

PARLIAMENTARY ASSEMBLY OF THE COUNCIL OF EUROPE

Report

Doc. 8753 – 6 June 2000

Media education

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Summary

The individual in the information society lives immersed in a world of media messages but is he or she really better informed and capable of distinguishing between reality and what is presented in the media? For many young people, whose ability to make value-based judgements is not yet well developed, the modern media are their "virtual reality", where the best and the worst can be done and undone. On a global level, there is a serious risk of a new form of social exclusion for those who cannot communicate through the media and/or are unable to assess its content critically.

The report stresses the need for promoting media education in order to create a critical and discerning attitude towards the media and to train citizens to make their own judgements on the basis of the available information. Media education should be aimed at children, parents and teachers and should be a life-long process that requires a co-ordinated approach involving also non-governmental organisations and media professionals.

I. Draft recommendation

1. With the advent of the information society, the individual of today lives immersed in a world of media messages. Seemingly, there are no limits to the amount of information available.

2. However, new challenges arise. Firstly, the new media offer countless sources of information and in an unprecedented way allow anyone to create messages in the public space. Getting orientated in the huge mass of information becomes increasingly difficult. Problems derive not just from the sheer mass but from the very nature of communications. Media reality is not the "real" reality. But in a world dominated by media culture the boundaries between fact and fiction often become blurred.

3. For many children and young people, though, modern media and especially the Internet are more than just a means of learning about the world. They are their world, their "virtual reality", where everything, the best and the worst, can be done and undone. Young people often are much more eager than adults to handle new technologies and are more at ease with them, whilst their discerning capacities and their ability to make value-based judgements are not yet well-developed.

4. Teachers and parents are often helpless when trying to reconcile their own living and professional experi-

ence with the media experience of their children. Many adults find it increasingly difficult even for themselves to cope with the pervasive change brought about by modern communications.

5. On a broader scale, the media by their nature are capable of influencing attitudes and behaviour in society. There is enough evidence in Europe that free and independent media are a real power in promoting democratic change, while in the hands of totalitarian forces they can become tools for inciting ethnic hatred and imposing stereotypes. It is often also claimed that there is a strong link between the increasing cases of violence and violent television and Internet images or computer games.

6. Globalisation and media convergence, along with all the formidable possibilities that they offer, also give rise to new concerns: overflow of information; uniformity caused by the unequivocal dominance of one language and one culture over the new media; increasing commercialisation. There is also a serious risk of a new form of social exclusion for those who cannot communicate through the media and/or are unable to assess its content critically.

7. European democracies have many tools at their disposal to respond to the challenges posed by this-changing society. The present situation, however, shows that there is an urgent need also to develop more decisive and radical educational measures promoting active, critical and discerning use of the media: in other words, developing media education.

8. Media education can be defined as teaching practices which aim to develop media competence, understood as a critical and discerning attitude towards the media in order to form well-balanced citizens, capable of making their own judgements on the basis of the available information. It enables them to access the needed information, to analyse it and be able to identify the economic, political, social and/or cultural interests that lie behind it. Media education teaches individuals to interpret and produce messages, to select the most appropriate media for communicating and, eventually, to have a greater say in the media offer and output.

9. Media education allows people to exercise their right to freedom of expression and right to information. It is not only beneficial for their personal development but also enhances participation and interactivity in society. In this sense it prepares them for democratic citizenship and political awareness.

10. Although media education is part of the curriculum in several European countries, its practical application is still problematic, even as far as the traditional media are concerned. Qualified teachers and teaching material are the basic elements in media education and therefore constant attention should be paid to teacher training, both in the basic and supplementary levels. Uncertainties also persist as to the place media education should have in the curriculum, the methodology of teaching, the objectives pursued and the evaluation of the results. Furthermore, most schools have not yet adapted to an educational pattern where both pupils and teachers place themselves in the situation of learners.

11. Media education should be aimed both at the adults of today and of the future. It should not only allow them to keep up with the pace of modern development but also help them perform better their role as parents. In this sense it is vital to develop media education as part of the life-long learning concept. Such non-formal education should be given more means and the work of the relevant NGOs should be facilitated in line with Assembly Recommendation 1437 (2000) on non-formal education.

12. It is also essential to seek the co-operation and the involvement of media professionals. They should in particular be encouraged to produce high quality educational and cultural programmes.

13. The Assembly therefore recommends that the Committee of Ministers:

i. consider media education as an important area for the work of its competent bodies in the fields of education democratic citizenship, new information technologies and non-formal education, along the lines set up in Assembly Recommendation 1437 (2000) on non-formal education;

ii. ensure a co-ordinated, intersectoral approach to this issue;

iii. examine existing practices in media education in member states with a view to promoting the most successful;

iv. promote an integrated European approach to media education, possibly through the creation of an international office for media education, responsible for co-ordination and networking, in close co-operation with other international organisations such as the European Union and Unesco.

14. The Committee of Ministers should also call on governments and the appropriate authorities of member states to:

i. encourage the elaboration and the development of media literacy programmes for children, adolescents and adults;

ii. promote the elaboration and the development of teacher training programmes in the field of media education;

iii. involve in an active dialogue on these issues educational bodies, parent organisations, media professionals, Internet service providers, NGOs etc.;

iv. examine ways of sustaining an offer of educational programmes by the different media that is satisfactory in both quantitative and qualitative terms and of promoting media education in them.

II. Explanatory memorandum, by Mrs Isohookana-Asunmaa

A. Introduction

1. With the advent of the information society the last barriers to information are falling. From the local newspaper on the front door steps to the e-mail on the mobile

phone and radio and television through the computer, the individual of today is totally immersed in a world of messages. Seemingly, there are no limits to the amount of information available.

2. But are modern citizens really better informed? Are they able to narrow down the countless number of sources of information to a few that they can fit into the physical barriers of their own available time? Can they be sure that these sources are reliable? Are the judgements that they make of what they have read-heard-seen really their own? On this basis, can they be sure they are giving their time, money and electoral vote to the persons or causes that will turn out to be the right ones for them?

3. Media reality is never the "real" reality even if it looks like it. But in a world dominated by media culture the boundaries between fact and fiction often become blurred. If making the difference is not simple in general, things become even more complicated when it comes to children and young people. For many of them modern media and especially the Internet are more than just a means of learning about the world. They are their world, their "virtual reality", where everything, the best and the worst, can be done or undone. Young people often are much more eager than adults to handle new technologies and are more at ease with them, whilst their discerning capacities and their ability to make value-based judgements are not yet well-developed.

4. Teachers and parents are often helpless when trying to reconcile their own living and professional experience with the immense flow of information in which their children are immersed. Many adults themselves find it increasingly difficult to cope with the pervasive change brought about by modern communications.

