



# MEDIA LITERACY IN THE FAMILY AND RECOMMENDATIONS FOR IMPLEMENTATION OF PROJECTS ON PROMOTION OF MEDIA LITERACY IN THE FAMILY IN BOSNIA AND HERZEGOVINA

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MEDIA LITERACY IN THE FAMILY AND  
RECOMMENDATIONS FOR IMPLEMENTATION OF  
PROJECTS ON PROMOTION OF MEDIA LITERACY IN THE  
FAMILY IN BOSNIA AND HERZEGOVINA

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## TABLE OF CONTENTS

1. INTRODUCTION .....	5
2. MEDIA LITERACY OF CHILDREN AND THE ROLE OF THE FAMILY AND OTHERS CARING FOR CHILDREN .....	6
2.1. Concept of media literacy .....	6
2.2. Challenges of the new media and communication environment .....	9
2.3. Contemporary reflections on the impact of media on children – potential risks and development opportunities .....	10
2.4. The role of regulatory authorities in the protection of minors .....	17
2.5. Strategies of parental mediation between children and the media.....	21
3. OVERVIEW AND EVALUATION OF EXISTING APPROACHES TO MEDIA LITERACY IN THE FAMILY IN THE EUROPEAN UNION, REGION AND BOSNIA AND HERZEGOVINA .....	28
3.1. Web portals as an online resource center for parents .....	30
3.2. Multi-day campaigns with diverse activities by different actors.....	31
3.3. Institutional and expert information and recommendations for parents .....	33
3.4. Assisting parents and children in choosing positive content .....	34
3.5. Specific tips for crisis management and damage control .....	35
3.6. Education for parents.....	36
3.7. Resources for Working with Children at Home .....	37
3.8. Individual or series of public events .....	38
3.9. Collaboration projects between children, parents and teachers .....	39
3.10. Research .....	40
4. RECOMMENDATIONS FOR IMPLEMENTATION OF MEDIA LITERACY PROJECTS IN THE FAMILY IN BOSNIA AND HERZEGOVINA .....	42
BIBLIOGRAPHY .....	45
ABOUT THE AUTHOR .....	48
APPENDIX 1: OVERVIEW OF SPECIFIC PROJECTS ON MEDIA LITERACY IN THE FAMILY IN EUROPE .....	49

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## 1. INTRODUCTION

The purpose of this report is to clarify the role of the family<sup>1</sup> in media literacy of children, to provide an overview of interesting and innovative projects aimed at improving media literacy in the family in the European Union, the region and Bosnia and Herzegovina (B&H) and to provide recommendations for the development of such activities in B&H.

The first part clarifies the concept of media literacy, primarily as it is defined and broadly explained in the documents of different bodies of the European Union, presents contemporary reflections and research on the impact of media on children and the role of the family in media literacy of children, with an overview of different strategies of parental mediation between media and information and communication technologies, on the one hand, and children, on the other.

The second part of the report presents various media literacy projects targeting children and families in Europe, the region and B&H. It points out various topics, as well as formats of activities carried out in the last ten years, and highlights the best examples that can serve as inspiration for development of such projects in B&H. A more detailed overview of the projects is provided in the Appendix.

The report concludes with recommendations for various actors in media literacy activities in Bosnia and Herzegovina. Based on a theoretical section and an overview of good practice from other countries, the guidelines summarize the basic conclusions that should be taken into account when designing and implementing projects for media literacy in the family in B&H.

The report was produced as part of the Mediacentar Sarajevo project *Building up Resilience against Disinformation in Bosnia and Herzegovina*, which is supported by the Transition Promotion Program of the Czech Ministry of Foreign Affairs.

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<sup>1</sup> For the purposes of this report, the term parent and family means any type of personal care and custody of children in a home environment, including foster families, custody of older siblings, etc. Also, for the purposes of this report, the term child is considered to be any person up to the age of 18.

## 2. MEDIA LITERACY OF CHILDREN AND THE ROLE OF THE FAMILY AND OTHERS CARING FOR CHILDREN

### 2.1. Concept of media literacy

In recent years, there has been great progress in intensifying various media literacy initiatives in Bosnia and Herzegovina, which has resulted in better understanding of the concept of media literacy by the diverse actors involved in these initiatives. However, there is still insufficient understanding of certain terms, as well as various aspects of media literacy, and this is why this concept will be once again clarified here.

The dynamic and rapid development of information and communication technologies, the media environment and media habits make the very concept of media literacy dynamic and subject to change. Thus, interpretations of the term and concept of media literacy differ depending on the society and the context in which they are used. One of the most common definitions is the one used by the European Commission. In the 2007 document “A European Approach to Media Literacy in a Digital Environment”, media literacy is defined as “the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts” (European Commission 2007). It is emphasized that media literacy “refers to all types of media, including television and film, radio and recorded music, print media, the internet and other new digital communications technologies”. In addition to the definition itself, the notion of media literacy and what it covers is further elaborated as follows:

“Different levels of media literacy include:

- easiness to use all the existing media, from newspapers to virtual communities;
- active use of media through: interactive television, use of internet search engines, participation in virtual communities, better exploiting of potential of media for entertainment, access to culture, intercultural dialogue, learning and everyday applications (e.g. through libraries, podcasts);
- critical approach to the media concerning their quality and content (such as the ability to evaluate information, relationship to the ads, smart use of search engines);
- creative use of the media, as the development of media technologies and the increasing presence of the internet as a distribution channel allow an increasing number of Europeans to create and distribute images, data and content;
- understanding the economics of the media and the difference between pluralism and media ownership;

- awareness of issues related to copyright, which are necessary for the ‘culture of legality’, in particular for the younger generation occurring both as consumers and producers of the content.”(European Commission 2007)

At the end of 2015, the European Commission Expert Group on Media Literacy further clarified this definition, pointing out that it is an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it. These capacities allow the citizen to participate in the economic, social and cultural aspects of society as well as to play an active role in the democratic process (European Commission 2015).

Of particular importance is the Audiovisual Media Services Directive (AVMSD)<sup>2</sup> revised at the end of 2018, which places greater emphasis on media literacy. Thus, Article 33 (a) requires Member States to promote and take measures for the development of media literacy skills.

In the context of clarifying the concept of media literacy, the pyramid structure of media literacy is also significant. Specifically, in 2009, the European Commission commissioned a consortium led by the European Association for Viewers' Interests (EAVI) to produce the *Study on Assessment Criteria for Media Literacy Levels*. Based on the definition of media literacy used by the European Commission, the study identified two dimensions of media literacy:

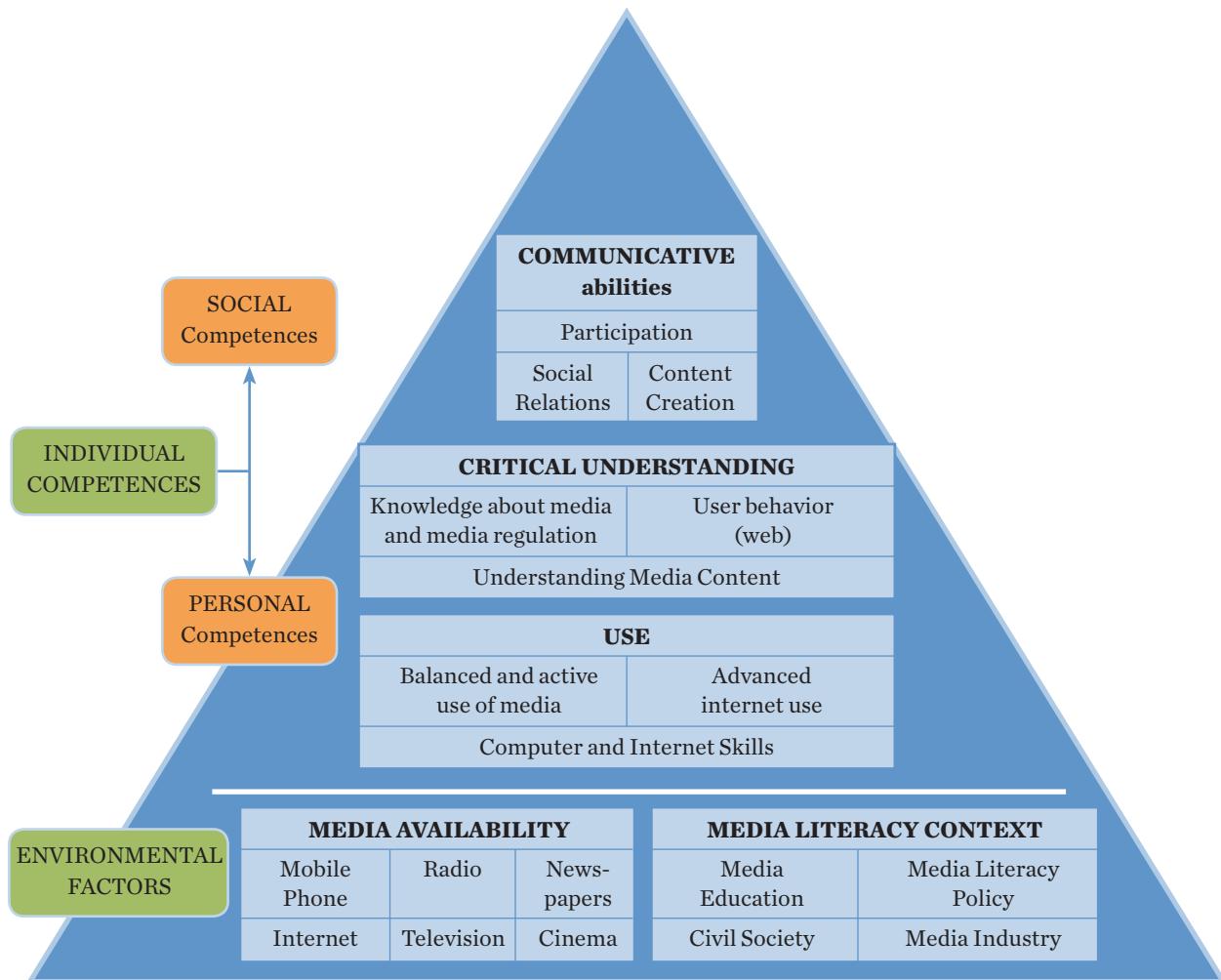
“1. Individual Competences (IC): IC may be defined as an individual capacity to exercise certain skills (including *inter alia* cognitive processing, analysis, communication, etc.). These competences draw on a broad range of capabilities, and embrace increasing levels of awareness, the capacity for critical thought and an ability to produce and communicate a message.

2. Environmental Factors (EF): EF may be defined as a set of contextual factors (affecting Individual Competences) that impact the broad span of media literacy, including informational availability, media policy, education and the roles and responsibilities of stakeholders in the media community.”(EAVI 2010)

In this regard, Environmental Factors form the basis for the development of media literacy as an individual competence, and accordingly, media literacy in this study was given a pyramid structure (Figure 1).

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<sup>2</sup> The full name of the directive is Directive (EU) 2018/1808 of the European Parliament and of the Council of 14 November 2018 amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services (Audiovisual Media Services Directive) in view of changing market realities.



**Figure 1:** Structure of media literacy

Source: EAVI. 2010. Study on Assessment Criteria for Media Literacy Levels

The media literacy of each individual is therefore an individual competence, which depends on a number of factors – personal, as well as environmental. In children, the influence of environmental factors is even more pronounced. Namely, the younger the child, the greater the impact on the environment in which he or she develops by the child's caregivers, especially parents, family, but also other caregivers such as guardians, educators, etc.

In the context of media education within educational systems, the definition of media and information literacy used by UNESCO is of particular importance. Namely, UNESCO has a long tradition of engagement in the field of media education, primarily through the promotion of media education in Member States' educational systems. The 2005 UNESCO High-Level Colloquium on Information Literacy and Lifelong Learning in Alexandria defined information literacy as "being able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information, as well as to apply information for the creation and communication of new knowledge" (UNESCO 2008), emphasizing that all these processes involve the media and technology and offer a framework for media and information literacy. Recent UNESCO documents and activities use the expression media and information literacy. In activities aimed at integrating media literacy into curricula in B&H, the most commonly used is the UNESCO concept of media and information literacy, which, as outlined in the "Position Paper on National Media and Information Literacy Policies and Strategies in Bosnia and Herzegovina", includes a combination of knowledge, attitudes, skills and practices required to search, access, critically analyze, evaluate, use, contribute and communicate information and knowledge wisely and ethically, understanding rights offline and online, and engaging with information, media and technology for sustainable development (Institute for Social Science Research, Faculty of Political Sciences, University of Sarajevo, 2019). In this context, it is important to distinguish between the concepts of media literacy and media education. Media education is a process, while media literacy is the result of a learning and teaching process in any context, i.e. acquisition of skills and competences (Perez Tornero 2008).

## 2.2. Challenges of the new media and communication environment

The influence of the media on children's development is an old topic, which, with significant changes in a relatively short period, is gaining new importance. The new media and communication environment, characterized by the rapid development of new technologies and media services at the beginning of the 21<sup>st</sup> century, has brought about significant changes in the lives of all individuals, children, adults, as well as the lives

of families. In this context, the expressions mediation and mediatization are increasingly used. Mediation<sup>3</sup> is the process of media intermediation of the overall culture and social life, i.e. media communication, while mediatization is the social change associated with the actions of the media (Hepp 2013, according to Peruško 2019). Theorists also talk about the explosion of information, communication and interaction among people with an unheard of impact all over the world, affecting three basic dimensions of human life: energy, time and space, and altering human behavior, structure and culture (Perez Tornero and Varis 2010). What is new compared to the evolution of the media so far is, above all, the greater presence and convergence of different media, increased interactivity, convergence of content and forms in terms of erasing clear boundaries between information, entertainment, education and commercial content, as well as different genres, whose boundaries are becoming more fluid. New opportunities for entertainment, learning, information, increasing leisure time with the media and information and communication technologies, as well as shifting the boundaries between the private and the public, changed relationships of social conditionality and individualization, globalization and increasing consumerism are often cited as a result of the changing media environment and how individuals and families cope with these changes. Moreover, the enormous increase in the amount of information available has not led to better informed citizens; instead, the torrent of information has exceeded the ability of citizens to process that information (Council of Europe 2019). The way adults and children use the media and information and communication technologies – as well as the way parents allow and enable children to use the media – as individuals and as a group, as a specific segment of the audience, i.e. market for media service consumers, also influence and change the media environment. In relation to the media, adults and children do not have a purely passive role. Through their behavior, they send feedback, which results in a relevant supply of media services, which seeks to satisfy the demand of the audience, i.e. consumers.

