



AAN Quarterly

The Quarterly Publication of the AEF Academic Network

Issue n.2

June 2005

The Editorial

Welcome to the AAN Quarterly issue n.2

Dear AAN members,

The AAN has continued to expand with several new members joining since the last edition and has now reached the number of 65 members from 24 different countries and 8 research areas.

We would therefore like to extend a particular welcome to the new members - Professor Uusitalo from Finland, Dr Barn from the UK, Dr Bulmer and Ms Hawkins from New Zealand, Professor Özgen from Turkey, Professor North from South Africa, Dr Watiez from Canada, Professor Handsley and Dr Nehmy from Australia.

All the members of the network are listed on the AEF website (<http://www.aeforum.org/academics/>) and increasingly we have been able to add in personal web pages for each of them, which describe experience and interests, and which therefore should facilitate contacts and encourage the broadening of our knowledge in this increasingly sensitive area.

Within this edition we are indebted to contributions from Professor Fedorov and Ms Hawkins, which address different aspects of the role of teachers. As someone from outside the world of academia, I pass no comment on the arguments given, except to say that I am struck by both having identified a trait in schools towards the idea that somebody else ought to do something about it - whatever 'it' is. Hopefully, greater levels of shared knowledge will enable more people to feel that 'somebody else' could be them.

Also included in this edition are three new sections in response to suggestions from members. These are:

- *Lex*, which describes the existing legal frameworks governing the issues that the AEF addresses, as well as the changes or proposed changes that impact the political agenda in those areas. More details are now on the AEF web site, where the updated Regulatory Environment pages covering the 25 EU member states have recently been posted. We would like to invite you to visit them at http://www.aeforum.org/reg_env/.

- *News*, where communications and events that may be of interest are highlighted.

- *Policies and Legislation*, a brief description of policies and legislation that have been recently inserted in the political agenda.

Any further contributions and suggestions for improvements would be received with thanks.

Yours sincerely

Martin Phelps
AEF Chairman

Special points

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The Communication
Watchdogs

Special Topic

Teachers attitudes to
Media Education in Russia

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School interventions to
combat childhood obesity

Lex

Children & Advertising in
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The second article of the series that describes the bodies appointed by national governments to supervise the implementation and enforcement of broadcasting legislation.

Special Topic

"Russian Teachers' Attitudes to the Problem of Media Education of Pupils and University Students",

by Prof. Dr. Alexander Fedorov.

Are the Russian teachers ready for the implementation of the media education ideas? What is their general attitude to the problem of media education in school? What objectives are the most important for them? To what extent do they use media education elements in their lessons?

Forum

Research project: *"An evaluation of the effectiveness of school-based interventions intended to combat childhood obesity"*, by Ms Jacinta Hawkins..

The purpose of this study is to evaluate the effectiveness of school-based nutrition and physical activity interventions in achieving positive changes in nutrition and physical activity attitudes, knowledge and behaviour.

Lex

Children and Advertising in the EU Law Part I

An introduction to EU legislation on Advertising to Children.

Policies and Legislation

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News

Media Smart 1000

AAN webpage

AEF Database latest entries: March- April- May 2005

The complete bibliography of the works that have been inserted in the AEF Database in the previous months.

Focus on :

The Communication Watchdogs. Part II

This is the second of a series of articles that present the regulatory framework for broadcasting, advertising and the protection of minors in the EU and other countries. We are continuing the description of the bodies appointed by national governments to supervise the implementation and enforcement of broadcasting legislation.

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Special Topic

*Russian Teachers' Attitudes to the Problem of Media Education of Pupils and University Students, by Prof. Dr. Alexander Fedorov**

Media education is part of basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and is instrumental in building and sustaining democracy" [Recommendations Addressed to the United Nations Educational Scientific and Cultural Organization UNESCO, 1999, pp.273-274].

Therefore, media education in the modern world can be described as the process of the development of personality with the help of and on the material of media, aimed at the shaping of culture of the interaction with media, development of the creative, communicative skills, critical thinking, perception, interpretation, analysis and evaluation of media texts, teaching different forms of self-expression using technology. Media literacy, as an outcome of this process, helps a person to actively use opportunities of the information field provided by the television, radio, video, film, press and Internet [Fedorov, 2001, p.8].

The year 2002 was marked by the important event in the history of the Russian media education movement. The academic-methodical institution of the Ministry of Education of the Russian Federation has registered the new university-level specialization (Minor) "Media Education" (03.13.30) within the education area. In other words, for the first time in its history media education in Russia has gained an official status.

However are the Russian teachers ready for the implementation of the media education ideas? What is their general attitude to the problem of media education in school and university? What objectives are the most important for them? To what extent do they use media education elements in their lessons?

