

FINAL REPORT

TRAINER/WORKSHOPS FOR JAMAICAN MEDIA PROFESSIONALS & REVIEW OF CHILDREN'S CODE FOR PROGRAMMING

BROADCASTING COMMISSION OF JAMAICA
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WORKING

CONTENTS

1. BACKGROUND
2. PURPOSE OF TRAINING AND WORKSHOPS
3. INTRODUCTION
4. INITIAL FINDINGS
 - 4.1 CABLE TELEVISION
 - 4.2 FREE-TO-AIR TELEVISION
 - 4.3 RADIO
 - 4.4 ADVERTISING
5. WORKSHOP & SEMINAR DEVELOPMENT
 - 5.1 TRAINERS WORKSHOP
 - 5.1.1 Agenda
 - 5.1.2 Outcomes
 - 5.1.3 Core group
 - 5.1.4 Recommendations
 - 5.2 WESTERN REGION SEMINAR
 - 5.2.1 Outcomes
 - 5.2.2 Recommendations
 - 5.3 BROADCASTER SEMINAR
 - 5.3.1 Outcomes
 - 5.3.2 Recommendations
 - 5.4 ENTERTAINERS SEMINAR
 - 5.4.1 Outcomes
 - 5.4.2 Recommendations
6. WORKSHOP AUDIO-VISUAL MATERIALS
7. POWER POINT STUDIES
8. WORKSHOP DOSSIER MATERIALS
9. MEDIA LITERACY

- 9.1 MODELS FOR LITERACY PROGRAMS
 - 9.1.1 Oral history, digital storytelling
 - 9.1.2 Advertising
 - 9.1.3 News and current affairs
 - 9.1.4 Useful literacy websites

10. BROADCASTING COMMISSION PUBLIC AWARENESS

11. WORKSHOP DELIVERABLES

12. FEEDBACK TO WORKSHOPS AND SEMINARS

APPENDIX 1 STAKEHOLDERS

APPENDIX 2 TRAINERS WORKSHOP AGENDA

APPENDIX 3 WESTERN REGION AGENDA

APPENDIX 4 BROADCASTER WORKSHOP AGENDA

APPENDIX 5 ENTERTAINERS AGENDA

APPENDIX 6 COLLATED RECOMMENDATIONS

APPENDIX 7 BREACHES OF CHILDREN'S CODE FOR PROGRAMMING

APPENDIX 8 FEEDBACK FORM

1. BACKGROUND

This consultancy was instigated by the Broadcasting Commission of Jamaica and facilitated by the Commonwealth Secretariat and the World Association of Christian Communicators, with the assistance of the Planning Institute of Jamaica and the Caribbean Broadcasting Union.

2. PURPOSE OF TRAINING SEMINARS AND WORKSHOPS

To improve the compliance of all licensed media in Jamaica with the Broadcasting Commission's Children's Code for Programming.

The terms of reference are as follows:

- Review relevant literature.
- Formulate written syllabuses for each aspect of the training.
- Formulate selection of training materials.
- Assist Commission with appropriate selection of training facilities.
- Co-ordinate the preparation of training facilities.
- Select material to be compiled.
- Design, deliver and administer training to 200 media professionals.
- Review organisational content codes.
- Analyse data and prepare report and recommendations on training and Children's Code for Programming.

3. INTRODUCTION

The Broadcasting Commission of Jamaica, the national regulator for licensed radio, television and cable services, introduced a primary set of content standard regulation approximately 18 months ago with the introduction of the Children's Code for Programming. This Code requires licensees to identify problematic material and either schedule or filter its transmission as well as provide viewers and listeners with adequate advisories about problematic content. The concerns of the Code are the appropriate handling of violent content, sexual portrayals and adult language. A separate paper entitled **REVIEW OF THE CHILDREN'S CODE**

FOR PROGRAMMING forms part of this report and puts forward some recommendations and rationale for changes to the Code.

Since its introduction, licensees have had difficulty complying with the Code's standards, particularly with the handling of popular local music material on television and radio. The Commission had concerns that problematic content is not being adequately assessed or scheduled, and identified the need for training for a wide range of media professionals, hence the appointment of this consultant to devise and deliver a series of workshops and training seminars.

4. INITIAL FINDINGS

Before formulating the training workshops and seminar programs, the Consultant spent some time reviewing the Broadcasting Commission literature on regulatory policy and the Children's Code for Programming, undertaking independent research into global best practice in this area, watching free-to-air, cable television and listening to radio, and meeting with key stakeholders to get an understanding of the current operating environment in Jamaica, and canvassing opinion about the efficacy of the Children's Code. Part of the rationale for the consultation was to identify those people who could form the core of a future trainer's group to be available to media houses, to work in particular with programmers and schedulers. A list of key stakeholders interviewed is in Appendix I.

The Consultant was in agreement with the problem statement outlined in the original brief in relation to the challenges facing the Broadcasting Commission in its efforts to encourage licensees to consistently monitor standards in order to comply with regulation. From personal observation of broadcast media in Jamaica, and following interviews with key stakeholders, there are some evident difficulties.

Here follow some observations about cable television, free-to-air television, radio, and advertising, which informed the content of the workshops and seminars:

4.1 CABLE TELEVISION

- The fragmented nature of the cable market, with 51 licensees and 246 zones, leads to varying standards and services.

- Cable operators do not in the main come from a broadcasting background. They are acting in most cases as carriage conduits with little relationship to, or responsibility for, their content. They are transmitting predominantly US cable channels, and some local channels, mainly music, along with their 'must carry' obligation for local free-to-air.
- There is inconsistent understanding of licensee obligations in terms of regulation and the need for detailed and consistent advisories.
- There is often inadequate advice provided to potential subscribers about not only content on their varied channels, but also instruction in the use of set-top boxes and addressable systems.
- Many cable operations are small, with limited human resources to consistently attend to compliance issues.
- At the last Broadcasting Commission survey in 2004, overall penetration was around 36%
- Content on cable cannot be regulated in the same manner as free-to-air. Subscribers to cable television have a choice about what channels they receive, and there are addressable systems available to customers to enable them to filter their channels by means of encryptable set-top boxes. The majority of cable channels are from foreign sources, and therefore are outside the jurisdiction of Jamaican regulation.
- There is therefore a difference in regulation in the Children's Code for Programming whereby all programs on free-to-air are required to be rated, and all channels on cable are required to be rated, including local content channels; CTV, Music Plus, Hype TV, RETV, Sportsmax.
- Notwithstanding these safeguards, there is considerable public concern about problematic content on cable television, particularly music channels.
- During the whole of this exercise, the Broadcasting Commission was engaged in subscription television re-licensing. At the time of writing, the

Commission's recommendations are before the Minister of Information and have not yet been ratified. However 37 licenses expired in 2004, and 27 have been recommended for renewal.

4.2 FREE-TO-AIR TELEVISION

- There is currently no public broadcaster in Jamaica, although there are signs that the Government is exploring the reinstitution of public broadcasting in Jamaica, some 15 years after the dissolution of the Jamaican Broadcasting Corporation.
- There are two main commercial free-to-air broadcasters, Television Jamaica (part of the RJR Group) and CVM Television (part of the CVM Group) and one free-to-air religious station, LOVE TV.
- As with all commercial broadcasters, TVJ and CVM are profit driven.
- Both these stations offer a broad range of programming as befits national broadcasters. However, there are no local content quotas, and although news, current affairs and sport are well covered, transmission of other local content is discretionary, except for the requirement to transmit a proportion of government programming (which consists primarily of programming from the Jamaica Information Service - local content, information and public service announcements).
- News and current affairs coverage can be problematic. There have been several breaches of the Children's Code over the last two years relating to news coverage of crime scenes. Jamaica has one of the highest murder rates per capita in the world, and crime reporting is an ever-present feature of news broadcasts. News is often presented in a sensationalist manner, and, due to resource constraints, cameramen are often required to be their own producers and directors, without adequate editorial direction. This leads to what is effectively 'raw' news footage being used as the end product in news broadcasts without any seeming editorial control. Scenes of grieving relatives at crime scenes, interviews with the recently or immediately bereaved including children, bloodstained roads, glimpses of bodies in vehicles and on

roads are commonplace, and are of concern to the Broadcasting Commission. Included in the audio visual clips are examples of news code breaches during 2004. On the technical level, sound quality is generally an issue for both TVJ and CVM.