### 2.3. Contemporary reflections on the impact of media on children – potential risks and development opportunities

A number of recent studies with different conclusions can be found about the impact of media on children. Mainly social and developmental psychologists and media theorists deal with this subject, but also pediatricians, pedagogues, sociologists, anthropologists, etc. While some view it from the perspective of the child and his or her development, others approach it from the perspective of the influence of the media on the development of individuals and society as a whole. Some highlight the potential dangers, while others

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<sup>3</sup> In addition, the term mediation (from the Latin mediare meaning mediation) has multiple meanings. It is used in the field of social work and law as a method of intermediation by a third party in constructive, structured and voluntary resolution of a conflict or dispute or avoiding a conflict or dispute. In media pedagogy, it is used for the process of intermediation by a third person, most often parents, between the media and the media consumer.

underscore the opportunities for personal and social development that the new digital environment provides. Research into the influence of the media is quite complex, since it is important to distinguish short-term effects from long-term consequences and since it is difficult, because of the influence of various factors on an individual's personal development, to identify clear causal relationships or prove the impact. It is important to bear in mind that the media act on different aspects of personality: the acquisition of knowledge, the creation of attitudes and opinions, the emergence of emotions and physiological reactions, as well as influencing behavior (Zečević 2010).

In the context of the impact of the media on children, the age of the child is an extremely important factor. Age is related to the degree of cognitive and moral development of the child. Piaget's model of cognitive development is most commonly used in this context. According to this model, our cognitive development goes through four stages: the stage of sensorimotor intelligence from birth to the second year, the preoperational stage from the second to the seventh year, the concrete operational stage from the seventh to the twelfth year, and the formal operational stage from the twelfth to the sixteenth year. From the point of view of the moral development of the child, three phases are generally distinguished: from the fourth to the tenth year, from the tenth to the thirteenth year, and from the thirteenth year onwards (Zečević 2010). The following is a graphical presentation of the characteristics of a child's cognitive and moral development by age:

<b>AGE</b>	<b>DESCRIPTION OF CHARACTERISTICS</b>
0-2	<ul style="list-style-type: none"> <li>- speech development;</li> <li>- development of practical intelligence;</li> <li>- the child's world is a set of images that exist for him or her during an activity;</li> </ul>
3-7	<ul style="list-style-type: none"> <li>- children view the world only from their perspective;</li> <li>- they conclude only on the basis of a part of what they have seen (the most dominant part for them);</li> <li>- they are prone to imitation;</li> <li>- they evaluate others' behavior based on the consequences it has left;</li> <li>- they behave in accordance with the requirements of authority figures because they wish to avoid punishment;</li> <li>- they gain first sympathies and dislikes;</li> </ul>
8-12	<ul style="list-style-type: none"> <li>- children have ideas about the objects that surround them and the events that take place around them;</li> <li>- they are able to modify and transform events, recount them in different ways and understand the transformation process, as well as how they are constructed themselves;</li> <li>- children can relate cause and effect;</li> <li>- a sense of fairness arises;</li> <li>- children evaluate the morality of behavior through their own needs and goals, but are aware that other people have their own interests;</li> <li>- children care for their loved ones, for their well-being;</li> <li>- they believe that rules and laws should be respected;</li> </ul>
13-16	<ul style="list-style-type: none"> <li>- children have developed logical thinking;</li> <li>- they have the ability to separate the real from the possible;</li> <li>- thinking becomes abstract;</li> <li>- they love to experiment, to formulate some of their own theories and to firmly stick to them;</li> <li>- they are able to make assumptions and draw conclusions;</li> <li>- they are more interested in form than concrete content;</li> <li>- they are aware that laws exist, but that they can be broken if human life is at stake;</li> <li>- they begin to realize that others do not necessarily share their opinions.</li> </ul>

**Figure 2:** Relationship between cognitive and moral development by age

Source: Zečević, Ivana. 2010. Utjecaj televizijskih sadržaja na djecu: smjernice za klasifikaciju televizijskih sadržaja (The Impact of Television Content on Children: Guidelines for the Classification of Television Content)

Although there is this general division by age and stage of development, it should nevertheless be borne in mind that each individual is unique and distinct and should be approached accordingly. A leading researcher in this field, Sonia Livingstone, points out that among the most contentious issues regarding children and the media is the issue of children's vulnerability to media influences, and indicates that the concepts of "harm" and "vulnerability" are rarely formally defined (Millwood Hargrave and Livingstone 2006). At the core of this issue is the child's ability to act, to be an agent, not an object. The issue of the impact and harm that the media can potentially inflict, as well as the protection that should be provided for them, is particularly important for media policymakers and regulators to ensure appropriate regulation and frameworks for developing media literacy. The trend of media deregulation<sup>4</sup>, whereby the media industry is given more rights and opportunities and more responsibility is expected from media consumers, creates additional pressure from media policymakers on researchers to provide clear answers regarding the potential harm of various media content. The aim is, while giving maximum freedom to the media market for development, to create an appropriate media policy based on facts and research, which will ensure that the negative effects are minimized while increasing the beneficial effects on children. Livingstone points out that it is generally accepted among researchers of the impact of media on children that "children are particularly vulnerable to media influence and that the media do harm some children, in some ways, under certain conditions" (Livingstone 2007). She also recalls the 1961 prescient summary of findings by Wilbur Schramm, pioneer researcher into the social and psychological impact of television on children: "For some children, under some conditions, some television is harmful. For some children under the same conditions, or for the same children under other conditions, it may be beneficial. For most children, under most conditions, most television is probably neither particularly harmful nor particularly beneficial" (Schramm, Lyle, and Parker 1961, 61, according to Livingstone 2007), and draws attention to the fact that recent research similarly defines conclusions: the short-term established effects on individuals need not have long-term implications for society. Thus, the focus on simple causal influences of the media is being abandoned and researchers are increasingly seeking to identify a number of factors that directly and indirectly influence certain social phenomena such as aggression, prejudice, obesity, bullying, etc., but are not the only cause of their occurrence.

In research on the impact of media on children, particular importance is attached to environmental factors. These factors can vary greatly from country to country, and so the results of research on children and the media can vary widely. They are not only conditioned by a country's technological and economic development, but by various contextual and cultural factors. Such factors include, but are not limited to, the size and structure of

<sup>4</sup> The term deregulation refers to the process of removing or reducing legal restrictions for particular types of activity. The goal of deregulation is most often to increase competition by increasing stakeholders' freedoms in a particular sector. A significant step in the deregulation of the audiovisual sector is the reduction or removal of barriers for entering the market for new service providers such as private television stations, broadcasters via other electronic communication networks (cable distribution, IPTV, satellite, internet) or providers of on-demand audiovisual media services. With regard to the program obligations of audiovisual media service providers, deregulation is reflected in a smaller scope of service providers' obligations to broadcast certain types of content and commercial communications and encouraging the industry to co-regulate and self-regulate in areas where this is possible.

the average family, the structure of the education system, the approach to parenting, the culture of privacy<sup>5</sup>, media regulation and the powers and activities of regulators. They have been shown to significantly influence the structure of childhood and how and where children spend their time. It is important to bear in mind that, from a sociological perspective, childhood is viewed as a “social construct”, i.e. the concept of childhood is different within cultures and is not a universal phenomenon (Livazović 2014).

According to a study by EU Kids Online, the risks associated with consumption of digital and online media can most often be categorized into the following four categories, which are shown in the figure below (Livingstone et al. 2017c):

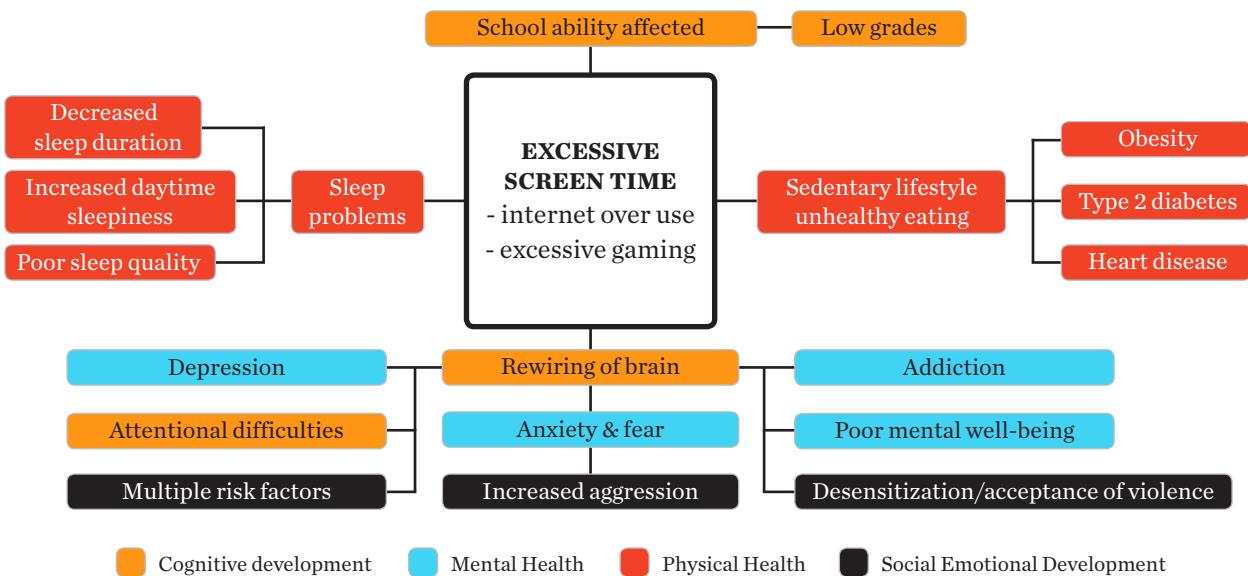
<b>Risks related to behavior</b>	Bullying, sexting, misuse of personal information, etc.
<b>Risks related to inappropriate content</b>	Pornography, violence, racist, inaccurate or misleading content, etc.
<b>Risks related to contact</b>	Stalking, harassment, identity theft, etc.
<b>Commercial risks</b>	Excessive exposure to advertisements and covert advertising, in-app purchases, online scams, etc.

**Figure 3:** Risk categories related to digital and online media according to the EU Kids Online survey

A lot of attention from parents and the public is also attracted by the health risks of screen overuse, which are often raised. They can be divided into four segments: cognitive development, mental health, physical health, and socio-emotional development. The following is a graphic presentation of the risks associated with screen overuse developed as part of the iZ HERO LAB project<sup>6</sup>.

<sup>5</sup> In Britain, for example, an expression that is used is “bedroom culture” – allowing children to spend time with the media in their room as opposed to spending time together as a family in common areas.

<sup>6</sup> iZ HERO is a digital citizenship initiative for children developed by Nanyang Technological University in Singapore and InfollutionZERO in Korea. Original source of figure: <https://www.weforum.org/agenda/2017/09/too-much-screen-time-does-less-harm-to-teenagers-than-missing-breakfast-finds-study/> (accessed 7 November 2019).



**Figure 4:** Risks associated with excessive screen time

Source: iZ HERO LAB Pte

It is most important to reiterate that risk does not equal harm. Potential risk may cause harm, but it does not have to, as it depends on many factors how it will affect the child. When we talk about risks, it is important not only to learn about them, but also to learn strategies for how to deal with them and how to become more resilient to certain negative impacts so that they do not cause real harm. In this regard, wealthier societies generally focus more on risks, including privacy issues, the impact of the digital footprint on the future of children, commercialization and consumerism, while poorer societies see the media and modern digital technologies as an opportunity for their children to follow trends and keep up with the modern knowledge society, and also to be more competitive in the market (Livingstone et al. 2017b). It is also often pointed out that digital media can and do have a connecting role in families. Specifically, when watching television and movies and playing video games, families spend time together and learn about each other. They also use digital media to keep in touch, with calls, e-mails, messages, etc., which often results in more intense communication between children and parents and other family members. According to research conducted by the Parenting for a Digital Future project<sup>7</sup>, parents in the UK are optimistic about the role digital media plays in their

<sup>7</sup> Parenting for a Digital Future is a blog within a research project run by the London School of Economics that addresses the issues of parenting for the digital age.

children's lives and are turning to the internet themselves for all kinds of parenting dilemmas. However, this research also points to the fact that there is still drastically little support when it comes to parenting and digital media advice, in the sense that there are few resources when they or children find themselves in a difficult situation or when they seek positive recommendations. It is also characteristic that unlike most other parental dilemmas, parents rarely seek the advice of their own parents or other elderly and experienced people around them for these problems – precisely because of the generational gap that is quite pronounced when it comes to digital media.

