



**SIGNPOSTING. TV
CONTENT
REGULATION IN
SPAIN & MEDIA
LITERACY**

Children consumer
mediations

**LA SEÑALIZACIÓN DE
LOS CONTENIDOS
TELEVISIVOS**

Mediación del consumo
infantil

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RESUMEN

En el presente artículo se ponen de manifiesto las iniciativas y reflexiones de algunos profesionales de los grandes grupos televisivos españoles para mejorar la señalización y regulación de los contenidos televisivos en horarios de especial protección para los menores y en qué medida, en todo caso, la alfabetización y adquisición de competencias mediáticas son uno de los pilares para garantizar un consumo saludable para los menores ante los medios de comunicación.

Como principales conclusiones, advertimos cómo las mediaciones de tipo tecnológico, provenientes del propio medio televisivo, así como las mediaciones de tipo individual e institucional, provenientes de la formación que recibe el propio niño y niña, de las que se retroalimenta para consumos futuros suponen el modo de adquirir nuevas competencias digitales para convertirse en audiencia analítica, reflexiva y proactiva ante la pantalla.

ABSTRACT

Present paper manifests some big Spanish television groups professionals initiatives and reflections to improve signposting and TV content regulation in hours of special protection for minors and to what extent, if at all, media competence and acquisition of media literacy are one of the pillars to ensure a healthy consumption for minors in the audiovisual media, in particular, and the other media in general.

As main conclusions, we notify how technological mediations result from the media itself, in which mechanisms and resources of child protection arise. As individual and institutional mediation, from boy's or girl's own training, which is fed back for future consumption represent the way of acquiring new digital skills to become analytical, reflective and proactive before the screen.

Palabras clave

Señalización de contenidos en televisión; alfabetización mediática; competencias digitales; Código Autorregulación de televisión.

Keywords

Signaling content on television; Media literacy; Digital responsibilities; Self-Regulation Television Code.

1. Introduction

It is been more than half a century since minors-television binomial and media preoccupation started. In general, they are studied from different professional and knowledge areas. Proof of the interest in childhood-communication binomial it is shown, mostly, in the bosom of universities and on Spanish state public television.

One of the primary lines of investigation dealt with particular intensity since the eighties is the one concerning the regulation of the media in relation to their potentially harmful effects on children, both in the environment of conventional television and new online services brought about by the internet and mobile telephony. Similarly, research on media literacy and critical citizenship instruction in media consumption have been of particular interest.

It has been more than half a century since minors-television binomial and media preoccupation started. In general, they are studied from different professional and knowledge areas. Proof of the interest in childhood-communication binomial it is shown, mostly, in the bosom of universities and on Spanish state public television. One of the primary lines of investigation dealt with particular intensity since the eighties is the one concerning the regulation of the media in relation to their potentially harmful effects on children, both in the environment of conventional television and new online services brought about by the internet and mobile telephony. Similarly, research on media literacy and critical citizenship instruction in media consumption have been of particular interest. In Spain, current General Law on Audiovisual Communication (GLAC), which regulates Spanish television industry, includes the contents of the Code of Self-Regulation and transposes Spanish law into

the European Directive on Audiovisual Communication Services, December 2007. Referring to Community rules, GLAC distinguishes between content identified as potentially very harmful for children and other content not suitable for minors. This particular Spanish law sets the obligation to qualify by ages all audiovisual content broadcast by television channels, according to the gradation established by the Code of Self-Regulation of Television Content and Children – which affects major television groups in Spain- and instructions issued by the national regulatory authority, the National Commission of Markets and Competition (NCMC), in this case.

Digital convergence and impact of ICT has changed communicative paradigm and how to provide information, entertainment and advertising. Communication today has a multimedia and transmedia dimension in which the messages are designed to be consumed transmitted and from different channels or electronic devices. Costa and Pineiro (2012) discussed that this media convergence processes, as the hybridity of genres and formats are particularly important realities. Communication multimedia dimension -understood as distribution by various content platforms, either simultaneously or asynchrony-, interactive story personalized, as well as new forms of media consumption. In certain communication processes, especially in the field of broadcast advertising, content and messages have transcended beyond conventional communication channels -like film or television, to move to new virtual formats and innovative forms of advertising placement (Ortiz Sobrino and Montemayor, 2014).