- During one of the consultations, a senior CVM television executive defended its news reporting style on the simple basis that the public has a right to know. This is of course true, if somewhat disingenuous in this instance. There are methods of dealing with sensitive news items that can mitigate disturbing visual aspects, including clear advisories before such items advising viewers that the material to follow contains scenes that may disturb. This is common practice on most international news channels.
- The free-to-air broadcasters also expressed their view in interviews that they are required to be de facto public broadcasters without any perceived economic benefit. It has been necessary to point out that the free-to-air spectrum carries responsibility to a wide national audience that necessitates diverse programming, some of which must be of social benefit. Despite the fact that the regulatory difference between free-to-air and cable is understood by key stakeholders, there is resistance to it, and so a pattern of non-compliance has developed, particularly with popular music material.
- Both TVJ and CVM expressed their need to ‘compete’ in some ways with cable television, particularly in their transmission of local music content as popular entertainment. The most common Code breaches are for inappropriate transmission of music content at hours when children are watching, before the watershed at 9pm, most often on weekend early evenings, when several popular “Video Hits” programs are broadcast.
- There are issues between free-to-air broadcasters, the Broadcasting Commission and the Government with regard to impending amendments to regulation on cable advertising (see below in Advertising).
- It is important to note that local cable channels provide one of the few consistent sources of local content. Music videos, coverage of live events may not provide much local content diversity, but in the absence of government

or any other consistent source of funding for cultural programming, cable channels are an important source of production and exhibition.

- There is little consistent media research undertaken in Jamaica, and it is unclear how the broadcasters consistently monitor ratings. It is particularly difficult for free-to-air broadcasters to determine whether the audience is watching their stations on free-to-air or cable. Resourcing is scarce. The last All Media Monitoring Survey was in 2002.
- There is a strong tradition in other countries of broadcasters joining with the regulator on research projects of mutual benefit (however, these are self-regulating systems, Canada, UK and Australia, for example). It would be useful for joint research between the Broadcasting Commission and broadcasters to be undertaken in Jamaica on children's viewing habits.
- There is also no mechanism for direct interface between broadcasters and audience. In many other countries, there are independent Viewer's and Listener's Associations whose mandate is to discuss, lobby, advocate, monitor, and in many instances, provoke the media. These bodies are usually civil society collectives, led by committed social activists. They are often extremely influential.
- Other than these organisations, It is important social inclusion for the general public to feel they have a conduit to media to express their opinions about programming. Print media and radio have letters pages and talk-back (though no dedicated program for points of view on media exists on radio). Many other Commonwealth countries have long running and extremely popular short programs weekly for viewers feedback.

4.3 RADIO

- Radio in Jamaica provides a diverse choice for the listening audience and is popular. The standard, particularly of news and current affairs broadcasting, talk shows, etc, is generally high. There are more opportunities for public voices to be heard on radio.

- The most recent survey conducted for the Broadcasting Commission in 2002, reveals that radio news is the preferred choice of over 40's in Jamaica.
- However, once again music content is a source of contention with the general public, and although there are far fewer breaches of the Code on radio, those complaints that are received relate almost exclusively to music lyrics, broadcast on popular 'youth' music stations such as IRIE FM, etc.
- The problem here appears to be a lack of editorial control from programme managers and schedulers. Many of the popular DJ's on radio have come from live performance. Clearly what is appropriate for live paid public performance, (late night, usually), is not appropriate behind a microphone in a studio to a wider audience. It is incumbent upon radio licensees to ensure that the Code is upheld by their presenters, particularly those encouraged to bring their own playlists. Licensees should ensure that presenters are contractually obliged to read, understand and adhere to the Code as part of their conditions of employment, and undertake a formal training program.

4.4 ADVERTISING

- Although advertising is covered under the Children's Code for Programming, the provisions could be outlined in greater details and with some amendments. This will be addressed in the Review of the Children's Code as part of this report.
- It is impossible to talk about programming without including advertising. However, unlike programming, the general public have no way of knowing what kind of ads are being transmitted at what time, and on that basis alone, the onus is on broadcasters to respect the regulatory framework when negotiating the placement of advertisements (which could of course be contrary to their commercial interests).
- There is an Advertising Association of Jamaica, although there are no consistent codes of conduct within the industry on acceptable forms of advertising.

- Local advertising is a form of local content, and provides employment and training for film and television practitioners. Most local advertisements are ‘cheap and cheerful’ retail.
- There are many forms of sponsored advertising from alcohol companies, particularly for sporting events – the national football team, the Reggae Boyz, for example, are sponsored by Wray and Nephew, a national liquor producer and distributor. This is a potentially vexed issue; in a small market, high profile liquor companies have the buying power and the commercial impetus to become involved with national events of social significance. Is this a Code issue? The promotion of liquor as part of an aspirational lifestyle choice is banned in mainstream media in most Western countries.
- The Commission has not in recent times found advertising an issue. Recently, however, an advertisement was brought to the regulator’s attention by a radio presenter who made a particular ad a feature of her talk back show. The ad, for milk, featured two women behaving in an aggressive manner to each other over a last remaining carton of milk on a supermarket shelf (this ad is included in the clips used in the workshops and seminars). The ad raised questions about the use of aggression in an intentionally comedic manner to resolve conflict given the violence that is prevalent in everyday life in Jamaica, and indeed, to use conflict as an appropriate sales strategy for such an everyday product as milk. Although no formal complaint was issued, the ad agency took it upon itself to withdraw the ad and make it the subject of focus groups.
- Advertising on local cable is the current ‘hot’ media issue in broadcast media. Previously not allowed, Government and the Broadcasting Commission has reviewed the situation, and is in the process of amending legislation to allow advertising on local cable channels. As the cable market has matured, so has demand from advertisers. There is clear demand from local advertisers.
- The free-to-air broadcasters have enjoyed a monopoly on advertising for many years, and are vociferous in their resistance to this impending change.

The Broadcasting Commission's view is that in a free market, the market will decide.

- The quid pro quo for allowing advertising on local cable is that each licensed cable operator in the future will have to make provision for a local community channel. This will be an important 'kick start' for more diverse local content than the music content offerings currently available. It may also lead in the future to the establishment of local quotas.
- Both major free-to-airs are entering the cable market – CVM have CVM+, and TVJ is entering into negotiations with Cornwall Communications, a Western region cable licensee.
- There is some aggregation in the cable market already, with the merger of 3 smaller cable companies to form St. Thomas cable, an eastern region licensee, and SAUCE, an amalgamation of 5 smaller Kingston companies. It is likely that there will be further aggregation in the cable market in the future, particularly to increase advertising and content buying power.

5. WORKSHOP AND SEMINAR DEVELOPMENT

As will be evident from the above observations, there's rich material to work with in formulating a seminar syllabus for media professionals. There would be much common ground in all the seminars, but each would be targeted to its primary audience. Discussion with Cordel Green and his key executive team at the Broadcasting Commission led to a consensus. We would hold 4 workshops and seminars for different media groups, split into 3 core groups, future trainers, broadcast media, and entertainers. The rationale for including entertainers arose from the most obvious fact that music content has formed the greater part of the Broadcasting Commission's Monitoring and Compliance Committee's deliberations over the last few years. We saw it as imperative to engage those who were directly in touch with the youth market, helping to shape trends and influence young Jamaican opinion. It was also an opportunity to communicate to the entertainment industry at a number of levels, from agents, managers, promoters, presenters, and artistes.

5.1 TRAINER'S WORKSHOP. JAMPRO, KINGSTON THURSDAY 10th FRIDAY & 11th FEBRUARY 2005.

The invitees to this workshop were drawn from educationalists, media teachers, academics, NGO's, social welfare groups, parents' associations, etc. 75 people were invited, with an attendance of 40. Those central to this seminar:

- CARIMAC, teaching staff and post-graduate students.
- Dr Hopeton Dunn, Ms Judith Alberger, CPTC.
- Mrs Elaine Foster-Allen.
- Coalition for the Rights of the Child.
- Women's Media Watch.
- Fathers Incorporated.
- Children First.
- Hope for Children.
- Mrs Marcia Forbes.
- Mrs Colleen Wint-Smith.
- UNESCO.
- UNICEF.
- Ms Andrea Shepard-Stewart, PIOJ.
- Jamaica Teacher's Association representatives,
- Department of Education Media Unit, Mrs Claudette Carter, Ms Nicola Christie-Veitch.
- Jamaica Information Service, Mrs Carmen Tipling and colleagues.
- Observer and Gleaner social issues journalists.

5.1.1 AGENDA

The agenda for this group over two days is appended as Appendix 2.

5.1.2 OUTCOMES

- An understanding of the role of 'media training'.
- Understanding of the role of the regulator in Jamaica.
- Understanding of the current broadcasting environment

- Understanding the challenges facing broadcasters and regulators in an increasingly fragmented landscape.
- Understanding of the Code and its current effectiveness.
- Issues facing Jamaican broadcasting in the future.
- Importance of media literacy. Formulate strategy for ongoing focus groups and workshops on media literacy.
- A strategy for future workshops and regular training sessions.
- Selected participants from this workshop asked to other seminars.
- Feedback forms completed by attendees.
- Participation in proposed pilot media literacy program for primary schools (under 12)
- Tie-in with existing community work and the Department of Education schools program – radio and video.
- To initiate regular focus groups, and workshops.
- Discuss initiation of regular meetings with broadcasters, STV operators and the Commission – a Viewers and Listeners Association model, to give representatives of the general public a voice.
- The need to strengthen Code provisions on advertising.

