

## National report for Estonia

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Contribution to the European report:

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### 1 The Internet

#### 1.1 Children's Internet access

In general, Internet availability is good in Estonia. There are more problems in rural areas, but recent initiatives have emphasised an increased focus on rural availability.

ISPs offer guidance in technical safety of computer use (e.g., virus protection, spyware and executable files). However, content protection is generally not provided. Microsoft, in cooperation with *Tallinna Perekeskus* (Tallinn Family Centre), *lastekas.ee* (a children's website) and *Lastekaitse Liit* (Estonian Union for Child Welfare) initiated a project called *Veebivend* (Web Brother). In this project, research was carried out to identify risks related to children. The project also helped to distribute information about safety on the Internet. This was targeted to the parents of 6 to 10 year olds. In 2007, the project focused on 8 to 16 year old schoolchildren. Its recommendations were related to good behaviour online rather than to filters or software.

#### 1.2 Findings on children's access to the Internet and online technologies

According to the study "Youth and the Media", 80% of 12 to 18 year old children in Estonia have access to the Internet at home, 76% have broadband connection at home.

In the wealthiest households, 6 to 14 year old children have the maximum access to the Internet ("Children and the Internet", 2006). The wealthier 12 to 18 year olds pupils are (i.e., the more ICT-equipment they have), the more likely they will have Internet access at home (Youth and the Media, 2005).

#### 1.3 Findings on children's use of the Internet and online technologies

Studies also show that 91% of 6 to 14 year old Estonian children use the Internet, 70% of which use it almost daily (DR, 2006: 291). Furthermore, 71% of 12 to 18 year olds use the Internet almost daily at home, and 50% use the Internet at least once a week at school. Among the same age group, 30% report that they use the Internet for more than 3 hours a day, 17% use it usually for 3 hours a day, and 24% use the Internet for 1 to 2 hours a day (Youth and the Media, 2005).

Internet usage grows steadily as the age of the child increases. It is used daily by 47% of 6 to 8 year olds, 71% of 9 to 10 year olds, 75% of 11 to 12 year olds, and 88% of 13 to 14 year olds (Children and the Internet 2006).

Gender differences in home access to the Internet found from 2000 to 2003 decreased to a statistically insignificant 9% (78% of 15 to 19 year old boys vs. 69% of girls) by 2005 (Children of Screen and Monitor, 2001/02; Me. The World. The Media, 2002, 2005). No significant gender differences in the frequency of Internet use or using the Internet for economic and civic participation among 15 to 19 year olds were found from 2002 to 2005 (Me. The World. The Media, 2002, 2005). Moreover, no significant gender differences in 6 to 14 year old children's Internet usage were found in 2006 (Children and the Internet, 2006).

Self-evaluation of computer skills of 15 to 19 year old boys improved during the 2002 to 2005 period. The level of skills in girls, however, did not change. Thus, a statistically significant gender difference in self-evaluation of computer skills emerged in 2005 (Me. The World. The Media, 202, 2005). Among 12 to 18 year old pupils, boys' self-evaluation of computer skills is significantly higher than that of girls (Youth and the Media, 2005).

#### 1.4 Internet and media content for children

Public Service Broadcasting provides most of the original Estonian television and radio content for children. Some of their materials are also presented online ([www.meieoma.ee](http://www.meieoma.ee)), but it is less prominent than the commercial online content provider *lastekas.ee*. *Lastekas.ee* contains a number of different educational materials (cartoons, stories, etc.). It was also a part of the initiative (Web Brother) that provided information about safe behaviour on the Internet. However, the risk of over-commercialisation is clearly evident in *lastekas.ee*. There is also a children's magazine, *taheke.delfi.ee*, which is based on original Estonian content.

#### 1.5 Opportunities experienced by children online

Pupils from the age of 12 to 18 use the Internet mostly for entertainment (e.g. gaming), supporting existing social relationships, and searching for information for school assignments (Mediappro, 2005). Less important opportunities perceived by children are user-generated content creation (Youth and the Media, 2005), access to global information, specialist groups and fan forums, personal/health advice, civic and political participation, and career advancement or employment (Me. The World. The Media, 2005).

