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**ANALYSIS OF EDUCATIOAL PROGRAMS FOR CHILDREN IN KOSOVO TELEVISIONS
(RTK, KTV, RTV21, KLAN)**

ABSTRACT

The study tackles function of land frequency television RTK, KTV, RTV21 and satellite television KLAN in school education (students ages 5-15) in Kosovo. The aim of this study is to identify the extent to which televisions complement the education of primary and middle level students through programs with educatinal content and whether they are in harmony with the Law on Media and State Curriculum. The focus of the study is identification of the number of educational programs for children, content analysis, weekly broadcasting, diversity, comprehensiveness, genre, target age of children and legal aspects. In order to analyze the content of educational programs available for children, they were monitored for 36 days in 24 hours broadcast. Two research inquiries precede this study: 1) To what extent educational programs from (RTK, KTV, RTV21, KLAN) fulfil school education 2) Are these educational programs in compliance to the Law on Media and Educational State Curriculum? The results show that programs for children in the TV are usually in a form of quizzes, entertainment and presentation various school activities, which are in conformity to state curriculum but the time dedicated to weekly broadcasting is very little, which complements school education rather insufficiently. The Law on state television which itself has some gaps, sets general principles that broadcasted programs must follow, but does not impose specific obligations for educational programs for children of different ages and it does not stipulate the quantity in weekly broadcasting percentage regarding what should and what should not be broadcasted.

Keywords: Content Analysis, School Education, Law On Media, Educational Programs, Televisions

1. INTRODUCTION

One of the most influential media for the public has been and will remain the television. In the democratic society the media have a very important role, they reflect not only reality but as Niklas Luhmann (Musai Bardhyl 2011) says, the media create the reality. The media functions that meet the needs of society are the informational function, educational function, and orientation, criticism, controlling, social, and entertaining. Educational programs in Kosovo televisions are meant to have a helping (additional) role and be information source in students' education. Law on television programs, particularly Article 1.3. Defines that an educational program should have a high quality educational content. Also the Ministry of Education and Technology on Frame Curriculum foresees a necessary need in building a wise society and integration on the digital era. To have a successful integration in the digital era, students should have media competence as: the proper possession of information technology

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by children, their acquaintance with television techniques and images, the way how media messages are interpreted, to be creative and critical thinkers. Except schools, a great contributor in the development of these media competencies should be the media (televisions) and the educational values that they promote.

The media (television) is a major contributor to the education of school children, if children's programs promote high-quality educational themes, are varied and appear in good times for children, so they can see and make their selection. Television programs, however, are often considered as conducive to negative examples, as many programs of different television channels, through low-quality content broadcasts, send wrong messages to children. Also, in the absence of high quality and creative educational programs, children are forced to watch other uncontrolled programs that cause violence, lack of communication, inactivity, and many health problems (depression, over-weight, eye fatigue) etc. Based on this, the purpose of the research is to identify to what extent are the education of primary and secondary schools, Kosovo national television (RTK, KTV, RTV21 and KLAN KOSOVA), and are in harmony with educational and broadcasting policies.

2. RESEARCH SIGNIFICANCE

The study of this topic is of great importance because the influence of television on children is indisputable, for the fact that we live at a time when the media (televisions) are an integral part of the resources information. In addition to traditional factors such as family, different cultures institution, schools, and the media have responsibilities in the education of children. Televisions have the obligation to be sources of and play a dominant role in the child's upbringing. In the Law on Radio Television of Kosovo, paragraph 1.3. of Article 7, it is foreseen that RTK has an obligation to provide quality educational content (Law No. 04/L-4629.2012). Also in the study of 2012, Language and media on national televisions in Kosovo "states that the programs that are broadcast on three national televisions of Kosovo (RTK, KTV, RTV21) have significant deficiencies, and many television programs do as much for it filling a quantity rate rather than presenting quality educational programs (Kadriu Bleta 2012) According to (Martela Rafaela & Nikolla Alberta 2009), it is the primary disadvantage that the media in particular the TVs present models that can positively influence the formation of children's personality, so it would be very helpful to encourage television channels, to display programs with educational content. In Kosovo studies that are done so far on this subject are not enough, so this study has scientific, educational and methodological interest for other authentic researches, to help the responsible educational policy institutions and televisions in Kosovo for a commitment and cooperation that in the future, educational programs on our televisions to be more qualitative and to help more in school education for children.