5.1.3 CORE GROUP

This workshop was participatory and energetic, as was anticipated. As will be seen from the Power Point slides and notes, there was a considerable amount of information to absorb. Training needs for broadcasters focussed on the need for programmers and schedulers to develop a more sophisticated understanding of the types of content they were dealing with. The programmer from CVM who attended these sessions was most receptive and spoke about his experiences at the station in recent times. CVM TV, in response to the Commission's consistent efforts to impress on licensees the importance of compliance, has 'lifted its game' considerably in the last half year, with a commitment not to lead news broadcasts with stories on violence.

The task was to inspire this group to collective sustained action in the future, to focus on the training needs of media houses, collaboration with the Broadcasting Commission on pressing children and media issues, and to assist in the development of a media literacy program. This has been achieved, and

from the overall attendance, the following people have been identified as future trainers – all have a great deal to contribute, and comprise a mix of experience in education and the media.

Dr Hopeton Dunn, CPTC

A leading Jamaican production and training facility, Creative Production and Training Centre is also a cable licensee with its channel dedicated to local cultural content, CTV. Dr Dunn, the Chair and CEO of CPTC, and his production head, Kirk Buchanan, are ideally placed to initiate courses for broadcast personnel, including cameramen and editors. This was identified at the broadcast seminar as one of the key needs for in-house broadcast training. Radio personnel were also keen to explore the possibilities of training courses for programmers and schedulers.

Hilary Nicholson, Women's Media Watch.

Women's Media Watch have been undertaking training with limited resources for over 15 years, the emphasis being on gender issues and the media, working with community groups across the island. They have solid experience, and their membership comprises some local content providers, particularly in documentary and cultural projects, which could enjoy wider exposure on local cable channels in the future.

Yvonne Chin

Recent media studies graduate from the University of Leicester, UK, Ms Chin was a television news presenter on TVJ before embarking on her course of study. She has a keen understanding of the broadcast environment, and her experience overseas has given her an objective understanding of the challenges facing the Jamaican media. She represents the best of the youth market, and could be an important change agent.

Patrick Prendergast, CARIMAC, University of the West Indies

Patrick is a senior lecturer at the media school at the University of the West Indies (UWI). CARIMAC is an important partner for the Broadcasting Commission and the rest of this group for the future training exercise, particularly in media literacy. After attendance at all the seminars, Patrick is now working with his colleagues at UWI to ensure that regulation and broadcast regulation, in particular the Children's Code for Programming, and issues on children and media is taught as part of the Media Law and Ethics program. Hitherto it has not been part of the curriculum.

Colleen Wint-Smith

The co-ordinator for Parenting Partners, a community organisation working with parents in lower socio-economic groups to promote responsible parenting. Colleen is also a researcher and filmmaker and has just produced a series of pan-Caribbean radio documentaries on parenting. She is familiar with the key issues, and is keen to be involved with a training group, particularly in media literacy.

Charmaine Gooden-Monteith

The new training officer for the Department of Education, Charmaine is also a filmmaker. She has offered to co-ordinate an inventory of local content which could be bought by schools all over the island, and also offered to cable channels for broadcast.

Claudette Carter, Nicole Veitch

The Director and Programmer respectively for the Department of Education Media Unit, interested in becoming involved with media literacy programs and potential training workshops. The Media Unit is developing a series of schools programs for radio and television, and local content providers will be an important network for them.

5.1.4 RECOMMENDATIONS AND ACTION FROM TRAINER WORKSHOPS

A collated list of all recommendations will be appended as APPENDIX 6

A follow-up meeting was held at the Commission with the Consultant and the Core Group on March 15 2005 to discuss these future plans.

- Future training courses can use the Core Group as in-house media trainers, either as individuals or through their respective organisations.
- Future training courses will be facilitated by the Creative Production and Training Centre, and can be tailored to broadcasters and cable licensees specific needs.
- A course for cameramen and editors will be offered to broadcasters and cable licensees to start with, using material from the seminars and the expertise of Kirk Buchanan and the team at CPTC.
- The consensus from the Core Group meeting on March 15th was that the Broadcasting Commission should take on the responsibility for sourcing funding for a pilot media literacy program in primary schools. The Core Group will assist in formulating the program. In order to strengthen the likelihood of funding, the media literacy program should be a joint undertaking between the Commission, CPTC, CARIMAC and the Department of Education Media Unit.
- The Broadcasting Commission has already identified and will pursue several potential sources of funding for a media literacy pilot program, including UNICEF, UNESCO, Environmental Foundation of Jamaica, the British Council, USAID, Commonwealth Broadcasting Union.
- The Broadcasting Commission will also promote the importance of media literacy through an extensive public awareness campaign on issues around children and the media. (see public awareness campaign issues).

- CARIMAC should introduce the study of regulation and broadcasting standards into its Media Ethics and Law component of its undergraduate Media Studies course.
- CARIMAC and the Department of Education to explore an intern program for CARIMAC students with the Dept of Ed's Media Unit.
- An inventory of local content will be collated through the Department of Education's training officer Charmaine Gooden-Monteith, which could then be offered to CTV and other cable stations for broadcast.
- The group should investigate the role and responsibilities of guidance counsellors and pastoral care workers in schools as potentially appropriate people to deliver media literacy programs in schools and make a further recommendation if necessary.

5.2 WESTERN REGION SEMINAR FOR MEDIA PROFESSIONALS, MONTEGO BAY, FEBRUARY 14TH 2005

Held in Montego Bay, for an audience of Western Region radio and television media professionals and educators. The Western Region has a broad mix of two large and several small licensees, the majority being cable and radio licensees. Several new FM radio licensees formed part of the audience of 27. There were some attendees who are new entrants to the broadcasting and cable industry, as well as educators, and we spent some time on first principles of regulation and broadcasting. The agenda is appended as Appendix 4

5.2.1. OUTCOMES

- Feedback on code and effectiveness – largely positive.
- Needs of regional operators to be taken into account with future training initiatives
- Understanding of the intent of code and consensus endorsement of it.
- Awareness of common public concerns

- Awareness of Broadcasting Commission concerns
- Commitment to standardised and consistent advisories
- Commitment to in-house station implementation policy, staff awareness and training
- A strong desire for training, particularly for radio presenters and programmers.
- The need for training to be certificated
- Strong advocacy for a media literacy campaign, particularly from the educators (Sam Sharpe College).
- Recognition of the future importance of cable licensees in the acquisition and promotion of local content.
- Support for the idea of community channels, particularly important for regional operators.

The enthusiasm for a media literacy campaign was mitigated by the educators' concerns about whether there was room for another subject in an already overburdened curriculum. There was a suggestion that a media literacy program could be counted towards professional development, thereby encouraging those interested teachers to attend training courses and deliver pilot programs.

There was much discussion about the responsibility of the media, particularly with the representatives from the new radio stations. Both the larger and more responsible cable operators, Cabletron and Cornwall Communications, expressed a real need for ongoing training initiatives, and also for access to more local content (anticipating their entry into local community channels in the near future).

One important outcome of this discussion was that Broadcasting Commission certification of future training courses would be extremely valuable for cable licensee employees, and would count as a qualification to future employers.

5.2.2 RECOMMENDATIONS

- Western Region cable licensees to be included in future training programs.

- A course for radio programmers and presenters tailored for regional operators to be a priority.
- Broadcasting Commission to certificate its future training courses, achievable if training is undertaken by certified training institutions such as CPTC, CARIMAC, University of the Northern Caribbean.
- The Ministry of Education should be encouraged to recognise media literacy as a subject for their teacher professional development program.

5.3 BROADCASTER SEMINAR – THURSDAY FEBRUARY 17TH, KNUTSFORD COURT HOTEL, KINGSTON

This seminar was directed at those media professionals directly responsible for successful implementation of the Code – broadcasters, news and current affairs personnel, cable licensees, representatives of academia, government, advertisers, marketers. There was a gratifyingly large audience (95 attendees). The Minister for Information, in recognition of the importance of this event, opened the proceedings.

Some of the elements of this workshop echoed the first, particularly those pertaining to the need for regulation and the intent of the code. There was much discussion of responsible broadcasting in radio and television, advertising and its effect on children, violence in the media and its effects, news coverage, the importance of consistent advisory warnings prior to transmission of potentially contentious material, and training pointers for programmers and schedulers. Different types of advisories were illustrated, and broadcasters advised to increase their use of advisories to run before and after ad breaks and even have permanent rating watermarks on screen during programs.

Speakers drawn from journalism, commercial marketing and advertising, and a PhD researching children and media violence were asked to provide their views on children and media. Several young people, from the Jamaica Gleaner's Youthlink magazine and marketing and media students from the University of West Indies were asked to address the audience with their views on

contemporary television and radio in Jamaica. The video clips had particular resonance for this audience, and prompted a spirited discussion about the transmission of music content. It was generally recognised that in-house training was a priority, and there was a strong public commitment from the Head of Programming at CVM. The agenda is attached as APPENDIX 4.

Those central to this seminar included:

Free-to-air broadcast executives.

Radio executives, RJR, Power, Hot 102, Irie, etc.

Subscription television executives.

Programmers and schedulers.