Using new media seems to follow the natural development arch: younger pupils play more games while older pupils use the Internet more for finding information. Older pupils are also more open to adults' advice and are more likely to offer recommendations to their siblings (Mediappro, 2005).

Among 12 to 18 year old pupils, girls, more often than boys, find out new things to do on the Internet from friends (51% vs. 43%), siblings (23% vs. 12%), and teachers (8% vs. 5%); girls tend to talk about the Internet at home with their parents more often than boys (12% vs. 7%); girls use text-messaging more for making plans (34% vs. 21%), for a love affair (30% vs. 20%), for informing parents (37% vs. 30%), and for getting information (25% vs. 19%). Significant gender differences exist in the field of games. Significantly more so than girls, boys play network games (40% vs. 9%); play online games (46% vs. 14%); play with one or more friends online (44% vs. 12%); and, play with people they do not know (37% vs. 10%). Further, computer games have led boys more often than girls to use the Internet for getting information (29% vs. 17%), buying accessories (17% vs. 8%), and meeting other players (30% vs. 16%; Mediappro, 2005). Among 12 to 18 year old pupils, girls engage more frequently, and in a wider range of, user-generated content creation (Youth and the Media, 2005).

Among 15 to 19 year olds, positive correlation exists between household income (per family member) and variety of computer use (i.e., the number of different activities youngsters engage in). However, no significant correlations can be found between household income and the frequency of computer or Internet use, or between household income and the amount of time spent on the computer at home (Me. The World. The Media, 2005).

#### 1.6 Risks experienced by children online

The Eurobarometer 2007 focus groups of children aged 9 to 14 have shown that:

- Children perceive the main danger of using the Internet as the possibility of getting a computer virus, an issue that most have come into contact with personally at home or at

least indirectly via friends. Most of the activities marked as dangerous in the tables provided in the survey (especially the downloading of various files) were marked as such due to the risk of viruses.

- Of the discussed dangers, spreading personal information on the Internet was perceived as somewhat more serious, enabling the strangers to start communication or abusing the information.

Estonian children aged 6 to 14 are mainly aware of the risks connected to downloading harmful programmes (81%) and possible viruses (84%), "exploitation of personal information" (94% of boys and 82% of girls), "paedophiles, grooming, strangers" (79% of children). "Cyber-bullying, stalking, harassment" has been experienced by 31% of children and 18% had friends or acquaintances who had abused other children's personal information or image. (Children and the Internet, 2006).

"Cyber-bullying, stalking, harassment" has been experienced by 42% of 13 to 14 year old children, 34% of 11 to 12 year olds, 37% of 9 to 10 year olds and 11% of 6 to 8 year olds. Communication with strangers on the Internet also appears to increase with age as 49% of 13 to 14 year olds have communicated with strangers (8% with adult strangers) while only 7% of 6 to 8 year olds have done so (2% with adult strangers; Children and the Internet, 2006).

In the case of 6 to 14 year old children, strangers lurking in online forums are more interested in getting to know the real names of girls; whereas, "cyber-bullying, stalking, harassment" is experienced more so by non-Estonians and boys (Children and the Internet, 2006).

It would appear that the more rural Estonian children remain more reserved in their online social activities as children living in big cities and in Ida-Virumaa (an industrial area), as well as non-Estonians, are more eager to meet with strangers whom they have first met online (Children and the Internet, 2006).

From the perspective of parents and guardians, 25% believe that their child has encountered at least some harmful or illegal content on the Internet (Eurobarometer 2005/6).

## 1.7 Internet regulation and promotion

Issues of cyberspace protection have become increasingly relevant in the light of recent attacks (by Russian hackers) on several Estonian institutions. Such incidents have raised the need for increased attention to be paid to online regulations. One such agency of regulation, the Estonian Data Protection Inspectorate educates people about safe conduct online, providing a service beyond technical protection. The site [www.autor.ee](http://www.autor.ee) deals with intellectual property rights and is aimed at introducing Estonian laws that regulate copyright issues. Moreover, Estonian Consumer Protection Board has a website focusing on youth and consumption awareness. This website includes a section about consumerism on the Internet, safe conduct in chat rooms and online shops ([www.nupukas.ee](http://www.nupukas.ee)).