5. On a broader scale, the media by their nature are capable of influencing attitudes and behaviour in society. Suffice it to recall the role that certain Western radio stations set out to play in promoting democratic values in communism-ridden central and eastern Europe. But this influence can go in the opposite direction, too. There is no doubt that the media played a large part in inciting ethnic hatred and imposing stereotypes in the conflicts in the former Yugoslavia. It is often also claimed that there is a strong link between the increasing cases of violence and the violent TV and Internet images or computer games.

6. Globalisation and media convergence, along with all the formidable possibilities that they offer, also give rise to new concerns: overflow of information; uniformity caused by the unequivocal dominance of one language and one culture over the new media; increasing commercialisation. Although most experts agree that the new media will not replace but will complement and enrich the existing ones, researchers point out that the attitudes of media users are already changing towards an even higher level of consumption of the new media, higher involvement and higher isolation.

7. It is claimed that by the time it reaches the age of 70, the present generation will have spent ten years in front of television and will have seen 16 000 murders!

8. Faced with such preoccupying prospects, how can we reconcile freedom of expression, a vital element of

any democratic society, with the obvious need to grant some protection to youngsters and enable adults to cope with a complex reality?

9. Opinions range from one end to the other of the spectrum – from outright defence of total freedom of speech to calls for restrictive legislation and for better designed technical devices preventing children from seeing inappropriate material. Experts reply to the latter with evidence that restrictive devices often prove counterproductive.

10. Whatever the answer is, in our opinion there is an urgent need for more decisive and radical educational measures promoting active, critical and discerning use of the media: in other words, developing media education. This education should be aimed at children, parents and teachers and should be a life-long process which requires a co-ordinated approach also involving NGOs and media professionals.

11. The Committee on Culture and Education of the Parliamentary Assembly decided to engage in a broad political dialogue on this issue. It invited the Committee on Culture, Youth, Education, Media and Sport of the European Parliament to organise jointly a hearing involving experts, media education professionals, NGOs and journalists in Brussels on 23 March 2000. The main issues raised there have been largely used for the preparation of this report (see addendum).

B. What is “media education”?

12. Many terms are related to what is the most commonly described as “media education”: “media learning”, “media studies”, “learning with technology”, “educational technology”, “educational media”. In the German literature “media competence” is widely used while Spanish experts broaden this notion to “social competence”. The term “media literacy” has also become common in the last years.

13. Some of these terms are either too broad or too specific for the purposes of the present report, since they also include aspects such as education through the media (for example the use of media teaching materials for the purposes of education). Therefore, whilst using the term “media education” for reasons of simplicity, the present report will only concentrate on the aspect “education in the media”. This would mean teaching practices which aim to develop media competence, understood as a critical and discerning attitude towards the media in order to form well-balanced citizens, capable of making their own judgements on the basis of the available information.

14. Furthermore, media education is most commonly considered in the context of protecting youngsters against violence and other harmful content. The present report aims at adopting a broader approach which would also involve political, social, cultural or consumer aspects of media education.

15. Nobody is fully “literate” or “illiterate” in terms of media competence. This is a continuous process and needs to be developed by practice and education. It is also a multidimensional concept including cognitive, emotional, aesthetic and moral aspects.

16. Media competence involves not only critical understanding but also critical autonomy. This means that citizens must be able, in their own environment, both to produce messages using various media and to use these media. They also need to have an ability critically to assess messages in different contexts. According to the Finnish professor of media education, Tapio Varis, media competence can be defined as achieving mastery in the following five basic areas:

- all media are culturally-produced totalities. It is important to know their structures;

- different media have different languages. The best way to learn them is to teach oneself to produce messages in them;

- the public interprets messages in different ways. It is important to be aware of one’s own manner of interpretation;

- in a strong market economy media have a powerful commercial incentive to produce certain kinds of contents. Familiarity with the interests that they are pursuing lessens the danger of being manipulated;

- there is no such thing as a value-neutral media environment. It is essential to know the underlying premises from which each medium is examining matters.

17. According to the conclusions reached by experts attending the Vienna Conference “Educating for the media and the Digital Age” (April 1999), organised by Austria in co-operation with Unesco, media education:

- deals with all communication media [...]

- enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills in using these media to communicate with others;

- ensures that people learn how to:

- analyse, critically reflect upon and create media texts;

- identify the sources of media texts, their political, social, commercial and/or cultural interests, and their contexts;

- interpret the messages and values offered by the media;

- select appropriate media for communicating their own messages or stories and for reaching their intended audience;

- gain, or demand access to media for both reception and production.”

18. Media education allows people to exercise their right to freedom of expression and right to information. It is not simply beneficial for personal development but also enhances participation and interactivity in society. In this sense it is an important part of education for democratic citizenship.

19. The Resolution on Education in Media and the New Technologies (paragraph 5) adopted by the European

Ministers of Education at their Standing Conference in Istanbul in October 1989 aimed at summarising the major developments during the 1980s and set an outline agenda for the 1990s. More than ten years later, with the necessary update relating to new media, the objectives set out in this text remain valid. What is needed now, though, is action:

“Education in the new technologies and the media should play an empowering and liberating role, helping to prepare pupils for democratic citizenship and political awareness. Thus pupils should be given an understanding of the structures, mechanisms and messages of the mass media. In particular, pupils should develop the independent capacity to apply critical judgement to media content. One means to this end, and an objective in its own right, should be to encourage creative expression the construction of pupils’ own media messages, so that they are equipped to take advantage of opportunities for the expression of particular interests in the context of participation at local level.

Given the major role that media such as television, cinema, radio and the press play in children’s cultural experience, media education should begin as early as possible and continue throughout compulsory schooling. Nor should the role of parents in media education be overlooked. Further research is necessary to establish what media knowledge children bring to school, and the way in which their media understanding, knowledge and skills may be developed by media education.

However, to ensure the value of this education, reflection on the ethics of communication and information is required. Educators must play a role in this questioning. For it is not only a question of adapting school to the world of the New Information and Communication Technologies but also of getting the world of the media to listen to the questions posed by educators about respect of men, women and young people in the broadcasting of information”.

20. In other words, media education should also allow individuals to have a greater effect on media output. It should raise the sense of responsibility of the media and the society as a whole.

C. Historical review

21. Although media education has existed for more than half a century, it still remains subject to individual and local initiatives and even if it now is part of the curricula of several countries, its practical application is still problematic.

22. The topic was first launched in the 1930s, initially in Britain. In the early days, the tone was quite negative. There was a fear that juveniles would become alienated from more noble forms of art, such as serious literature.

23. It was only in the 1960s that the effects of media on the public began to be examined more generally in a positive light in Europe. The aesthetic and artistic side of popular culture gradually gained acceptance.