3. LITERATURE

In Kosovo, the first broadcasts started on Pristina Television (RTP), which was founded in 1974, and was closed in 1990 due to the suppression of Kosovo's autonomy by Serbian police forces. After the war in Kosovo, Radio Television of Pristina has been transformed into Radio Television of Kosovo. Later, after the end of the Kosovo war in 1999, several other Kosovo programs were established such as: RTK, KTV, RTV21, which remain the only nationally-grounded media in Kosovo. In 2012, the Assembly of the Republic of Kosovo, pursuant to Article



65 (1) of the Constitution of the Republic of Kosovo, approves the Law on Radio Television of Kosovo. Article 7 stipulates all the obligations of RTK with regard to the content, channels and services it provides. Specifically, paragraph 1.3. stipulates the high quality educational content. (Law No. 04/L-46 29. 2012). Also in 2012, the Assembly of the Republic of Kosovo has issued the Law on the Independent Media Commission, which according to Article 9, Broadcasting Policies, namely point 4, states that: Broadcasting policies will promote broadcasting of local educational and cultural programs, especially for young people, as well as promoting the use of new technology and responding to the population's right to know and to be informed through the promotion of accurate and informative programs (Law No. 04/L-44 on the Media Commission 2012).

In the Law on RTK, Article 7 paragraph 1.3. states that RTK provides high quality educational content, without specifying the percentage of broadcasting time of educational programs, while some other countries are regulated by law to transmit educational programs and their share in the overall broadcasting program. Bosnia and Herzegovina has legally imposed on public television the amount or percentage of educational programs in the weekly broadcast. "According to Article 3, paragraph 2, it is said that at least 6% of the weekly program will consist of a program of children for educational purposes" (Udruženje novinara Srbije 2014). Romania has not legally introduced the obligation to televisions to broadcast educational programs for children in percent, but they have the National Media Council which conducts monitoring and has regional inspectors who submit reports and propose sanctions. The media law in Finland does not set mandatory percentages for children's program, but in Finland there are 13 national channels, all of which have various educational programs for children of different ages. Supervision of programs, coordination and improvement of national media education is under the supervision of the Center for Media Education and Visual Audio Programs, which is responsible for the Ministry of Education Science and Culture, and is required to promote media education, media skills of children and developing a secure system, spreading information for children and the media, and taking responsibility for the education and training of those who prepare and classify programs. Also, Slovenia has not determined the percentage of these broadcasting programs, but it is obliged to provide quality production for children and adolescents as well as a special program for children (Udruženje Novinara Srbije 2014).

Since television is a very important aspect in children's lives nowadays, in most industrialized countries, research shows that children spend more time on television, than at school, or in any other activity. Many of the researches have argued that television is the largest part of free time and has taken up the place of family and school as a major social impact in contemporary society, Musa Bardhyl, (2011). Many scholars and media professionals at the World Summit Children and Media" have concluded that television is an important source of learning and a means of contacting the surrounding world. This discussion has raised serious concerns because parents, educators, and policy makers have disagreed with this issue and have expressed their opinion that this issue needs to be analyzed. Their opinion is that the media exerts an adverse impact on children, due to the lack of TV program content quality (Pereira and Pinto, 2011). While in the "Children and Media" study conducted by the Albanian Media Institute in Albania, (Tirana) the authors have studied television viewing, and the most popular children's programs on Albanian television (TVSH). The research was conducted with age group



of 13-18 years. This age group uses television as a recreation tool. According to them, the programs in the TVSH program are dead, boring and, are not the time and the format needs to be changed (Albanian Media Institute, 2011). The recommendations of this study are to monitor media content directed at juveniles, both ethical and qualitative;

In the "Children, Adolescents, and the Media" study, authors have argued that many countries around the world need to improve television programs and study the effect of TV programs on children, especially teenagers.

Television is generally assumed to be an important environmental factor that influences child development. Television viewing even for very small children is considered an active interpretative process of meaning making (Bordwell, 1999), although, of course, their sign-reading competence develops only gradually (Nieding and Ohler, 2006). In our media-rich society, television is one of the core components of media-literacy initiatives advocating for "fundamental competency for literate citizens" (National Communication Association [NCA], 1998), to empower citizens to actively engage with media messages and fully participate in media culture (Jenkins, 2003).

The studies clearly spell that under favourable conditions, television is one of the best media to bring desirable change in the knowledge, understanding, attitude and behaviour of viewers. This impact can be best described in the words of Fisch (2004:03) 'If we believe that children can learn negative lessons from television, then it stands to reason that they can learn positive lessons, too. The same medium that leads children to learn product information from a commercial should also be able to help them learn science concepts from an educational program. And the same medium that influences children to act aggressively after exposure to violent programming should also be able to influence them toward cooperative behaviour after watching prosocial programming'.