These are the questions that we tried to answer by the questioning of 57 teachers of secondary schools in Taganrog, Russia. Undoubtedly, my survey cannot claim for the total representativeness. On the other hand, its results seem to us characteristic of the media education process in general, the more so as many of its issues reecho with the findings of the research of media education tendencies in 12 European countries [Hart & Suss, 2002].

The majority of teachers believe in the necessity of media education of pupils in the form of a mandatory subject (63,16%) or as an elective (34,84%). The same is true concerning the obligatory (56,14%) or elective (21,05%) media education for university students. 57,89% of the teachers questioned (83,33% of men and 46,15% of women) have also expressed their support of the introduction of the new pedagogical Major "Media Education" in higher education institutions. In addition, the mandatory media education for pupils/students and the suggestion for Major in "Media Education" have gained the strongest support in the age group of teachers between 31 and 40 years (83,33% of voices in all questions).

The teachers that took part in our project, think that media education of pupils/students should be integrated into the mandatory courses (45,61% without any noticeable gender or age differences), autonomous (24,56% without any major gender or age differences as well), or the combination of both (50,88%).

Only 14,03% of the teachers oppose media education for pupils claiming its uselessness. There are 3 times more of the women's voices here than of the men's, and older generation predominates (in the age group between 21 and 30 years there is no single person who is against media education for schoolchildren). (Continued to pg. 11)



Forum

Research project: *An evaluation of the effectiveness of school-based interventions intended to combat childhood obesity*, by Jacinta Hawkins*

Introduction

The purpose of this study is to evaluate the effectiveness of school-based nutrition and physical activity interventions in achieving positive changes in nutrition and physical activity attitudes, knowledge and behaviour. In particular the study focuses on the International 'Health Promoting Schools' (HPS) model, a government endorsed, school-based intervention strategy, aimed at addressing priority health issues identified by the school. In order to determine the relative effectiveness of the HPS model, this study will compare the attitudes, knowledge and behaviour of children at HPS with those at schools operating other school-based nutrition and physical activity interventions, as well as schools that have no intervention beyond what is taught in the New Zealand school curriculum. The study seeks to explore stakeholders' perceptions and expectations of such interventions and to identify barriers to health promotion with respect to changes in children's nutrition and physical activity attitudes and behaviours.

The Health Promoting Schools (HPS) initiative

The HPS initiative operates worldwide. Health is viewed as a holistic concept and an HPS works together with members of its school community to identify and address health issues (New Zealand Ministry of Health, 2001). The body of international HPS literature is growing with researchers examining the HPS interventions in countries such as Australia (L. St Leger, 1998), Brazil (Moysés, Moysés, Watt, & Sheiham, 2003), China (Shi-Chang et al., 2004), Scotland (West, Sweeting, & Leyland, 2004) and within the European network of HPS (Thomas, Parsons, & Stears, 1998; Turunen, Tossavainen, & Vertio, 2004). However, at present, research focussing on both nutrition and physical activity behaviour, and the HPS model in New Zealand is almost non-existent. Published research relating to HPS in New Zealand is limited to a single evaluation study conducted in 1997, on the initial HPS pilot programme (Wyllie, Postlethwaite, & Casey, 2000).

Research Procedures

The methodology for this study involves a combination of qualitative and quantitative data collection from stakeholder groups including principals, teachers, intervention coordinators, parents and children. The data collection methods include:

- In-depth interviews with principals and teachers focusing on the promotion of health, nutrition and physical activity within the school.
- A survey of parents of children at the school regarding the parents' perceptions of obesity issues and the influence of health promotion at school on their children's diet and exercise behaviours.
- Focus groups with the children to determine their views on health and their perceptions of nutrition and physical activity.

Progress to date

Data collection has begun with a pilot study at one school. Interviews have been conducted with the principal and teachers. The survey was distributed to parents and preparation has begun for the focus groups with the children. Preliminary analysis of the data suggests there are several key issues for members of the school. In particular, they stress that their primary role is in education; obesity is a wider general community health issue.

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Lex

Children and Advertising in the EU Law Part I

Advertising to children in the European Union is regulated by the EU Broadcasting Directive (“Television without Frontiers”), the Unfair Commercial Practices Directive and the Directive on Electronic Commerce. In this issue we will look at the Television Without Frontiers Directive; in the next issue we will examine the Directives on Unfair Commercial Practices and on Electronic Commerce.



The current political dynamics in Brussels would appear to suggest that further regulatory developments are on the way. Television remains the most tightly regulated medium in Europe, based on the premise that passive viewing of analogue television requires a higher level of consumer protection – and with it content rules that include advertising to children. We now live in an era of media convergence, in which all services can soon be delivered on all platforms and increasingly interactive tools are being developed which do not presume the same level of passive viewing – and need for protection - of electronic content. By contrast, the almost complete lack of a single market in traditional (non-TV, off-line) commercial communications means there are virtually no rules on advertising to children other than general rules on misleading advertising and a small provision on ‘pester power’ in the recently adopted Directive on Unfair Commercial Practices (UCP).