As a result of this new communications paradigm that has changed consumption patterns of young users communication, advertisers and broadcast media are changing strategies to approach this content collective. Thus, some researchers have shown that in various television networks, are issuing many ads on products that are

aimed for adults, but they are seen by young audiences when they are included in programming slots considered of special protection for children or schedules open to all types of public broadcasting. Probably, as submitted by some researchers, is a question of how to create brand loyalty advertising and make it present in the imagination of children and adolescents to internalize as known and trusted brand throughout of his life (Czech et al Liebana, 2014).

This relationship between minors, advertising and content of the media, especially television, has undergone concern both in universities and among some television and public institutions which have among their commitments ensure a healthy consumption of media by of children. As a result of this concern, Spanish Government in collaboration with key Spanish television channels proceeded to elaborate, in 2004, a Code of Self-regulation on television content and children with indications to signal television content broadcast between 06.00 and 22.00 hours (hours of programming considered child protection), with the aim of providing users information on the type of program content and the recommended age for viewing. In the same vein, they can be considered the initiatives of the past two decades in favor of media literacy promoted both from the European Union, as from other states and institutions.

2. Objectives

Through this research we propose specific objectives, the following:

- To review the scientific literature related to the regulation of television content for children.

- Analyze the content control criteria depending on the age rating, taking

into account child protection in the General Law on Audiovisual Communication (LGCA).

- Collect initiatives and professional reflections of the great Spanish television groups to improve signaling and regulation of television content in times of special protection for children.

- Ask what extent the acquisition of literacy and media literacy are essential to ensure a healthy consumption for minors in audiovisual media in particular and other media in general.

3. Metodology

As a methodology of analysis, we conducted a review of the scientific literature related to investigations concerning child protection schedules and use of the criteria laid down in the Code of Self-regulation by the television networks. In addition, we have completed with opinions offered by experts, representatives of associations of users and consumers, along with the analysis of the content of the proposal of the National Commission Markets and Competition, the body responsible for ensuring the adequacy of the contents to the fringes programming schedules child consumption.

4. Content: Conceptual framework and state of play

Healthy consumption of media, literacy media as a tool to build a critical citizenship, possible harmful effects of television and regulation and signaling television content in the range of emission considered child protection have been addressed by researchers around the world. At this line, we can point to the works of Galera (2006) and Ruiz

Fuente Cobo San Román (2011) and Ortiz Sobrino, Fuente Cobo and Otero (2015) dealing with the regulation and signaling of content. Furthermore, the supply Children's television programming has been analyzed by authors like Cebrián Herreros (2003), Vazquez (2009), Garcia Torres Vega & Martin (2009: 103-122), Fernandez Gomez (2012); TV consumption of children and youth by Ibáñez Perez & Zalbidea (1999: 237-256), Messenger Davies (2001) Marta-Loop (2005a), García Matilla & Molina (2008: 83-90), Marta-Loop & Gabelas Barroso (2008), Lopez-Vidales, Village & Medina Gonzalez (2010: 97-130); content analysis aimed at children (Alvarez & Del Rio Del Rio, 2003), Tur & Large (2009: 33-59), López Sánchez, Tur-Vines & Garcia Castillo (2010).

Meanwhile, media literacy has been addressed among other authors by García Matilla (2005), Martha-Loop (2006), Aguaded & Sanchez Carrero (2008), Buckingham (2008), Ferrés & Piscitelli (2012: 75-82), Tolsá & Bringué (2012: 253-288), Marta & Grandío-Loop (2013), Livingstone (2014) García Ruiz et al. (2014) and Pérez Tornero (2015).

In the Spanish case, several researchers have already laid bare interest in child-related communication, both from universities and public television (Ruiz San Román, Ortiz Sobrino and Porto, 2013 and Ortiz Sobrino, San Román Ruiz and Diaz Cerveró, 2013). One of the researches approached from the early eighties focuses on regulating mass media regarding their potentially harmful effects for children, both in the environment as conventional television new online services brought about by the Internet and mobile telephony. Some researchers, like Espinosa, Ochaíta and Gutierrez (2014), have noted that most of the studies on the rights of the childhood and television made in Spain, have been made since the perspective of compliance or

noncompliance with the requirements set by the self-regulation Code on television content and Children, whose conclusions regarding their failure have been conclusive. To the point that, in Spain, the National Commission Markets and Competition, as the agency responsible for ensuring and adapting the contents to the fringes of programming schedules Children's consumption, has proposed a redefinition of the Self-regulation Code to avoid systematic failure of some of the television networks. According to Espinosa, Ochaíta and Gutierrez, when analyzing the specific content which some Spanish television emit at times considered suitable for minors, they observe all inappropriate content or violation of children's rights. Including violence, inappropriate language for children and sexist content. Also during those emissions, one can sometimes see advertisements aimed at children, with misleading information.