Among several uses, educational use of television is a prominent one. As MacGregor (2007:15) points out 'Television is a powerful medium with key roles to play in education-in providing news and information, including about education issues, policies and developments; in the form of dramas, soap operas and other programmes with educational messages; and in the delivery of educational support programmes to the public and to schools'. Educational relevance of television is a well-researched issue. Zechowski (2006) writes 'Educational television is similar throughout the industrialized world. The combination of formal classroom instruction and enrichment programming define the genre. Educational television in the developing world also includes programming which directly affects the quality of life of its viewers'. Similarly, Calvert and Kotler (2003:326) observe 'The comparison of educational to non-educational favorite programs revealed beneficial effects of educational programs, particularly in the social and emotional area'.

The main challenge to the educational television today is well described by Fisch (2005:10) 'often, far less attention has been paid to the positive effects that educational television programmers can hold'. Palmer (1999) observes 'the record of accomplishments is impressive, yet TV is drastically underutilized as a teaching tool in countries that have the highest prevalence of urgent and otherwise unmet education needs. The large gap that exists between the state of the art and the state of practice in the use of television for development has many causes, including a major lapse of international attention to national capacity building and application'.



In the "Children, Adolescents, and the Media" study, authors have argued that many countries around the world need to improve television programs and study the effect of TV programs on children, especially teenagers. According to them, many countries around the world have analyzed school curricula and have developed programs for children in harmony with school curricula. (Strasburger and Donnerstein, 2009:137). Numerous studies have been conducted on the impact of television on children, but without specifying programs, while no research has been conducted in Kosovo that has monitored the content of the programs and their educational values.

4. METHODOLOGY

The purpose of the research is to identify to what extent the programs of RTK, KTV, RTV21, KLAN complete the education of nine year old school students, and are in harmony with education and broadcasting policies. The study is preceded by two research questions: 1.) To what extent do educational programs, television programs (RTK, KTV, RTV21, KLAN) complete the school education? and 2.) Are Educational Programs of Television (RTK, KTV, RTV21, KLAN) in accordance with the Law on Media and the State Curriculum?

To get a general overview of the content of educational broadcasting on ground-based channels and their compatibility with educational and broadcasting policies, mixed (qualitative and quantitative) research has enabled us to explore comprehensive and valuable information about this issue that is also the subject of research. The quantitative component of this research is based on three main sources: the timetables of educational programs of each channel; the percentage of programs transmitted over 36 days and their length of time. Through quality research we have provided very specific information, recommendations for television, education policies and broadcasters, as well as wider research. The research is of a descriptive and evaluative model.

The study was conducted through the monitoring of the content of educational programs in three ground-based televisions, and a cable television. RTK, KTV, RTV21 (ground-based) KLAN (cable), as well as the interview with the program editors. The reason for the selection of these televisions is that RTK, KTV, and RTV21 broadcast the program over the ground-based network and cover almost the entire territory of Kosovo, while KLAN television is known to have a high viewership in Kosovo. Based on the Draft Strategy drafted by the Independent Media Commission, these three channels broadcast a 24 hours per day program covering about 62.7% of Kosovo's territory and 80% of the population through ground-based broadcasting.

In Kosovo, cable television is not yet a reality for all children and adults, most of them only have access to ground-based TV. In addition, a large number of these children have limited access to cultural and educational events, which means that television is the most important entertaining, educational, cultural and social information tool for this category of children. To get the most accurate information, we monitored educational programs for children and used the interview as a technique of study. As a study tool, we used the interview protocol and the monitoring protocol. In TV programs of these channels we monitored the number of educational programs, the timing of their appearance, the target age of children, the inclusion of dominant themes, the genre, the gender aspect, linguistic, cultural, social and ethical aspects, as well as the harmonization of these programs with educational and broadcasting policies. In addition to monitoring as a technique of study, we also used the interview. The interview was conducted with four coordinators



of these TV programs. The questions have been open. The interview lasts 20 minutes. Editors were questioned: Who prepares educational programs? Who assesses or controls them? Do the implementers of these programs co-operate with educational actors? Notes have been taken for all responses.

The monitoring lasted 36 days (1st of April to 6th of May). To get acquainted with the reality of what the televisions broadcast, the program schedules of these televisions are first analyzed and the time schedules are marked when transmitting educational programs for children. After taking the schedules of these programs into four televisions, I used the observation method that enabled me to gather the facts about what we are studying. Program monitoring is done every day. To be exact, during the observation I also used recordings and photographs as evidence.

Since these programs have appeared in YouTube and are replayed twice a week, they have enabled me to gather as many facts as possible. For a description of the facts, a separate database is set up for all television channels. The lengths are recorded in that database, and to have as much accuracy as possible, the dates, the exact time and the program where the facts were found are also noted. All quantitative data are presented through Excel 2010. As a data collection technique, we also used the interview with the coordinators of these programs. Their answers have been carefully listened to, and notes have been taken. Their answers are presented separately for each television channel through Microsoft Office Word 2010. Since the collected data are of qualitative and quantitative research, the findings are presented through Microsoft Office Word and Excel.