- a) Several initiatives exist that are aimed at promoting Internet use: The Tiger Leap Foundation, the Information Society policy documents, ID-card programmes, etc.
- b) The Government participates in several Foundations that deal with conduct. The overall focus, however, is rather on technology and there is less discussion about safe conduct online.
- c) The largest project in this vein, partially supported by the Government, was Look at the World Foundation, which provided basic Internet-training for beginners. The Government also funds adult Internet-training programmes within the framework of diminishing unemployment. There are also other adult education programmes, which provide free computer training for unemployed and other disadvantaged groups. The Internet and computers are transdisciplinary subjects in schools. Several initiatives are aimed at children's media literacy, e.g., the Newspaper in Classroom programme focuses on traditional media. In general, educational ideas related to computer literacy vary to a high degree as some schools take the issue more seriously than others.

A number of programmes focus on specific skills needed for using the online tax declaration system, using the ID-card for voting, etc. Within the framework of these initiatives, general campaigns on television, radio and in newspapers have been launched; however, media literacy has not been major topic of discussion. Further, many of these government initiatives are implemented in cooperation with the private sector.

The website [www.arvutikaitse.ee](http://www.arvutikaitse.ee) is the newest initiative of Look at the World Foundation aimed at raising awareness about the technical aspects of online security and at introducing use of the ID-card. The recently established children's section of this site, <http://laste.arvutikaitse.ee>, focuses on young people. This section has been developed with the support of Childnet International – Young People Safe Online initiative.

Another major provider and supporter of online activities in Estonia is The Tiger Leap Foundation. As is the Estonian Union for Child Welfare, which has joined hands with the abovementioned Web Brother campaign and is actively participating in the discussion about Estonian children's online activities. Also, UNICEF Estonia promotes computer use and Internet access for disabled youth.

## 1.8 Parental mediation

Parents are interested in and sometimes control what their children do on the Internet, and 61% of 6 to 14 year olds report their parents do this frequently or sometimes. Parents also teach their children how to behave and communicate safely on the Internet, something which 52% of 6 to 14 year olds report (Children and the Internet, 2006). Restrictions are less common. For instance, only 14% of 12 to 18 year olds have time limitations regarding their use of the Internet, and less than 10% have been forbidden to download music, play computer games, use MSN, e-mail or visit chat rooms (Mediappro, 2005).

As the child grows, parental mediation lessens. Only 46% of the parents of 11 to 12 year olds are frequently or sometimes interested in (or control) what their children do on the Internet, while merely 35% of the parents of 13 to 14 year olds teach their children how to behave and communicate safely on the Internet (Children and the Internet, 2006). Parental restrictions are stronger in case of younger pupils. 12% of 12 to 13 year old pupils claim that their parents forbid them to visit certain websites, whereas 9% of 14 to 16 year olds and 1% of 17 to 18 year olds make the same claim. A similar trend holds with regard to downloading music or movies (14% vs. 8% vs. 4%) and using the Internet for a long time (18% vs. 19% vs. 8%). Parents use more restrictions with younger children also in respect to games, tending to let older children play as long as they want (70% vs. 57% vs. 38%), play any kind of games (89% vs. 80% vs. 71%) and play online games with people children do not know (94% vs. 81% vs. 71%; Mediappro, 2005).

Furthermore, a gender distinction can be seen as girls, among pupils aged 12 to 18, tend to talk about the Internet at home with their parents more often than do boys. 12% of girls vs. 7% of boys claim to do so often. (Mediappro, 2005).

## 1.9 Media literacy

In this study, the issue of literacy primarily comes down to childrens' ability to cope with risk. Older children – aged 9 to 14 compared with 6 to 8 year olds – tend to be more aware of online risks (Children and the Internet, 2006). The older the pupils, the more they do “more advanced things” (e.g. using MSN, sending and reading emails, downloading music, movies, software and video games) on the Internet (Mediappro, 2005). Older pupils tend to be more critical when evaluating their computer skills (Youth and the Media, 2005).

The EB 2007 focus groups of children aged 9 to 14 showed that:

- The risks that were looked at during the survey were not perceived as problems at all or

their existence and possible dangers were not seen as significant to Estonian children personally.