The issue of children and the media is often also discussed in terms of the rights of the child. The fundamental document in the international legal system for the protection of the rights of the child is the United Nations Convention on the Rights of the Child. The year 2019 marks the 30<sup>th</sup> anniversary of the Convention and this topic is therefore especially current. This legally binding international instrument contains comprehensive standards for the protection of children's rights and applies to all children, without discrimination. The Convention emphasizes the fact that children are a vulnerable group in society in need of special care and protection and therefore obliges all parties to provide, through appropriate legislative and administrative measures, the protection and care for children that is necessary for their well-being. The Convention recognizes the important role of the mass media, both for the freedom of expression of children and for the opportunity to be heard, for the right of children to be informed and, above all, for the quality of content that will enhance their development and well-being. It also emphasizes the need for children to be protected from content that may harm their well-being. The Convention guarantees the rights and freedoms of children, including those related to the media. Article 12 of the Convention guarantees the right of the child to express his or her views on issues concerning the child, while Article 13 determines the right of the child to freedom of expression. Article 16 states that no child shall be subjected to arbitrary or unlawful interference with privacy, family, home or correspondence, or to unlawful attacks on his or her honor and reputation, and that the child has the right to legal protection against such interference. Article 17 recognizes the important function performed by the media in disseminating information that positively affects children and ensures that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. Thus, the Convention guarantees the right of children to access relevant information, protection against inappropriate content and protection of privacy, as well as participation in communication – known in English as the three Ps (provision, protection and participation) of the Convention. Considering the rights of children in the new digital media and communication environment, Livingstone concludes that digital media are becoming a prerequisite for the fulfillment of other rights, as they are a means of enjoying the right to information, education and participation, while literacy (digital, media, social) is the key to access to digital media, their understanding and participation in them, and thus to the exercise of rights in the digital age (Livingstone 2016). This is where family plays a key role. It is also important that children understand

that rights come with responsibility, that they are responsible for their actions, and that they want adults to support them and trust them to use the media wisely.

Special attention should also be given to children with disabilities and/or specific needs. This category is very broad and diverse and covers different types and levels of learning disabilities, physical disabilities and specific communication needs. For this target group and their parents, digital technologies and media can be of particular importance and provide them with entirely new ways of learning, making social contacts and accessing materials. They can also be important for their confidence in the sense that doing the same activities as their peers makes them feel part of their peers' culture (Blum-Ross and Livingstone 2016).

While a protectionist approach is still dominant, the above also points to an increasing trend of strengthening the capacity of parents and children to use the media and information and communication technologies to maximize child development and minimize risks. In this context, initiatives focused on highlighting positive content are important, most commonly defined as digital content aimed at children, which enables them to learn, have fun, create, enjoy, develop a positive view of themselves and respect for their identity, enhance their participation in society and produce and distribute their own positive content.<sup>8</sup>

## 2.4. The role of regulatory authorities in the protection of minors

In addition to the media industry and parents, responsibility for media influence on minors rests with the States themselves through media and education policies and the work of regulators. Protection of minors is considered one of the most important tasks of media regulation. The goal of regulation is most commonly cited as protection of the public interest, preservation of media pluralism, freedom of expression, social and cultural values and economic regulation of the media market. In this regard, regulators should, acting in the public interest, transparently and independently of political and financial influences and pressures, balance between the often conflicting communication rights of individuals, the commercial interests of the industry and the interests of society as a whole, represented by the State (O'Neill 2008). In the case of minors, it is assumed that they are much more influenced by the media than adults, without being able to critically evaluate media content themselves, and thus are a vulnerable category of the population in need of special protection. The issue of protection of minors is considered a matter of exceptional public interest. Since harmful media content can have grave consequences on the physical, mental and moral development of a minor, it is, along with hate speech, an area where the highest level of protection is guaranteed, including grounds for limiting

<sup>8</sup> Definition used by the positive online content campaign within the EU Better Internet for Kids initiative <https://www.betterinternetforkids.eu/web/positiveonlinecontent/about> (accessed 8 November 2019).

freedom of expression by strict restriction,<sup>9</sup> even by prohibiting the display of certain content.<sup>10</sup> In order to avoid undue and unjustified restrictions on freedom of expression, regulations regarding protection of minors must be balanced with the right to freedom of expression of other categories of the population, which is no easy task.

Media regulation is based on international legal instruments, the provisions of which have been transposed into the laws and by-laws of individual countries, with permissible amendments, which mainly reflect different cultural traditions, moral beliefs, audience sensitivity to certain contents and topics, etc. At the level of the European Union, the Audiovisual Media Services Directive (AVMSD) regulates the provision of audiovisual media services<sup>11</sup> and contains important provisions to ensure the protection of minors. There is no corresponding directive at European Union level for radio media services, but in practice in the countries of the region, radio media services are regulated mainly as provided by the AVMSD for audiovisual media services, in parts that are applicable to radio media. In Bosnia and Herzegovina, applicable AVMSD provisions have been, in accordance with the status of the State, transposed into the regulatory framework in the process of accession to the European Union.<sup>12</sup> The CRA carries out its task of protection of minors in the area of broadcasting through three basic types of activities: adopting a regulatory framework and by-laws containing provisions regarding protection of minors in the programs of media service providers, monitoring compliance with rules and regulations and imposing appropriate measures, and through activities in the field of media literacy.

There are two basic aspects of protection of minors in regulations: protection of minors when they are the subject of media content and protection of minors from media content.

With regard to protection of minors when they are the subject/part of media content, the provisions relate to the participation of minors in programs, various aspects of protection of privacy of minors, protection of minors in election media coverage and reporting on juveniles in relation to criminal offenses and proceedings, etc.

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<sup>9</sup> Restrictive measures may include times when certain content may be broadcast or access restrictions in terms of the obligation to use technical safeguards to access certain content, such as pin codes, etc.

<sup>10</sup> In B&H, content that is prohibited from being displayed in linear media services without technical protection measures is, for instance: displaying brutal and extreme violence that is not justified by context, pornographic content with elements of violence or extreme sexual fetishes, etc.

<sup>11</sup> Audiovisual media service means a service defined in Art. 57 and 58 of the Stabilization and Association Agreement between the European Communities and their Member States, on one part, and Bosnia and Herzegovina, on the other (Official Gazette of B&H, no. 10/08), the primary purpose of which is to provide programs for the purpose of informing, entertaining or educating the general public through electronic communications networks, which is the editorial responsibility of the provider of this media service. Audiovisual media service includes: television broadcasting, on-demand audiovisual media service (video on demand) and/or audiovisual commercial communications.

<sup>12</sup> The regulatory framework in Bosnia and Herzegovina consists of the Law on Communications and the following rules and codes of the B&H Communications Regulatory Agency (CRA) adopted in accordance with the said Law: Rule 76/2015 on the Provision of Radio Media Services, Rule 77/2015 on the Provision of Audiovisual Media Services, Code on Audiovisual Media Services and Radio Media Services, and Code on Commercial Communications, <https://www.rak.ba/bs-Latn-BA/brdcst-regulations> (accessed 8 November 2019).

Regarding protection of minors from media content, the regulatory framework in B&H, in accordance with the current AVMSD, provides for a two-layered regulatory system. More stringent measures are applied to television broadcasting, i.e. linear services,<sup>13</sup> while audiovisual media services on demand, i.e. non-linear services, are subject to a lesser degree of regulation. Content is divided into two categories of potentially harmful content for minors: content that can be seriously harmful and content that is likely to harm their physical, mental or moral development. These categories, however, are not defined in detail in the AVMSD so that Member States have the space to elaborate on this part, in accordance with the cultural and traditional specificities of each country, which is reflected in particular in different classification and labeling systems, as well as permitted times for broadcasting content. Article 25 of the Code on Audiovisual Media Services and Radio Media Services elaborates a system of classification of content that is likely to threaten the physical, psychological or moral development of minors, which provides for three categories: 12+, 16+ and 18+ and corresponding appropriate times for broadcasting such content. In this regard, media service providers have sole responsibility for classifying content. Considering that there is no professional body in B&H that provides expert recommendations for classification or that classifies the content in terms of its suitability for minors, in order to assist media service providers and the general public to understand the possible impact of media content on minors, the CRA has produced two documents dealing with the impact of television on minors – the expert study “The Impact of Television on Children and Minors” and “Guidelines for the Classification of Television Content”. These documents provide detailed insight into how minors experience television content at different stages of development and point to the impact that such content may have on their development.

The AVMSD and the Bosnian and Herzegovinian regulatory framework also contain provisions that guarantee protection of minors as consumers, given their particular vulnerability in this regard. The premise is that minors are not always able to understand the commercial context of advertising and thus there are provisions to protect them from exposure to inappropriate commercial communications, especially related to alcoholic beverages, beer, medicines, medical treatments, aides and accessories, including food supplements, medical facilities, weight regulators, ignition agents, combustibles and other dangerous substances, religious messages and games of chance.

Considering that most regulators, including the CRA, do not systematically monitor all content, but only process cases of possible breaches of provisions *ex officio* or on the basis of citizens' complaints, it is clear how important is the cooperation of content providers, regulators and the public. Although this system is quite well established in Bosnia and Herzegovina and it can be said that the regulated media generally adhere to the regulations, which is evident from the number of measures imposed, nevertheless a considerable number of

<sup>13</sup> Television broadcasting is a linear audiovisual media service provided for the purpose of watching a program based on the program schedule, while on-demand audiovisual media service (on-demand video) is a non-linear audiovisual media service provided by the provider of this media service for the purpose of watching a program at a time chosen by the user of this service and based on the personal choice of the user of this service from the program catalog created by the provider of this media service.

processed cases of violations of CRA regulations and rules, approximately one-third, regard provisions that concern protection of minors.<sup>14</sup>

Unlike regulated media, where parents know that there are different protection mechanisms, from prohibition of content, through time-related or other restrictions on broadcasting of certain content and appropriate content labeling, to the possibility of using technical protection mechanisms such as pin codes and so on, the area of online media is a much bigger challenge for families. Namely, online media are still largely unregulated or, as is the case with online portals in B&H, are in the domain of self-regulation within the activities of the Press Council of B&H, and thus mediation between such media and children is much more complex and requires greater involvement and greater competence of the family, as will be shown in the next chapter.

In the context of online audiovisual media, particularly popular with children, especially important is a revised version of AVMSD adopted at the end of 2018,<sup>15</sup> whose implementation begins in 2020. It is an adaptation to changes in the audiovisual market, media consumption and technology, in particular the ever-increasing convergence between television and services distributed over the internet and the emergence of new actors such as on-demand video service providers and video sharing platforms featuring user-generated content, which offer audiovisual content over the internet and target the same audience as traditional broadcasters.

The revised AVMSD aims to better protect minors from harmful content in the online world: the new rules strengthen protection through the regulation of on-demand video services and extend the obligation to protect minors to video sharing platforms. Instead of the two-layered approach to protection of minors, a new approach is introduced, applicable to all audiovisual media services and linked to the level of harmfulness, prescribing that measures to protect minors from audiovisual media services that may impair the physical, mental or moral development of minors must be proportionate to the potential harm. It is up to Member States to assess the level of harmfulness and appropriate measures, except in cases of gratuitous violence and pornography, which are “subject to the strictest measures”, but emphasis is placed on providing sufficient information to viewers through a system that describes the potentially harmful nature of the content. This is a major step forward, given the popularity of on-demand video sharing and audiovisual media sharing platforms, and given the previous problems of regulating contents on the internet, which are largely in the realm of self-regulation.

The revised AVMSD particularly emphasizes empowering users – especially parents and caregivers – to actively engage in determining their children’s exposure to media content, along with the use of self-regulation

<sup>14</sup> According to a report by the Communications Regulatory Agency on processed breaches of rules related to the broadcasting field in 2018, of the 16 imposed measures for identified violations of the Code on Audiovisual Media Services, six were for violations of provisions on protection of minors: <https://docs.rak.ba//documents/d2ef8aa0-e8e5-438b-bd23-e2d23c1ec8f9.pdf>

<sup>15</sup> The revised AVMSD has the full title: Directive (EU) 2018/1808 of the European Parliament and of the Council of 14 November 2018 amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services, which became effective on 19 December 2018. Member States were given a deadline of 20 September 2020 to transpose the provisions into their national law. So at the time of writing this report, the provisions of the old AVMSD are still in the regulatory framework.

and co-regulation. The starting point is that protection of minors cannot be effective or comprehensive without parental responsibility, self-regulation and co-regulation and concerted efforts in the field of media literacy. In addition to protection, the trend of media deregulation has resulted in regulators increasingly working to strengthen the capacity of media users to make informed decisions and protect their families. In this way, regulators are increasingly active in the field of media literacy and in the last decade media literacy has become a mandatory concept in media regulation (Machet 2008). And while this is generally interpreted as a transition from the phase of protectionism to the phase of education and empowerment, Buckingham points to the possibility of interpreting media literacy as a well-known neoliberal strategy, by which citizens are turned into consumers, who receive no rights but are required in the deregulated market to take responsibility for their own behavior as consumers and to regulate their own use of the media (Buckingham 2009).

The wide range of activities of regulators in the field of media literacy may be summarized in four major categories: education/awareness raising, research/reporting, collaboration with other actors, and content classification. Most regulators, although they are active in this field, have no legal obligation to undertake activities in the field of media literacy, but there is an evident trend that it is increasingly becoming a formal part of regulators' mandate. When it comes to target groups, the focus is most often on children and minors. In addition to strengthening the aspect of empowering media users to be able to make decisions about their use of the media, there is still a protectionist approach, especially when it comes to minors and the internet and the classification of content. Regulators are looking for the most important actors for cooperation in this field in relevant ministries, academic institutions, the civil sector and the media industry (Tajić 2015b).

In Bosnia and Herzegovina, promotion of media literacy is not explicitly stated in the legislative framework as a duty of the regulator. However, following the practices and good examples of regulators in Europe, CRA has been active in improving media literacy and raising awareness on responsible and safe use of all media services since 2009.<sup>16</sup> Particular focus is placed on protecting children and minors, informing the population about the process of digitalization of the communications sector and safe use of new information and communication technologies. As part of these activities, certain materials, such as video clips, brochures and reports/studies, have been created, which are intended for families and can be used in family literacy projects.