5. RESULTS AND DISCUSSION

Television has a key role, regulated by law, to produce educational programs for the age group of children. A very special role in the production of these shows where children are represented and have an interest, belongs to the public television. In Law no. 04/L-046 (Law on RTK) and Law no. 04/L-44 (Law on the Independent Media Commission) sets out some general articles on the content of the programs. These articles charge television stations with the task of broadcasting the Children's educational programs, but in some articles there is no clear specification of the obligations of public television in relation to children.

In Article 7 of Law no. 04/L-046 (Law on RTK) are presented RTK obligations regarding content, channels and services. Article 7, respectively point 1.3, states that RTK provides high quality educational content, without specifying which age it refers to, and what we mean by the term quality. Due to legal certainty, the terms used in the law should be clearly defined by specific provisions. The term "high quality" used in this article lacks the specification of its meaning, in other words, which criteria must meet the emissions to reach the "high quality" threshold. In most regional and international countries, legal or normative regulation is more specific and demanding for public television in meeting the interests of children. Point 2 of Article 7 states that, within the content structure, channels and services provided by RTK as part of the public service performance, RTK should pay a large part of the weekly broadcast time to each channel or other service of educational content. At this point of this article is not specified the percentage of weekly programs of educational programs, the law says that only a large portion of educational programs should be devoted, which I think the amount of 3 hours and 44 minutes, (2.3%) of educational contents for children, that RTK broadcasts with repetitions, or 2 hours and seven minutes. or



(1.26%) is not large quantity. Accordingly, RTK does not comply with the law in this article, although the law does not specify the weekly transmission amount per percentage during a broadcast week. The law is more specific in terms of advertising, as set out in Article 17 (Commercial Communications).

Article 17, (Commercial Communications): According to this article, RTK may broadcast advertising and marketing to the extent that it does not endanger its mission and development vision, no more than 10% of the total program volume. Therefore, RTK broadcasts 608 minutes, 10 hours and 8 minutes a week for top shop and City shop ads. In particular, RTK broadcasts 6.03% only top shop and city shop advertisements per week, without the inclusion of advertising between the programs and during the programs. RTK as a public television devotes more time to advertising programs than educational programs for children of different ages, when it is known that RTK is financed by the Kosovo budget, while other private TVs are funded by sponsors. RTK, broadcasts a total of 224 min, of educational repeated programs for children during a week, or (2.3%), while, without repetition, two hours and seven minutes or (1.26%), while ads broadcast 10 hours and 8 minutes per week, or (6.03%). The content of the ads that we often see on the aforementioned televisions are ads that can affect children's health damage, and are otherwise prohibited in other countries. TV channels besides the ads of the City shop and the shop top have often broadcast Redbull's advertising between the program spaces that I think the content and frequency of advertising indirectly affects the aggressiveness of children. RTK on April 5 shows 15 minutes of commercials that advertises: Redbull, potatoes (chips) and goes further with the advertising of Pisa 2018 (Education in Your Hand). The combination of these ads is unacceptable and it is inconsistent with the advertisement of PISA 2018 (Education in Your Hand), which aims to raise awareness of each citizen about the role and importance of education in Kosovo. Different developing countries such as Great Britain have banned advertising about fast food in all media, because children aged 5 to 15 spend great time on the TV and fall prey to these advertisements. Besides the advertisement of the Redbull on our TVs, televisions also show hamburger ads, fried potatoes (chips), Smoki (Klan) who cut off the children's Champion Quiz show three times by 2 minutes just to advertise the Smoki, or sponsors, Vitaminka. These foods are harmful, contain lots of sugars, salts and fat and are not considered as child programming.

Article 31. of Law No.04/L-44 (Law on Independent Media Commission): Sponsorships: According to Article 37 of Law No. 04/L-046, media visual audio services and programs that are sponsored must meet many criteria, one of which is: "It is forbidden to submit sponsorship logos during children's programs broadcasting". The Educational Show "Champion Quiz" that is of a competitive nature and is broadcasted on Klan television does not comply with this article because the broadcasters present sponsorship logos. Sponsors are: "International Marif School of Kosova" and "Vitaminka". In this quiz, besides featuring the sponsors' logos, the activities that are carried out with students are developed in such a way as to advertise the sponsors as much as possible.