24. A topical subject for debate over recent decades has been whether it can be proved that television directly causes destructive behaviour. And if a medium is given the sole blame for problems in society, is there not the

danger of the underlying causes of violence being forgotten? It was recognised that life is dominated to a growing degree by the structures of the information society. Thus young people should learn to make beneficial use of the flood of information provided by the media.

25. Information networks started conquering homes and schools and became a routine in companies and public administrations in the early half of the 1990s. This gave rise to an unprecedented educational effort, as entire generations of people had to acquire computer literacy and become familiar with the use of Internet. Unfortunately, it became increasingly difficult for this literacy effort to be matched by adequate education in the content of the new media.

26. While decision makers and society as a whole were engaging in endless discussions about the possibilities of control and legal restrictions on the Internet, the generation of “cyber-kids” was born. For the first time in history, children were better acquainted with the new media than most of their parents.

27. Meanwhile, another media reality has begun to take shape around the world – the era of so-called convergence between all existing media.

28. Up to this moment, a fair amount of methodology for education in the traditional media had been developed around the world, in particular in the Anglo-Saxon and the Nordic countries. The era of convergence, however, poses new challenges to which media education seems as yet unprepared. Until now, even traditional media education has not yet become routine in all schools across Europe. So there seems indeed to be an urgent need to activate and develop all possible mechanisms of formal and non-formal education in order to make life in the information society easier both for children and adults.

D. Media education – where and how?

29. Many questions persist as to the methodology and content of media education: is media literacy something that can be taught? Should it be a separate discipline or should it be spread across the curriculum, etc.? The elements of media competence seem difficult to define and even more to evaluate using standard assessment methods. And what to evaluate: knowledge? Skills? Behaviour? Attitudes? Values? Who evaluates and how to decide when the learner is media literate?

30. This report does not attempt a reply to all these questions but rather underlines the seriousness of the problems and the need for appropriate action to resolve them.

31. It is clear however that media education should be user-minded and should be a common project where all concerned partners co-operate. Reaching out to adults could be done through social services and non-formal education such as popular universities, NGOs and television programmes.

School

32. It is clear that media education can only be successfully integrated in an efficient educational system.

Most European systems, however, are undergoing a painful transition process.

33. Media education is related to a process of experiencing and learning and, as such, it could be integrated into various curriculum subjects. The most typical ones are mother tongue, social studies and computer studies but it could also successfully be applied in such areas as history and modern languages.

34. However, individual subjects are too narrow a framework for developing complete media competence. Skills are worth dividing among teachers. On the other hand, the inclusion of media education in teaching plans across the board could suffer the fate that no one takes actual responsibility for it.

35. As media literacy cannot be assessed by the standard methods of student evaluation, it requires specific skills from teachers. They must master both the knowledge content and a new kind of teaching skill. Thus, the teacher's role is more that of director. Both pupils and teachers find themselves in the role of learners.

36. Such a change in the way of thinking inevitably moves the school from being centred on teaching to a focus on learning. At the same time the school becomes more open to society.

37. Research has shown that the features considered most in need of improvement in media education are teacher training as well as basic and supplementary training, increasing co-operation with professionals in the field of media and boosting output of teaching material. Unfortunately, there is no common European approach to teacher training in this field and this certainly is an obstacle to its development.

38. Networking at local, national and European level is essential. It would help teachers in their work, not only with regard to searching for media education material but also by widening the scope of their experience and making them better adapted to the effects of globalisation of the media industry. In addition to that, media education programmes need constant evaluation. In the same way, tutors with special training in media education could be at the disposal of specific schools or districts.

39. Teaching is not solely the responsibility of the school and teacher-training institutions. Posts connected with this sector could be created more widely at universities and links should be made between them.

Non-formal education

40. Including media education in the curriculum is essential but not enough. The importance of non-formal education is two-fold. On the one hand, it seems to be the only way to provide knowledge in this area for today's adults who have not received media education. On the other hand, non-formal education is becoming a vital element of life-long learning without which today's youth will not be able to cope with the challenges of the knowledge society.

41. Today's adults need media education not only for their personal development but also as parents.

42. One of the reasons why parents should be involved is that media education is a relatively new and little-known subject. But teachers need parental understanding and support mainly because the media education provided by the school might clash with the parents' own views. It is also likely to impinge upon domestic habits of media consumption, and thus to become a source of potential conflict. Therefore, rather than simply asking parents to support what is being done at school, teachers could engage them in active discussion. Experience has shown that often parents get interested themselves in the subject and start asking for extra information. Many media teachers have organised evening workshops specially for parents in order to stimulate this interest.

43. Contacts with parents are too important to be left on a sporadic basis: teachers should adopt a strategy which will ensure that parents will get involved and will support their efforts.

44. Schools could be the link between adults and children and should become community learning hubs. Other public access places for new media such as libraries, public information services and Internet cafés should be provided.

45. At the moment, NGOs are the main provider of non-formal education (see Assembly Recommendation 1437 (2000) on non-formal education).

46. In many countries there are associations which have been very active in this field for a long time.

47. On the European level, professionals in audiovisual media education are remarkably well organised in the European Association for Audio-Visual Media Education (EAAME). This was created in 1989 under the patronage of the European Commission and the Council of Europe and has now about 250 members. For the last ten years it has been the largest network in Europe for co-ordination of audiovisual media education professionals and media literacy.

48. The association is open to private individuals and private and public institutions, to bodies, associations, institutions or any other authority professionally concerned with media education. Besides publications, it has a web site that ensures the networking for all the professionals and also provides precious sources of information.

49. The challenges and needs of media education, however, should not be left to the present modest efforts of associations alone. The public authorities should endow them with more means to fulfil their task. At the same time, a start should be made towards the creation of a common European approach to media education.

The role of the media professionals

50. This collaboration is one of the keys to success in media education. Firstly, media educators need to develop a wide range of contacts within the media industries in order to keep abreast of current developments. Secondly, media education should be a form of dialogue, because alienating pupils from the media would be counterproductive.

51. Media teachers can assure professionals that they are not concerned to grind any particular moral or political axe, but to increase the students' understanding of the mass media. They should, however, leave practitioners in no doubt that their contribution to media education should not be a means of putting across a particular message, whether political or commercial.

52. Interestingly enough, by their very nature, the media themselves and especially television and Internet are an excellent educational tool. However, whilst most broadcasting institutions have developed a wide range of educational programmes over the years and more recently Internet has started taking on a similar role, media education provided by the media has not yet become a common practice. Yet the existing initiatives have proven extremely successful and have shown that the demand is bigger than the offer. For instance, as was reported at the Brussels hearing, the NOS/TELEAC (Dutch Educational Broadcasting) project "Watching television in a different way", which compared violence in Hollywood films to the everyday work of the "real" police, involved 48% of all Dutch schools. This encouraged NOS/TELEAC to produce programmes about the subjectivity of news reports and to organise a workshop for teachers.