## 2.5. Strategies of parental mediation between children and the media

Media literacy in the family is a complex process in bringing up children. Children's upbringing is conditioned by socio-historical development and is thus constantly changing, reforming and aligning with the progress of civilization. In modern pedagogy, it is considered that there is a threefold influence on development of children

<sup>16</sup> A more detailed account of specific CRA activities and campaigns aimed at improving media literacy of children and parents can be found on the CRA website: <https://www.rak.ba/en-US/Latn-BA/brdcst-media-literacy> (accessed 9 November 2019).

– genetic influence, influence of upbringing and the actions of children themselves. Of particular importance for media literacy of children is the influence on their upbringing by parents, family and others who care for children and spend time with them and, as they grow, increasingly the influence of peers and the actions of children themselves, or their interaction with the media, which largely reflects their interests and needs. Contemporary pedagogy views the child as a dynamic individual who progressively changes him or herself, but also the environment (Livazović 2014). In this way, the child is no longer the object or result of the social process, but is an agent of the development process. The process of upbringing involves several tasks: developing abilities, enriching sensory life, building views, beliefs and attitudes, nurturing a sense of ethical values, strengthening the will and shaping meaning. Children are brought up at the same time using the media, but also to use the media. Through the media, among other things, social reality is mediated for children. Through interaction with the media, children acquire new knowledge and develop the ability to communicate, experience different emotions, form attitudes and beliefs and a system of ethical norms and values. Therefore, it is very important for parents to take an active role and be involved and aware of the interaction between children and the media, and to raise children to use the media appropriately. The process of upbringing consists of three basic components: acquiring appropriate knowledge – understanding; building beliefs and attitudes – acceptance; and forming skills and habits of behavior – actions. Considering that this is a two-way process, the parents' ability to enter the child's psyche, to assess the child's development and to guide the child in this direction are extremely important. In the process of bringing up children, it is important to respect the personal attitudes, efforts, initiatives, interests and needs of the child and to encourage, cheer, support and guide the child. Therefore, parents need to be aware of not only the risks that the media carry, but also the positive aspects of the media. They should be familiar with specific positive content toward which they can direct their child in accordance with the child's specific interests and needs and they should have knowledge and skills about various aspects of media literacy, such as: developing communication skills, creative expression through creation of media content, culture of legality in terms of respecting copyright etc. It is crucial for parents to recognize their own need for media literacy, which is part of the lifelong learning process, to be open to a new and different media environment from the one they grew up in and to understand that their behavioral model significantly affects their children's media habits. Namely, it is believed there are two basic processes by which children acquire attitudes, values and patterns of social behavior: direct teaching by parents or other persons and learning from a role model or behavioral model (Bandura 1990). Learning from a model happens very quickly. Thus, children learn sooner about media and information and communication technologies by watching and imitating parents and other role models than through the teaching process. Therefore, it is extremely important for parents to first become aware of their own media habits, that is, how and which media and information and communication technologies they use, and for what purpose. In this regard, it is important to become aware of both our own behaviors and the way the media influences our attitudes, emotions, physiological state and social relationships.

Parents, however diverse they may be, as already elaborated, decide how media-centric their homes are and how much media and communication technologies will be present in the household. Although children are

not entirely passive and participate themselves, parents are the ones who dominantly create the environment, even through their inaction. New media services and information and communication technologies are increasingly integrated into various aspects of family life and are an essential and almost indispensable part of every individual's modern life. Adults and children use media and information and communication technologies almost constantly as a means of facilitating daily life, for entertainment, communication and nurturing social and family relationships, as well as for information and education. Computers are used for schoolwork, the internet is becoming an increasingly important source of information for both children and parents, communication between children and parents and children and peers, and sometimes also teachers, is increasingly carried out via messages and e-mails, while television programs, media content on various platforms and content on the internet, as well as video games, are used for leisure, learning and entertainment.

The online sphere is becoming an increasingly important place for informal learning, social participation and activism, while digital technologies provide numerous opportunities for creative development. Families are investing more and more funding into digital technologies in their households. Interestingly, according to Miller, low-income families invest a disproportionate amount of financial resources into acquiring digital technologies such as smart TVs, latest mobile phones and tablets (Miller et al. 2016). Often, they have insufficient knowledge of what would be the most useful and cost-effective investment for achieving an optimal environment for the child in the sense of affording access to technologies and tools, schoolwork, learning applications, etc. In addition to financial resources, an important factor in the environment in which the child grows and interacts with the media is time, or how much time parents and other family members have to devote to the child and his or her use of the media.

In such a new environment, societies are increasingly relying on parents as primarily responsible for maximizing positive potential, minimizing risks and potential dangers and preparing young people to respond to expectations set in education and the labor market. They share this task with the public sector, policymakers, regulators and the education sector. Therefore, there is a growing need for the public sector, in cooperation with the civil sector, to provide parents with appropriate support in order to take on and effectively carry out this important task of providing media literacy for their children. In order to raise parents' awareness of their role, as well as the level of parents' media literacy and competence to actively mediate between children and the media, various types of activities are organized, some of which are described in detail in the next chapter of this report. As follows from the overview and analysis of family-oriented media literacy projects, the support provided by such projects to parents is predominantly aimed at raising awareness of potential dangers and potential negative impacts of media on children. Thus, the protectionist approach is still dominant. The first step toward change is to encourage parents and give them the opportunity to develop new skills and acquire knowledge that will enable them to mediate effectively between children and the media and to support their child to maximize the potential of the media and information and communication technologies for his or her own development and to cope with potential risks.

The complexity of the new media and communication environment has led to an expansion of the way in which parents build and influence their children's media habits, starting from birth. The strategies of parental mediation between the media and children change over time as children grow. There are different basic models of parental mediation and the most important ones will be presented below.

When it comes to television broadcasting, referred to in contemporary media regulation as audiovisual media services, it is important to emphasize that this is a regulated medium, a medium that must follow rules prescribed by the regulatory framework. As already explained, a significant part of the regulatory framework is precisely devoted to the issues of protection of minors, through banning or restricting the broadcasting of certain content, categorization and labeling of content, etc. This is why the process of mediating between television as a regulated medium and children is somewhat easier for parents. In this regard, three basic mediation strategies can be identified: active or evaluative, restrictive, and co-use (Livingstone et al. 2017a). In active mediation, parents have conversations with their children about media and media contents, in restrictive mediation they restrict access to certain content or entire media by setting time limits, banning certain media or content or using technical measures such as pin codes, filters, etc., while in co-use or watching content together, the parent simultaneously controls what the child is watching and has the opportunity to have a conversation with the child about the content.

Active or evaluative mediation	Talking to children about media and media content
Restrictive mediation	Restricting access to certain media or media content
Co-use of media	Co-use as a form of monitoring and evaluating the media and media content

**Figure 5:** Strategies of parental mediation between children and television programs according to Livingstone

Unlike television, the internet and related media and information and communication technologies present a much more complex challenge for parents because there is no simple and clear system of content regulation. Content sources themselves are sometimes difficult to identify. One can find on the internet and in unregulated (online) media a wealth of content with elements that can have a negative impact on a child's development. With internet use, the mediation strategies that parents apply differ somewhat from television. The EU Kids Online network has identified five different strategies for children ages 9 to 16: active mediation of internet use (active discussion and/or sharing activities), active mediation of internet safety, restrictive mediation, technical controls, and monitoring or checking a child's online activity after use (Livingstone et al. 2011).

According to Blum-Ross and Livingstone (2016), the following is a basic division of parental mediation, i.e. mediation between media and children:

	Social	Technical
Enabling	<b>Active mediation</b> Active mediation includes direct and indirect conversations about how and why media and media contents have been produced, how to interpret and evaluate different forms of representation, what parents and children each enjoy and why, and how to recognize and respond to problems of privacy, risk and safety. As digital media become more complex and interactive, parents are often involved in children's media use, especially for younger children, for example through downloading apps, playing games together, 'friending' or 'following', which may be considered either as active mediation strategies or as monitoring.	<b>Monitoring</b> Supervising practices aimed at monitoring children's use of digital media, as well as use of digital media to monitor children's physical movement offline. This can include, for example, installing apps or using inbuilt geo-location software (e.g. Find My Phone) to find out where children go outside school hours or to provide reports on websites and networks accessed. Some parents require their children to share their passwords or (sometimes secretly) follow them on social media in order to monitor their use. We have classified this as an 'enabling' technique because for many parents such monitoring means they feel able to allow their child more freedom.
Restrictive	<b>Rules</b> These are rules in relation to media, just as families have rules for mealtimes, bedtime or homework. They may be time-based rules – how much media use or at which times of the day. Sometimes they are conditional (e.g. only when done with homework). Some rules are place-based (e.g. not at meal times) and some are content or activity-based (e.g. no Instagram).	<b>Parental controls</b> They include a range of technologically enabled restrictions, ranging from filtering software provided in broadband packages or on specific sites (e.g. 'child-safe mode') to turning off routers at set times or using apps and software to restrict either the contents that can be accessed from particular devices or the times of day they can be used.

**Figure 6:** Forms of parental mediation

Source: Blum-Ross and Livingstone. 2016. *Families and Screen Time: Current Advice and Emerging Research*

What type or combination of methods they will use depends on a number of factors, such as: parental knowledge, parenting style, age and specificities of the child.

Parents of young children most commonly use all four types. Parents themselves often impose technology on smaller children, such as placing it in their hands as a digital babysitter or placing the child in front of the TV so they can do other household chores or hold the child's attention while feeding him or her. For younger children, the focus is on potential health risks such as obesity, concentration difficulties, impact on sleep, etc. (Blum-Ross and Livingstone 2016).

As parents learn more and/or children get older and take more responsibility, the restrictions become less significant. The bigger the children, the more different media they use in different places, so it becomes more difficult for parents to keep track of their online activities and children are less willing to comply with the restrictions. Conflicts can arise about what type of device they should own, what activities and content they can access, under what conditions and for how long. Parents of older children are often influenced by the media habits of their children's peers or their immediate environment and adapt their strategies to the rest of the peer group, class, or circle of friends so that the child is not isolated and fits in. Risks for older children are most commonly associated with the social domain, in terms of the impact of media on self-esteem, social relations with peers and protection of privacy (Blum-Ross and Livingstone 2016). As children grow, parents are therefore expected to have a growing knowledge of the different media and media contents and the various potential influences on the child's development. At this stage, it is especially important to build a healthy relationship with the child, full of confidence in the child, his or her abilities and wisdom in interacting with the media and information and communication technologies. It is also necessary to support the expressed interests of the child, encourage him or her to use the media appropriately and direct the child to use the media and technologies for personal development – acquiring different knowledge, skills, developing creativity and, consequently, increasing chances in the labor market.

Research also points to the fact that the less educated parents are, the more they resort to restrictive and less to active mediation. Certain gender preferences have also been observed, in the sense that girls are more monitored and restricted and that mothers are more involved in media literacy than fathers (Livingstone et al. 2017). The most successful approach is considered to be a combination of different models, where parents themselves set an example of positive and useful digital behavior, while engaging children in setting boundaries, both in terms of time and content, and thus overcome the challenges posed by the new media and communication environment. It is important to emphasize that there is no one solution or recommendation for all. It is the parents who know the most about their child, and so they can find the right model, which will take into account various factors. However, in order to be able to choose the right mediation strategy for children and the media, parents must first be sufficiently media literate themselves, and given the rapid development and convergence of technologies, this can be a big challenge for them. In terms of sources from which parents should obtain information and knowledge about media literacy, it is important to consider the sources from which parents obtain information on other topics related to parenting, education, upbringing

and well-being of children. These sources are, above all, pediatricians and other healthcare professionals, educators, teachers and others who work with children, social workers and the wider family, friends and other parents. It is this target group that should be trained to give appropriate advice to parents.

Recent research has particularly problematized the simplistic recommendations made for a long time regarding limitations of screen time. These kinds of recommendations diverted parents' attention in the wrong direction, so that the focus was on how much time children spend in front of the screen, not what type of activity, or how and for what purpose and with what consequences children use digital technologies. The Royal College of Paediatrics and Child Health in 2019 published guidelines called "The Health Impacts of Screen Time: A Guide for Clinicians and Parents", based on an analysis of results of existing research in this field. This document emphasizes that it is crucial for families to agree on how much time may be spent in front of screens according to the needs of each individual child, how the screens are used and the extent to which the screens affect or replace physical and social activities and sleep. A number of questions were also developed to help parents determine if time spent in front of screens is problematic for their family. This form of guidance is an important and reliable source of information for parents in dilemmas related to exposing children to screens and the media. Other distinguished researchers approach this issue similarly. According to Blum-Ross, parents must first understand the context in which children use the media (where, how, when and to what effect), the content (what they watch and use), as well as the impact on relationships (how digital media affect relationships that the child has with others), so that they can make the right decision for their child (Blum-Ross et al. 2016).

### 3. OVERVIEW AND EVALUATION OF EXISTING APPROACHES TO MEDIA LITERACY IN THE FAMILY IN THE EUROPEAN UNION, REGION AND BOSNIA AND HERZEGOVINA

This chapter, as well as the Appendix to the report, provides an overview of existing approaches to media literacy in the family in the European Union, the region of Southeast Europe and Bosnia and Herzegovina. The overview is based on an analysis of secondary sources on activities in the field of media and information literacy in the mentioned countries and on the project overview.