Article 18 of the Law No.04/L-046 (Law on RTK)-Editorial policy and program content: Point 9 of Article 18 states that RTK, within the scheme and program space, transmits official information of state institutions without delay and without changes. RTK television is often not featured in the program schedule, the programs that are broadcasted. In the program scheme there are no assembly meetings, while the meetings are broadcasted by interrupting the educational



programs for children, e.g. The quiz 1, 2, 3, Fillojust to broadcast the meeting of the National Council against Corruption. Article 13 (Special Events) states that RTK adequately provides the coverage of the most important political, scientific, professional, cultural, entertainment and sports events (conferences, Olympiads, international championships and others alike) of the country and abroad, for the purpose of informing the public. Even so, this conference is not a special event, or a broadcast of tragic announcements that the public must definitely be informed.

On April 3rd, 2018 (Tuesday) at Klan TV, at 9:45 o'clock was broadcasted the cartoon "Odyssey Adventures", while "My Family" was broadcasted.

On April 4th, 2018 (Wednesday) in the RTK program schedule is presented The Quiz 1,2,3, Fillo (educational program for students) which starts at 9:45 and ends at 10:44. The show began on time, while it was interrupted at 10:08 minutes, due to the meeting of the National Council against Corruption. After the interruption of this educational program, a 5-minute commercial is displayed and returns to political events without going on with The Quiz again. The program continues at 11:30 am, with the program "Pa rrotulla".

On April 5th, 2018 (Thursday) in the RTK program schedule, a children's show is presented: Video clips for children starting at 9:45 am and ending at 9:54 am as well as the show "Skanderbeg, First Renaissance" starting at 11: 30 and ends at 12:01. These shows are not broadcasted, because of the daily political events in the country. Instead of these shows, the conference "Scenarios of the Great Finals between Kosovo and Serbia" (political) is presented. So the RTK programming scheme is often incompatible with what is being broadcasted on RTK television. After the end of the conference, the program continues with Top shop's advertising, (15 minutes)

On April 4th, 2018 (Monday), in the RTV21 program, Top Hop Hiti is presented. The show starts on time and is immediately interrupted due to the conference that the president had with the Bulgarian Prime Minister.

On 17. 04. 2018 (Tuesday) in the RTK program schedule at 11:15, it appears that there is a show for children, while the viewers are broadcasting the assembly meeting for approving the Laws. Then the show for children does not appear at all.

On April 18th, 2018 (Thursday) in the RTK programming scheme, there is an educational program, The Quiz 1, 2, 3 FILLO. The quiz starts on time, at 9:44 and because of political events in the country (Skopje's digital summit), the television stopped the show at 10:16. The broadcast of this political event ends at 11:10 am. Then the program starts with the City-Shop (20min.) and continues with the show, Panairi 2018. If we are watching television RTK3, there are also broadcasted the political events taking place in Kosovo. Based on this, the Radio Television of Kosovo does not adhere to the program schedule, as defined by Article 18 of Law no.No.04/L-046 (Law on RTK).

5.1. Educational Programs for Children of Primary and Lower Secondary Education in RTK and Compatibility with State Curriculum

Kosovo Radio Television, it gives 3 hours and 44 minutes a week for educational programs especially for children, or 2.3%, including the programs that are repeated. While, without reps 2 hours and 7 minutes, or 1.26%. These broadcasting programs are in the form of a competition (quiz), in the form of presentation of schools and school talents, as well as music sessions (entertaining) and participants are the children themselves. The ages for which these programs are



implemented are 5 to 15 years old. Educational programs that appear on the RTK channel are The Quiz 1, 2, 3 Fillo, the show Ne, and show Kutia Magjike. The show, Kutia Magjike, is broadcasted as needed and as is offered by schools.

Table1. Percentage of educational programs for children in RTK

| TV Channel | Weekdays | Educational Show | Start Time | Finish Time | Age | Minutes | Per. |
|--|-----------|---------------------------------|------------|-------------|---------|---------|------|
| RTK | Monday | | | | | | |
| | Tuesday | Ne | 11:05 | 11:39 | 8 to 15 | 24 | 0.23 |
| | Wednesday | Kuisi 1,2,3 Fillo (Competitive) | 09:44 | 10:57 | 7 to 15 | 73 | 0.72 |
| | Thursday | KutiaMagjike | 09:45 | 10:15 | 5 to 15 | 30 | 0.3 |
| | Friday | | | | | | |
| | Saturday | Ne | 09:45 | 10:09 | 8 to 15 | 24 | 0.23 |
| | Sunday | Kuisi 1,2,3 fillo | 09:45 | 11:00 | 7 to 15 | 73 | 0.72 |
| In total 224 min. or three hours and 44 minutes (3.44 hours) which is repeated during the week, or (2.3%), No reps: Two hours and seven minutes during a week (2.7 hours) or (1.26%) | | | | | | | |