Advertising Association of Jamaica.

Jamaican Association of Community Cable Operators

Advertising agencies.

Marketing and public relations companies

Content providers – video and filmmakers, commercials producers, etc

News and current affairs practitioners.

Journalists, editors, producers.

A select group from the Trainers' seminars.

5.3.1 OUTCOMES

- Feedback on code and effectiveness.
- Understanding of the intent of code and consensus endorsement of it.
- Awareness of common public concerns.
- Awareness of Broadcasting Commission concerns.
- Commitment to standardised and consistent advisories.
- Commitment to in-house station implementation policy, staff awareness and training.
- Support for media literacy program
- Support for more direct interface with general public
- Concerns about music content after viewing of clips led to discussion of changes to rating adult content on cable, which is to be incorporated into Code Review.

- Discussion of local content highlighted availability of diverse sources of material and a greater awareness by free-to-air broadcasters of what is 'out there'.

5.3.2 RECOMMENDATIONS

- Broadcasters and cable licensees to work with trainers' group on future customised training for in-house personnel, particularly news and current affairs cameramen and editors.
- Broadcasters to ensure that their programming policy addresses music content, with particular focus on scheduling adult music video content after watershed to ensure compliance.
- Broadcasters to make sure advisories and program ratings are visible not only at the beginning of programs, but before and after ad breaks. Use of watermarks and banner strips recommended.
- Broadcasters to enjoin and assist Broadcasting Commission in their public awareness campaign for Children's Code.
- Broadcasting Commission to consider strengthening regulation on advertising.
- Broadcasting Commission to consider further ratings for adult local cable channels in its Code Review. A more proscriptive approach to tiered levels of adult content and the timing of its transmission, within the overall classification of an adult channel is recommended. (further discussion of this issue in the Entertainment Seminar section).
- Broadcasting Commission to approach broadcasters with proposals for joint research projects (using where possible media educational organisations such as CARIMAC and UTech).
- The establishment of an independent Viewers and Listeners Association. whose mandate is to discuss, lobby, advocate, monitor, and in many

instances, provoke the media. These bodies are usually civil society collectives, led by committed social activists. They are often extremely influential. Models for this include the Friends of Canadian Broadcasting - www.friends.ca; the European Association of Listeners and Viewers Associations - www.euralva.org; the Media Monitoring Project in South Africa – www.sn.apc.org; the Veeduria Ciudadana de Comunicacion Social in Peru (a particularly progressive organisation) – www.veeduria.org; OFCOM UK's Consumer Panel – www.ofcom.uk.org; Voice of the Listener and Viewer in the UK - www.vlv.org.uk

- Each free-to-air broadcaster to consider a program that allows direct audience feedback. It is important social inclusion for the general public to feel they have a conduit to media to express their opinions about programming. Print media and radio have letters pages and talk-back (though no dedicated program for points of view on media exists on radio). Many other Commonwealth countries have long running and extremely popular short programs weekly for viewers feedback. Some examples include the Australian public broadcaster program Media Watch www.abc.net.au/mediawatch; the long-running BBC program Points of View www.bbc.co.uk/dna/mbpointsofview/ , and BBC World Service Write On www.bbc.co.uk/worldservice/programmes/write_on.shtml

5.4 ENTERTAINER'S SEMINAR, CUDDY'Z, NEW KINGSTON, THURSDAY 22ND FEBRUARY 2005.

This group represented those who are directly in touch with street culture, and who influence and contribute to young people's aspirations and notions of 'cool'. This was an extremely important and influential group to incorporate into our seminars, and also one of the most difficult to engage. For that

reason, it was a more informal, discursive event than the others. However, given recent adverse international publicity about prominent dancehall artists and their lyrics, the prevalence of Code breaches to do with music, and public concern, it was an opportunity for the Broadcasting Commission to engage with the entertainment sector on the Children's Code. The focus was strongly on the core issues of popular music material on radio and television, most commonly seen in music videos. 45 people attended, a broad representation of music industry professionals, including artistes, managers, promoters, entertainment lawyers, leading associations, radio presenters, and entertainment writers.

Marcia Forbes, until recently General Manager of TVJ, and now a PhD student, discussed aspects of her recent and topical research on the influence of music on the sexual behaviour of Jamaican adolescents. Several artistes raised pertinent and topical music industry issues, including DJ 'payola' and the difficulty of getting positive 'conscious' music played on air when 'hard core' dancehall is seen as the more commercial option by broadcasters.

Radio presentation was the subject of audience discussion, particularly DJ's who are encouraged to provide their own playlists (for which they may have received money from producers and promoters). This practice puts the radio licensees at risk, and it is incumbent upon them to ensure that their presenter personnel are provided with copies of regulation, which they need to know before going on-air.

There was much energetic discussion about the clips screened, particularly the adult content music videos. Part of the difficulty with local cable channels showing adult material at 10am Sunday mornings is that most of their programming is on a timed loop, and what we are seeing at that time might have its first broadcast during the previous evening. This is a programming issue which needs to be addressed, and became clear to the radio and television people in the audience as the session progressed. One of the most important outcomes of this session was the endorsement of tighter ratings for music content on local cable channels. The implication of this for artistes was not lost on the audience. If they wish to make adult content of the type we viewed at this session, then they must accept that the consequence that they

might lose their desired core audience if airplay is restricted to, say, after 11pm.

The agenda for this seminar is appended as APPENDIX 5

Those central to this seminar included;

DJ's & VJ's.

FM music station radio presenters, producers, executives.

Local music cable channel presenters, producers, executives.

Corporate advertisers.

Youth oriented video clip makers.

Promoters, agents, managers.

Recording artistes.

Entertainment Officer, Ministry of Tourism.

Jamaica Federation of Musicians.

Jamaica Association of Female Artistes.

Sound System Association of Jamaica.

Local Recording Studios

Community Groups

Appropriate members of Groups 1 & 2.

5.4.1 OUTCOMES

- Need to tighten up ratings for local adult cable channels, and provide tiered content categories.
- Increased awareness of marketing/economic considerations for adult video content and implications of further regulation to protect children from harmful content on cable channels.
- Greater understanding of programming issues, particularly 'looped' programming on local cable channels.
- DJ's and radio presenters to take a more proactive role in compliance, greater awareness of their responsibilities to the licensee.
- Greater awareness of Code and regulatory issues.
- Entertainment industry to participate in public awareness campaign.

- Potential for more diverse content when community cable channels come on stream - as a result, more exposure for videos that promote 'conscious' and 'reality' music.
- Networking between content providers and local cable operators.

5.4.2 RECOMMENDATIONS

- Content producers to take more proactive role in compliance at source when considering how to present artistes to the general public.
- Broadcasting Commission to include tightening of definitions of adult material in Review of Code.
- Jamaican Federation of Musicians, Jamaican Federation of Female Artistes, Sound System Association of Jamaica and their members to assist Broadcasting Commission in their public awareness campaign.
- Local music radio licensees to develop in-house policies for presenter compliance and contractually oblige presenters to undergo formal training, and read, understand and adhere to the Code.

6. WORKSHOP AUDIO-VISUAL MATERIALS

Audio-visual material was compiled for all the workshops. A DVD of all this material is included with this report. This comprised:

Broadcasting Commission Code Breaches for 2004.

See APPENDIX 7 for the list of clips. Except for Clip 9 which was from a local cable music channel, all were aired on free-to-air television between the hours of 4 and 6pm on weekend early evenings. Eight out of thirteen breaches were local music content, two were news related, one was live dancehall broadcast (clip 9), one was a news feature about a dancehall competition, and one was a free-to-air fashion show broadcast after the

watershed which was deemed not to have contained violence, and therefore did not constitute a code breach.

Dairy Farmer's Milk advertisement, as discussed above;

The Hope for Children production 'Wicked Reality'

Random taping by consultant of local cable music channels HYPE and RETV between the hours of 10am – 12noon on several Sunday mornings, December 2004 and January 2005. This list of clips, also listed in APPENDIX 7, provoked much discussion, which proved useful in formulating one of the recommendations for the Review of the Children's Code (see Review of the Children's Code for Programming). Local music channels, HYPE, RETV and MUSIC +, are all rated Adult. After airing these examples of music videos shown mid-Sunday mornings, discussion at all seminars, including the entertainers, centred around the nature of Jamaican society and viewing habits, and the strong likelihood of many children viewing at that hour. Notwithstanding the element of choice on cable, addressable systems, ratings and advisories (which as discussed are variable in quality and quantity on local cable), there is much unsupervised children's viewing of inappropriate content. Dancehall music is a powerful influence on the young, particularly those in lower socio-economic groups. It is an aspirational career for many young people, and one of the few ways out of poverty and unemployment. All of these clips were taped between 10am-12noon, and have not been the subject of any breach. All were aired on stations with adult ratings, and all would be considered inappropriate for children's viewing. One of the major outcomes of the Entertainer's seminar was the proactive discussion that followed the screening of this material, which has led to a recommendation to change the definition of Adult rating categories for cable channels to include tiered Adult ratings in time bands, thus precluding content such as this from being shown early in the day.