- They'd been made aware of the dangers through media in addition to friends and family. For the most part, however, they didn't see the possibilities for more serious things happening to them, and they believed that they used sufficient measures of precaution.
- Most children had had experiences with images of violence or brutality as well as pornography. They did not perceive the problem as serious or shocking, but rather as an annoying and disturbing feature of regular Internet activity.
- Downloading files for free was very common among teenagers and the understanding of the limits between legality and illegality of such activities varied. In general, downloading in this way was not seen as anything negative.

Altogether 6% of 6 to 14 year old children have met with strangers in real life after they became acquainted online, and 19% of children have felt themselves disturbed or discomposed by strangers' behaviour online (Children and the Internet, 2006). Daily users of chat rooms and social networking sites are more likely to meet in real life with strangers they contacted online (Children and the Internet, 2006).

Furthermore, although 12 to 18 year old Estonian pupils are aware that some activities are not allowed (e.g. illegal downloading), they admit doing it because it is not yet forbidden (Mediapro, 2005). In regards to parent and guardian perceptions, 45% believe their child knows what to do if uncomfortable online, 25% think they do not (Eurobarometer 2005/06).

#### 1.10 Factors shaping public discourses about the Internet

The same kinds of risks are usually emphasized while the NGOs are making their voices heard in public. Currently, one of the most important topics for NGOs concerns the issue of safety on the Internet. These organisations seem to be unified in their focus on ethical issues such as child-abuse, paedophiles, cyber-bullying, giving out personal information, etc. As such, a number of different campaigns have been launched, including "Know your enemy!", a web campaign about drug use among youngsters; "Die Young!", a study movie about youngsters and HIV; the website [www.laste.arvutikaitse.ee](http://www.laste.arvutikaitse.ee), which provides information of how to be safe on the Internet. The awareness campaigns are mostly targeted at parents, teachers and the general public; however, several campaigns have also been targeted directly at children and young people. Nevertheless, these NGOs generally stress the importance of raising the competence of parents and people working with children in order that they be more capable of answering the questions and solving the problems children encounter on the Internet.

In Estonia, both EC and national initiatives are visible. International NGOs acting in Estonia are usually engaged in carrying out analyses, whereas national NGOs are more involved in giving out practical advice and informing the public about the relevant issues. For example, a website called *Veebivend* (Web Brother) that was launched in cooperation with different NGOs provides children with useful information about different aspects of the Internet such as firewall, blogs, spam, downloading, chat rooms, etc.

Although these NGOs are actively working in the field, they have not been overly successful in obtaining media coverage. However, there seems to be a growing interest among journalists to learn more about such studies and campaigns and to provide them with a voice in matters related to the Internet.

The main event that influenced the media coverage on the topic of children and the Internet was the school shooting tragedy in Jokela secondary school in Finland. The topic was particularly heated as the shooter had previously uploaded a video concerning his plans on YouTube, and also posted comments on different Internet forums and his blog. The major daily newspapers in Estonia (*Postimees*, *Eesti Päevaleht*, *SL Õhtuleht*, *Äripäev*) published around 10 to 15 articles on the matter. The topics included not only direct reporting of the tragedy and the reasons behind it, but also issues like children using the Internet for

alleviating frustration, anger and hatred (e.g., one such article in *Postimees* concerned a schoolboy's profile on the social networking site Orkut that was full of messages of hatred). Other articles dealt with how children should respond while seeing these kind of messages on the Internet, as well as the negative aspects and risks of Internet use in general. Numerous sources provided additional coverage and opinions not only about the possible causes of these kinds of shootings but also about the sorts of things youngsters were doing on the Internet. There were also reports about similar cases taking place in other parts of the world that were directly influenced by the Jokela drama (in Germany, the US, Denmark, Sweden, etc.). A range of authorities offered their perspectives on the matter, including teachers, writers, psychologists, politicians, journalists and public spokespersons. Among others, the Minister of Education and the President of Estonia also voiced their opinion in the media. Furthermore, the Security Police started to pay more attention to the profiles of youngsters on social networking sites like Orkut and Rate (national).

