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### **Culture of Responsibility – Youth Media Protection**

Youth media protection (Jugendmedienschutz) is based on assumed effects of a medium on the „development of young people towards a self-responsible and socially capable personality“ (Federal treaty on youth protection in the media context - Jugendmedienschutzstaatsvertrag §5,1). It obliges producers and service providers of media to a kind of product liability. This obligation to take on responsibility for the generation of children is indeed the basis of a culture of media and protection however it is always in danger of becoming exploited by different discourses and interests or of getting lost. In this context the influence of lawyers and the populist part of media politics plays an important role. Moreover, a discourse-analytically oriented media science tends to subordinate the pedagogically founded idea of protection under the unambiguousness of the encoding-model (inter alia reception) as a “meaningful practice”. Professional media education is scarcely participating in the discourse on youth protection although youth media protection is highly important for the public - comparable to the significance of the unemployment problem. The protagonists in the movie and TV economy have more or less accepted and promoted the practice of a culture of protection. In the context of the internet however the idea of product liability as part of a youth protection culture is not existent. This is although at least the technology of youth internet protection is practicable and so-called youth protection programmes (e.g. filter software type ICRA) could be realized. In this field media education has also left the discourse about a culture of youth protection to lawyers and technologists. With respect to the internet as well as to mobile phones advices representing the currently most significant economic accelerators in the development of communication technologies media education has the task to introduce its experiences with textual competences of young people. The notion of text in the PISA surveys seems to be appropriate although it lacks a necessary element of explanation: the mode of representation.