In the same sense, and in order to achieve a healthy television consumption diet by minors, some institutions and researchers have opted for media literacy instructional tool for critical citizenship with Media consumption. From these institutions and social agents, it is believed that literacy and skills acquisition media by young people and children are the cornerstones to ensure consumption of audiovisual products. Specifically, some authors (Marta Lazo, 2008: 35-40; Huertas França, 2001; 331-350; Pintado, 2006: 11-22) have already revealed how certain technological mediations type from the television medium itself in which mechanisms and resources arising of child protection, as well as the type and individual mediations institutional (Martín-Barbero, 1987; Orozco, 1996) from the training received by juveniles, represent the way to acquire new digital skills to become hearing analytical, reflective and proactively to the screen.

Among the key findings of these research lines, they can highlight the importance of the child's audiovisual literacy to acquire all the necessary skills to carry out a responsible and healthy consumption of television content. Besides, it has been found that there is considerable lack of both mediations in technological terms, through spaces in the media concerning the acquisition of digital skills, and school's curriculum, do not delve into all the necessary dimensions for children and adolescents come to have a pre-filter and be autonomous in the analysis and construction of audiovisual messages. In fact, in a research by Ferrés et al. (2011) on the degree of competition audiovisual Spanish citizenship, it was concluded that the high level of illiteracy competence exists in all dimensions: language, technology, production processes and programming, ideology and values, reception and audiences, and the aesthetic dimension.

4.1. Background: Self-Regulation Code on Television Contents and Children, 2004

Publishing of the White Book on Education in the audiovisual environment by the Audiovisual Council of Catalonia (CAC) in 2003 can be considered the starting point for understanding the Spanish regulatory framework on the classification and marking of the contents of the TV programmes, since it is warned that a large number of Spanish children watched television during prime time and late night television and were exposed to inappropriate content and scenes for their age. The content of that text meant that the Spanish Government agreed with the major television networks to develop a standard for signaling and television programmes commitment not to make inappropriate content Children in one between the hours of 06:00 and 22:00. The

agreement, which was referred to as the Self-Regulation Code on TV content and childhood was signed in December 2004 by the four national television networks that emitted for the whole Spanish territory at that time: RTVE, Antena 3, Telecinco and Sogecable. Currently, the General Law on Audiovisual Communication (LGCA) published in 2010, which regulates the Spanish television industry, collects contents of this self-regulatory code. The LGCA obliges Spanish television age to qualify all of its programs, according to the criteria established in the regulatory text (Source Cobo et al., 2015).

4.1.1.-Territorial context: Signaling audiovisual content in the world

As Tur Viñes et al. (2008) and Fuente Cobo et al. (2015) discussed, many countries have established a system of signaling TV content in television broadcast schedules considered as strip of child protection programming. Although there is not a unique model for all countries, the general philosophy and reasons for implantation are very similar. These signaling systems, that are generally descriptive, informing communication users, especially parents, issuing certain content for its subject may be inadequate to be seen by an audience of children: violence, sex, etc. Among them, researchers note the classification system and signaling developed by the Australian Communications and Media Authority (ACMA), which qualifies television programmes with the letter (C) and (P), depending on whether infant or preschool programs respectively. In the United States, the TV Parental Guidelines, offer the TV viewer age recommendations for certain programs and marking system based on letters of the alphabet indicating the type of content include: D (suggestive dialogue), L (coarse language), S (Sexual situations), V (violence) and FV (fantasy violence). Also in

Holland exists a classification system of audiovisual programs, based on a system of co-regulation, which involved the state, the independent authority to regulate audiovisual and the Netherlands Institute for Media Rating Audiovisual (NICAM). In the UK, the classification guide contents of the British Board of Film Classification (BBFC) provides references to the classification of audiovisual content. In South America, there are likewise similar experiences: thus, the law in Brazil prohibits programs unsuitable for minors, in schedules issue aimed at all audiences (Ortiz Sobrino, Source Cobo & Otero, 2015).

4.2. Classification and marking of television content in the Self-Regulation Content Code on TV and Children

For marking and classification of the broadcast programmes, the TV channels in Spain are referenced criteria counselors who join from the updated Autoregulation Code, 2011. In the case of films which are transmitted as part of the programming of the networks, the rating provided by the Institute of Cinematography and Arts Audiovisual (ICAA) is usually taken into consideration as first reference, although you always have in mind not to contradict with the guidelines outlined in the Autoregulation Code. In some regional public broadcasters, as in Catalonia and Andalucía, signaling criteria is complemented by other Audiovisual Council issued in the Autonomous Region: A regional institution which monitors the adequacy and marking of television content schedule child protection.