Another important measure was the introduction of the project *Veebivend* (Web Brother) to Estonian elementary schools in autumn 2007. The project got a fairly good media coverage in daily and weekly press.

Nevertheless, the most often written about issues in Estonian media deal with children and cyber crime. These topics dwell on issues like children uploading violent videos made in schools as well as videos about their teachers acting in front of the class to YouTube (e.g. in *SL Õhtuleht*, a daily tabloid), or reports about schoolchildren forging grades in e-school (also in *SL Õhtuleht*). Articles about cyber-bullying are also

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studying in a university or college and 213 out of every 10,000 were studying in vocational schools.

Higher education is clearly changing towards 'mass' education. It is postulated as an aim in the government's educational strategy to provide state-financed study places for 50% of the graduates of secondary schools and for 10% of the graduates of vocational schools.

Societal changes (stratification, cult of success, the growth of importance of materialistic values, liberal ideology, etc.) have led to considerable changes in teachers' role, prestige and authority compared with the experience of the parents' generation, and as such, teachers' power has diminished in today's schools. At the same time this has not necessarily resulted in a mutually respectful partnership between teachers and pupils; rather, the relationships sometimes tend to resemble those of a customer and service personnel.

While learning facts was most important during the Soviet time (i.e., today's parents' days of schooling), constructivist pedagogical thinking is being slowly adapted into schools now. Due to inertia, the school curricula still tend to be overloaded with facts. Pressure to achieve has moved to the elementary school level where a child's possibility of entering a so-called 'elite school' has become an obsession for many parents.

## 2.2 Education and the Internet

All schools in Estonia have broadband Internet connection. However, there were only 7 computers per 100 students in Estonian schools in 2006. In most of the schools pupils can use the Internet during their free time.

Media education and ICTs are cross-curricular themes in the national curriculum, but there are no reliable data about the real situation in schools. Many enthusiastic teachers have attended ICT-related educational programs offered by The Tiger Leap Foundation or courses in media education. Many schools have some kind of media education on the upper secondary level, but mostly it is a genre-based 'pre-journalistic' programme.

## 3 Wider society

### 3.1 Social change

After the collapse of the Soviet Union and during the last 15 years, Estonia has undergone quite dramatic changes. The transitional process in Estonia involves political, economic and cultural changes (e.g. a turn to the liberal-democratic political order and ultra-liberal market economy, complete restructuring of ownership relations, crucial changes in ideology and people's values). The main results and consequences of these changes are rapid economic and technological development, rapid and deep social stratification, and differences in people's welfare and opportunities – on the one hand, growing welfare, emerging educational and career opportunities and general satisfaction with life for one part of the population and, on the other hand, deprivation and disillusionment for another part of the population.

The Government and the Public have strongly supported the movement towards the Information Society. Some examples are the e-government system (i.e., paper-free government), very liberal legislation supporting private enterprises (especially re-investment of profits and opening-up of the telecommunication market), free public Internet access points in all towns and villages, many public services available over the Internet, and very enthusiastic and optimistic public discourses regarding ICTs and the Information Society, including a widely spread idea of establishing Internet access as a universal good.

People generally tend to think that Estonia is a very innovative and leading country in the field of ICT development. In public discourses, however, several controversies and competing

interpretations and scenarios exist regarding the level of ICT development and innovation in Estonia.

After 16 years from the beginning of the transition from socialism to capitalism in Estonia, it is still difficult to define social classes. Estonian social sciences have a strong tradition of comparing different language communities (Estonian and Russian); income (per family member), education, age, gender and respondents' self-evaluation on the imagined 'societal ladder' are also relevant variables. Inequality of income distribution was relatively high in 2005.

In general, about 5% of the Estonian population is working in agriculture (Ministry of Agriculture 2005). The number of people living in rural areas and employed in agriculture has slowly decreased over the past 20 years, and people have moved to cities to live and work. This trend is reversing as more work and living opportunities have re-opened in the countryside. Moreover, the border between cities and countryside and between rural and urban lifestyles is becoming vague due to the process of suburbanisation, and more and more people are commuting between their homes in near-town locations and the school or workplace in towns or cities.