7. POWER POINT SLIDES

The Power Point slides and accompanying notes for all the seminars have been amalgamated into one document which is attached to this report in hard copy.

8. WORKSHOP DOSSIER MATERIALS

All attendees were given a dossier of reading/training materials, included with this report, contents as follows:

- Broadcasting Commission Children's Code for Programming
- Jamaica Broadcasting Act & Regulations
- Rules for Cable Television
- Ratings for cable channels transmitted in Jamaica
- Africa Charter on Children's Broadcasting
- Australian Content Standard
- Australian Children's Television Standard
- Australian subscription television codes of practice
- Self-Regulation in Canada
- Canadian Broadcast Code on Advertising to Children
- Future Broadcasting – Regulatory Systems
- Media Education and Media Violence
- The Business of Media Violence
- Truly Dishonest – Advertising
- Parents, Media and Public Policy: A Kaiser Family Foundation Study
- Media Literacy: an alternative to Censorship
- Selection of relevant newspaper clippings
- Useful websites
- Brief bio of consultant/trainer Julie Marlow

9. MEDIA LITERACY

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn” - Alvin Toffler, writer and futurist.

Media literacy enables people to think critically about messages they receive from the media. Media is everywhere in our lives, and governments, parents, teachers, and media executives themselves are concerned in various ways about its influence. Most children these days get their information from one screen or another, and absorb most of their learning from the media.

Media literacy can teach young people how to apply analysis to the way their world is presented to them – how media messages are made, what's the intention behind them, and how they differ from reality. It can also focus on good citizenship and positive social values.

Media literacy is not currently on the policy agenda in Jamaica. It would be a powerful tool to assist teachers, parents and students at all levels to understand media, and to make more informed choices about what they watch. It would also empower people in a number of ways to ask questions about what they see and hear in Jamaican media, to interface directly with broadcasters, and to be more aware of the purpose of regulation.

UNESCO has identified a lack of research in this area for developing countries, where there is uneven progress in general. There is generally uneven progress even in well developed countries, where media studies is usually an elective, relying on the goodwill and commitment of English teachers to do voluntary work, often working on their own and providing their own materials. It is difficult to collect good data in such a decentralised field.

Much of the best work is done in community and youth projects. Examples of this in Jamaica is the work being done by the PALS (Peace and Love in Society) program, and the excellent work being produced by Hope for Children, a small organisation in Denham Town, where children living in the area produce their own drama projects and video programs using their own scripts based on direct life experience. One of their impressive projects was shown at our seminars – “Wicked Reality”, a series of vignettes showing the realities of life in the ghetto. It had a great impact on the audience, leading to a number of requests for copies of the program from

various interested media, including the Teacher's Association, the Department of Education Media Unit and several cable operators who are about to start up community channels. Both of these organisations could be used to help develop media literacy programs for schools.

The Partnership for 21st Century Skills, a US organization of business and educational leaders outlined a vision for education in the US in their 2003 report *Learning for the 21st Century*. In this report, the Partnership observes that *"Today's education system faces irrelevance unless we bridge the gap between how students live and how they learn. Schools are struggling to keep pace with the astonishing rate of change in students' lives outside of school"* And furthermore, they say *"Students will spend all of their adult lives in a multi-tasking, multi-faceted, technology driven, diverse, vibrant world – and they must arrive equipped to do so"* Despite the fact these are comments on first world educational systems, connectivity and progressive methods of learning are crucial to the progress of developing countries.

Elizabeth Thoman, one of the founders of the Centre for Media Literacy, one of the most influential and progressive organisations in the world in this field, testified at a US Senate Commerce Committee on the subject of media violence, emphasising the need to break free from the 'cycle of blame' where all sectors of media and society blame each other for the increase in media violence over the last 50 years. As we advocated in our workshops, we need to focus on collective responsibility, particularly in a society like Jamaica's which is beset with deep-seated social problems stemming from a violent culture. Thoman said in her testimony, *"The real question should be: what is the long term impact on our national psyche when millions of children in their formative years, grow up decade after decade with ... powerful visual and verbal messages demonstrating violence as the preferred way to solve problems and normalizing fear and violence as 'the way things are'?"*

The Broadcasting Commission is to pursue a media literacy campaign in conjunction with UNESCO, UNICEF, the Jamaican Department of Education and the Environmental Foundation of Jamaica as part of their overall public awareness campaign for issues around children and media, and

their Children's Code for Programming. Funding could be sourced from UNICEF, UNESCO, EFJ, British Council, Commonwealth Broadcasting Union, etc.

An outcome of the Montego Bay seminars was the view that such a course would equip young people in a meaningful way to navigate the often bewildering array of media they are presented with in daily life. The Commission is aware that current teacher workload is unlikely to accommodate a whole new curriculum component. However, a media literacy campaign may well sit within the guidance counsel/pastoral care programs within schools, and the Commission will explore this further as one of the components of its media literacy campaign. The PALS (Peace and Love in Schools) program promotes peaceful conflict resolution, and has Peace Officers in many schools, allied to the guidance counselor program. This initiative is sponsored by the Jamaica Gleaner, and this group could also be useful in media literacy training.

This campaign would require training for educationalists, media professionals and academics to formulate a coherent program to fit with existing curricula. An integral part of the training would be learning how to evaluate and assess work. Ideally, such programs would begin in primary schools, and include parents. These programs would introduce simple concepts of reality and non-reality, principles of storytelling, narrative structures, the 'language' of picture and sound, and so on. For older children, more abstract concepts such as how the media sells to the public are useful. Advertising provides a rich area for study.

There are many admirable models to use in developing a pilot media literacy program. The work done by Elizabeth Thoman over the years at the Centre for Media Literacy is exemplary, and the CML offers learning modules for all ages on their invaluable website. Much of their work in turn is developed from the British Film Institute's pioneering work in media literacy. The BFI has produced some cornerstone teaching aids, and one of the most valuable for a Jamaican pilot scheme would be an adaption of their LOOK AGAIN program for children aged between 3 and 11. The San Francisco organisation JUST THINK targets low income 'at risk' youth in

the Bay Area and encourages the kids to make programs about crime, drug use and violence. The Mission Hill School produced a program about hip hop with their own narration, visuals and music, a model which has particular resonance for Jamaican youth, with the influence of dancehall such a major force in young people's lives.

It is important to note that these models are nearly all low cost and can be started with very little resourcing. However, the ultimate success of such programs would depend on a collaborative approach between relevant government departments, and existing agencies with training facilities, community groups, and NGO's.

Some outcomes of a pilot media literacy scheme in Jamaica would be:

- Ability to evaluate and manage viewing behaviour.
- Question reality of TV programs.
- Be able to recognise arguments.
- Recognise persuasion techniques.
- Understand different program genres.
- Learn how programs are created – cameras, sets, props, staging, etc.
- Encourage self-reliance and self-mediation.
- Critical awareness of what constitutes appropriate content at different times of day and why.
- Linkage with social health programs through pastoral care counsellors in schools.

9.1 MODELS FOR LITERACY PROGRAMS

9.1.1 ORAL HISTORY AND DIGITAL STORYTELLING

A further benefit from proactive media literacy programs could be the introduction of programs where young people record their world and experiences on camera. This is generally known as “Digital Storytelling” or “Oral History Projects”. Two of the best examples of Digital Storytelling are from the University of Berkeley in California, who pioneered the model. At the Australian Centre for the Moving Image (www.acmi.net.au), this has

been adapted for use with the general public and in schools all over the state of Victoria. Some examples can be viewed on the above website. One of the best examples of Digital Storytelling projects in Jamaica is the Women In Film and Television Jamaica project with Harbour View Primary School, whereby the children recorded their own impressions of their school and their homes, mentored by experienced media professionals, who taught them the basics of camerawork, editing and so on. This project is being assembled in post-production. The Department of Education has funded two of their personnel to study Digital Storytelling in Virginia, for use in Jamaican schools.

A typical oral history project would ask children to interview their parents and grandparents with an audio cassette or video camera, and ask questions that stimulate stories and memories, such as:

- What was life like when you were a child?
- What are some of your best memories of being a child?
- How did you celebrate Christmas, birthdays?
- What did you do before you had a television?
- Who did you look up to?
- How did you meet Dad/Grandad/Mum/Grandma etc?
- Ask them to sing, tell stories, demonstrate a special skill, share a recipe.

9.1.2. ADVERTISING

Critical viewing activities around advertising can be constructed on many levels.

Some examples include:

- Guess how many commercials there will be during your favourite TV program, and compare with the number of ads you actually see.
- Count the number of commercials and ask what's being sold, what the ads are saying, would you use this product, why or why not? How many times did you see the commercial?

- From there, structure discussion around advertisement placement, the economics of advertising, what it costs to place an ad during the news, during sports events, etc.
- What sort of advertisements are run during children's television, the news, popular programs like Royal Palm Estate, E Strip, Video Saturday etc.?

9.1.3 NEWS AND CURRENT AFFAIRS

In social studies/humanities, news and current affairs can be a valuable topic for study.

