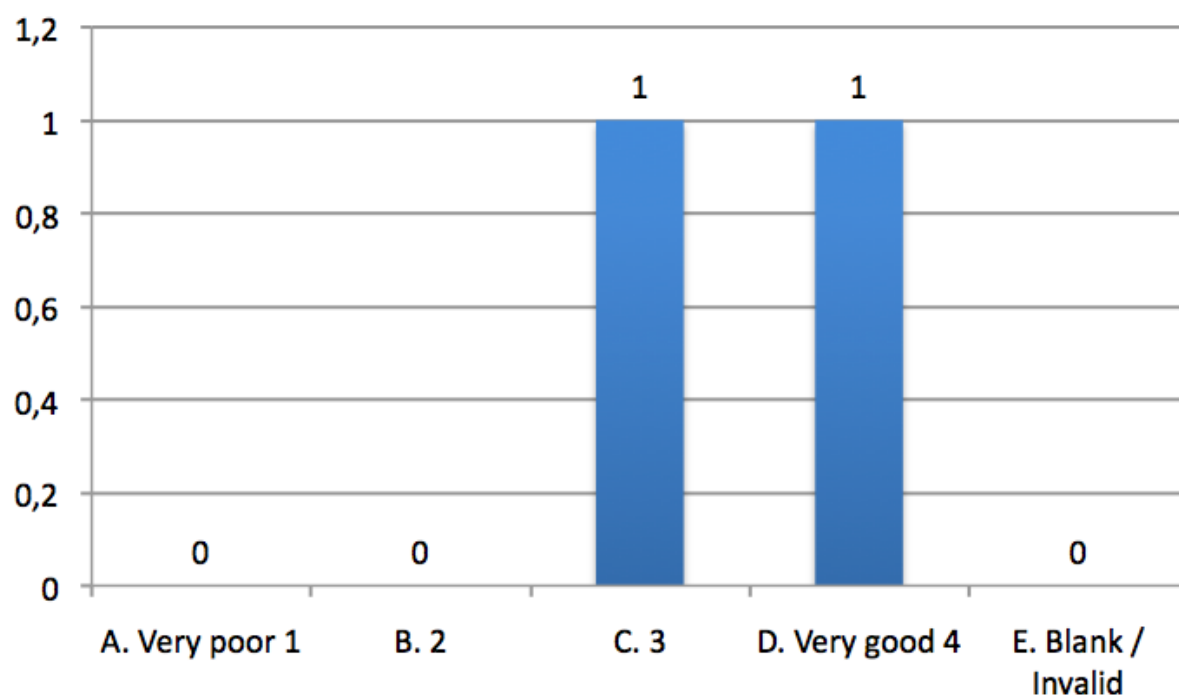


Summation: What is your overall assessment of the event?

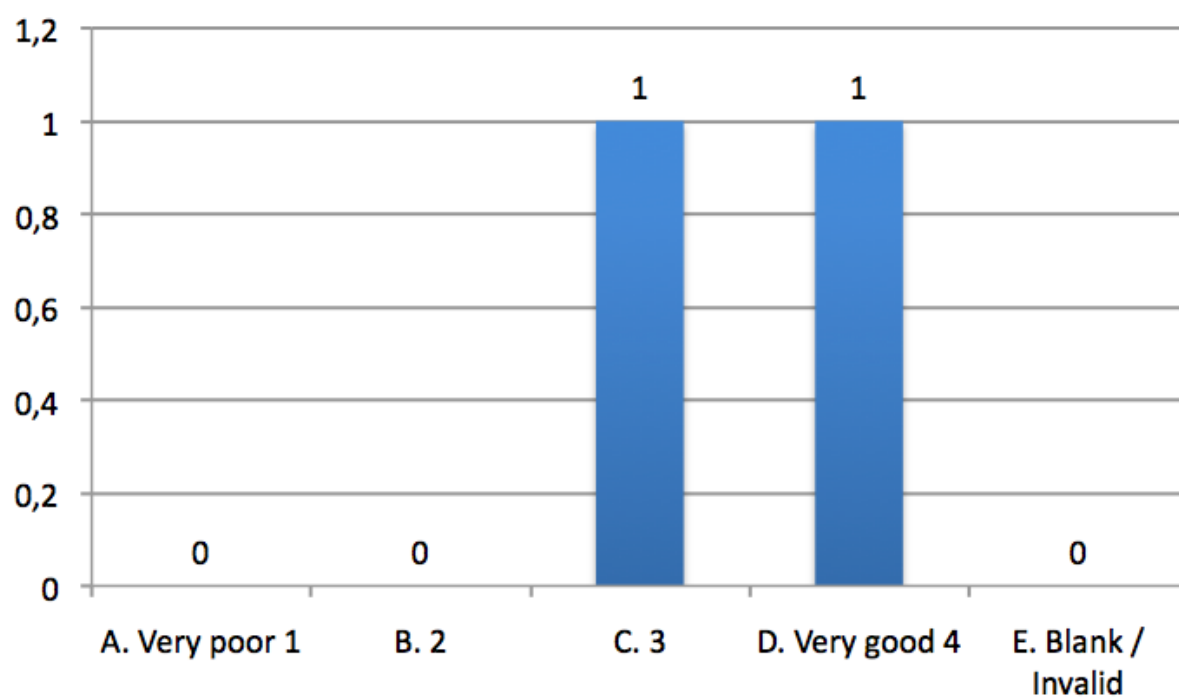


If you are an accredited journalist, please evaluate the following:

Availability of requested information



Organization of the press conference



The Press Centre