4.2.1.-General signaling criteria: symbols and pictograms

Recommended by the Self-Regulation Code, symbols for signaling the contents of television programs are the following (Self-Regulatory Code, 2011):

1. Green Symbol: especially recommended for children
2. No symbol: for all audiences.
3. Blue symbol, within which the number 7 appears: not recommended for children under seven years.
4. Yellow symbol, within which the figure 12 appears: not recommended for children under twelve.
5. Yellow symbol, within which the figure 16 appears: not recommended for children under sixteen.
6. Red symbol, within which the figure 18 appears: not recommended for children under eighteen.
7. Red symbol, within which the letter X appears: Xprogramme or film.

4.3. The signaling of content in the main television channels in Spain

According to a study sponsored by the Federation of Consumers and Users Media (iCmedia), carried out between the months of July and November 2014, which aimed to analyze the state of the signaling contained in the main television channels Spain in broadcasting times considered child protection and reinforced by the Code of Self-protection, arrived to the following conclusion: in the time of the fieldwork, most

television content must be signaled in your broadcast Digital Terrestrial Television (DTT) in its electronic guide (EPG) on the web channel and sometimes, as teletext. However, not all channels use these supports in the same degree and manner as the case of two regional public television (ETB and TVG) don't signal its contents or teletext and on its corporate website (in the case of ETB) or broadcast signaling only its programs in DTT (Ortiz Sobrino, Fuente Cobo and Otero, 2015). For its part, the producers supplying content television programs and television service operators for broadband / fiber band didn't signal the content they produced or relayed. In the first case, because there are companies producing programs but television networks which are in charge of issuing them; in the second case, because they are simply emissions distributors channels and they must signal their own emissions.

4.3.1. The interpretation of the guiding criteria for marking television content

Scientific literature in recent years has been realizing the problems and penalties for the violation of protected times issuance and misapplication of content signaling in the Spanish television. Ortiz Sobrino, Fuente Cobo and Otero (2015) discussed that both the review of the scientific literature and in the field analysis, it becomes clear that there are interpretation problems and use of the guiding criteria set by the Code of self-regulation by broadcasters: A situation from which are resulting penalties for noncompliance by televisions. Also among the experts there is the perception that the interpretation of the criteria of the Code of Self-regulation offers some difficulties. Although from some Communication users and consumers organizations opt for more rigid regulations and severe penalties for breaching of signaling criteria television programs covered by Self-Regulatory Code, from television companies advocates a

system of self-regulation similar to current consensus, but for that you must incorporate some guidelines allow an easier and better compliance. In this situation, as it has been mentioned before, the National Commission on Financial Markets and the Competition, as the agency responsible for ensuring the adequacy of the contents strips programming schedules. Children consumption, has proposed a redefinition of the Code of Self-Regulation to avoid systematic failure of some of the television networks.

4.4. Proposals for action from the Administration and television operators to improve self-regulation code on content Television and Children

Above all, experts consulted in the research promoted by the Federation of Consumers and Users Media (iCmedia) which has been alluded to, bet on consensus and self-regulation versus a regulatory system, tax and a strong sanctions regime (Ortiz Sobrino, Fuente Cobo and Otero, 2015). They favour a consensus in self-regulating the contents between government, operators television and communication users.

4.5. Experts Opinion

According to specialists, for consensus, it is also imperative to hear from companies producing content television, Audiovisual Councils, representatives of University and school councils, and others who may contribute to improve the regulations governing emissions schedules child protection. However, they focus current problems on

signaling the criteria of the Code of Self-Regulation too general and open to different interpretations. There is also a general consensus among them in the sense that how the criteria should be reviewed from time to time because consumption patterns dizzying change as a result of impact technology. In the short and medium term, these experts are aware that the great problem is the downloaded audiovisual content and cast via the Internet, as their consumption cannot be controlled by the operators and broadcasters. Here, they suggest performance and supranational level of the European Union, in collaboration with televisions, through campaigns and educommunicative performances from television to promote social debate on television content quality, the protection of child consumption television and healthy use of the media. Similarly shape so complement, experts point out that the media literacy activities on content rating, aimed at parents, guardians, teachers, young people and children are essential to achieving the objectives sought with the rating (Fuente Cobo et al., 2015).