53. One of the reasons why media education provided by the media is not so common can be found in the malaise from which quality and educational programmes in Europe suffer in general. The growing globalisation and commercialisation of media output makes it increasingly difficult to put money into broadcasting productions that are not destined to a large audience and therefore are not interesting for advertisers. This, in turn, makes these programmes even scarcer and more unconvincing in terms of quality which further reduces the allocated funding. It is not the role of this report to suggest ways to break this vicious circle, but it is clear that some sort of incentive should be found for broadcasting organisations and Internet content-producers to include media education in their educational programmes.

54. An interesting way forward was suggested at the hearing by the representative of the National Radio of Nordrhein-Westfalen. A law in Germany requires the regional broadcasting institutions to provide financial support for projects in the field of media education. The public debate over media education has also affected private broadcasting institutions and has increased their willingness to participate in media education projects.

E. Integrated approach

55. European countries where media education has been included in official teaching plans and made part of teacher training include at least Finland, Britain, Norway, France, Sweden, Switzerland. This is not enough and is why a co-ordinated approach is needed in order to generalise media education. It would also be advisable for the countries of Europe to take stock of the work in this field in countries such as the United States, Canada and Australia.

The Council of Europe

Intergovernmental activities

56. Various sectors of the Council of Europe have dealt, more or less directly, with the issue of media education, the main ones being the Council for Cultural Co-operation (CDCC) and the Steering Committee on Mass Media (CDMM). Both bodies also work on the issue of new technologies. Undoubtedly, media education is a broad concept and an inter-sector approach could be the best way to tackle it, as long as there is a clear political decision in that respect and good co-ordination.

57. One of the main Council of Europe achievements in the field of media education over the last year has been the publication of the book "*Media education in 1990s' Europe*" (Council of Europe Press, 1994). Its aim is to provide teachers, educators and decision makers with indications as to how media education might develop over the 1990s. This book continues to be relevant in many ways and should be updated and re-edited as soon as possible.

58. Certain aspects of media education were also touched upon in the CDCC project "Democracy, Human rights, Minorities: Cultural and Educational aspects" which lasted from 1993 to 1997.

59. The present CDCC project "Education for Democratic Citizenship" was set up in 1997 with the aim to find out which values and skills individuals require in order to become participating citizens, how they can acquire these skills and how they can learn to pass them on to others. Media education has been part of the project in two ways.

60. The first of them concerns the Strasbourg "site of citizenship". The Council of Europe and the site organised, in co-operation with the Strasbourg University Centre for Journalism Training, a training course on "Editorial logic and citizenship". The course was intended for marginalised young people (15-17 years) and gave them a critical insight into the way the media presented the reality in which they lived.

61. Secondly, a long-term training project spread over three years "Learning and teaching for democratic citizenship: critical approaches to the media in civic education" has brought together experts from Austria, Hungary, the Netherlands, Poland, Slovenia and Romania. The objectives of the project are to examine the links between civic education and media education, encourage projects within and between the various countries and develop teaching material.

62. This initiative has to be welcomed and supported by the Council of Europe and the necessary budgetary and other resources should be put in place so that these teaching materials can be prepared as soon as possible, translated and distributed as largely as possible.

63. The CDCC, within the framework of its programme on "Social Cohesion, Democratic Security and Educational Policies", organised two seminars on the impact of new information technologies on schools (Strasbourg, 16-17 november 1998) and on reasons and strategies for investment (Jurmala, Latvia, 8-10 July 1999).

64. On its side, the CDMM has been at the origin of several resolutions and recommendations of the Committee of Ministers, which include, *inter alia*, considerations on media education: Resolution (67) 13 on the press and the protection of youth; Recommendation No. R (79) 1 concerning consumer education of adults and consumer information; Recommendation No. R (90) 10 on cinema for children and adolescents; Recommendation No. R (97) 19 on the portrayal of violence in the electronic media. Finally, the Budapest Declaration for a Greater Europe without dividing lines (adopted by the Committee of Ministers on 7 May 1999), with respect to competence and empowerment with regard to new information technologies urges member states "to help individuals to develop competence in the use of new information technologies" and "thereby to enable individuals to make active, critical and discerning use of these technologies".

65. The CDMM is now considering promoting training and education by the media and the Internet industry.

66. Other sectors of the Council of Europe are also involved in the issue. Within the NGO Grouping "Education and Culture" there is a sub-group on media education. The impact of the new communication technologies on school systems has been chosen as a priority subject. In the medium term, the sub-group wishes to prepare a practical guide for schools. Its next project would be training young people to respond critically to the media, as a contribution to democratic citizenship.

67. The Youth Centre has also helped NGOs with the organisation of seminars on media education.

The Parliamentary Assembly

68. In almost all its recent media-related resolutions and recommendations the Assembly has insisted that the Committee of Ministers promote media education: Recommendation 1215 (1993) on the ethics of journalism; Recommendation 1277 (1995) on migrants, ethnic minorities and media; Recommendation 1276 (1995) on the power of the visual image; Recommendation 1379 (1998) on basic education on science and technology; Recommendation 1407 (1999) on media and democratic culture.

Other international organisations

The European Union

69. One of the objectives of the European Commission "eEurope" initiative is to make digital literacy one of the basic skills of every young European. In March 2000 the "eLearning" project was launched which is intended to implement the education/training part of "eEurope".

70. This initiative has four components: to equip schools with multimedia computers, to train European teachers in digital technologies, to develop European educational services and software and to speed up the networking of schools and teachers.

71. On the first two components, "eLearning" sets the following objectives, within "eEurope". For end-2001, all schools to have access to the Internet and multimedia

resources; support services, including information and teaching resources on the web, to be accessible to all teachers and pupils; and all young people to have access to the Internet and multimedia resources in public centres, including in the least-favoured areas. For end-2002, all teachers to be equipped and skilled in the use of the Internet and multimedia resources; and all pupils to have rapid access to the Internet and multimedia resources in their classrooms. For end-2003, all pupils to be digitally literate by the time they leave school. According to Viviane Reding, the European Commissioner responsible for Education and Culture, these objectives are particularly ambitious and "if they are achieved, they will enable Europeans to make up much ground on the United States".

Unesco

72. Unesco's work in the field of media education is based above all on the "Grünwald Declaration on Media Education" (1982) and the Toulouse Colloquy "New Directions in Media Education" (1990).