From key stakeholder interviews, it is clear there is much public concern about the way news is portrayed in Jamaica. Lack of consistent editorial policies for cameramen is evident in the way that raw footage is being used in crime stories, often of a disturbing nature. Grieving relatives and graphic crime scene details are staples of prime time news bulletins at 7pm. There were two breaches of the Children's Code in news broadcasts in 2004. Part of the workshop syllabus dealt with unpalatable coverage of news material, and one of the recommendations for the future is a training program specifically for cameramen and editors to deal with the sensitivities of news footage, particularly crime scenes. This would clearly be a useful area for study.

9.1.4 SOME USEFUL LITERACY WEBSITES:

There are many websites providing useful lesson plans around news, including a host of material around for example, terrorism and September 11 (adaptable to focus on local issues, for instance the escalation of crime). In Jamaica, the local TV stations and print media have websites that can be the basis for studying news coverage. The BBC World Service website has information on news and current affairs ethical codes and a series of useful links.

www.storycenter.org

www.medialit.org

www.acmi.net.au

www.cyfc.umn.edu

www.ofcom.uk.org

www.bfi.org.uk/education/

www.mit.edu/cms/reconstructions/education/audiofoot.html

www.nytimes.com/learning/teachers/lessons/

www.assignmentmedialit.com

www.mediaed.org

www.curriculum.edu.au/download/lesspln/masculin.htm

www.21stcenturyskills.org

10. BROADCASTING COMMISSION PUBLIC AWARENESS CAMPAIGN

The Broadcasting Commission intends to commit considerable resources to a public awareness campaign in 2005. Previous efforts by the Broadcasting Commission to test awareness of the Code were met with a low rate of response by the public. A further instrument has been developed (attached with this document), and will first be tested on the same groups that have previously received information about the Children's Code through the educational system – parents, students, teachers. The Commission could consider CARIMAC, for example, to administer the questionnaire and provide administration and data analysis.

The campaign will cover all media, will adopt several methodologies (including marketing to lower socio-economic groups, and using, for example, identifiable popular talent speaking in patois,) and will be designed (with a local consultant) to achieve measurable results. An initial benchmarking study to establish levels of awareness among the identified target groups should be undertaken (the first step towards this is the questionnaire). At the end of the process, the Commission should be able to identify shifts in awareness as a result of the exercise.

It is a long term initiative (6 months minimum) unlike standard product campaigns, and all commercial broadcast media should be engaged with this exercise. Given the recent support at the workshops and seminars for such an initiative among the broadcast and cable licensees, it is not unreasonable to

suppose that the Commission can expect discounted rates from major media advertising departments. Radio, television and print advertising will be a necessary component of such a campaign. Radio is an important market for this exercise. There is intense competition in the radio market for morning listenership, and the main stations which should be targeted to achieve the widest reach (3million aggregate morning listenership at the last survey) are Power 106FM, RJR94FM, HOT 102, IRIE FM, RADIO 2, and KLAS. Here follows a table prepared by Lincoln Robinson of Interlinc, showing aggregate radio listenership for a week.

Broadcast Segment	Weekdays (Mon-Fri)	Saturdays	Sundays
Morning (6 am –midday)	2.9 million	2.66 million	2.1 million
Afternoon (midday-6pm)	1.5 million	2 million	1.6 million
Evening (6pm-midnight)	850,000	972000	962000
Night (midnight-6am)	445000	398000	628000

It is important to note that as a public agency, the Commission has limited resources, and a commitment of this size is of major significance. The following table, prepared by Lincoln Robinson of Interlinc, gives an estimate of a total budget for a media public awareness campaign. Over 50% of the budget is taken up by costs of media placement, so the Commission will need to officially partner with licensees and other media outlets to achieve a campaign of this magnitude.

HEADING	AMOUNT \$Ja.
1. Research Baseline survey and follow-up programme evaluation, inclusive of data collection, analysis, reporting	\$250,000
2. Production Service radio - \$80,000, Print - \$120,000, television - \$330,000 & messenger	\$530,000
3. Media Services	\$2.65 million

(Placement of advertisements over a 10 week period broken down on Radio - \$650,000, TV - \$1.2 million, and Print - \$800,000)	
4. Comic/Game (design programme and website use)	\$140,000
5. Special Flyer (production/printing of 250,000 copies)	\$450,000
Total	\$4,020 million

11. WORKSHOP DELIVERABLES

Each attendee received a dossier of information, and after the seminars, they have received copies of the Power Point slides together with accompanying notes.

12. FEEDBACK TO WORKSHOPS AND SEMINARS

The feedback has been overwhelmingly positive. Feedback forms were circulated at the seminars, and 50 were returned completed. However, we have received many emails with feedback, some of which are included here. A copy of the feedback form is attached as APPENDIX 8.

Some comments from the feedback forms:

Patricia Tyrell, International Association of Business Communicators “As President of the IABC Committee, I am very much interested in developing a communications policy to drive national developments and accreditation for communicators with regard to the Caribbean Single Market Economy”

Lois Grant, Corporate Image “Being away for a few years this has helped to update me and bring me back into the loop of the broadcast community”

Sharon Jones, Ministry of Health “I found most useful the manual, and the raising outcomes with key stakeholders”

Yvonne Chin, ex newsreader TVJ: “The video clip input was excellent”

Kayan Smith, Coalition for the Rights of the Child: “I have learned exciting methods of teaching children”

Cheryl Levy, Reggae Sun TV: “ I have learned to be more vigilant about what we are exposing children to that are not appropriate for them. The usefulness of ratings ... excellent”

Patrick Prendergast, CARIMAC, “reinforced my belief that media literacy is important for the public. I found most important the framework and the model for media literacy”

Tomlin Ellis, General Manager: HOT 102FM. “..learned knowledge of what happens in other countries in terms of regulation ... encourage ongoing relationship between Broadcasting Commission and us”

Polly Bowes-Howell, PhD, educator: “I found the research data and the presentations most useful”.

Darcell Grant, cable licensee: “ I have learned the extent to which I have to be aware of what is aired to children not necessarily supervised ... the open discussion on media violence .. most useful”

Fitzroy Davies: Programmer, LYNX FM “ Most useful ... the responsibility of broadcasters balance between commercial and public interest .. learned .. structure of Jamaican industry, content issues .. this workshop must be made available to all concerned in the media”

Viannie Morgan, Cabletron: “learned .. the need for not just management but entire staff training, especially DJ’s .. I am looking forward to being able to access trainers to assist my staff. I also hope that certification will be available after training is completed.

Some emails received:

Julie,

Let me use this opportunity to extend to you and the Broadcasting Commission congratulations for staging, what I strongly believe, was a most successful seminar. I am certain that all participants benefited from the presentations and discussions.

For my part, I will do my utmost in ensuring compliance with the guidelines across the board. With regards to the information to be sent, I would prefer a hard copy.

Thanks again.

Keith Campbell
Programmes & Production Manager
CVM Television Limited
69 Constant Spring Road
Kingston 10
Tel.: 931-9400-3, ext. 2246

Hi Julie:

I found yesterday's seminar most informative and instructive. Thank you for having invited me to participate.

Gloria Royale Davies

Hi Julie:

I wish to thank you and the Broadcasting Commission for the opportunity for learning and interacting which yesterday's seminar provided. Wonderful event! I should like to receive the communication by hard copy in both cases.

Thanks again.

Granville.

Granville Newman, Office of the Prime Minister

Hi Julie,

CD will be fine for us. Many thanks. The seminar was really well presented. I certainly got more insight into all the implications of the varying messages being communicated to our children. I look forward to receiving the materials and will do my part in assisting the Commission achieve its objectives.