Most media literacy projects in the European Union are targeted specifically at children and young people ages 0-18. The research “Mapping of Media Literacy Practices and Actions in EU-28”, produced by the European Audiovisual Observatory for the European Commission in 2016, analyzed 547 media literacy projects in EU-28. A total of 145 projects were singled out as being particularly important and representative of their country. It was found that over a third (51) of the projects identified as most representative of their country were targeted at children. It is important to emphasize that projects implemented within regular school curricula were not covered by this analysis. At the same time, a total of 80 projects were targeted at teenagers and older students, while approximately half (41) also had parents as a target group. In terms of type of project, the most dominant were projects aimed at developing and providing media literacy resources and projects aimed at involving end users. The thematic focus was on creating critical thinking and empowering users to use the media. The most prominent media literacy project leaders came from the civil society sector, followed by public institutions and academia (European Audiovisual Observatory 2016).

Data from Bosnia and Herzegovina indicate similar findings. The 2019 Mediacentar survey “Media and Information Literacy in Bosnia and Herzegovina: Numerous Civil Society Initiatives and Lack of Public Policies” finds that most media and information literacy education programs in B&H are aimed at university students, then secondary and elementary school students. It is concluded that this is partly due to the assessed need for media literacy of precisely these target groups, as those who, on the one hand, are vulnerable to different influences and, on the other, are potential drivers of social change. However, they are also said to be the easiest target group in terms of organization, as they are motivated to participate in trainings and recruitment is often facilitated by the organization of trainings in collaboration with universities or schools. Trainings for parents are just an exception. In the civil sector training sessions conducted so far, special focus is placed on developing skills for critical understanding of media content. Other elements of media literacy, including training in media access, media content creation and civic participation in communication practices, are only to some degree a part of such education (Hodžić 2019).

A slightly older research on the role of NGOs from 2012, issued in the publication “Media Literacy in Bosnia and Herzegovina”, comes to similar conclusions. It was then established that there are a number of

non-governmental organizations in B&H that are more or less active in the field of media literacy promotion. Most often, there is only one specific aspect of media literacy covered, such as, for example, safety of children and young people on the internet, development of communication skills or development of critical content evaluation capabilities for a specific target group. No organization dealing solely with promotion of media literacy could be identified at the time. Specific activities include seminars, trainings and workshops with young people, creating a team of media literacy trainers, analyses and publications on media literacy, activities aimed at developing media literacy programs at higher education institutions, supporting media literacy research, promoting the concept of citizen journalists, activities aimed at promoting safe use of the internet and information and communication technologies, publishing analyses of media content, encouraging youth journalism, etc. The target groups of these activities are predominantly young people until the completion of higher education, then to a much lesser extent adults and children, while the elderly/seniors are not represented at all. Activities are mainly targeted at media users and media professionals, and to a lesser extent, teaching staff and parents. It was emphasized that better cooperation and coordination of activities is needed in order to cover all segments of media literacy and all target groups. As a weak point, the funding of these activities was identified, which must be secured and supported by the state (Tajić 2013).

The 2019 “Position Paper on National Media and Information Literacy Policies and Strategies in Bosnia and Herzegovina: Media and Information Literacy – A Time for a Strategic Approach” of the Institute for Social Science Research at the Faculty of Political Sciences, University of Sarajevo, points out that children and youth in B&H have very limited, if any, opportunities to gain skills and competencies needed for successful living in a digital age. In the context of examining the situation regarding media and information literacy in education in Bosnia and Herzegovina, the findings of the study “Public Policies in Media and Information Literacy in Europe” (Frau-Meigs et al. 2017) are important, with countries being classified into three categories based on the phase of development of media education and implementation of media literacy – beginning, advanced and fully developed category. Bosnia and Herzegovina was evaluated in the study as a country in the beginning phase of media literacy implementation because of the lack of an institutional definition of media literacy or a national media education policy and the lack of institutional bodies responsible for promoting and implementing media literacy projects.

Projects on children’s media literacy aimed directly at parents, i.e. having parents as a clearly defined target group, are much rarer. However, assuming that parents should be involved and/or aware of all school, extracurricular and home-based activities of children, the conclusion may be drawn that most projects aimed at children and young people also directly or indirectly involve parents, although that is sometimes not explicitly stated.

Based on an overview of interesting projects implemented in the countries of the region and the European Union in the past 10 or so years, ten types of projects on media literacy in the family can be differentiated. Below is an overview of these types of projects, as well as specific examples of projects that can serve as inspiration for development of activities in Bosnia and Herzegovina.

### 3.1. Web portals as an online resource center for parents

A very popular form are web portals, which serve as a source of information for parents about various aspects of the relationship between children and the media. Such portals often contain different types of material that can serve to deepen their knowledge, such as publications, infographics, video clips, etc., materials for working with children, such as guidelines for talking to children, educational games they can play together, etc., and tools such as content filters, contact forms to report inappropriate content, etc.

Project developers of such web portals that serve as resource centers are diverse. Most often they include the public sector in the form of institutions responsible for protection and welfare of children, regulators, ministries of education, numerous partners from the civil sector, and in some cases partners from the media industry and information and communication technologies industry. In addition to the web portals themselves, there are often other supporting channels of communication with parents, such as YouTube channels, social network profiles, etc.

A significant contribution of these sites is that parents and others interested can access in one place a variety of information and materials, which remain permanently available, unlike short-term activities or campaigns.

A special category of this kind of site are websites of national safer internet centers, which focus on various aspects of online child safety. These have been established under the European Union Safer Internet/Better Internet for Kids initiative. The tendency for such sites is that, in addition to various aspects of child protection, they also work to promote positive online content.

Good examples of such web portals are:

***[www.medijskapismenost.hr, Croatia](http://www.medijskapismenost.hr)***

In 2016, the Agency for Electronic Media of Croatia, in cooperation with UNICEF and other partners (Croatian Film Association, Croatian Audiovisual Center, Faculty of Political Sciences and Faculty of Dramatic Art), launched the first national multimedia web portal on media literacy, [www.medijskapismenost.hr](http://www.medijskapismenost.hr). The main objective of the project is to inform, educate and empower parents about media literacy. The portal covers a wide range of topics in the field of media literacy such as internet safety, the media and child development, violence and stereotypes in the media, etc. Resources come in a variety of formats – from recommendations, video clips, to informative articles and research overviews. Some of the material was originally made in other countries and adapted for Croatia.

***[Mediawijsheid.nl, Netherlands](http://Mediawijsheid.nl)***

[Mediawijsheid.nl](http://Mediawijsheid.nl) is an informative website for the general public, primarily for parents and teachers, run by Mediawijzer.net, a state-owned networking site for media literacy professionals. It offers brochures and other

informative materials on a variety of topics and media, such as social networks, correspondence, cell phones, gaming and virtual reality. Media Diamant is a series of publications for parents divided by age of children. The target groups are parents, teachers and children from 0 to 18 years. The project is run by Mediawijzer, a national media literacy network.

### ***Toolbox Media Education, Netherlands***

The Netherlands Youth Institute has found that information about media education that parents can find online, at least in the Dutch language, is located in many different places and too often focuses on topics from a protectionist perspective. In addition, it was found that there was a lack of practical tools and materials with which parents and educators could start working with children immediately. Toolbox Media Education was developed to fill these gaps. Material in the Toolbox covers a wide range of topics in the field of media education in a coherent and systematic manner. The material is based on proven facts and created based on the results of scientific research or direct consultations with experts.

### ***MediaNest, Belgium***

MediaNest is a public website that aims to support parents and grandparents interacting with children in the context of media use. The project covers three main topics: growing up with the media, cyberbullying and gaming/video games. Growing up with the media is a central theme. The website informs parents, interacts with them, directs them toward information and solutions to issues they have regarding media literacy and children. It starts with a positive attitude towards the media and parenting, but also deals with possible dangers. The project is run by Mediawijs (Flemish Knowledge Center for Digital and Media Literacy) with the participation of 20 partners.

## **3.2. Multi-day campaigns with diverse activities by different actors**

In recent years, the format of multi-day campaigns has been popular, with the aim of informing the general public and improving media literacy of children and parents. Such campaigns under a common slogan contain a number of diverse activities by different actors in this field. The advantage over individual organizations' campaigns is that through synergy, in terms of joint communication with target groups and the general public, they reach a large number of participants and achieve good results in raising public awareness. Good examples of such campaigns are:

### ***Media Toddler Days (Media Ukkie Dagen), Netherlands***

Media Toddler Days is a week-long campaign organized by the Mediawijsheid network every year since 2013 with the aim of raising awareness of the importance of media education for young children from 0 to 6 years of age. The campaign is aimed at parents and educators. Young children and even babies are increasingly exposed to screens, learning to use screens from an early age, and in some cases being very attached to their tablets. This development poses a new challenge for educators: traditional pedagogical wisdom seems outdated at times, so the need for knowledge about this new field grows. A Media Toddler Day consists of several activities, mostly organized in libraries, but also in nurseries, kindergartens and other preschool institutions. Among the projects are: Book-o-Matic, Appcafé for Toddlers, App Party, Digital Read-Out and Little Goose Gonnie on the iPad. The target groups are parents, educators and children from 0 to 6 years of age.

### ***Media Literacy Week, European Union***

European Media Literacy Week is a new initiative of the European Commission. The aim of the initiative is to emphasize the social importance of media literacy and to promote new initiatives and projects in the field of media literacy in the European Union, especially at regional and national level. During one week in March, a central event, a conference in Brussels, meetings and workshops were held. The most important part is certainly the opportunity for different actors to bring their activities to a common website and thus promote them. These activities are organized mainly during that week, but media literacy activities to be held during the year can also be uploaded. An interesting and important segment for international collaboration and sharing experiences is the European Media Literacy Award. This year, over 130 projects from different European countries were nominated and winners were announced in three categories: Award for the most innovative media literacy project, Award for the most educative media literacy project and Award for the media literacy project with the greatest European potential.

### ***Media Literacy Days (Dani medijske pismenosti), Croatia***

The Croatian Electronic Media Agency (AEM) and UNICEF in April 2018 developed and launched "Media Literacy Days", the largest media literacy project ever organized in Croatia. The aim of the project was to establish a platform that would encourage the gathering of different actors and their cooperation, to promote and organize sustainable media literacy projects and to raise public awareness of the importance of media education. Its sponsors and partners are: Ministry of Culture and Ministry of Science and Education, Croatian Academic and Research Network "CARNet", Croatian Film Association with its wide network of clubs and film literacy projects, Association for Communication and Media Culture – an NGO most active in media education, and the leading national media. Sixty-one cities hosted 160 workshops, lectures and panel discussions on media literacy, primarily aimed at children, youth and teachers. It is estimated that more than 6,500 children and about 660 adults from all over Croatia participated in the project. The project covered several segments – public lectures and workshops, development of digital educational material, publication of brochures for

parents and picturebooks for children, as well as holding workshops at leading media for selected schools. In collaboration with experts, educational material was created to enable lectures on media literacy to be given to children and young people in kindergartens, elementary schools and high schools, which downloaded this material from the website.

### **3.3. Institutional and expert information and recommendations for parents**

Of particular importance are materials and information for parents provided by state institutions or professional associations for protection and welfare of children and for the media. They are mostly in the form of informative materials and recommendations for parents. Given that professional services and professional associations guarantee the expertise and validity of the information, such materials are of particular importance to parents in terms of the reliability and credibility of the source and they give them a sense of security. We might say that it is the obligation of the state and the profession to provide parents with reliable and clear information and recommendations. Therefore, such projects are particularly important.

#### ***Screens and Children, Belgium, Brussels-Wallonia Region***

The project, run by the Office of Birth and Childhood in collaboration with the High Council for Media Education, involves organizing thematic campaigns for parents and professionals in the field of childhood and parenting on current topics related to health, education and development of children through multimedia campaigns, websites and TV programs (available on YouTube), as well as printing publications and posters on child development and the appropriate environment for children's needs. Based on a survey on parents' views, an information campaign was developed for professionals and families (parents and children) to help them develop critical understanding of the role of information and communication technologies in children's education even outside the school environment.

#### ***The Health Impacts of Screen Time: A Guide for Clinicians and Parents, United Kingdom***

In 2019, the professional association Royal College of Pediatrics and Child Health published guidelines entitled "The Health Impacts of Screen Time: A Guide for Clinicians and Parents." The guidelines are based on an analysis of results of existing research in this area and represent an important and reliable source of information for parents in dilemmas associated with exposing children to screens and media. In addition to the guidelines, infographics were also developed to provide parents with needed and reliable information in a straightforward way.

***Brochure “How to Protect a Child in the World of Internet, Network Technologies and Mobile Phones”, Croatia***

In 2018, the Croatian Regulatory Authority for Network Industries (HAKOM) released a brochure for parents and children entitled “How to Protect a Child in the World of Internet, Network Technologies and Mobile Phones”. Based on research conducted in Croatia and the main issues identified, the publication provides clear guidance on privacy protection, protection against inappropriate content, reporting mechanisms, peer violence and profile protection on the most popular networks and services in Croatia (Facebook, Snapchat, Instagram and YouTube).

### **3.4. Assisting parents and children in choosing positive content**

Along with education on the potential negative impacts of the media and information and communication technologies, as well as educating parents on how to assess the impacts and respond to potentially dangerous situations, also very important are campaigns to promote positive content. Campaigns like this have been evolving lately and may relate to different types of media. Their importance is extremely big because they give parents concrete help in selecting the right content.

***Seitenstark, Germany***

Seitenstark is a network of quality websites for children. The websites cover a wide variety of topics, from animals, nature, music, art, society, man, religion, literature, hobbies, creative work, etc. In addition to articles, videos and audio clips, the websites contain interactive elements, such as games, quizzes, etc. Each of the sites promoted on the Seitenstark network/website meets strict quality criteria, which include content of the site, data security and commercial aspect of the site. In addition, the website offers parents, teachers and other educators tips on media education, provides teaching ideas and offers numerous resources in the adult section of the website. In addition, the Seitenstark network is committed to ensuring that politics and society understand the importance of a quality online education offering for children and give it adequate support.