4.6. A redefinition of the self-regulatory framework signaling contained in the Spanish television: the proposal from the Administration

The National Commission on Competition and Markets (CNMC) has to make a consensus proposal with television channels that are operating throughout the Spanish territory for updating the Code of Self-regulation. It has also reached an agreement with the Association for Self-Regulation of Commercial Communication (Self-control) to promote co-regulation commercial communications on television, through which the Association will assume the criteria Guiding the Code of Self-Regulation of Content Television and Children for application in advertising television,

so it promises to process any type of denunciation and apply the rules of the Jury of Advertising (Lainformacion.com, 2015).

4.7. Media literacy: towards a healthy audiovisual content consumption

As history in Europe, research in the last quarter century divert from the influence of media culture, under the prism of media literacy, image education or education media have been different, according to the theoretical approach on which to settle (Area Moreira, 2004: 65-67): training or teaching grammatical audiovisual language; focused on technology or technical-size media materials; or socio-ideological analysis of the content and media messages.

The integration of all these approaches carried in 1996 the group New London Group research to baptize in the Harvard Educational Review as "multiliteracies" which requires the development of four formative dimensions (Ibid, 2008: 74):

- Instrumental dimension: knowing how to handle hardware and software of different technological resources. Regarding the audiovisual language, it refers to the acquisition of technical and expressive domains and audiovisual narrative texts.

- Cognitive dimension: develop skills for an intelligent use of information and communication (search for data, select, rebuild, exchange and disseminate information with different codes) through new technologies and communicate with others through digital resources.

- Attitudinal dimension: develop rational attitudes to technology (or technophobia or rejection, or tecnophilia or submissive) and attitudes to positive social communication, and collaborative work, respect or empathy.
- Axiological dimension: from an emancipatory approach, to acquire criteria for critical analysis of information related to decision realization that ICTs are not neutral, but that affect the cultural environment of our society and develop ethical values in the use of information and technology, to avoid socially disruptive communication behaviours.

This educommunicative model based on the concept of an "active subject, social and creative Media" takes place in different Latin Americans countries, through CIESPAL (International Study Center Superior of Communication for Latin America) in Ecuador, the ILCE (Latin American Institute for Educational Communication) in Mexico, CENECA (Cultural Center of Inquiry and Expression) in Chile, ESCAP (the Center Service of Popular Action) in Venezuela, ILPEC (Latin American Institute Pedagogy of Communication) in Costa Rica or the LCC Project (Reading Critical Communication) in Brazil. There are also prominent referents we can customize with names in some Latin America countries: Chile (Fuenzalida and Hermosilla, 1991); Mexico (Charles and Orozco, 1990); Colombia (Martin-Barbero, 1987); Peru (Quiroz, 1992); Argentina (Prieto, 1994) and Uruguay (Kaplún, 1998).

These variants in each country and the development of each author could be related to the "endogenous" educational model proposed by Paulo Freire (1969), to put the "emphasis on the educational process" and focus on person in apprentice through "consciousness-raising literacy" hits a critical and transforming interpretation of the world. This model comes in Latin America as a proposal for "pedagogy of the

oppressed", but inherits the model of media education in Spain, given the importance It has the active participation of the subject, beyond the process of learning, a democratic society.

That way of involving learners and, by extension, the citizens is essential for reaching autonomy or "self" because, as Kaplún (1998: 47) noted, "only participating, getting involved, investigating, asking questions and seeking answers, and discussing it comes to knowledge. You learn what it is really lived, which is recreated, which reinvents itself and not simply be read and listening ". In the same vein, Charles and Orozco (1990), suggest that the Education system has the duty to provide students with the necessary elements to establish a critical and reflective distance to the messages.

From media education, Martinez de Toda (1999) proposes a multidimensional theory that has a process in which the subject passes different levels ("literate, conscious, active, critical and social") to become an integrated manner, a "creative subject". This subject becomes content producer, which can relate to the figure of "Prosumer" acronym that summarizes the initial English terms producer and consumer. In its Spanish version, translated as "prosumidor". The futurologist Alvin Toffler was who first coined the term in his book "The Third Wave" (1980). In his view, once the industrial era, the Consumer happens to have the time control and content consumption and companies, in their eagerness to customize products, would grant the ability to design and produce.