5.2. Comments on Educational Programs for Children in RTK

The Quiz 1,2,3, Fillo: This show appears twice a week, on Sundays and Wednesdays (replay). On Sunday the broadcasting time is not the same, sometimes starts at 9:40 and ends at 10:50, and sometimes starts at 10:40 and ends at 11:50. The replay of this show is aired on Wednesday, beginning at 9:44 and ending at 10:50. The program lasts one hour. The re-broadcasting schedule is not suitable because children aged 11 to 15 at this time are in school. The quiz refers to children aged 7-15 and includes all subjects. It is a competing show, between the schools of Kosovo. School contestants are talented students of ages 11-15. According to the interview with the editor of this show, the selection of competitive schools is done by the Municipal Directorate of Education of Prishtina. MDE also takes into account the volunteer schools. The quiz is divided into rubrics or angles, such as: the literary corner, the arts corner, the question block, the logical task. According to the interview with the editor of this show, the questions made in this quiz are drawn up by an education expert who is also a journalist at the television, in cooperation with the Ministry of Education, Science and Technology. There is a triangle MEST-RTK and MDE. According to the editor, this show complies with the State Curriculum of Education, and varies according to the needs and innovations that occur in education. On the other question to the editor of this show, "Who controls this show and who gives the last word for broadcast", the editor emphasizes that the show is controlled by the editorial board or by the executive producer. In the quiz 1,2,3, Fillo, there are also students who have different talents, such as programming, singing, instrumentals, ballet and other various fields. The age of the children participating in these sections is 7 to 11. In addition, in this show there are also guests from different fields, such as poets, actors, singers, with whom an interview is conducted.

Question Block: Questions are open questions and questions with alternatives. The questions include all subjects that students learn at school in the lower secondary cycle. There are also two questions that groups ask each other. There is enough time to answer the questions.

Literary Corner: In the literary corner we have a photo illustration, and students have a duty to write an essay, based on



what they see in the picture illustration. All this is in line with the state curriculum. The state curriculum expects the integration of different subjects, which in this case we have to do with the integration of arts in literature and language.

Moderator and Moderation: Moderator speaks a pure, fluent and clear language, but while communicating with guests and students, she makes it in the first person and in an imperative way. The students are addressed in this way: "You must tell me what you know about Butrint's goddess", "Tell me the answer", "The answer that the girl gave me" and the question she poses to the guest of the show on 18.04.2018, who has been a well-known Kosovar climber, addresses the phrase: "I want to know how you came to this kind of profession". In this show the moderator lacks effective communication skills, collaboration, creativity and interactivity. Likewise, the moderator does not allow the children to express themselves critically, denying the free expression of thought, because it requires the children to respond the same as it is written. This way of guiding this show makes us realize that children are confined to thinking and are not given the opportunity to discuss and clarify the answers. Since many guest of this show are artists, poets, singers who children are very fond of, the moderator makes various questions without encouraging and enabling children to engage in interviews with the guests invited in the show. In some respects, this show complies with the State Curriculum, because students are trained to reflect knowledge in different situations and in new contexts. Students work in groups and come up with a solution to the problem they make the exchange of experiences which helps to develop the competence of learning. Also in this show students feel responsible for being a representative of a school, and from this point of view, students develop civil competencies. Regarding communication competence, students are not able to develop communication skills because pupils are unable to engage and contribute to respectful and productive dialogue because the quiz is very traditional, the main protagonist in this quiz is the moderator, not the students. Students are not only invited to be asked, answered, heard, and applauded. The quiz involves only selected pupils, no full involvement, which is also the main principle of the state curriculum.

Comments on the show NE: The show Ne is an educational program that is broadcasted twice a week. On Saturday it starts at 9:45 and ends at 10:09 and on Tuesday (replay) starts at 11:05 and ends at 11:39. The show is devoted to ages 8 to 15. The re-broadcasting schedule is not suitable for children of this age when it is known that everyone at this time is at school. This show is divided into three sections: Rubric: We, Rubric: Do it Yourself, and Rubric: Curiosities.

Rubric: We, speaks about different topics in Kosovo schools, especially for vocational schools. On 3rd of April, this show deals with vocational schools and centers of competencies. There are given 15 minutes to this theme. Then the show presents different talents, such as paintings, technology, and so on. Also in this section, there are numerous activities carried out by various organizations in Kosovo.

Rubric: Do it Yourself speaks about the work of the students, respectively the individual work of the children with different talents. Various activities that children make with different papers and cards.

Rubric Curiosities: In this section we talk about different curiosities, about the latest technological developments and about the types of communication.



Moderator and moderation: In this show, moderators are all girls. There are four moderators, (schoolchildren). To guide this show, the moderators switch. According to the interview with the editor of this show, the selection of moderators is done by school directors as well as by RTK journalists. Moderators in this show are not in the spotlight, they make short questions. Students are the ones who are at the center of the show.