***Media Key, Finland***

Media-avain (Media Key) is an online service that helps parents of children ages 4 to 15 find the right movies for their children. It provides information on movies which is not provided in age suitability ratings, recommendations and trailers. As part of the project, experts evaluate what age category a particular film is adequate for and pay special attention to positive content, such as positive idols, success experience and thought-provoking stories. The evaluation criteria were developed by an expert committee of professionals in the fields of media education, age classification and categorization, and developmental psychology. The

project also encourages families to discuss positive and negative contents in the media, as well as thoughts and emotions evoked by movies. The project is run by Koulukino, the Finnish School Cinema Association.

#### ***Positive Online Content Campaign, European Union***

The aim of the project is to promote a better digital childhood for younger children, to encourage the creation of new tools and services, to provide positive examples of digital content for parents, children, teachers and especially content creators and producers. The project created, among other things, a database of positive online content, infographics, video clips and guidelines on positive online content for parents, teachers, educators and content creators. This gives parents the support to choose positive content. The project is run by members of the Insafe Network of Safer Internet Centers in Europe and the former POSCON (Positive Online Content and Services for Children in Europe) network.

#### ***Mediasmarties, Netherlands***

Mediasmarties is a web portal developed in 2004 with the aim of providing an overview of media for children by age group. The website provides information on media content and products, such as television programs, movies, games, applications and websites for children ages 1.5 to 11. The database contains over 1300 products. In addition to the database, parents are offered advice regarding media and children by age group. The project is run by Mediasmarties for the Ministry of Education, Culture, Science, Health and Welfare, and Sport.

#### ***Pan-European Game Information (PEGI), Europe***

The Pan-European Game Information (PEGI) age rating system was established to help parents in Europe make informed decisions when purchasing computer games. Since 2003, the system has replaced many national systems and is used in 35 countries. It is supported by leading manufacturers of video game consoles, such as Sony, Microsoft and Nintendo, as well as publishers and developers of interactive games in Europe. The Interactive Software Federation of Europe (ISFE) developed the system for age categorization. In addition to gaming categorization, it provides parents with categorization information, advice on choosing video games, setting game rules, potential dangers such as online game dating, in-app purchases and control tools available to parents.

### **3.5. Specific tips for crisis management and damage control**

Particularly problematic are situations where the child is already harmed. This can happen in case of involuntary or unwitting exposure of privacy, changes in the child's behavior due to acquired media habits, traumatization by consuming certain content, etc. These kinds of situations are quite complex and require a quick reaction from parents. For this reason, it is extremely important for parents and others who care for

children to have materials to help them quickly cope with crisis situations, giving them specific advice on how to proceed and where to look for help.

#### ***You got naked, Finland***

The printed and online brochure aims to encourage young people in situations where their images have been shared without their consent. The brochure contains information about images in the online sphere and provides a practical guide on what to do, who to contact and how to minimize damage in a situation where someone shares their images or videos without their consent. The publication was distributed in schools for prevention purposes in collaboration with teachers, local police and the social service. The target groups were children ages 12-15, parents and teachers and the project was run by the Danish Safer Internet Center and the Media Council for Children and Young People.

#### ***Mediaopvoeding.nl, Netherlands***

The website, in addition to information about children and the media, offers parents, educators and teachers the opportunity to ask questions answered by a team of experts in the given field. Topics cover a wide range of topics, from online security to relevant educational media content. The project is run by the Opvoeden.nl foundation.

### **3.6. Education for parents**

Popular formats of media literacy projects for parents certainly include different types of education. They can take the form of seminars, workshops, etc., online or offline, and cover different topics and levels of interactivity. Good examples of such education are:

#### ***Education for Parents “Children of Media”, Croatia***

Since 2010, the Association for Communication and Media Culture has been organizing, as part of the “Children of Media” (*Djeca medija*) project, numerous trainings for children, teachers and parents in elementary and high schools, libraries, various associations and parishes, with the help of a large number of volunteers. The lectures include presentations with numerous educational examples, as well as interesting positive and negative examples of media reporting and media use, which are essential for understanding the necessity of media education. In order not to reduce the lectures to a dry presentation by the lecturers, they are enriched with workshops appropriate for the participants’ age, thus encouraging their active and critical thinking about the media. Through discussions and by presenting opinions, participants are made aware of the consequences of misuse of the media and their impact on society/young people, such as rise in violence,

cyberbullying, etc., as well as the benefits of media in educating children and encouraging positive behaviors, such as understanding, respect and concern for others. This project is an extraordinary example of the power of the academic community in association with motivated volunteers and students and has received several important awards.

### ***Workshops for parents Blickwechsel.de, Germany***

In addition to resources for parents and teachers, the Blickwechsel Association for Media and Cultural Studies offers two-hour education for parents on children and the media. In these workshops, trained experts at the invitation of nurseries, kindergartens, schools and other institutions where children spend time educate parents and address their dilemmas. They also offer courses for children to improve their media literacy.

### ***Online trainings for parents Digital Citizenship 2020, Spain***

Digital Citizenship 2020 is an initiative that offers parents, teachers and children training sessions on digital content and tools for the new digital citizenship. The purpose of these trainings is to facilitate the informed use and consumption of audiovisual content appropriate to the needs of each group, reduce the digital gap separating parents and children and contribute to the empowerment of citizens. Since 2012, the project has contributed to increasing the information of audiovisual content users and thereby the protection of children as consumers of media content.

The project is run by iCmedia, Consumers Association and Media Users Association.

## **3.7. Resources for Working with Children at Home**

Parents are also greatly assisted by various resources developed for working with their children at home. They contain many educational elements, but are tailored to the language and style of communication of children. Interactivity is a particularly important component of such resources, as it especially attracts children. Good examples of such materials include:

### ***Happy onlife, European Union***

The European Commission's Joint Research Center has developed the Happy Onlife project. This is a toolkit, including a game for children, parents and teachers, aimed at raising awareness of the risks and opportunities offered by the internet and promoting the best online practices. Happy Onlife aims to empower teachers and parents to actively guide children to become smarter, more responsible and respectful when using digital media. It presents key messages about the use and overuse of digital technologies by children, the risks associated with the misuse of digital technologies, and provides simple and clear strategies of prevention,

mediation and remediation. Resources are concrete and very helpful for parents. The children's game can be downloaded through the application or played in physical form.

### ***Oline goes online, Denmark***

The Danish public service broadcaster, in cooperation with the Media Council for Children and Young People, has developed the "Oline goes online" project as part of the "Oline's Island" online world for children ages 3 to 6. It teaches children how to explore the online world and learn about the internet and how to use a computer. They look at pictures with Oline, sing songs and play games with her and her friends and can send messages to her. Children learn about positive behavior on the internet, virtual friends and privacy.

### ***A Picturebook about Media, Croatia***

"A Picturebook about Media – Media Literacy for Young Children" (*Slikovnica o medijima – medijska pismenost za najmlađe*) is part of an educational package for pre-school children, which was prepared, in cooperation with local experts, by the Agency for Electronic Media of Croatia and UNICEF for Media Literacy Days. The picturebook is devoted to children, parents, foster parents and educators. Its purpose is to provide the youngest children the opportunity to understand the media through one of the first lessons in media literacy, one about the difference between the media world and the real world. With the picturebook and adult guidance, children will learn this lesson through play and exploration. Copies of the picturebook are sent to kindergartens, NGOs, libraries and other institutions working with pre-school children, which have signed up for participation in the Media Literacy Days, and are available to everyone for download in electronic form.

## **3.8. Individual or series of public events**

A particularly popular format for children and young people are festivals or events in the public sphere, which combine a fun and educational character. They frequently have an accompanying educational component for parents and often a commercial nature. Examples of such projects include:

### ***GameOn Game Culture Festival, Lithuania***

GameOn is the first gaming culture festival in the Baltic states. This important campaign aimed to better explain the social, technological, creative and strategic background of the gaming culture to the general public. Computer and video games are often negatively perceived and discussed. That is why the organizers decided to bring together gamers, educators, video game industry experts and parents to unravel game-related myths and clarify the gaming culture. The new generation has made e-sport one of the largest industries on the planet. They spend their free time playing games online, watching professional players and YouTubers and dreaming

that they will follow in their footsteps. Most parents are disconnected from this new reality and would love to learn more about it, precisely because of the role it plays in their families. The festival is organized by YDX and other partners.

### ***Kinobalon, Slovenia***

Kinobalon is a movie education program for children and young people organized by Kinodvor Cinema in Ljubljana. The structure of the Kinobalon is based on the idea of family movies for children on weekends and during the holidays, which accompany workshops and a film school program for children and young people ages 3 to 18 on weekday mornings, followed by debates. These programs also have educational materials for parents and teachers and brochures on the various series that Kinobalon offers to children. To help teachers choose the right movie, Kinobalon also publishes a movie catalog before the school year begins.

### ***Balkan Tube Fest (BTF), Balkans***

BTF is a festival dedicated to fans of the YouTube culture and the most popular YouTubers in the Balkans.

The YouTube community has grown tremendously in the Balkans and around the world in the last few years. BTF is a direct gathering of YouTube stars from this region and their fans, as well as a review of the best clips of the past season. The festival is of regional character and brings together young people from the former Yugoslavia. The first three festivals were held in Belgrade from 2015 to 2017, while in 2017 the BTF was held in Sarajevo, with over 3000 participants, children, parents and YouTubers. In 2018, the BTF was held in Banja Luka. The BTF program takes place simultaneously on a big stage and a small stage, where lectures and panels are held, as well as on side stages, where meet and greets of YouTubers with fans are held, as well as various challenges and competitions. This commercial festival also has an educational component for both children and parents.

## **3.9. Collaboration projects between children, parents and teachers**

As explained above, many media literacy projects take place in schools, often outside regular teaching activities. Most often, to a greater or lesser extent, parents are involved in such projects. It might be working together to develop and test educational materials, establish rules, or deepen both parents' and children's knowledge through homework assignments. Below are several examples of such projects:

### ***MediaMasters, Netherlands***

MediaMasters is an interactive media literacy game with offline and online elements. The aim of the game is to raise awareness among teachers, parents and students about media literacy topics. Playing the game, students in the last two grades of elementary school develop media literacy competencies by working

together to solve problems related to media, working on media literacy assignments, creating media content together and discussing media literacy topics. The online game is played in the classroom, at school and at home. Topics that students cover are: social networking, coding, cyberbullying prevention, vlogging and online collaboration. The Royal Library of the Netherlands, as a key partner, has developed a special element of the game on information literacy. Students must use it and improve their media literacy skills and learn from each other to complete the game as a class. The game is played by over 100,000 students each year during the Dutch Media Literacy Week in November. It is aimed at teachers, parents and students ages 10 to 12 and is run by Netwerk Mediawijsheid with the support of the European Commission's Better Internet for Kids initiative.

#### ***Children, teachers and parents against hate speech and discrimination, Bulgaria***

In the first part of this project, the Bulgarian Safer Internet Center developed ten preparatory materials for elementary school students. The teaching materials provided for various extracurricular activities involving children, teachers and parents. In this way, parents were able to actively help develop their children's new skills. In the second part of the project, the finalized teaching materials were tested in four schools in Sofia, two of which have students from different ethnic groups. The testing resulted in valuable indicators for the development of methodological guidelines that were presented to teachers in different elementary schools.

#### ***Smartphone, Germany***

The aim of the Smartphone project, held at a high school, was to bring children, teachers and parents together to become aware of their mobile phone habits and in a democratic process define and adopt rules for the use of smartphones in school. First, each class critically discusses the use and importance of smartphones and then together sets its rules for using the phone at school during breaks. Afterwards, class representatives present their rules at a meeting with teaching staff and parents and, in a democratic process involving over 1000 participants, make common rules that include what is important to students as well as teachers and parents. Finally, sanctions for rule violations are defined. The project is the recipient of the distinguished Dieter Baack Prize for media education. It was developed by the state regulator Bremische Landesmedienanstalt and the Service for Youth Issues in collaboration with the Oberschule Findorff school and Lidice Haus.

### **3.10. Research**

And the last but not least important category of media literacy projects in the family is research. Namely, research on the media habits and media literacy of children and parents, as well as on the attitudes of parents regarding the media habits of children, is an important prerequisite for the development of such projects, as they provide an overview of the situation specific to each country. By participating in research, children and

parents simultaneously become aware of their media habits and attitudes towards the media and learn about segments of media and their relationship to media that they were unaware of. After the completion of research, the results are usually presented to families and other stakeholders involved in media literacy projects. Good examples of such research are:

### ***OFCOM media literacy research program, United Kingdom***

The UK Ofcom (Office of Communications) regulator, which is responsible for audiovisual media services, radio and telecommunications, among others, has a legal obligation to promote media literacy. It does so primarily through comprehensive and continuous research in the field of media literacy, in which it is one of the world's most respected actors. The goal of media literacy research is to gain a thorough insight into attitudes, understanding and motivations, as well as the roles that the media plays in people's daily lives. Two of five regular studies relate specifically to children: "Children and Parents: Media Use and Attitudes Report", an annual survey of children ages 3-15 and their parents; and "Children's Media Lives", an annual qualitative study which follows 18 children and their media habits. The research findings are presented and discussed with the general public and serve as a basis for policy making and further activities.

### ***Survey "Children, Parents and Media", Montenegro***

As part of a media literacy campaign for the needs of the Agency for Electronic Media of Montenegro and UNICEF, the survey "Children, parents and media" was carried out in 2018. This large and important survey was conducted on a nationally representative sample of 1,050 parents of children ages 4 to 17 years and 655 children ages 9 to 17, through a questionnaire completed in households across Montenegro, providing insight into the media habits of children in Montenegro by age, the media literacy of parents and parents' attitudes. The survey served as a basis for developing further activities of the Electronic Media Agency and UNICEF in this area.