The term "prosumer" is equivalent to the term "recipient participant" (Marta Lazo, 2005a), in the sense that the process leads individual perception to capture, interpret and rework all information, regardless or expressive code system used and the type of

support that you are, through their different senses. And, moreover, it is "participant", based on the confluence of the "participant" terms and "actant": person participating in this case in the contents, and which is an active actor or character thereof. That is, in this expression also merge the two spheres of creation and reception of messages audiovisual, delving into the dimension of the citizen and must operate and feel as participant and issuer. Interaction prior levels are: spectator, receiver and critic.

Regarding the methodological level, the concretion of the audience with an active focus, lead some authors to develop studies research based on qualitative methods. As Callejo (1995: 253) states, "within the motley current development of research and reflections on media communication stands the test of interest from what happens on the screen to what happens in front of it. This fundamental change in the interest of specialists accompanied by the perception that the limitation on the constant quantitative studies must be supplemented by further development of qualitative social research".

With the aforementioned qualitative approach, we are different in Europe jobs that are based on the current cultural studies, which emerged in the framework of the Center for Cultural Studies at the University of Birmingham to mid-seventies. Studies that follow this approach are based on social practices as the context of the relationship with the media, the equivalent to so-called "mediation" by the Latin authors (Martín-Barbero, 1987; Orozco, 1996). Other authors from the cultural studies involving prominent references to the current Spanish educommunicative, we can mention Hall (1980), Livingstone (1990) Hobson (1990), Morley (1996) and Jensen (1997), among others.

As qualitative studies based on the theory of active reception hearing, from Latin America can be highlighted those carried out by Martín-Barbero (1987, 1990), Garcia Canclini (1990), Orozco (1990, 1992) Masterman (1994), Fuenzalida and Hermosilla (1991) or Kaplun (1998).

In Spain, they have carried out major qualitative research related to the active reception, among others include the carrying by Television title, Curriculum and Family, directed by Aparicio and García Matilla (1995) that integrates all the actors of the learning process (subject, family, education system and television media). This study uses, besides the technical analysis of representations and values conveyed in the programming, qualitative method different discussion groups, formed by children, parents and teachers. Also, in a final chapter, it picks a number of alternatives and proposals for family instances, educational and media addressed, from their different possibilities, the importance of television as a medium of learning in children. Also remarkable Younis (1988); Garcia de Cortázar and Callejo (1998); Garcia Matilla, Callejo Gallego and Walzer (2004); Marta Lazo (2005b); or Montero (2006) investigations, among others.

4.8. An integrative proposal: regulation, self-regulation and literacy

Technology and information media are somewhat cold and cannot be qualified either positive or negative. The contents that nourish these channels and terminals (television, computer, video games or mobile phone) are which can be harmful or beneficial to consumers. The approach is that the audiovisual and digital literacy requires teaching the critical use of ICT as a broader concept than simply instrument

procedures training. As Gutierrez Martin points (1997: 95), the "media education" or "its teaching use for formal education "is a first approach or starting point in three dimensions "as teaching resources, as object of study or as educative agents”.

This is the tripartite aspect with which we are in terms of "Didactic exploitation" of the media, which can be summarized in the following modalities "learning with the environment; understand and interpret the environment; and communication with the media "(Aguaded, 1999: 150-156). Thus, we can separate the use of the content, the study of the content and analysis of the significance of each of the component parts in the communication process, taking into account the differences of each of the models.

With this global dimension, the three policy media educational areas should combine, on the one hand, the preventive regulation of the means to deliver broadcast content security; on the other hand, self-regulation of the subjects involved themselves, through mediations provided for the instrument; and finally, literacy, which aims to promote the preparation of children and young people to have some visual skills digital and adequate, in the communicative empowerment and content creation.

5. Conclusions

The development and strengthening of critical, analytical and reflective capacity in the receiving messages will help responsible and critic individuals when becoming content creators.

Empowering grants more autonomy and maturity in interaction with other active issuers, which will lead to greater civic commitment to participatory culture that enhances the development of a characterized multiscreen scenario society, the polytechnic and the large gear deployment of media content for different purposes, sometimes clear, covert and other hybrid.

Technological mediation through the screen itself, with contents parameters addressed from child protection and constructive messages for children themselves generate filters, and mediation education, with different dimensions of learning media in an holistic sense, they are fundamental to the audiovisual competition condition sine qua non for the smooth and orderly operation of the new media society.

The combination of content regulation with signaling systems; Filters, self-regulation and literacy messages are three angular pieces to create mechanisms for mediation between children and screens, and these serve them as media for critical reception and creative expression.

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