During recent years, Internet availability has risen in rural areas. A number of state-initiated programmes, which bring the Internet to community centres, have even had a spillover effect on households. At the same time, private companies are also offering Internet connection through cable-based solutions and, increasingly, through wireless solutions of GPRS, Wimax and CDMA radio technology. Thus, almost all areas of Estonia offer opportunities to connect to the Internet. Free wireless is relatively common in cafes, shopping malls and other public spaces.

According to the study 'Me. The World. The Media' (2005), 21% of the Estonian population were involved in manual work, 36% were involved in non-manual work and 39% answered that their work was both manual and non-manual ('mental and physical' in the questionnaire's wording). This indicator is positively correlated with income per family member and self-evaluated position on the imagined 'societal ladder' as people involved in non-manual work tend to earn more and estimate their social status to be higher.

There is a notable divide between the Estonian-speaking population (around 67%) and the Russian-speaking population (around 33%) in many aspects of life. However, the Russian-language media in Estonia usually enjoys the same level of press freedom as the Estonian-language media. An exceptional case occurred in April 2007 after the relocation of the Soviet monument, the Bronze Soldier, when Russians rioted against the decision in Tallinn. At that time some Russian-language Internet portals were monitored and partially censored; also, the biggest Estonian-language dating website [www.rate.ee](http://www.rate.ee) was more intensively moderated (e.g. extreme rightist youth clubs were closed on the portal). Due to massive cyber attacks by Russian hackers, a number of newspapers had to close their news for comments either completely or for comments coming from abroad.

### 3.2 Role of the state

Estonian government's policy has been overwhelmingly liberal since independence was gained in 1991. The state is more concerned about free speech and easy access to any kind of information than about safe use of the Internet. The same *laissez faire* regime holds with regard to the state intervention in people's private and family life. This ultra-liberal official ideology echoes in industry, school and family, e.g., parental control is often weak or non-existing.

Free speech is highly valued and practiced in today's Estonia. Obviously, this is a radical change compared to the Soviet era. According to the study 'Reporters without borders', Estonia ranks 3rd on the press freedom index. Moreover, there is practically no control over



online communication. In several news portals, comments can be written without any editing and anonymously. The biggest national dailies tend to moderate the discourse of online comments by deleting defamatory and indecent postings.

#### **4 Other factors affecting children's online experiences**

The first foreign language for most of Estonians is Russian. Only 4% of the population claim to have no knowledge of it, while 17% are fluent in Russian (the survey 'Me. The World. The Media', 2005). Age, however, is an important differentiating variable regarding knowledge of foreign languages. Among 15 to 19 year old Estonians, 17% say that they speak, write and understand Russian well or fluently, while around 70% of over 45 year olds claim the same. English is the second most widely spoken language. While Russian is more spoken among people whose schooling took place in the Soviet era (i.e., the parents' generation), today's youth speak mostly English. Among the total population, 26% claims to have no knowledge of English, 21% say that they understand a little, but do not speak, 23% understand English and speak a little, 19% understand, speak and write English, and 7% are fluent in English. Among 15 to 19 year olds, 22% claim to be fluent in English and 53% understand, speak and write it, while altogether less than 10% of people aged 45 years or more claim the same.

Children start to learn their first foreign language in elementary school, that is, when aged 7 to 10. Very often the first foreign language is English. The second foreign language is introduced on the next school level, between ages 11 to 16. For many pupils whose first choice was not English, it can be the second choice.

Estonian Internet sites have an increasing amount of materials in Estonian and native language content is readily available in most everyday areas of life.

Estonian families tend to have smaller apartments than the European average. Children often share their bedroom with siblings, and if the family has one computer, it is usually in a common room (e.g. the living room). Nevertheless, 32% of 12 to 18 year old pupils claimed they had their own computer (73% had a common computer at home) and 17% had their own Internet connection (62% had shared connection at home; 'Youth and the Media', 2005). Parents generally trust their children with media and the Internet, but often both are unaware of risks. In the cities, children tend to be supervised by parents outdoors until they are aged 11 to 13. Then parental control often weakens and youngsters frequently 'hang out' in public places (shopping malls, etc.). In the countryside, children tend to have more freedom outdoors, since the surroundings are felt to be safer.

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