### ***EU Kids Online, European Union***

EU Kids Online is a multinational research network run by the London School of Economics (LSE) and funded by Better Internet for Kids, a European Commission program. The aim of the network is to enhance knowledge of European children's online opportunities, risks and safety. It uses multiple methods to map children's and parents' experience of the Internet and collaborates with national and European policy stakeholders. It works to promote a safer online environment for children. The network carries out and publishes surveys on children and online media and research articles on topics related to children and media, media education, parenting, etc.

## 4. RECOMMENDATIONS FOR IMPLEMENTATION OF MEDIA LITERACY PROJECTS IN THE FAMILY IN BOSNIA AND HERZEGOVINA

As shown in the previous chapter, media literacy projects targeting families in Bosnia and Herzegovina are rare for now. Parents and children, especially those who are not yet covered by compulsory education, have few opportunities to acquire the skills and competencies required to successfully live in the digital age. There is no comprehensive and representative research on the media habits of B&H children and parents' attitudes, which would give insight into the specific situation in the country and provide a foundation for further activities. Specialized web portals that provide parents, children and other interested parties with relevant information about children and the media currently exist only in the field of cyber security. Civil society activities in the form of education and other activities aimed at raising the awareness and knowledge of parents and children, as well as development of relevant materials for parents and children, are present, but should be much more intensive given the importance and role of the media in the lives of children and families. Collaboration of stakeholders from different sectors could be more intense and the lack of availability of developed resources for the public is also problematic.

In line with the described situation, the following facts should be taken into account when designing and implementing family media literacy projects in Bosnia and Herzegovina:

- **Families, parents and children are heterogeneous groups**, comprising individuals of different characteristics. A particularly important factor when planning activities is the **age of the child** to whom the activities relate. However, the **diversity of families** should also be kept in mind, both in terms of family size and constellation, education and interest in a particular topic, as well as the financial and technical resources available to them, the style of parenting they practice, the amount of leisure time and how the family uses it.

- Most projects are aimed at school-age children, among other things because they are most easily reached by existing structures through schools, extracurricular activities, workshops of different NGOs, etc. It is necessary to develop projects that **address the needs of different age categories of children**, taking into account their level of cognitive and moral development. Activities should therefore be conceptualized for children and parents from birth until the end of adolescence, when young people take responsibility for their relationship with the media.

- **Children with developmental disabilities** represent a particularly vulnerable category and it would be desirable to adapt the projects to the diverse specificities of this heterogeneous target group, for which appropriate use of the media may be of particular importance.

- The role of parents in mediating between the media and children changes as children grow. It is desirable that parents at every age of the child, together with their children, learn and make decisions about the role

that the media and information technologies have in their lives. Therefore, it would be positive if all projects, including those involving teenagers, had a **supporting component for parents**.

- A **balance between a protectionist approach and empowerment of parents and children** needs to be struck. Focus should be placed equally on the potential risks and the opportunities that the media and information and communication technologies offer for personal development. The message given to parents should not only be that their responsibility is the safety and well-being of children, but also that they are the key helpers for the child to make the maximum progress and utilize all the potential of the media and information and communication technologies for various aspects of personal development, including education, preparation for the labor market, social contacts, quality leisure time and development of creativity. Children and parents need to learn together, bond and create together using digital media. What is important in this regard is:

- offering parents and children **basic knowledge of both the positive aspects and the potential risks** of the media and information and communication technologies,
- providing specific advice regarding **smart technology choices for households**,
- providing specific advice for the **evaluation and selection of appropriate media content**,
- assisting in the **selection of an appropriate strategy of mediation between children and the media**,
- providing specific **advice for solving potential problems and crises**,
- using **communication channels and language familiar to children and parents**, such as video clips, games, etc., and making activities as interactive as possible.

- Good examples of different types of media literacy projects presented in this analysis can serve as an idea for developing similar initiatives in Bosnia and Herzegovina. Especially the pan-European projects and the materials created in these projects can be adapted relatively easily and these resources should definitely be used. However, **all available data on the specificities of children, parents and the media in Bosnia and Herzegovina should also be taken into account**. It is therefore important to encourage research in this area in Bosnia and Herzegovina, of which, unfortunately, there is very little. The structure of projects and the actors who will implement them depend heavily on the existing structures in the country, starting with the existence and mandates of various institutions dealing with child and family support, the organization and interest of the media industry and the industry of information and communication technologies and consumer protection organizations, the activities and interest of the scholarly community and the position of available volunteers.

- An **interdisciplinary approach** to this subject is of great importance. It is therefore necessary to **work together with other actors in this field** wherever possible. The most important actors include educational professionals such as kindergarten educators, teachers and professors, student and parent councils, librarians, pedagogues, psychologists, pediatricians, defectologists, representatives of the academic community, experts in the field of communication science, media pedagogy, lifelong learning and adult education, public institutions responsible for the welfare of children and the media and information and communication technologies such as regulators, ministries of communication and education, ombudsmen for children, national bodies such as

the Safe Internet Center, etc., as well as representatives of the media industry and industry of information and communications technologies, including media content producers. **Cross-sectoral cooperation** between public institutions, the civil sector and the economy is of particular importance and potency. Official institutional recommendations are especially important for parents in terms of the credibility of sources and reliability of provided information.

- **Continued availability of produced materials to the general public** should be ensured. For this purpose, the practice of creating national resource centers as a form of cooperation between public institutions, the civil sector and, in some cases, representatives of the economy has proven to be good. Most often in the form of web portals, they provide information to parents and families, as well as professionals from various fields dealing with children and the media.

- In order to ensure adequate continued support for those who are implementing activities of media literacy in the family, who mostly come from the civil sector, it is essential to work simultaneously on **advocating for greater integration of media literacy into appropriate strategic documents and policies**. This will contribute to stronger engagement and greater resources for the public sector and support to all other actors in this field.

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## ABOUT THE AUTHOR

LEA ČENGIĆ, BORN TAJIĆ, received a master's degree on the topic of media literacy from the Faculty of Political Sciences in Sarajevo in 2012. Since 2009, she has been employed by the Communications Regulatory Agency of Bosnia and Herzegovina. As an editor, author and co-author, she published a number of publications on media and media literacy, with a particular focus on media regulation, EU media law, media literacy and child protection, and media education. She is also the author of the first media literacy study in B&H entitled "Media Literacy in Bosnia and Herzegovina", published in 2013. She attended training for media literacy trainers at the US Center for Media Literacy and held numerous trainings on media, media regulation, media literacy and child protection. Since 2011, she has actively participated in the promotion of a safer and better internet by participating in marking Safer Internet Day. She is active in delivering presentations at conferences and other professional meetings in the country and abroad on media and media literacy, with particular emphasis on media regulation, EU media law, media literacy and child protection. She is married and the mother of one daughter.