This show has compliance with the state curriculum and can serve to students and teachers for both theoretical and practical educational knowledge. Through this show, especially through the "Do it Yourself" section, students can develop their work-related competence, because students in their paper and card activities present themselves, emphasizing their skills. This program lacks the involvement of marginalized society.

KutiaMagjike: KutiaMagjike is a broadcasting program that is transmitted based on the needs and offers of schools. It is broadcasted on Thursday, at 9:45 am and lasts 30 minutes. Ages included are from pre-school up to 15 years of age. Talents of different fields are also presented. Even this show is about talent work. Schools are the ones that offer to introduce only talents, while for other children there are no programs.

5.3. Educational Programs for Elementary and High School Children on KLAN TV and Their Compatibility with the State Curriculum

Klan Television devotes this time space for educational programs for children ages 7 to 15 during weekly broadcasting:

Table 3. Percentage of educational broadcasts on KLAN television

| TV Channel | Weekdays | Educational Shows | Start Time | Finish Time | Age | Minutes | Per. |
|--|-----------|-------------------|------------|-------------|----------|---------|------|
| KLAN | Monday | | | | | | |
| | Tuesday | | | | | | |
| | Wednesday | | | | | | |
| | Thursday | | | | | | |
| | Friday | Champion Quiz | 21:00 | 22:10 | 10 to 15 | 70 | 0.7 |
| | Saturday | | | | | | |
| | Sunday | Champion Quiz (r) | 09:40 | 10:50 | 10 to 15 | 70 | 0.7 |
| 140 min in total. or two hours and twenty minutes (2.20 hours) with a replay during the week or (1.39%). Without a, an hour and ten minutes during a week (1.10 hours) or (0.69%). | | | | | | | |

5.4. Comments on the Champion Quiz show

The quiz Champion Quiz appears twice a week on Friday at 21:00 and the replay appears on Sunday at 9:40. Along with advertisements, the quiz lasts for 70 minutes. The quiz is a running show that takes place in the form of entertainment. It is accomplished through questions and answers, as well as some activities that are creative for students. The questions are from different subjects, and they also comply with the state curriculum that helps students in the spirit of collaboration, flexibility and creativity to adapt to new circumstances and responsibilities while performing a task. The students during this show were encouraged to participate actively in answering the questions. Students have enough time to answer. The moderator speaks a language that is pure and close to the students. It is creative, has a close relationship, tolerance and respect towards



students, and also with the support and motivation it has it helps them in managing the emotions they have during the program. Despite the fact that the Law on the Media Commission as defined in Article 31, point 5, that children's programs are not allowed to use sponsoring logos, the broadcast of the show will show sponsorship logos and advertisements. Logos appear on the screen on the quiz scene, and on some cards (cards) that students develop activities through them. In addition to logos, the quiz is also interrupted 3 times by 2 minutes ads. The ads that appear are: ads for Smoki, oil, and many food stuff that are not beneficial to children's health.

5.5. Educational Programs for Elementary and High School Children at RTV21

Radio Television 21: The show "Top Hop Hiti" is a show that has been broadcast for fourteen years. The show is live, communicative, entertaining and educational and it lasts 30 minutes. In the first part of the show there is the presentation of four songs, each with accompanying and interesting lyrics that promote song listening and its fair evaluation. In the second part of the show, which has a competitive character, the opinions and ratings of small viewers are made by phone, and by their score, the hit of the day is chosen. Then, from the hits of the days, the week's hit is chosen, then a month's hit as well, and by the end of the year, the hit of the year is rewarded.

Table 4. Percentage of educational broadcasts in RTV21

| TV Channel | Weekdays | Educational programs | Start Time | Finish Time | Age | Minutes | Per. |
|---|-----------|----------------------|------------|-------------|---------|---------|------|
| RTV 21 | Monday | Top hop hiti | 11:30 | 12:00 | 5 to 14 | 30 | 0.3 |
| | Tuesday | Top hop hiti | 11:30 | 12:00 | 5 to 14 | 30 | 0.3 |
| | Wednesday | 21 Petale | 11:00 | 11:30 | 3 to 15 | 30 | 0.3 |
| | Wednesday | Top hop hiti | 11:30 | 12:00 | 5 to 14 | 30 | 0.3 |
| | Thursday | Top hop hiti | 11:30 | 12:00 | 5 to 14 | 30 | 0.3 |
| | Friday | Top hop hiti | 11:30 | 12:00 | 5 to 14 | 30 | 0.3 |
| | Saturday | 21 petale | 09:30 | 10:00 | 3 to 15 | 30 | 0.3 |
| 210 min in total, or 3 hours and 30 minutes, with a replay during a week, or (2.08%). Without reps, 3 hours a week or (1.8%). | | | | | | | |