The EU Broadcasting (“Television without Frontiers”) Directive

The Television Without Frontiers Directive¹ illustrates the conflict between the need to ensure the free movement of broadcasting services across the European Union and the need to protect children from potentially harmful broadcast material: the debate has exclusively focused so far on television advertising; other forms of advertising have not been dealt with at European level at all.

Directive 89/552 was adopted by the Council in 1989, amended by Directive 97/36 in 1997 with a further review taking place at the moment². The main purpose of the Directive is to ensure the free movement of broadcasting services across the European Union. However, the Council has acknowledged that other considerations had to be taken into account.

Its core element is the country of **origin principle**, according to which TV programmes must be allowed to circulate freely in the single market, subject to “home country control” and certain minimum content rules including advertising to children. Member States can derogate from the country of origin principle only if broadcasts manifestly violate rules on illegal and harmful content (i.e. violence/pornography) or if a TV station deliberately bypasses a jurisdiction in which it targets its main audience and where it ought to be established by relocating to another Member State with more lenient content rules. (For example, if the German language channel SAT1 were to relocate to the UK to benefit from more lenient UK rules, but continued broadcasting for the German audience, the German government could invoke country of destination rules.)

It is important to note that while Member States must allow the free movement of TV programmes across borders as long as these programmes comply with the minimum standards outlined in the Directive, they are allowed to adopt stricter rules in relation to domestic broadcasters only.

(Continued to pg. 16)

Policies and Legislation

Policies and Legislation

A brief overview on the global political and legislative developments the field of advertising and children.

FEBRUARY

Italy: Chamber Of Deputies Passes Bill To Repeal Ban On Use Of Under-14s In TV Adverts

The Italian Chamber of Deputies approved the consolidated text of the Draft Bills *AC 4964 and others*. The bill was transmitted to the Senate.

Belgium: Food Industry Releases Code On Food Advertising With Provisions On Children

The Belgian Food Industry Federation (FEVIA) and the Belgian Union of Advertisers (UBA) have developed a new self-regulatory Code on Food Advertising.

MARCH

Nordic Ombudsmen Call For Special Protection Of Children In The Marketing Of Electronic Communication Services

The Nordic Ombudsmen (Norway, Sweden, Denmark and Finland) adopted a common position on the marketing of electronic communication services, including fixed line, mobile and broadband telephony, and internet access.

APRIL

Lithuania: New Sro Set Up To Draw Up Common Advertising Standards

A new self-regulatory organisation (SRO) was set up in Lithuania, to draw up common advertising standards for Lithuanian business. The name of the newly born SRO is '*Asociacija Reklamos Biuras*'.

EU: Directive On Unfair Commercial Practices Adopted

On 21 April, the Council of the European Union concluded the legislative procedure of the 2003 Commission proposal for a Directive on Unfair Business-to-Consumer Commercial Practices.

MAY

Global: ICC Publishes Updated Guidelines On Marketing and Advertising In Electronic Media

The International Chamber of Commerce (ICC) has published updated '*Guidelines on Marketing and Advertising using Electronic Media*', which address recent developments in the field of digital media and other technologies

US: FTC And HHS Organise Workshop On Marketing, Self-Regulation And Childhood Obesity

The US Federal Trade Commission (FTC) and the Department of Health and Human Services (HHS) are organising a workshop on marketing, self-regulation, and childhood obesity to be held on 14-15 July 2005 at the FTC offices in Washington, D.C.

Morocco: New Audiovisual Law Regulates Advertising To Children

Moroccan Communication Minister Nabil Benabdallah has welcomed the introduction of legislation on the media and the audiovisual sector - the s.c. '*Audiovisual Act*' - as an important instrument to guarantee the respect of pluralism and to introduce controls over the advertising sector.

News

Media Smart Marks First 1000 Days

Media Smart, the media literacy programme that teaches children to think critically about advertising, celebrated its first 1000 days with the launch of a new in-school teaching pack – Be Advise 2.

Launched in November 2002, Media Smart is an industry funded, non profit media literacy programme for school children aged 6 to 11 years old, focused on advertising. Media Smart develops and provides, free of charge, educational materials to primary schools that analyse and deconstruct advertising. Its in-school materials are designed to help children view commercial communications critically in the context of their daily lives.

Since its launch in 2002, 1 million children have been taught using Media Smart materials and the initiative has gained support from the UK Government, Ofcom (the UK Communication Authority) and the European Commission.

Its second set of materials, 'Be Advise 2', is now available free of charge to all primary school teachers who request it. Be Advise 2 addresses all advertising including ads aimed at children. They deconstruct advertising techniques such as celebrity endorsement and premiums and incorporate real advertising examples, creative learning approaches and new DVD technology.