73. A joint plan to promote media education was developed as a follow-up to the relevant decisions of the 29th Session of the General Conference and to the recommendations of the Vienna Conference on "Educating for the Media and the Digital Age" (April 1999). The Vienna Conference proceedings have been published and one major study on media education programmes at Unesco is being finalised while another study being elaborated concerns media education worldwide.

74. The Executive Board at its 156th session (Paris, 25 May-11 June 1999) decided that activities in the area of media education should be included under Major Programme I and implemented in close co-ordination with the activities in this area already envisaged under Major Programme IV. To this end, media education was included in a resolution as one of the areas where particular emphasis should be put on the renewal, diversification and expansion of secondary education.

F. Conclusions

75. Media education should become an important area of work for the Council of Europe competent bodies. The two most relevant areas for such work seem to be those of education for democratic citizenship and new information technologies. This requires a co-ordinated, intersectorial approach to this issue.

76. The Committee of Ministers should also instruct its competent bodies to encourage the elaboration and the development of media literacy programmes for children, adolescents and adults, as well as of teacher training programmes in this field. Media education should be promoted as an important element of its programmes on non-formal education, along the lines set out in Assembly Recommendation 1437 (2000) on non-formal education. It is worth examining the existing practices in media education in member states with a view to promoting the most successful.

77. To achieve these objectives, the Council of Europe should involve in an active dialogue educational bod-

ies, parent organisations, media professionals, Internet service providers, NGOs etc. It is time to promote an integrated European approach to media education. This should be done in close co-operation with other international organisations such as the European Union and Unesco.

Reporting committee: Committee on Culture and Education.

Budgetary implications for the Assembly: none.

Reference to committee: Doc. 8407 and Reference No. 2390 of 26 May 1999.

Draft recommendation: unanimously adopted by the committee on 5 May 2000.

Members of the committee: *Roseta (Chairman)*, Zingeris, *de Puig*, Ivanov (*Vice-Chairmen*), Arzilli, Bartumeu Cassany, Baumel, *Billing*, Cherribi, Chiliman (*alternate: Pop*), Cubrecov, Díaz de Mera (*alternate: Varela*), Dumitrescu (*alternate: Baciú*), Fayot, Fehr (*alternate: Gross*), Granlund, Hadjidemetriou, Haraldsson, *Hegyí*, Henry, Irmer, *Isohookana-Asunmaa*, Jakič, Javelidze, Kalkan, Katseli, Khripel, *Kiely*, Kofod-Svendsen, Kovacević, Lachat, Laternser, Legendre, Lemoine, *Libicki*, Lucyga, McNamara, Melnikov, Mezeckis, Monfils, Moserová, Nagy, Němcová, O'Hara, Pinggera, Poydoros, Poptodorova, Pullicino Orlando, Ragno, Risari, Saele, Sağlam, Schicker, Schweitzer, Shaklein, Siebert, Stefani, Švec, Symonenko (*alternate: Khunov*), Troncho, Urbańczyk, Vahtre, Valk, Wilshire, Xhaferi.

NB: The names of those present at the meeting are in italics.

See 19th Sitting, 27 June 2000 (adoption of the recommendation); and Recommendation 1466.

PARLIAMENTARY ASSEMBLY OF THE COUNCIL OF EUROPE

Addendum to the report
Doc. 8753 – 14 June 2000

Media education

Summary of the Hearing organised jointly with the Committee on Culture, Youth, Education, Media and Sport of the European Parliament (Brussels, 23 March 2000)

Introduction

With the advent of the information society the last barriers to information are falling. From the local newspaper on the front door steps to the e-mail on the mobile phone and radio and television through the computer, the modern citizen has to face a huge amount of media messages every day. Seemingly, there are no more limits to what can be learnt and known.

But are modern citizens really better informed? Are they able to narrow down the countless number of sources of information to a few that they can fit into the physical barriers of their own available time? Can they be sure that these sources are reliable? Are the judgements that they make of what they have read-heard-seen, really their own? On this basis, can they be sure to be giving their time, money and electoral vote to the persons or causes that will turn out to be the right ones for them?

If the answers to these questions are not simple in general, things become even more complicated when it comes to children and young people. For many of them modern media and especially the Internet are more than just a means of learning about the world. They are their world, their “virtual reality”, where everything, the best and the worst, is possible. Young people often are much more eager than adults to handle new technologies and are more at ease with them, whilst their discerning capacities and their ability to make value-based judgements are not yet well developed.

On a broader scale, the media by their nature are capable of influencing attitudes and behaviour in society. Suffice it to recall the role that certain Western radio stations played in promoting democratic values in communism-ridden central and eastern Europe. But this influence can go in the opposite direction, too. There is no doubt that the media played a large part in inciting ethnic hatred and imposing stereotypes in the conflicts in the former Yugoslavia. It is often also claimed that there is a strong link between the increasing cases of violence perpetrated by young people and the violent television and Internet images or computer games which are part of the everyday life of modern youth.

The answers to all these problems are not easy. The new media environment offers more and more choices, which in return require new skills and abilities to understand them. This is why there is an urgent need for more decisive and radical educational measures promoting

active, critical and discerning use of the media: in other words, developing media education.

This education should be aimed at children, parents and teachers and should be a life-long process which requires a co-ordinated approach also involving NGOs and media professionals.

Feeling the need for urgent action, the Parliamentary Assembly of the Council of Europe initiated a motion for a recommendation on media education (Doc. 8407; rapporteur: Mrs Isohookana-Asunmaa, Finland). After having set the guidelines for future work in a preliminary draft report, the Committee on Culture and Education of the Parliamentary Assembly decided to engage in a broad political dialogue on this issue and invited the Committee on Culture, Youth, Education, Media and Sport of the European Parliament to organise jointly a hearing involving experts, media education professionals, NGOs and journalists.

Objectives

The problems persisting in the traditional media and the new challenges posed by the information technologies require more specific action from which would benefit the forty-seven states participating in European Cultural Co-operation. Unfortunately, media education has not yet become a part of the basic curriculum in all schools across Europe.

The hearing therefore tried to outline the political and social importance of media education in order to help parliaments and governments promote this subject in their educational strategies. Without going into the detail of methodology and other specific expertise, the hearing identified the main problem areas that media education should cover and the objectives that it is to achieve.

Finally, the hearing was thought of as a way of bringing together the different actors that are or should be involved in media education in one way or another. Given the complexity of the issue, this multilateral approach was essential.

The hearing was a basis for the completion of the report that the Committee on Culture and Education presented to the Parliamentary Assembly of the Council of Europe (Doc. 8753). The recommendations that will be addressed to the Committee of Ministers to a great extent will foreshadow the intergovernmental work in the years to come. As usual, the European Union will be one of the main partners in this work.