Best regards

Eileen

Eileen Henry, The Marketing Company

APPENDIX I – STAKEHOLDERS

Name	Position/Company	E-mail Address
Dr. Simon Clarke	Commissioner	simcla@cwjamaica.com
Mrs. Beverley Pereira	Commissioner	bpereira@cwjamaica.com
Miss Erica Gordon	Commissioner	edonnagordon@yahoo.com
Mrs. Rosemarie Vernon	Commissioner	govern@cwjamaica.com
Mrs. Elaine Foster-Allen	Commissioner	stc_coll@yahoo.com
The Very Rev. Canon Peter Mullings	Commissioner	pmullings@cwjamaica.com
Lt. Col Oscar Derby, JP	Commissioner	olderby@hotmail.com
Mr Claude Robinson	Commissioner	kcr@cwjamaica.com
Dr. Elaine Wallace	Commissioner	elainew@cwjamaica.com
Mr Cordel Green	Executive Director	cgreen@broadcom.org
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Rachael Crooks	Complaints Officer	rcrooks@broadcom.org
Donovan Campbell	Technical Officer	dcampbell@braodcom.org
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Colleen Wint-Smith	Parenting Partners	wintyja@yahoo.com
Carole Samuels	Coalition for the Rights of the Child	rights@anngel.com.jm
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Monica Dias	UNICEF	mdias@unicef.org
Claudette Carter	Education Media Unit	cardet@cwjamaica.com
Fae Ellington	Communications Consultant	fae@jol.com.jm

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Sandra Wright	Office of the Prime Minister	swright@opm.gov.jm
Elaine Commissiong	CARA	Elaine.C@cwjamaica.com
Richard Troupe	Hope for Children	hcdc@kasnet.com
Kay Osbourne	TVJ	Kayosbourne@aol.com
Gary Allen	TVJ	gary.allen@rjrgroup.com
Lester Spaulding	RJR Group	lspaulding@RJRGroup.com
Stephen Greig	RJR Group	sgreig@rjrgroup.com
Moya Thomas	TVJ	moya@rjrgroup.com
David McBean	CVM Group	dmcbean@cvmstv.com
Trevor Bailey	Music Plus	tlbail@msn.com
Desmond Young	Jamaica Federation of Musician	jasedmusic@cwjamaica.com
Sandra Alcott	Jamaica Federation of Female Artistes	sajoya@mail.infochan.com

Clyde McKenzie	Shocking Vibes	clydepkmckenzie@yahoo.com
Jamila Ellis	Sound System Association of Jamaica	louise_frazer_bennet@hotmail.com
Roland Gayle	McCann Erickson	rolandgayle@mccann.com.jm
Melville Cooke	The Gleaner	melville.cooke@gleanerjm.com
Viannie Bedward-Morgan	Cabletron Network Systems	csnet@cwjamaica.com
Colin Innis	Inntech Communications Ltd	Collin_i@hotmail.com
Oliver McIntosh	Sportmax	omcintosh@imcontent.com
Newton James	Power 106	newjames@cwjamaica.com
Michael Cuffe	Radio Mona	monafm@93uwi.edu.jm

APPENDIX 2 – TRAINER’S SEMINAR AGENDA

JAMPRO, FEBRUARY 10TH/11TH 2005

DAY ONE

INTRODUCTION - CORDEL GREEN

JULIE MARLOW TO CONDUCT SESSIONS

Morning sessions 9am – 12.30pm.

Coffee break 10.45 – 11am.

- Purpose of workshop and importance of ‘trainer role’ for the future.
- Identify issues relevant to discussion on Children’s Code and regulation.
Watershed, advisories.
- Purpose of regulation and its aims for the future.
- Nature of changing society.
- Communications in everyday life now and in the future.
- Structure of Jamaican industry.
- Current challenges in broadcast regulation - violence, sex in media, influence of music, glamorisation of performers, news and current affairs coverage, advertising, gender representation, etc.
- Programming and scheduling, a responsible how-to
- What is inappropriate content? Taste vs harm. Examples of code breaches for 2004 – Clips.

Lunch 12.30pm – 1.45pm.

Afternoon sessions 2pm – 6pm.

Coffee break 3.45pm – 4pm

- Speakers; Dr Hopeton Dunn (CPTC) , Ms Elaine Commissiong (CARA), Dr Leachim Semaj (The Job Bank). Speakers will have 15 minutes each to give their opinion on major factors around children and communication in Jamaican society.

- Questions and audience discussion arising from speakers' comments – salient points on whiteboard (to 3.30pm).
- Wrap up of day 1. Identify positive outcomes, emphasis on SOLUTIONS - forward to day 2.

JAMPRO TRAINERS' DAY 2

INTRODUCTION – JM PRECIS OF PREVIOUS DAY & DAY 2 AGENDA

Morning sessions 9am – 12.30pm. Coffee break 10.45 – 11am.

- Look at the best of other Commonwealth regulation and operating environments.
- Jamaican environment and the value chain? Who is influential? Who is dependent? Independent? Who are the change agents? What changes, if any, would be good for the Jamaican environment?
- Varying responsibilities; broadcasters, regulators, society, teachers, parents. How can collective responsibility be engendered. What tools do we have to work with?

Lunch 12.30pm – 1.45pm. Afternoon sessions 2pm – 6pm. Coffee break 3.45pm – 4pm

- The value of media literacy and the role of the audience in promotion and advocacy.
- Models for media literacy program – a look at how to awaken critical awareness.
- Positive role models, local programming, community values. The importance of community groups in 'spreading the word'
- Tie-ins with various groups in the room.
- Strategy for ongoing focus groups and workshops – training strategies for cable operators – programming, advisories, watershed, public surveys.
- What we have learned, and where we go from here.

- Perceived needs of future trainers and how we can accommodate them, how they can be funded.

WORKING

APPENDIX 3

AGENDA FOR WESTERN REGION MEDIA PRACTITIONERS WORKSHOP

THE WEXFORD HOTEL, MONTEGO BAY 14TH FEBRUARY 2005

Morning sessions 9am – 12.30pm. Coffee break 10.45 – 11am.

CORDEL TO INTRODUCE JM

JM SET AGENDA

- Purpose of workshop.
- Identify issues relevant to discussion on Children's Code and regulation.
- Purpose of regulation and its aims for the future.
- Communications to come – how will new ways of communication affect social and cultural values?
- Advertising, what do advertisers think about access to cable channels?
- Current challenges in broadcast regulation – violence, sex in media, influence of music, glamorisation of performers, gender representation, etc.
- What IS inappropriate content? Taste vs harm. Selected clips.
- Examples of code breaches for 2004.

Lunch 12.30pm – 1.45pm. Afternoon sessions 2pm – 6pm. Coffee break 3.45pm – 4pm.

- Comparative regulation in other Commonwealth countries.
- Critical importance of watershed, advisories, scheduling.
- News and current affairs programming issues.
- Interface with general public.
- Radio and television programming and scheduling
- Responsibility of broadcasters, balance between commercial and public interests.

CORDEL GREEN WRAP UP.

APPENDIX 4

WORKSHOP CONTENT FOR BROADCASTERS

KNUTSFORD COURT HOTEL, FEBRUARY 17TH 2005

Morning sessions 9am – 12.30pm. Coffee break 10.45 – 11am.

CORDEL GREEN INTRODUCES MINISTER WHITEMAN

MINISTER WHITEMAN OPENING ADDRESS

CORDEL TO INTRODUCE JM

JM SET AGENDA

- Purpose of workshop.
- Identify issues relevant to discussion on Children's Code and regulation.
- Purpose of regulation and its aims for the future.
- Comparative regulation in other Commonwealth countries.
- Nature of changing society.
- Communications in everyday life.
- Communications to come – how will new ways of communication affect social and cultural values?
- Advertising.
- Current challenges in broadcast regulation – violence, sex in media, influence of music, glamorisation of performers, news and current affairs etc.
- What IS inappropriate content? Taste vs harm. Examples of code breaches for 2004.

Lunch 12.30pm – 1.45pm. Afternoon sessions 2pm – 5pm. Coffee break 3.45pm – 4pm.

- Speakers – Claude Robinson, Gloria Royale-Davis, Elaine Commissiong.
- Questions, discussion

- Critical importance of watershed, advisories, scheduling.
- Internal policy issues, programming and scheduling.
- Interface with general public, audience research, public surveys.
- Responsibility of broadcasters, balance between commercial and public interests.
- Media literacy and its importance.

CORDEL GREEN WRAP UP and NEXT STEPS

WORKING

APPENDIX 5

AGENDA FOR ENTERTAINER'S WORKSHOP, CUDDY'Z, TUESDAY 22ND
FEBRUARY 2005 10am – 2.30pm

CORDEL GREEN INTRODUCTION

SETTING THE AGENDA – DR SONIA STANLEY-NIAAH

- Jamaican Entertainment product – reggae aesthetics
- The place and role of entertainment, particularly dancehall via television.
- The perceived sins of the media
- Some findings on research in Jamaica specific to children
- Free, frank and fair – what are the concerns of entertainers that the Commission might not be aware of?

CRITICAL ISSUES IN BROADCASTING – JULIE MARLOW

- The international broadcasting context
- The current operating environment
- Violence, sexual content, graphic language, news, advertising. Is there a need for other codes?
- Who is responsible? Creative freedom, collective responsibility.

MARCIA FORBES PRESENTS FINDINGS OF HER RECENT RESEARCH
DOES WATCHING TODAY'S MUSIC VIDEOS INFLUENCE SEXUAL
BEHAVIOUR OF JAMAICAN ADOLESCENTS?

PARTICIPATORY DISCUSSION, DR STANLEY-NIAAH, JULIE MARLOW,
AUDIENCE.

- Examples of Code breaches for 2004, and consultant off air taping
- Random children's viewing hours
- Ratings, advisories
- Types of content
- What role can entertainers play?

- How do entertainers want to be portrayed to children
- Promoting positive messages.