Achievements:

- Over 7,200 UK primary schools use Media Smart materials – 30% of all primary schools
- We estimate that 1 million UK children have been taught with Media Smart materials so far
- Over 80% of teachers surveyed by Media Smart “found lessons about the selling purpose of advertising extremely useful”
- Almost 90% “want more materials about advertising for children
- Over £2.5 million of airtime has been donated by broadcasters to show Media Smart’s infomercial ‘House Hippo’
- Over 50% of UK children know about Media Smart
- Media Smart is also running in Germany, Netherlands and Belgium
- More European countries will follow

To find out more email info@mediasmart.org.uk.

AAN Webpage

AEF is pleased to report that the new AEF Academic network webpage has been posted . If you wish to visit it please click on :

<http://www.aeforum.org/academics/>

We have also created a page listing all AAN members:

<http://www.aeforum.org/academics/members.html>

As you know we would also like to add a your personal webpage to the AEF site. It will be viewed by clicking on your name on the list: 17 pages are already in the AEF website.

The posting of these personal web pages is an ongoing process and we would like to thank all those members who have kindly provided the requested information. We hope, with your assistance, to continue to move forward towards a complete and comprehensively documented network. If you have received the draft of your personal webpage but have not yet approved it, we would be enormously grateful if you could do so.

Your cooperation in this matter is enormously appreciated and we will continue to keep you up to date with our progress.

AEF Database Latest Entries: *March– April– May 2005*

In March, April and May 2005, **70** new documents from **20** different countries were added to the AEF Database.

The new entries cover the following AEF issues:

- Children's perception of advertising,
- Children and the new media,
- Food promotion and childhood obesity,
- Market data analysis on advertising,
- Media literacy,
- Morality and ethics of advertising to children,
- Parental perception of children's advertising,
- Social values in advertising to children,
- Techniques used in promotions to children,
- TV/media watching and lifestyle,
- Toy advertising,
- Worldwide legislation and self-regulation.

SEARCH DATABASE

A few highlights:

UK: Prof. Buckingham in his study "*The Media Literacy of Children and Young People - A Review of the Research Literature*", commissioned by Ofcom, outlines the range of studies conducted, the gaps in the research, provides examples of innovative methodologies, and identifies possible barriers and enablers to media literacy.

Australia: Mizerski and Lambert in their study "*The Relationship Between Cartoon Trade Character Recognition and Attitude Toward Product Category in Young Children*" investigate the reasons why cartoon-based premiums are purchased. The public policy implications of these findings are discussed.

Denmark: The Danish Brewers' Association - which represents all major breweries and soft drinks manufacturers in Denmark - issued in April 2005 self-regulatory guidelines in the form of six commitments regarding marketing and labelling of soft drinks.

New Zealand: Bulmer, Hawkins and Eagle's paper "*Child Consumers of Advertising: Differences across Deciles*" reports the range of opinions of children aged five to eight years with respect to television advertising. It is an exploratory study across the range of New Zealand school deciles investigating differences in general perceptions and experiences of advertising within an age group.

US: The Kaiser Family Foundation released a national survey on multitasking, "*Generation M: Media in the Lives of 8-18 Year-olds*." The study shows that children and teens are spending an increasing amount of time using "new media" like computers, the Internet and video games, without cutting back on the time they spend with "old" media like TV, print and music.

FCC Commissioner Jonathan Adelstein in his "*Fresh is Not as Fresh as Frozen: A Response to the Commercialization of American Media*" affirms that it is a cardinal right for Americans to have the commercial elements of radio and TV broadcasting clearly marked and made explicit to even undiscerning viewers and listeners and concludes "*This is about protecting a bedrock principle of American media law. That is why I am going to make it my priority to wipe out these unlawful practices*".



29 Cloth Fair
London
EC1A 7NN
UK

+44 (0)207 710
4082

aef@aeforum.org

From pg. 18 to pg. 21 you will find the complete list of the latest entries.

Focus on: *The Communication Watchdogs. Part II.*

(Continued from pg 2)

In the previous issue we have briefly introduced the Communication Authorities of Belgium, France, Germany, Italy, Luxembourg and The Netherlands. Now we are going to outline the role and the competences of the Authorities of the Nordic Countries within the EU, i.e. Denmark, Finland, Sweden, together with Estonia and Lithuania, which have recently joined the EU.

The Authorities of the Nordic countries work closely together: the similarities in Nordic law and the way in which the latter is administered are due to a long tradition of legal cooperation.

Denmark

The Radio and Television Board is the Danish independent authority competent in a range of media matters. The Board has seven members, who must have expertise in the legal, media, business and cultural fields. They are appointed by the Minister of Culture for four years. The decisions of the Board cannot be appealed to the Ministry. The Board handles matters about the contents of programmes, advertising and sponsoring.