<b>European Internet for Kids (BIK)</b>	European Union	European Internet for the European Commission	European Internet for Kids (BIK) is a platform for enhancing children's online safety and good practices among national Safer Internet Centers (SICs) as well as for providing services to their end users, parents, the industry, etc. In line with the European Commission's Strategy for a Better Internet for Kids, the platform's primary vision is to create a better internet for children and young people by increasing access to quality resources for children and young people, educators, parents and the industry, building awareness and capacity, creating a safe environment, youth, parents, educators, industry	platform with resources and links to national safer internet centers
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			children and parents, as well as other actors, in the following ways: 1. Through awareness and information centers for children, parents and teachers on better and safer use of the internet with various resources; 2. Through helpline contact services that provide information and advice and help children, young people and parents deal with harmful or inappropriate content, contact (e.g. grooming) and behaviors such as cyberbullying or sexting; and 3. Through hotlines for receiving and managing reports and information about online illegal sexual abuse of children. The Safer Internet Day and Positive Online Content Campaign are held within this initiative.			
Positive Online Content Campaign	European Union and wider	Members of Insafe network of safer internet centers in Europe and former network POSCON (Positive Online Content and Services for Children in Europe)	The aim of the project is to promote a better digital childhood for younger children, to encourage the creation of new tools and services and to provide positive examples of digital content for parents, children, teachers and especially for content creators and producers. The project created, among other things, a database of positive online content, infographics, video clips and guidelines on positive online content for parents, teachers, educators and content creators.	Parents, teachers, content creators	Campaign, database of positive sites, educational resources	<a href="https://www.betterinternetforkids.eu/web/positiveonlinecontent/campaign">https://www.betterinternetforkids.eu/web/positiveonlinecontent/campaign</a>
Happy Onlife	European Union	Joint research center of the European Commission	Happy Onlife is a range of tools, including a game for children, parents and teachers, which aims to increase awareness of the risks and opportunities offered by the internet and to promote best online practices. Happy Onlife aims to empower teachers and parents to actively guide their children to become smarter, more responsible and more respectful when using digital media. It presents key messages about the use and overuse of digital technologies by children, the risks associated with the misuse of digital technologies and provides simple and clear strategies for prevention, mediation and assistance. The resources are concrete and very helpful for parents. The game for children can be downloaded via the application or played in physical form.	Children ages 8-12, parents, teachers	Game, various resources	<a href="https://web.jrc.ec.europa.eu/happyonlife/">https://web.jrc.ec.europa.eu/happyonlife/</a>
Pan-European Game Information (PEGI)	Europe	PEGI s.a. company	The Pan-European Game Information (PEGI) age rating system was established to help European parents make informed decisions when purchasing computer games. Since 2003, the system has replaced many national systems and is used in 35 countries. It is supported by leading manufacturers of video game consoles such as Sony, Microsoft and Nintendo, as well as publishers and developers of interactive games in Europe. The Interactive Software Federation of Europe (ISFE) developed the system for age categorization. In addition to categorizing games, it provides information to parents about categorization, advice for parents on choosing video games, setting game-related policies, potential dangers such as online game dating, in-app purchases and parental control tools.	Parents, children	Advice for parents, age categorization system for videogames	<a href="http://www.pegi.info">www.pegi.info</a>
EU Kids Online	European Union	London School of Economics (LSE)	EU Kids Online is a multinational research network funded by the European Commission's Better Internet for Kids program. The aim of the network is to increase knowledge about online opportunities, risks and safety of children in Europe. It uses a variety of methods to map the experiences of children and parents with the internet and collaborates with stakeholders involved in policymaking at national and EU level. Works to promote a safer online environment for children.	Parents, children, teachers, public, media policymakers	Research projects on children and online media, research articles on topics related to children and media, media education, parenting, etc.	<a href="http://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online">http://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online</a>
European Media Literacy Week	European Union	European Commission	European Media Literacy Week is a new initiative of the European Commission. The aim of the initiative is to highlight the social importance of media literacy and to promote new initiatives and projects in the field of media literacy in the European Union, especially at regional and national level. During one week of March, a central event, a conference in Brussels, as well as meetings and workshops, are held. The most important feature is certainly the opportunity for different actors to bring their activities to a common website. These activities are organized mainly during that week, but other activities may be uploaded as well. An interesting and important segment for international collaboration and sharing of experiences is the European Media Literacy Awards 2019. This year, over 130 projects from different European countries were nominated and winners were announced in three categories: award for the most innovative media literacy project, award for the most creative media literacy project and award for the media literacy project with the greatest European potential.	General public	Campaign with different activities by various actors, award for projects	<a href="https://ec.europa.eu/digital-single-market/en/news/european-media-literacy-week">https://ec.europa.eu/digital-single-market/en/news/european-media-literacy-week</a>
Wild Web Woods	Europe	Council of Europe	The Wild Web Woods game is designed to help children properly learn the rules of internet safety, using stories from fairy tales that are well-known to them, and to get through the various dangers to the famous city of Komet. The game is basically aimed at children ages 7 to 10 years and is featured on the Council of Europe website in several languages. The game is conceived in the spirit of the Council of Europe's program "Building Europe for Children and with Children", with the aim of promoting the rights of children and providing protection against all forms of violence, including dangers that lurk online. The game is also based on the fundamental principles of the Council of Europe to reduce children's dependency on the internet, in accordance with the principles of the recently adopted Council of Europe Convention on the Protection of Children Against Sexual Exploitation and Sexual Abuse.	Children, parents	Interactive game	<a href="http://www.wildwebwoods.org/popup.php?lang=ba">http://www.wildwebwoods.org/popup.php?lang=ba</a>
Les enfants et les écrans (Children and Screens: An Information Campaign)	Belgium, Brussels-Wallonia Region	Office of Birth, and Childhood in collaboration with the High Council for Media Education	Organization of thematic campaigns for parents and professionals in the field of childhood and parenting on current topics related to the health, education and development of children through multimedia campaigns, websites and TV programs (available on YouTube), as well as printing of publications and posters on child development and environment that fits children's needs. Based on research on parents' attitudes, an information campaign for professionals and families (parents and children) was created to help them develop critical understanding of the role of ICT in children's education and outside the school environment.	Professionals, parents, children	Recommendations, infocom-paigns, video clips	<a href="https://www.one.be/public/6-12-ans/vie-de-famille/les-ecrans/">https://www.one.be/public/6-12-ans/vie-de-famille/les-ecrans/</a>
MediaNest	Belgium	Mediawijs (Flemish Knowledge Center for Digital and Media Literacy) with the participation of 20 partners	MediaNest is a public website that aims to support parents and grandparents interacting with children in the context of media use. The project covers three main topics: 1) growing up with the media; 2) cyberbullying; 3) gaming/video games. Growing up with the media is a central theme. The website informs parents, interacts with them and directs them to information and solutions to issues they have regarding media literacy and children. It starts with a positive attitude towards the media and parenting, but also deals with the possible dangers.	Parents, grandparents	Website with resources for parents	<a href="https://www.medianest.be/">https://www.medianest.be/</a>
Children, Teachers and Parents against Hate Speech and Discrimination	Bulgaria	Bulgarian Safer Internet Center (SIC)	In the first part of the project, ten preparatory materials for education of elementary school students were developed. The teaching materials included various extracurricular activities involving children, teachers and parents. In this way, parents were able to actively help develop their children's new skills. In the second part of the project, the finalized teaching materials were tested in four schools in Sofia (two of which have students from different ethnic groups). The testing resulted in valuable indicators for the development of methodological guidelines that were presented to elementary school teachers.	Children, teachers, parents	Teaching material, pilot project in schools	<a href="https://www.safenet.bg/en/trainings">https://www.safenet.bg/en/trainings</a>
Deti a media (Children and Media)	Czech Republic	Czech regulator for radio and television broadcasting (RRTV)	A website set up to serve as a platform for presentation and exchange of experts' opinions, serving as a source of information for parents, teachers and other educators interested in the negative impact media can have on children. Contains information for parents on issues related to television broadcasting legislation and risks related to children and television.	Parents, teachers, educators	Website with information on the impact of television on children	<a href="http://www.deti-a-media.cz">www.deti-a-media.cz</a>
Seitenstark	Germany	Seitenstark e.V., association in the framework of the initiative "Gutes Aufwachsen mit Medien" (Growing Up Well with Media)	Seitenstark is a network of quality websites for children. The websites cover a wide variety of topics from animals, nature, music, art, society, man, religion, literature, hobbies and creative work, etc. In addition to articles, videos and audio, the websites contain interactive elements such as games, quizzes, etc. Each of the sites promoted on the Seitenstark network meets strict quality criteria, covering the content of the site, data security and commercial aspect. In addition, the site offers parents, teachers and other educators tips on media education, provides ideas for teaching and offers numerous resources in the adult section of the site. In addition, the Seitenstark Network is committed to ensuring that politics and society understand the importance of a quality online education offering for children and give it adequate support.	Children, parents, teachers, pedagogues	Website as a resource center for children, parents, teachers	<a href="https://www.seitenstark.de/">https://www.seitenstark.de/</a>
Smartphone project	Germany	State regulator Bremische Landesmedienanstalt, Service for Youth Issues in collaboration with the Oberschule Findorff and Lidue Haus	The aim of the Smartphone project, held at a secondary school, was to bring together children, teachers and parents to become aware of their mobile phone habits, and together, in a democratic process, to define and adopt rules for using smartphones in school. First, each class critically discusses the use and importance of smartphones and then together sets its rules for using the phones at school during break. Afterwards, the class representatives, at a meeting with teaching staff and parents, outline their rules and, in a democratic process involving over 1000 participants, make common rules that include what is important to students as well as teachers and parents. Finally, sanctions for rule violations are defined. The project is the recipient of the distinguished Dieter Baack Prize for Media Education.	Children, teachers, parents	School project	<a href="https://www.dieter-baack-preis.de/preistrager/detail/smartre-regelnstatt-verboten-smartphone-projekt/">https://www.dieter-baack-preis.de/preistrager/detail/smartre-regelnstatt-verboten-smartphone-projekt/</a>
Blickwechsel.de	Germany	Blickwechsel association	In addition to resources for parents and teachers, the Association for Media and Cultural Studies offers two-hour education sessions for parents on the subject of children and the media, where trained professionals, at the invitation of nurseries, kindergartens, schools and other institutions where children spend time, educate parents and address their dilemmas. They also offer courses for children to improve their media literacy.	Teachers, parents, children	Various materials, workshops for parents, workshops for children	<a href="https://www.blickwechsel.org/">https://www.blickwechsel.org/</a>
Oline goes online	Denmark	Danish public broadcasting service in cooperation with the Media Council for Children and Young People	"Oline goes online" is part of the "Oline's Island" online world for children ages 3 to 6. It teaches children how to explore and learn about the world of the internet and how to use a computer. They look at pictures together with Oline, sing songs and play games with her and her friends and can also send her messages. Children learn about positive behavior on the internet, virtual friends and privacy.	Children ages 3-6, parents	Interactive website for children	<a href="https://www.saferinternetday.org/resources/gallery?resourceId=4241">https://www.saferinternetday.org/resources/gallery?resourceId=4241</a>
So you got naked online? (Har du været nøgen på nettet?)	Denmark	Danish Safer Internet Center and Media Council for Children and Young People	The printed and online brochure aims to encourage young people in situations where their images have been shared without their consent. The brochure contains information about images in the online sphere and provides practical guidance on what to do, whom to contact and how to minimize damage in a situation where someone shares their images or videos without their consent. The publication was distributed to schools for prevention purposes in collaboration with teachers, local police and the social service.	Children ages 12-15, parents, teachers	Printed and online brochure	<a href="https://redbarnet.dk/skole/sikkerchat/nyt-frasikkerchat/har-du-været-nøgen-paa-nettet-nyt-materiale-til-boern-og-unge/">https://redbarnet.dk/skole/sikkerchat/nyt-frasikkerchat/har-du-været-nøgen-paa-nettet-nyt-materiale-til-boern-og-unge/</a>
There is so much parents don't understand... – what I must know when my child is online	Denmark	Media Council for Children and Young People in cooperation with NGOs	The publication for parents of children ages 7-12 presents a combination of information, recommendations/guidelines and advice on how to deal with children's online experiences, habits and behaviors, as well as their privacy. The guide also contains links to short animated films and interviews with children, parents and one of Denmark's leading researchers in the field. The publication contains information on the latest research into children's media habits in Denmark.	Parents of children ages 7-12	Printed and online brochure, short animated video clips	<a href="https://issuu.com/detfii/docs/foeraelreguide?e=1006250/30827420">https://issuu.com/detfii/docs/foeraelreguide?e=1006250/30827420</a>
Chaval	Spain	Red.es institution responsible for implementation of the Digital Agenda in Spain	The Media Literacy Improvement Project has since 2002 supported safe digital behavior of children. It informs parents, teachers/educators and children about the risks of new technologies. It educates and trains children to use new technologies appropriately and overcome challenges and risks. It directs children to seek advice from parents and teachers when they need it and promotes collaboration between children, parents and teachers on this topic.	Children, parents, teachers	Web portal with a variety of resources	<a href="http://www.chaval.es">www.chaval.es</a>
Digital Citizenship 2020	Spain	iCmedia (Consumers Association and Media Users Association)	Digital Citizenship 2020 is an initiative that offers parents, teachers and children training in digital content and tools for new digital citizenship. The purpose of these trainings is to increase the awareness of each of these target groups when using, i.e. viewing audiovisual content in accordance with the needs of that category of the population, reducing the digital gap between children and parents and contributing to empowering citizens. Since 2012, this project has contributed to the advancement of knowledge of audiovisual content users and thus to the protection of children as users of media content.	Parents, teachers, children	Web portal, training programs	<a href="http://www.icmedianet.org/es/inicio/">http://www.icmedianet.org/es/inicio/</a>
Media-avain/Media Key	Finland	Koulukino, Finnish association of school cinemas	Media-avain ("The Media Key") is an online service that helps parents of children ages 4 to 15 find the right movies for their children. It provides information on movies which is not provided in age suitability ratings, recommendations and trailers: the project evaluates what age category a particular movie is adequate for and pays special attention to positive content such as positive idols, success experiences and thought-provoking stories. The evaluation criteria were developed by an expert committee of professionals in the fields of media education, age classification and categorization and developmental psychology. The project also encourages families to discuss positive and negative contents in the media, as well as thoughts and emotions evoked by movies.	Parents of children ages 4-15	Website with database	<a href="http://www.media-avain.fi/english-frontpage/">http://www.media-avain.fi/english-frontpage/</a>
Multimedia portal medijskapsimenost.hr	Croatia	Agency for Electronic Media of Croatia in cooperation with UNICEF and other partners	In 2016, the Agency for Electronic Media of Croatia, in cooperation with UNICEF and other partners (Croatian Film Association, Croatian Audiovisual Center, Faculty of Political Sciences and Faculty of Dramatic Art) launched the first national multimedia web portal on media literacy, medijskapsimenost.hr. The main objective of the project is to inform, educate and empower parents with regard to media literacy. The web portal covers a wide range of media literacy topics such as: safety on the internet, media and child development, violence and stereotypes in the media, etc. Resources come in a variety of formats, from recommendations, video clips, to informative articles and research overviews. Some of the material was originally made in other countries and adapted for Croatia.	Parents, children, teachers	Multimedia web portal	<a href="http://www.medijskapsimenost.hr">www.medijskapsimenost.hr</a>
Children of Media (Djeca medija)	Croatia	Association for Communication and Media Culture	The project "Children of Media" was created on the basis of a joint initiative of the organizers and students of the Matica Hrvatska School of Communication, organized jointly since 2008 by Matica Hrvatska, University of Zagreb Croatian Studies and Faculty of Political Sciences. The Matica Hrvatska School of Communication provides additional extracurricular multidisciplinary training in the field of media intended for the best students in their final years of study in communication science and journalism at the University of Zagreb. The goal and purpose of the "Children of Media" project is to provide systematic education on media, primarily media in Croatia, and to encourage the development of aware users who consume the media content they choose with an understanding and a critical distance. The project is aimed at a number of target groups comprising the academic community (students and teachers), children and young people, national minorities, educational institutions, the general population of citizens, families and parents. In addition to various educational workshops in schools, kindergartens, libraries and other public spaces, as well as radio shows on media literacy topics, the Association for Communication and Media Culture is very active on its official website and social networks. Online activities include publishing educational, entertaining and authoring content, summaries of interesting print and online articles, and audio and video material intended for all generations, with the aim of raising awareness of the importance of media literacy.	Children, university students, parents, teachers	Educational workshops, educational material, radio shows	<a href="http://www.djecamedija.org/mrezena-stranica/">http://www.djecamedija.org/mrezena-stranica/</a>
MOPED – Media Literacy and Civic Education Program	Hungary	Televele – Media Education Association	The association founded by teachers and psychologists deals with the promotion of media education in Hungary. In several stages of the MOPED Media Literacy and Civic Education project, activities were organized in several Hungarian cities for children from kindergartens and first grades of elementary school (ages 5-12), their educators/teachers and parents. An educational package of materials was developed to show how media literacy and democratic culture can be promoted in the early years of life. The aim was to educate educators and teachers and form parents' views regarding the media literacy of young children through: elaborating on children's media experiences, introducing media literacy in early childhood, linking media literacy and strengthening of democratic values, providing practical assistance in developing media literacy in kindergartens and elementary schools, working with parents and enhancing their knowledge and skills in the field of media pedagogy in daily life. The program developed curriculum materials for three age groups (5-6, 9-10, 11-12 years). In addition to detailed preparation for classes with multimedia tools, the package also contains additional materials on methodology, psychology and how to use media with children. The main topics of the program were: improving the use of media with a reflective and critical attitude, learning media codes and how to read different media content, learning about the social role of media, how to use the internet and virtual space. At the end, a network of educators/teachers who underwent training was formed.	Children ages 5-12, kindergarten teachers, school teachers, parents	Training programs, resources, network, web portal	<a href="http://televele.hu/moped/">http://televele.hu/moped/</a>
GameOn Game Culture Festival	Lithuania	YDX and other partners	GameOn is the first gaming culture festival in the Baltic States. This important campaign aimed to better explain the social, technological, creative and strategic background of the gaming culture to the general public. Computer and video games are often negatively perceived and discussed, which is why the organizers decided to bring together gamers, educators, video game industry experts and parents to unravel game-related myths and explain the gaming culture. The new generation has made e-sports one of the largest industries on the planet. They spend their free time playing games online, watching professional players and YouTubers and dreaming that they will follow in their footsteps. Most parents are disconnected from this new reality and would love to learn more about it, precisely because the role it plays in their families.	Children, parents, gaming industry	Festival	<a href="https://gameonfestival.com">https://gameonfestival.com</a>
Media Toddler Days (Media Ukkie Dagen)	Netherlands	Mediawijsheds network	Media Toddler Days is a week-long campaign organized annually since 2013 to raise awareness of the importance of media education of young children from 0 to 6 years of age. The campaign is aimed at parents and educators. Young children, even babies, are increasingly exposed to screens, learning to use screens from an early age and, in some cases, are very attached to their tablets. This development poses a new challenge for educators: traditional pedagogical wisdom seems outdated at times and the need for knowledge about this new field grows. Media Toddler Days consist of a number of activities, mostly organized in libraries, but also in nurseries, kindergartens and other pre-school institutions. The projects include: Book-o-Matic, Appcafe for toddlers, App Party, Digital Read-Out and Little Goose Gonnie on the iPad.	Parents, education workers, children ages 0-6	Campaign with a variety of activities	<a href="https://www.mediaukkiedagen.nl">https://www.mediaukkiedagen.nl</a>
Mediawijzher.net	Netherlands	Mediawijzher network	The Dutch media literacy network Mediawijzher.net was founded in 2008. It has five founding partners and brings together over 1100 collaborating partners across the network. There are two main goals of the network: 1. Raising awareness of media literacy and media education, and 2. Encouraging network partners to create new services, projects and materials for development of media literacy. It organizes annual campaigns for schools, parents and children. It also organizes professional conferences, seminars and expert meetings. It encourages and funds research projects, prints publications and encourages exchanges between partners.	Parents, teachers, children, expert public	Website with diverse resources, research documents, publications, audiovisual material, teaching material, campaigns, projects, education programs	<a href="http://www.mediawijzher.net">www.mediawijzher.net</a>
Mediawijsheds.nl	Netherlands	Mediawijsheds state media literacy network	Mediawijsheds.nl is an informative website for the general public, primarily for parents and teachers, run by Mediawijzher.net, the statewide networking site for professionals in media literacy. It provides brochures and other informative materials on various topics and media, such as social networks, correspondence, mobile phones, gaming and virtual reality. Media Diamond is a series of publications for parents divided by age groups of children.	Parents, teachers, children ages 0-18	Web portal with material for parents and teachers	<a href="http://www.mediawijsheds.nl">www.mediawijsheds.nl</a>