APPENDIX 6

COLLATED RECOMMENDATIONS FROM WORKSHOPS

- Future training courses can use the Core Group as in-house media trainers, either as individuals or through their respective organisations.
- Future training courses will be facilitated by the Creative Production and Training Centre, and can be tailored to broadcasters and cable licensees specific needs.
- A course for cameramen and editors will be offered to broadcasters and cable licensees to start with, using material from the seminars and the expertise of Kirk Buchanan and the team at CPTC.
- The consensus from the Core Group meeting on March 15th was that the Broadcasting Commission should take on the responsibility for sourcing funding for a pilot media literacy program in primary schools. The Core Group will assist in formulating the program. In order to strengthen the likelihood of funding, the media literacy program should be a joint undertaking between the Commission, CPTC, CARIMAC and the Department of Education Media Unit.
- The Broadcasting Commission has already identified and will pursue several potential sources of funding for a media literacy pilot program, including UNICEF, UNESCO, Environmental Foundation of Jamaica, the British Council, USAID, Commonwealth Broadcasting Union.

- The Broadcasting Commission will also promote the importance of media literacy through an extensive public awareness campaign on issues around children and the media. (see public awareness campaign issues).
- CARIMAC should introduce the study of regulation and broadcasting standards into its Media Ethics and Law component of its undergraduate Media Studies course.
- CARIMAC and the Department of Education to explore an intern program for CARIMAC students with the Dept of Ed's Media Unit.
- An inventory of local content will be collated through the Department of Education's training officer Charmaine Gooden-Monteith, which could then be offered to CTV and other cable stations for broadcast.
- The group should investigate the role and responsibilities of guidance counsellors and pastoral care workers in schools as potentially appropriate people to deliver media literacy programs in schools and make a further recommendation if necessary.
- Western Region cable licensees to be included in future training programs.
- A course for radio programmers and presenters tailored for regional operators to be a priority.
- Broadcasting Commission to certificate its future training courses, achievable if training is undertaken by certified training institutions such as CPTC, CARIMAC, University of the Northern Caribbean.
- The Ministry of Education should be encouraged to recognise media literacy as a subject for their teacher professional development program.

- Broadcasters and cable licensees to work with trainer's group on future customised training for in-house personnel, particularly news and current affairs cameramen and editors.
- Broadcasters to ensure that their programming policy addresses music content, with particular focus on scheduling adult music video content after watershed to ensure compliance.
- Broadcasters to make sure advisories and program ratings are visible not only at the beginning of programs, but before and after ad breaks. Use of watermarks and banner strips recommended.
- Broadcasters to enjoin and assist Broadcasting Commission in their public awareness campaign for Children's Code.
- Broadcasting Commission to consider strengthening regulation on advertising.
- Broadcasting Commission to consider further ratings for adult local cable channels in its Code Review. A more proscriptive approach to tiered levels of adult content and the timing of its transmission, within the overall classification of an adult channel is recommended. (further discussion of this issue in the Entertainment Seminar section).
- Broadcasting Commission to approach broadcasters with proposals for joint research projects (using where possible media educational organisations such as CARIMAC and UTech).
- The establishment of an independent Viewers and Listeners Association. whose mandate is to discuss, lobby, advocate, monitor, and in many instances, provoke the media. These bodies are usually civil society collectives, led by committed social activists. They are often extremely influential. Models for this include the Friends of Canadian Broadcasting - www.friends.ca; the European Association of Listeners and Viewers Associations - www.euralva.org; the Media Monitoring Project in South Africa – www.sn.apc.org; the Veeduria

Ciudadana de Comunicacion Social in Peru (a particularly progressive organisation) – www.veeduria.org; OFCOM UK's Consumer Panel – www.ofcom.uk.org; Voice of the Listener and Viewer in the UK - www.vlv.org.uk

- Each free-to-air broadcaster to consider a program that allows direct audience feedback. It is important social inclusion for the general public to feel they have a conduit to media to express their opinions about programming. Print media and radio have letters pages and talk-back (though no dedicated program for points of view on media exists on radio). Many other Commonwealth countries have long running and extremely popular short programs weekly for viewers feedback. Some examples include the Australian public broadcaster program Media Watch www.abc.net.au/mediawatch; the long-running BBC program Points of View www.bbc.co.uk/dna/mbpointsofview/ , and BBC World Service Write On.
- Content producers to take more proactive role in compliance at source when considering how to present artistes to the general public.
- Jamaican Federation of Musicians, Jamaican Federation of Female Artistes, Sound System Association of Jamaica and their members to assist Broadcasting Commission in their public awareness campaign.
- Local music radio licensees to develop in-house policies for presenter compliance and contractually oblige presenters to undergo formal training, and read, understand and adhere to the Code.

WORKING

APPENDIX 7

BREACHES OF THE CHILDREN'S CODE FOR PROGRAMMING 2004

CLIP #1

NAME: "Want a natty" by Turbulence & Sasha

NATURE: Sexually suggestive programming shown

BC DECISION: Cited for breach of the **Code (Language)** -
Improper scheduling of adult programming

“Open up an mi gi yu nine month a pregnancy”

CLIP #2

NAME: “Run di place look” by ER

NATURE: Sexually suggestive programming shown

BC DECISION: Cited for breach of the **Code (Language)** -
Improper scheduling of adult programming

“. . . caan seh nuh man ketch nuh rash inna yuh . .

CLIP #3

NAME: “Fat sixteen” by Badda Flex

NATURE: Inappropriate programming

BC DECISION: Cited for breach of the **Code (Language)** -
Improper scheduling of adult programming

“A fat sixteen, a slim sixteen, fi nah get yu gal mi bus mi
MI6”

CLIP #4

NAME: “All Fat sexy girls” by Black ER

NATURE: Sexually suggestive programming shown

BC DECISION: Cited for breach of the **Code (Visual)**
Improper scheduling of adult programming

CLIP #5

NAME: “Do it 2 Me” by Cecile

NATURE: Sexually suggestive programming shown

BC DECISION: Cited for breach of the **Code (Visual)**
Improper scheduling of adult programming

CLIP #6

NAME: “Diggy Diggy” by KC Jocky

NATURE: Sexually suggestive programming shown

BC DECISION: Cited for breach of the **Code (Visual)**
Improper scheduling of adult programming

CLIP #7

NAME: “Look Good Machine” by KC Jockey

NATURE: Sexually suggestive programming shown

BC DECISION: Cited for breach of the **Code (Visual)**
Improper scheduling of adult programming

CLIP #8

NAME: “Poke Jam” by Merciless & Heather Cummings

NATURE: Sexually suggestive programming shown

BC DECISION: Cited for breach of the **Code (Visual)**
Improper scheduling of adult programming

CLIP #9

NAME: “Christmas Karaoke Concert” – local cable

NATURE: Use of indecent language

BC DECISION: Cited for breach of the **Code (Language)** -
Failure to implement filter for adult channel
“ . . . from pussy hair pon him teeth, yuh know seh hi do it . .
.”
“ . . . out a tek buddy and pon di river, which one hotta?”

CLIP #10

NAME: “Sprung 2003”

NATURE: Sexually suggestive programming shown

BC DECISION: Cited for breach of the **Code (Visual)**
Improper scheduling of adult programming

CLIP #11

NAME: “Caribbean Fashion Block”

NATURE: Transmission of violent material

BC DECISION: NO TRANSMISSION OF VIOLENCE

CLIP #12

NAME: News

NATURE: Disturbing newscast – crime scene close up coverage of
blood and dentures

BC DECISION: Cited for breach of the **Code**
Failure to air adequate advisory

CLIP #13

NAME: News
NATURE: Disturbing newscast – close up of car crash with dead body in front of car. Removal of body.
BC DECISION: Cited for breach of the **Code** - Failure to air adequate advisory

CLIPS TAPED OFF-AIR BY CONSULTANT

- CLIP#1** DJ explaining what young people want at dancehall – hard core lyrics.
- CLIP#2** Untitled music video – bedroom scene, simulated sex.
- CLIP#3** Red Rat, “Shake It”
Sexual depictions
- CLIP#4** Ward 21 “Come Baby Come”
Graphic sexual depictions, and sexual lyrics.
- CLIP#5** Lady Saw “ I Got Your Man”
Top selling dancehall song for the month of February, illustrative of messages promoted by leading female dancehall artistes.

APPENDIX 8

FEEDBACK FORM

EVENT: MEDIA WORKSHOP AND TRAINING SEMINAR
 CONDUCTED BY: JULIE MARLOW
 FOR: BROADCASTING COMMISSION OF JAMAICA

DELEGATES NAME:

DATES YOU ATTENDED

Please circle one of the numbers, where 1 is low and 4 is high, to indicate your satisfaction with the event.

	Low	>	High	
● Relevance of the course to my needs	1	2	3	4
● Trainer's approach	1	2	3	4
● Pace of the course	1	2	3	4
● Course handouts/materials	1	2	3	4
● Venue	1	2	3	4
● Course administration/information/invitation	1	2	3	4

Did the workshop fulfil your expectations?	
What did you find most useful?	
To what extent have you learned new skills and knowledge from the workshop? Please give us examples	
Would you be keen to be included as part of a future trainer's group?	

Any other comments?	

ATTACHED SEPARATELY:

POWER POINT SLIDES AND WORKSHOP/SEMINAR NOTES
BROADCASTING COMMISSION QUESTIONNAIRE.