Finland

The Finnish Communications Regulatory Authority (FICORA) is a general administrative authority competent on issues concerning electronic communications and information society services. Its mission is to promote development of the information society in Finland. The specific duty of the Authority is to safeguard the functionality and efficiency of the communications markets, in order to ensure that consumers have access to competitive and technically advanced communications services that are both of good quality and affordable.

The Authority is an agency in the same administrative sector as the Ministry of Transports and Communications.

FICORA monitors television and radio programmes to ensure their compliance with the statutory requirements on European works, advertising and sponsorship. In addition to this, it also controls postal operations and takes care of television fee administration, coordinates telecommunications and postal standardisation in Finland, and grants domain names under the national root.

Sweden

The Swedish Radio and TV Authority is a government authority within the media field. The authority grants licences for local and community radio transmissions and for temporary transmission. The agency also designates local cable broadcasting companies, submits proposals to the Government as to how the licences to broadcast digital television should be distributed, issues regulations on television standards and exercises a supervisory role in this area.

The authority is also required to monitor developments in the media field. This means that the authority gathers, compiles and publishes statistics and other relevant information concerning ownership and sector structure, technology and economics in the media field.

The Swedish Radio and TV Authority can decide on sanctions if certain rules for transmission activities are not complied with. (Continued to pg 10)

Focus on: *The Communication Watchdogs. Part II.*

(Continued from pg 9)

It is responsible for the monitoring of the provisions of the Radio and Television Act, which includes advertising and sponsorship.

Estonia

The highest authority of Eesti Raadio (Estonian Radio) and Eesti Televisioon (Estonian Television) is the Broadcasting Council, which consists of nine members. On Further to the proposal of the Riigikogu (the Parliament of Estonia) Cultural Affairs Committee, the Riigikogu shall appoint five members of the Broadcasting Council amongst the members of the Riigikogu - on the basis of the principle of political balance - and four members of the Broadcasting Council amongst recognised specialists in the fields related to the performance of public broadcasting functions, for a term of five years.

The Broadcasting Council exercises the supervision over advertising and has the right upon ascertaining a violation of the Advertising Act to issue a mandatory precept to an advertiser whose advertisement is in violation.

Lituania

The Radio and Television Commission of Lithuania is an independent institution with powers of regulation and supervision of activities of commercial radio and television broadcasters, which is accountable to the Seimas of the Republic of Lithuania. It is an advisory body of the Seimas and government of the Republic of Lithuania in matters of radio and television broadcasting.

In its activities, the Commission is guided by the Constitution of Republic of Lithuania, the RL Law on the Provision of Information to the Public, other laws and regulatory enactments, its own Regulations and the Rules for Licensing Broadcasting and Re-broadcasting Activities.

Together with the Communications Regulatory Authority (RTT, which deals with the telecommunication issues), the Commission works out the strategy and the strategic plan of radio and television broadcasting. It adopts decisions concerning the granting of licenses. It supervises the observance of the terms of licensing (including the observance of the rules on broadcast advertising) and of the decisions adopted by the Commission.

To be continued in the next AAN Quarterly issue.

(Continued from pg. 3)

However, even the teachers' opposition changes its point of view when it comes to the status of media education for university-level students. Just 3,51% of the teachers reject it. By the way, this group consists entirely of women older than 50 years, who are probably too conservative to change their traditional opinion about the teaching process.

In general, more than 75% of the teachers in this or another way do support media education for pupils and students, and 58% of them believe that it is high time to introduce the new area of expertise for universities - "Media Education". It proves the point that the intense development of the media evokes the adequate reaction of Russian pedagogues - they realize that life in the world of IT s and mass communication boom is demanding media literacy to the extent not less than it is demanding the traditional literacy.

It seems interesting to me to compare several positions of the interviewed Russian teachers with the results of the questionnaire of 26 experts in media education around the world (media educators from 10 different countries participated, such as O.Baranov, R.Cornell, A.Korochensky, B.MacMahon, J.Pungente, S.Penzin, L.Roser, K.Tyner, E.Yakushina, and others) that I conducted for UNESCO in 2003 [Fedorov, 2003]. The difference in the opinions of teachers and experts featured most strongly in their attitude to the autonomous media education. In contrast to 25,64% of Russian schoolteachers, only 7,69% of the experts in the field think that media literacy should be taught in separate courses/lessons. There is no significant difference between the support for the integrated media education: 46,15% of Russian teachers vs. 30,77% of the experts. The number of advocates of the combination of the integrated and autonomous media education in these two groups is even closer: 53,85% of teachers compared to 61,54% of the experts. On the whole, majority of Russian teachers and international experts agree on the point that the most promising way for the development of modern media education is the union of autonomous and integrated lessons with schoolchildren and students.