Programme

Introductory statements

Mr Giuseppe Gargani, Chairman of the Committee on Culture, Youth, Education Media and Sport of the European Parliament;

Mr Pedro Roseta, Chairman of the Committee on Culture and Education of the Parliamentary Assembly of the Council of Europe.

1. Media education and democracy

a. What is media competence and why is it necessary?

Prof. Tapio Varis, Department of Journalism and Mass Communication, University of Tampere, Finland

Mr François Gabriel Nissim, representative of the International Catholic Association for radio and television to the Council of Europe

In the context of the Hearing media education should indeed mean teaching practices which aim to develop media competence, understood as a critical and discerning attitude towards the media in order to form well-balanced citizens, capable of making their own judgements on the basis of the available information.

Questions

b. Challenges presented by the new technologies and media convergence

Mr Michel Clarembaux, Director of the Audiovisual Centre of Liège, Belgium

The convergence of media is bringing about unprecedented changes in the way information is delivered to citizens. But living in the information society is more than just handling the new technologies. What effects is it going to have on personal development, in terms both of knowledge and values? With the speed at which new developments are taking place, will media education live up to the challenges which both educators and educated have to face?

Questions

2. Present state of media education in Europe

Dr. Larissa Krainer, Universität Klagenfurt, Austria, expert participating in the CDCC training project "Learning and teaching for democratic citizenship: Critical approaches to the media in civic education"

A critical presentation of the current projects which are being developed at international level. What are their scope and objectives? Do they cover all the problem areas in the modern media development? How difficult is it to implement them at national level? What more should be done?

Questions

3. Non-formal media education: the role of NGOs

Mr Didier Schretter, President, European Association for Audio-Visual Media Education, Brussels

Mrs M. Gutierrez Diaz, Head of Unit for Multimedia, Directorate General of Education and Culture, European Commission

Including media education in the curriculum is essential but not enough. On the one hand, school curricula are already overloaded, on the other the base of modern knowledge nowadays changes too quickly. This is why NGOs are becoming the main provider of the so-called non-formal education, including in the field of media. Furthermore, they seem to be virtually the only existing source for media education for adults.

How to involve adults? How to overcome stereotypes created around the traditional media and the fear from new media? How to ensure life-long learning of the media for the present young generation?

Questions

4. What the media professionals can do

Mr Theo Theodossopoulos, Journalist – Film director

Mr Jürgen Brautmeier, Head of Department of the National Radio of Nordrhein-Westfalen

Mr Kees Schippers, Director of NOS/TELEAC, Dutch Educational Broadcasting

Dott. Renato Parascandalo, Director of RAI Educational Broadcasting

Co-operation with media professionals is essential for the success of media education. Firstly, media educators need to develop a wide range of contacts within the media industries in order to keep abreast of current developments. Secondly, media education should be a form of dialogue, because alienating pupils from the media would be counterproductive.

Do media professionals feel concerned by media education? What forms of co-operation with media educators are possible and what could media organisations do in order to put it into practice?

Summary

The hearing was opened at 9 a.m. by Mr Gargani and Mr Roseta.

Mr Roseta thanked the European Parliament for their hospitality for this second joint hearing and recalled that the first one, on protection of cultural heritage against catastrophes, had taken place in Brussels in 1985. He made a short review of the relations between the two committees during the past twenty years. It was normal that the two European parliamentary institutions, dealing with the same topics, should co-operate on specific issues of common interest such as today's issue of media education.

Mr Varis pointed out that different terms were used for media education: "media competence" in Germany, "social competence" in Spain, "media pedagogy" or "media literacy" in the Scandinavian countries. In all cases, this was a continuous process which needed to be developed by practice and education. It was also a multidimensional concept including cognitive, emotional, aesthetic and moral aspects. It could be described as "the ability to communicate competently in all media, print and electronic, as well as to access, analyse and evaluate the powerful images, words and sounds that make up our contemporary mass media culture. These skills of media literacy are essential for our future as individuals and as members of a democratic society".

All media were constructions of reality but not reality itself. Unfortunately, many young people could not tell the difference. This was particularly preoccupying given that, according to statistics, by the time it reached the age of 70, the present generation would have spent

ten years in front of television and would have seen 16 000 murders.

Many questions related to media education needed an appropriate answer: was the aim to protect young people or to give them the necessary competence so that they could protect themselves? At what age should media education start and how should it be organised, etc.? Media education should also be aimed at adults because everybody was a learner in the information society.

Mr Nissim presented the group of NGOs at the Council of Europe dealing with education and the media. They were particularly interested in the way in which the new media could contribute to the social integration of marginalised persons.

In the digital age, media education should pursue four main objectives:

- raise people's audiovisual culture, giving them knowledge of the specific language of the visual image in order to help them make a lucid and well-informed choice amongst a huge number of programmes;

- raise awareness of the difference between the real and its representation;

- raise awareness of the role of political and economic mechanisms behind the media message. Social exclusion was often enhanced by the media, creating a new form of inequality between those who made television and those who consumed it;

- allow the citizen to have a greater influence on audiovisual output.

Developing a critical approach was essential because the media reflected society just as much as they shaped it.

“If your child lives by the sea you should better teach him to swim rather than build a wall on the beach.”

Mr Graca Moura thought that it was essential to develop interactive skills: not just to protect people against the media but, above all, to develop a sense of responsibility in the media and in the society as a whole.

Mrs Hieronymi asked Mr Nissim which instruments and institutions could achieve the goals he had listed.

Mr Hadjidemetriou reflected on the sense of responsibility that society had to develop. He wondered whether legislation could help change things but he did not believe that parliamentarians could do a lot.

Mr Nissim replied that he saw three main instruments. First, the school through specific courses but also through the general curriculum, as well as through extra-scholar activities. The second was the NGOs and especially those working in the family field, in order to help the parents. Finally, the media themselves could play a role.

Mr Gargani saw freedom of expression as one of the main issues in the discussion so far.

Mr Varis said that media critique was an essential part of media education. In Finland there was a strategy to improve the digital literacy of the whole nation. Practical experience also helped people learn to make choices, for instance to trust certain media, or certain politicians, more than others.

Mr Graca Moura wondered what a parent could do when a child was exposed to constant violence on television. It was important to develop the spectator's critical attitude but also to call for a responsible attitude by the media.

Mr Roseta thought that freedom of expression could not be restricted but that the media should be made more responsible with respect to children.

Mr Marinos saw a clash between the damage caused by the media and the imperative of freedom of speech and thought that there should be some room for intervention. Rape and murder were prohibited by the law and were not taught at school, yet the media and especially television and more recently Internet were a school for crimes. Was it not hypocritical always to defend freedom of expression?