The analysis of the data on the teachers' answers to the questions about their attitude to main aims of media education leads us to the conclusion that the teachers support the following theories of media education (in descending order):

Development of the critical thinking (the main aim is to develop the critical thinking, personality's autonomy towards the media/media texts)- 63,16% (without significant gender differentiation, but with the dominance of younger generation of teachers);

Aesthetic (the main goals are to develop the "good" aesthetic perception, taste, abilities for the efficient evaluation of the aesthetic quality of a media text, for understanding of media texts; propaganda of the masterpieces of media culture)- 57,89% (there are about 11% more of women's voices here than men's);

Ideological (the main aim is the development of the skills for political, ideological analysis of different aspects of media/media culture) – 50,88%.

Cultural Studies (the main aim is to develop the audiences' skills for the analysis of media texts in the broad cultural, and social context) – 43,86%;

Practical (the main goal is to teach the audience practical skills of operating media technology) – 43,86%;

Semiotic (the main aim is the development of the audiences' skills for perception, understanding and analysis of the media language) – 36,84% (there are 14% more of female than male voices);

Inoculatory/Protectionist (the main aim to protect the audience from the harmful affects of media) - 35,09% (women's votes dominate by 11%);

Development of the democratic thinking (the main goal is to prepare young people for living in the democratic society with the help of media/ media culture)- 35,09% (there are 14% of men's voices, than women's);

Satisfaction of the audience's needs- 33,33% (the main aim is to satisfy the needs of the audience in the area of media/ media culture).

Herewith, teachers consider the following to be important: development of the skills for moral, psychological analysis of different aspects (Continued to pg. 12)

(Continued from pg. 11)

of media, media culture (26, 31%, the women's voices are twice as many as the men's); communicative abilities (29, 82%, men's voices are twice as many as the women's); skills to self expression through media, creation of media texts (17, 54%). Such objectives as the knowledge about the history of media/ media culture (14, 03) and theory of media and media culture (7, 02%) got the smallest rating, though in the latter case it is not quite clear how one can develop, for instance, critical thinking of the audience or teach about the media language without reliance on the theories of media.

Comparison of these data and the results of the questionnaire of the international expert group [Fedorov, 2003] shows that the opinions of Russian teachers are close to those of the experts' in many cases: the teachers (though the percentage is smaller) place the aim of the development of critical thinking on the top, as well as the experts (84, 61% of experts, 63, 16% of teachers). The difference in attitude towards aesthetic (57, 89% of the teachers, 46, 15% of the experts), ideological (50, 88% of the teachers, 38, 46% of the experts), practical (43, 86% of the teachers, 50% of the experts) and "consumerism" (33, 33% of the teachers, 30, 77% of the experts) objectives of media education is not crucial, as you can see from the figures above.

Yet the comparison with the experts' rating of the objectives reveals that Russian teachers tend to over estimate the role of "protectionist" (35, 09% of the teachers vs. 15, 38 % of the experts) objectives of media education, to the detriment of the semiotic and cultural studies aims, which got 57 to 70 % of the experts' votes.

Almost twice less rating was made by such a popular with the experts (61, 89%) category as the development of the critical thinking. The same is true for the communicative aim (57, 34% of the experts vs. only 29, 82% of the teachers) and for the development of the skills for self-expression through media (53, 85% of experts, 17, 54% of teachers).

All of this leads us to a conclusion that in spite of the general support given by the experts and the teachers to the priority of the development of critical thinking on the material of media culture, there is no sufficient understanding among the in-service Russian teachers of the importance of several other media educational objectives. For example, the potential of the media education lessons aimed at the development of the democratic thinking of the audience are clearly estimated too low, while the weight of the protectionist objectives is exaggerated.

So, the data above offer some idea of the "theoretical" background which influences the teacher's work. However, we needed to find out, to what extent the teachers really implement elements of media education at their classes.

Let's remind ourselves that the analysis of the data on *"The General Attitudes of Teachers to Media Education"* showed that about 75% of the teachers think that media education of the schoolchildren is the essential component of the modern educational process. At the same time data on *Teachers' Use of Media Education Elements in Schools* tell us that in reality only 35, 09% (50% of men and 28,2% of women with the majority under 51 years old) of the questioned teachers were confident to say that they use elements of media education during their lessons.

21, 05% of the teachers (11,11% of men and 25, 64% of women, the majority belongs to the elder generation) confess that they never use media education elements at their classes. The rest of the teachers are not sure what to answer. We can see the reason for that: the analysis of the following data on *Teachers Opinions about Frequency of Media Education Elements Occurred During their Lessons and Reasons that Prevent Teachers from Integrating Media Education Elements During their Classes* reveal that about half of the teachers use media material during their lessons very seldom, because they feel that they lack knowledge about theory and methods of teaching media (the latter, to our mind, is another serious argument for the introduction of the new university-level Major- 'Media Education" in pedagogical institutes). (Continued to pg. 13)

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Data about the frequency of media educational lessons, conducted by the teachers suggest that only 8, 77% (the most active group within it are men teachers aged 21-30) of the teachers use elements of media education on a regular basis. 28, 07% of teachers integrate them from time to time (men are 15% more than women).

Noticeably, 63, 15% of the teachers (there are more women, especially elder ones, about 20% more than men) declared that they seldom if ever use media literacy activities in their lessons. Taking into consideration that 21, 05% of the teachers had previously said that they do not teach about media, this number goes down to 42, 1% of the questioned teachers.

Certainly, I was also interested to know what the hindrances on the way of media education at schools are.

The majority of teachers point to the lack of financial motivation as the biggest obstacle on their way (89, 47%, teachers over 30 mostly, women outnumber men by 25%). Then follow complains about the corresponding guidelines/ directions from the school authorities (77, 19%, among them there is 35% more of the men teacher, aged 41-50). About half of the teachers (54, 38% aged above 30) realize that they lack knowledge about theory and practice of media education. 24, 56% of the teachers (only 5, 55% of men among them, 33, 33% of elder women) consider the serious impediment is that they are not familiar with media technology. And only 14, 03% (teachers over 60 years old mostly) of teachers do not want to deal with the media during their classes. There is no one in the age group of 21-30 who expressed a hostile attitude to media education.

Hence, the most significant hindrance of the development of media education according to Russian teachers is the low salary, definitely not enough to become enthusiastic about new technologies and re-writing their usual syllabuses. Though further more we find out that another major problem is the lack of the initiative of the teachers, who do not venture upon the innovation without the directives from the authority. With that, the obstacle, not in the least less, is the insufficient media literacy of teachers themselves.

General Conclusions

The analysis of the conducted questionnaire among teachers of secondary schools showed that realizing the great importance of the media in the contemporary information society, three quarters of them support the idea of media education at schools and 58% believe that a new major for pedagogical institutes needs to be introduced - "Media Education". Most of teachers justly think that the combination of the autonomous and integrated media lessons is the most effective way today for the development of media education in Russia, and therefore - for the increase of media literacy of the young generation.

However, in spite of the fact that majority of teachers define the aim to develop the critical thinking of the audience as one of the most important, they significantly overestimate the weight of "protectionist" approach to media studies today, and on the contrary, undervalue the goals to develop the democratic thinking of the pupils, their knowledge about theory and history of media and media culture.

Moreover, despite of the general support of media education ideas (in theory) expressed by 75% of the teachers, actually only one third of them use some elements of media education at their lessons (in reality), and one fifth of the group does not do anything about it.

The hardest obstacle on the way of media education into the Russian classrooms is the absence of financial motivation, according to the teachers, though to our point of view, last but not the least is the passive anticipation of the authority's directives and insufficient level of knowledge of today's Russian teachers in terms of the theory and methods of media education.

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Thus, the analysis of the teachers' questionnaire has given us additional proof for the necessity of the official introduction of the new university-level Major- "Media Education" (namely, Major because the homonymous Minor was registered in 2002) and media education courses for the students of all pedagogical institutes. Only when the media literate graduates of universities come to work in schools, we will be able to evaluate the position of media education within the curriculum.

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** Prof. Fedorov is the President of the Russian Association for Media Education. He is also is the vice-rector of Taganrog State Pedagogical Institute, Russia and main editor of Russian pedagogical magazine 'Mediaobrazovanie' ('Media Education').*

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Adequate resources and “drivers” – people within the school who lead initiatives – are also significant factors in health promotion. The data from the parents is yet to be analysed. A full report of the findings of this pilot study will be available in late 2005.

Research Contribution

The present study has the potential to contribute to health promotion literature and provide insight to the effectiveness of HPS in New Zealand to date. The findings of this research may guide those intending to implement physical activity and nutrition interventions by recommending ways in which barriers to implementation may be overcome. Improved understanding of the effectiveness of existing interventions will allow such programmes to be fine-tuned for future interventions with potential benefits to children’s health. Additionally, successful behaviour change strategies, identified in this study, may be applied to similar health problems by the wider community, including marketers, policy makers and those involved in other public health interventions.

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* *Jacinta Hawkins is an assistant lecturer in Marketing at the Department of Commerce, Massey University, Auckland, New Zealand. She is currently a doctoral candidate with research interests in marketing communications relating to health and behavioural issues, such as links between food advertising and childhood obesity.*

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The Directive also lays down minimum standards concerning advertising that apply to all TV programmes (e.g. separation of advertising and editorial content, ban on surreptitious advertising, quantitative restrictions etc.), some of which deal with the protection of children:

Art. 16 states that TV advertising must not exhort minors to buy a product or service by:

- Exploiting their inexperience or credulity
- Directly encouraging minors to persuade their parents or others to purchase the goods or services being advertised
- Exploiting the special trust between minors and parents, teachers, or other persons.
- TV advertising must not "unreasonably" show minors in dangerous situations.