Mrs Moserova agreed that television was a standard-setting instrument. In most countries there were ethical committees set up by the media themselves.

Mr Wynn believed that the media could contribute to the preservation of small communities and minority languages. Unfortunately such communities could also be eroded culturally if all the available media only used majority languages.

Mr Irmer pointed out that, as it was impossible to control Internet content, it was essential that all young people should be educated to assess what they saw on it.

Mr Mauro reacted to Mr Nissim's remark about living by the sea by saying that if the sea was dangerous there should be barriers to stop rash swimmers. Media education was not enough; prevention was also important.

Mr Clarembaux stressed the importance of the media in modern society not only in terms of their huge volume but also in terms of their influence on people. Children nowadays spent an average of three and a half hours daily in front of television, without counting video and computer games. But the overabundance of channels in the digital era did not mean better access to information. Often there was confusion between information and communication, between reality and its representation. For instance, television news was conceived by distribution channels not just as a way of providing information but also as a way of attracting an audience. The digital era also brought the risks of cultural uniformity and single ways of thinking.

In this context, media education should pursue four main objectives: personal development; acquisition of the knowledge necessary to find one's place in economic, social and cultural life; preparation for responsible citizenship; equal chances of social emancipation.

Every media had a specific language; the technology and the production methods used as well as the type

of media and the targeted public also had an incidence on the content of media messages.

Mrs Prets thought that building self-awareness about the media also involved providing help for parents. There were many loopholes in the legislation, but with the advances of modern technology there should be mechanisms to block children from access to inappropriate material.

Mrs O'Toole drew attention to the input that children could have in designing policies meant to protect them. One should know the way they felt about it.

Mr Hegyi stressed the responsibility of politicians. In Hungary public television was almost totally controlled by the government and private television was under the control of international corporations, while small independent channels providing quality information and cultural and educational programmes were close to financial collapse. A democratic state should not allow this to happen.

Mr Martelli was against undermining the concept of education by leaving children to their own devices.

Mrs Pack regretted the fact that neither teachers nor parents were trained to provide media education, which required skills for dealing with the content rather than with the technical aspects. Teacher training should be a priority, the more so as parents could not do everything. Blocking off harmful content should not be the only solution.

Mr Aparicio Sanchez regretted that the media often believed they were the guarantors of freedom, whereas in fact this was the role of the public authorities. The proof was that under the régime of Franco in Spain, the media were mere instruments in the hands of power. But a message could vary in terms of its influence depending on how educated the public was, for instance, a fundamentalist message would be received in a different way in a totalitarian and in a democratic state.

Mrs Pourtaud referred to the recent purchase of Time Warner by America Online. With media convergence, people were increasingly considered as commercial targets. Operators were tempted to keep people in a controlled environment. It was important for media education to encourage autonomy, a critical mind, distrust and curiosity. There should be specific educational tools all the way through the curriculum to allow the citizens of tomorrow to exercise their freedom.

Mr Graca Moura thought one should differentiate between protecting a 7-year-old and an adolescent aged 17. There should also be more control over publicity.

Mr Clarembeaux did not believe that interdictions were far-reaching even when they were technically feasible. Research had indeed shown that television programme ratings could even prove counterproductive. Nothing could replace developing a critical approach to the media through education.

Mrs Krainer pointed out that media education could not be provided using the traditional methods of teaching. It was not just about passing on information to the learner but also a way of acquiring certain social competences and this could be achieved not so much

through knowledge as through experience. Therefore the role of the teacher was different and media education should rather be a form of training or a dialogue between teachers and pupils. Media literacy could not be assessed by the standard methods of student evaluation. It was for the teachers to observe and assess the competences acquired, but for this they needed specific skills.

European programmes could be a useful tool for teacher training because they could also help teachers out of their daily routine and enable them to compare experiences in an international environment. This was one of the objectives of the Council of Europe's project on critical approaches to the media in civic education.

But how to select the trainers of the teachers? It was difficult to identify the experts in this international multicultural field. There was often a confusion of roles and experts were being asked to do too much, while they should only be responsible for the contents of the processes and for designing seminars. One should also take into account the potential inter-cultural conflicts. Access to the Internet was not the same in Austria and Romania.

Mr Schretter said that the NGOs grouped within the European Association for Audiovisual Media Education (AEEMA) had contributed largely to demonstrating the political and social importance of media education. Although media education had existed for more than half a century, it still remained subject to individual and local initiatives and even if it was now part of the curriculum, its practical application was still problematic. The lack of a European programme of media education had blocked initiatives for structural development and full integration in school and teacher training programmes.

Media education remained a rather abstract subject for most people. It was time for all those involved in it to assume their responsibilities. A step in this direction had been made in April 1999 when international experts under the auspices of Unesco had defined media education in the digital age. They had also expressed the wish that Unesco create an international office for media education.

Media education could have a beneficial repercussion on media content.

Mrs Gutierrez Diaz thought that it was urgent to include media literacy and digital literacy in all educational curricula. The reason was that the rapid evolution of the new media was also changing the attitudes of media viewers towards a higher level of consumption, higher user involvement and higher user isolation. The amount of information available on the Internet reduced the possibility of responsible choices and highlighted the need for a trusted "guide". At the same time, the new media could be excellent educational tools.

Media education should be a common project where all concerned partners co-operated. Reaching out to adults could be done through social services and non-formal education such as popular universities, NGOs and television programmes. Schools could be the link between adults and children and should become community learning hubs. Other public access places for

new media such as libraries, public information services and Internet cafés should be provided.

The European Commission was launching the initiative “eLearning” which would sustain a wide debate on the challenges to education of communication and media and would foster exchanges of information and good practice.

Mrs Gutierrez Cortines insisted on the need to train teachers and to involve a large number of partners: universities, businesses, etc.

Mrs Iivari pointed out that media education could only be successful if it was integrated in an efficient overall educational system. It needed a strong civic component.

Mrs Moserová insisted on the need for co-operation between the Parliamentary Assembly of the Council of Europe, the European Parliament and Unesco. Only 4.7% of the world population had direct or indirect access to the electronic media. It was difficult to trace the source of illegal activities on the Internet. The new media could be detrimental to interpersonal relations. It was important not to lose personal communication.

Mr Jakič said that even when his children were watching an educational programme, it could be interrupted by a publicity spot which he found harmful. Unfortunately didactic video or computer games were more expensive and more difficult to find than games featuring violence. This was where politicians should have a responsibility.

He regretted that the European Youth Forum had not been invited to the hearing.

Mrs Krainer stressed that all bore responsibilities: politicians, the media and users.

Mr Schretter thought that the best form of protection of children was dialogue with parents.

Mrs Gutierrez Diaz supported what Mrs Gutierrez Cortines had said.

Mr Theodossopoulos said that during thirty years of professional experience he had witnessed the development of a vicious circle: the annual funds assigned to cultural and educational television programmes diminished every year as they attracted lesser audiences; this led to a decrease in their quantity and quality which in turn resulted in even lower viewing rates and a further diminishing of support funds. Furthermore, private television networks put pressure on the authorities to abolish all subsidies in the name of a free global market. In his view this was a crime against the European cultural heritage.

Subsidies for cultural and educational programmes were a *sine qua non*. They had however to respect European Union’s directives aimed at using part of them to sustain the work of independent producers.

The European Commission Media Plus programme should balance its funds in order to promote development-production and not only promotion and distribution.

The new EURO-MED audiovisual programme aimed at promoting a Euro-Mediterranean vision should be followed by a similar effort aimed at promoting a pan-European vision.

Mr Brautmeier believed that developing media literacy in the digital era was equally important for children and adults. In order to allow media education to develop, a law in Germany required regional broadcasting institutions to provide financial support for projects in this field.

The National Radio of Nordrhein-Westfalen had worked out a qualification plan for media education which consisted of the following points:

- scientific research, as a prerequisite for developing successful models;
- knowledge gained through research and empirical observation allowed to provide information and advice, mainly addressed to “multipliers”, parents and teachers;
- on that basis, model projects were developed;
- participative media work was a way of learning about the media by doing journalism;
- network building was essential in view of coordinating the work amongst all those concerned and creating an overall coherent concept.

The public debate over media competence had also affected private broadcasting institutions and had increased their willingness to make an active contribution.

Mr Schippers pointed out that watching television was a passive activity which did not promote a critical approach. At the same time, television was an important source of information, therefore media education should teach people to watch it but without believing that it was the reality.

NOS/TELEAC had realised a project on “Watching television in a different way” which compared violence as shown in Hollywood films and scenes of the work of the “real” police. The results had been assessed and had proven to be very positive. 48% of all Dutch schools had been involved. As a result, the students had become more critical when watching television. This project had been followed by a series of programmes about the subjectivity of news presentation and a media workshop for teachers. Experience had also shown that 9- or 10-year-olds were mature enough to assess critically the reality shown on television.

If media education was to be made part of the curriculum, one should make sure that there was enough relevant teaching material. Media education should be part of the learning of the mother tongue.

Mr Parascandolo asked for a distinction to be made between training, which was a rather technical concept, and education, which was eminently spiritual. In this sense television, albeit an extraordinary means of information, was not a good educational tool as it could not facilitate the learning of complex notions. It played an important pedagogic role in so far as it transmitted values and behavioural models.

Education through the media should therefore rely not just on television, but rather base itself on a sort of an "intermedia" approach conceived as an interaction and convergence of multiple media on a single digital support. This is what RAI's Mosaico project was trying to achieve, with an ever-increasing success and popularity.

Mosaico aimed at creating a mediathèque in every school composed of "didactic audiovisual units" (excerpts of RAI programmes and subjects on demand) that complemented and made more interesting the teachers' lessons. RAI received more than 1000 requests from schools monthly. The summaries of forthcoming units broadcast were published in major newspapers and available via the Internet, so that any interested teacher could record them on video. Mosaico should expand at a European level.

Mrs Gutierrez Diaz said that both scientific knowledge and virtual reality had their place; what mattered was to know how to tell the difference between them.

Mr Mennea asked Mr Parascandalo for more details about the educational programmes broadcast by RAI.

Mr Hadjidemetriou wondered whether television and multimedia would continue to coexist.

Mr Hegyi regretted that in almost every Hungarian home one could watch CNN but hardly ever Euronews.

Mr Parascandalo replied that educational programmes on RAI ranged from computer literacy to the social history of Italy over the past fifty years.

Mrs Isohookana-Asunmaa thanked everybody for their input. The subject matter was important and complicated. She had had enough evidence to establish in her future report why media education was necessary. It was also important to define what its content and methods should be, who should be concerned and what results should be pursued.

The role of schools was fundamental but NGOs and other institutions providing non-formal education were equally important, especially with respect to today's and tomorrow's adults.

It was also clear that media consumption was constantly growing, while a new risk of social exclusion was appearing between those who had and those who did not have access to the media. It was important not to lose human communication. New media should be developed on the basis of equality.

The hearing had also outlined the importance of teacher training and of developing a common European-wide strategy.

Mr Roseta thanked the participants.

Mr Gargani said that this had been one of the best debated subjects since the beginning of this term in office.

List of participants

*Parliamentary Assembly of the Council of Europe
Committee on Culture and Education*

Roseta (chairman)	Portugal
Zingeris (Vice-Chairman)	Lithuania

Baumel	France
Browne	Ireland
Debono Grech	Malta
Hadjidemetriou	Cyprus
Hegyi	Hungary
Irmer	Germany
Isohookana-Asunmaa	Finland
Jakič	Slovenia
Legendre	France
Libicki	Poland
Martelli	Italy
Moserova	Czech Republic
Pinggera	Italy
Pourtaud	France
Urbanczyk	Poland

European Parliament

Committee on Culture, Youth, Education, Media and Sport

Gargani (Chairman)	Italy
Graca Moura (Vice-Chair)	Portugal
Iivari (Vice-Chair)	Finland
Ruffolo (Vice-Chair)	Italy
Andreasen	Denmark
Aparicio Sanchez	Spain
Fraisse	France
Gawronski	Germany
Gutierrez-Cortines	Spain
Hieronymi	Germany
Manisco	Italy
Marinos	Greece
Martens	Netherlands
Mauro	Italy
Mennea	Italy
Okking	Denmark
O'Toole	United Kingdom
Pack	Germany
Prets	Germany
Roure	France
Van Brempt	Netherlands
Van der Taelen	Netherlands
Zabell Lucas	Spain
Wyn	United Kingdom
Zissener	Germany

Experts

Brautmeier, Head of Department of the National Radio of Nordrhein-Westfalen

Clarembaux, Director of the Audiovisual Centre of Liège, Belgium

Gutierrez Diaz, Head of Unit for Multimedia, Directorate General of Education and Culture, European Commission

Krainer, Universität Klagenfurt, Austria, expert participating in the CDCC training project "Learning and teaching for democratic citizenship: Critical approaches to the media in civic education"

Nissim, representative of International Catholic Association for radio and television to the Council of Europe

Parascandalo, Director of RAI Educational Broadcasting

Schippers, Director of NOS/TELEAC, Dutch Educational Broadcasting

Schretter, President, European Association for Audio-Visual Media Education, Brussels

Theodossopoulos, Journalist – Film director

Varis, Department of Journalism and Mass Communication, University of Tampere, Finland

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