In its last (2003) report on the application of TWF, the Commission referred to a study by Bird&Bird/INRA³, which showed that Art. 16 provides an "adequate and flexible framework" for Member State rules regarding advertising to children:

" The study shows which Member States have taken measures that are more restrictive than those of the Directive; only one Member State has a total ban on advertising aimed at minors below the age of 12 (Sweden), one has a ban on toy advertising from 7.00 a.m. to 10.00 p.m. (Greece), whilst a small number of Member States have legal (Belgium/Flanders and Italy) or voluntary (Denmark) restrictions on advertising around children's programming. A large majority of Member States do not restrict advertising aimed at children, but do provide for detailed rules as to the content of such advertising (e.g. advertisements for sweets should feature a toothbrush symbol on the screen. ...). These rules are effected both through regulation and self-regulation."

The Commission stated in its Interpretative Communication of April 2004 that advertising spots between or during children's programmes may not include icons enabling direct access to interactive advertising of the kind provided by Art. 16.

Council Recommendation on the Protection of Minors

The Broadcasting Directive allows Member States to derogate from the country of origin principle in the case of programmes that could impair the development of minors. The issue here is not advertising to children, but illegal and harmful content (i.e. violence and pornography) both on traditional TV and in online services. As this is a particularly serious threat, in 1998 Ministers adopted a separate Council Recommendation on the Protection of Minors and Human Dignity⁴, which urges governments and stakeholders to put in place effective self- and co-regulatory models as well as exchange of best practice between all the bodies and operators concerned. The Recommendation requests, *inter alia*, online Internet Service Providers (ISPs) to develop codes of conduct so as to better apply and clarify current legislation (TWF and the E-Commerce Directive). This Recommendation is currently being updated to include a reference to the usefulness of promoting media literacy programmes across Europe and to include a call for the harmonisation of descriptive symbols that are used in systems for the rating and classification of audiovisual content. Media literacy, in this context, is meant to serve as an educational tool to help school children to better distinguish between advertising and editorial content and to help them and their parents to be shielded from illegal and harmful content (e.g. with the help of complaint hotlines etc.).

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A case study: The De Agostini case

Article 2(2) of the TWF Directive, as stated before, establishes **the transmitting State principle**: provided that the transmitting Member State complies with the rules set out in the Directive, it is responsible for regulating advertising, wherever broadcast in the Union. The control is effected at source. The general rule is therefore that the receiving Member State cannot restrict the reception of advertising services on its territory.

This principle was confirmed by the European Court of Justice in the case of De Agostini⁵. De Agostini is the Swedish subsidiary of the Italian company. It advertised by satellite from the United Kingdom on Swedish television channels the children's magazine "Everything about Dinosaurs!". This magazine series contained information about dinosaurs, as well as a related model dinosaur.

The Consumer Ombudsman applied to the Market Court for an order prohibiting De Agostini from marketing the magazine, in particular on the ground that the advertising in question was designed to attract the attention of children of less than twelve years of age and therefore contrary to Article 11 of the Swedish Broadcasting Act. By contrast, De Agostini claimed that Swedish legislation was contrary to the Directive. The Market Court referred a question to the European Court of Justice as to whether Directive 89/552 is to be interpreted as "precluding the application of Article 11 of the Broadcasting Act prohibiting advertisements directed at children". The Court held that Sweden could not prevent the broadcast from the United Kingdom of the advertising of the children magazine on its territory. Indeed, as the United Kingdom was the transmitting State and in so far as it had properly implemented the Directive, Sweden could not establish a dual control of the advertising it received from there.

Notes to the text.

- 1) *Directive 89/552/EEC, OJ 1989 L 298/23 ; Directive 97/36/EC, OJ 1997 L 202/60.*
- 2) The legislative procedure (co-decision) is likely to start in earnest from December 2005.
- 3) http://europa.eu.int/comm/avpolicy/stat/studpdf/minsum_en.pdf
- 4) http://europa.eu.int/eur-lex/pri/en/oj/dat/1998/l_270/l_27019981007en00480055.pdf
- 5) *C-34/95 De Agostini v Konsumentombudsmannen [1997] ECR I-3843. See also the decision by the EFTA Court in joined cases E-8/94 and E-9/94, 16 June 1995, available from: <http://www.efta.int/docs/Court/Publications/Decision/1995/E-8-9-94.htm>*

To be continued in the next AAN Quarterly issue.

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