Moderators are talented; their age is from 9-14 years old. This show is characterized by the frequent change of moderators, from both sexes. The broadcast in the educational aspect is about encouraging children to listen and communicate from the home environment, which is consistent with the state curriculum of education. Through this show, children can develop competencies, such as: Communication and expression competence, competence of thinking, and personal competence. The children are curious to hear the songs, then communicate through the phone with the moderators and appreciate the songs. This makes the children feel privileged and respected because they are given the opportunity to even evaluate from their homes. This affects the development of thinking and judgment competence, as well as through telephone calls, children are taught to manage emotions that develop their personal competence. According to the interview with the editor of Educational Programs for Children on RTV21, the selection of small moderators is done by the editorial staff. Their selection is done by the interest of children themselves, who come and announce and express interest in moderating. Sometimes they also come with their teachers. Children who meet the modeling criteria are invited to moderate. Also the editor of these children's programs has been asked about the level of cooperation with schools. According to



the interview, cooperation is at the right level, because through reportage we promote different activities, from sports to portraits. Portrayal of children with different talents is often done. As for the question, "Who controls or evaluates these programs", according to the editor, these issues are controlled by the Collegium of Editors, while the last word is given by the Editor-in-Chief."

The show "21 Petale": Through this show, children are informed about activities and events organized for children. In this show there are presented the schools with their special projects and activities, as well as groups of children who are active in different educational fields. The protagonists of this show were many children who were rewarded with different awards in reading, singing, drawing, but also in various sports competitions, and from science organized at their homeland and abroad. Also in this show, RTV 21 broadcasts different ballet performances, which are organized independently and promotes children with talents. The show is led by a moderator who makes interviews with students, with teachers, but students are the ones who have the main role in this show. This program helps students to achieve different competences, as the competence of communication and expression, personal competence, competences of critical thinking. The interview that the moderator made with students encourages them to develop as personalities, learn and participate actively in society, engage and participate in a respectful and productive dialogue. Even in this show as in other shows, it lacks the full involvement of children; more attention is given to talents.

Kohavision Channel: Television KTV, does not have internal productions that are dedicated to children of grades (1-9). In the interview with the producer in Koha vision, why do not they have specific programs (educational) for children dedicated to this age? His answer is: "The lack of such programs is obvious, and it is not easy for us to realize it because it requires big investments, and businesses do not express interest in promoting such non-commercial programs, which on the other hand cost a lot. We had children programs that we stopped broadcasting because they made other solutions, some because we were not happy with the content we managed to accomplish. However, because of the responsibility we feel, we try not to miss this part of the content, although it should be much more voluminous and more substantial." On the next question asked to the program producer, that on which law is they based on and how much you respect the law? His response is: We, as a national broadcasting company, are committed to respecting our obligations by implementing broadcasting policies and regulating the rights to the services we provide, and in compliance with accepted international broadcasting standards as defined by Law no. 04/L-44 on the Independent Media Commission, an organ who is also a monitor of our work ". KTV has covered this short coming by broad casting of foreign documentaries, mostly BBC productions starting from the "Wild World" documentary cycle or biography cycle that reveals details from eminent personalities of the field of culture, visual arts, cinematography or even descriptions of British eminent journalists who reveal the mysterious paths of ancient civilizations

6. CONCLUSION

The study's findings show that ground-based TV channels and a cable TV channel, whether public or private, invest very little in the production of educational programs for children. Percentage of children's programs is almost for competing shows (quizzes), promotion of talented children and some music programs that are compatible with the state curriculum, but the time it is devoted to is very short, as



well as the variety and quality of the content is very poor. By the percentage and content of these programs, there is no significant difference between RTK as a public television and other private televisions.

Television RTK (Public) broadcasts 3 hours and 44 minutes a week or (2.3%) educational programs for children. Kosovo Radio Television 21 broadcasts 3 hours and 30 minutes, (2.08%), KTV tel broadcasts 2 hours and 2evision does not have any educational program that is broadcasted specially for children, while Klan Kosova 0 minutes or (1.39%). Educational programs for children as their own productions televisions account for only about 6% of the program scheme, which is an essential element to raise the visibility of these medias. These televisions have significant shortcomings broadcasting of own educational programs for children and adult's youth. (They) Broadcast only up to two children's shows over a week, a television does not broadcast at all. This is very little, by comparing their significance. The quality of the outputs of these products televisions remain in the right level, both in structural terms as well even in content.

The TVs in question make the main investment in the production of broadcasts information, debates, conferences based on events developed or in advance. Also, they pay great attention to advertising and marketing. Radio Television of Kosovo, as a state television, in total transmits 6.03% only top shop and City shop ads per week, without including the inclusion of advertising between the programs. In three televisions KTV, RTV21 and Klan Kosova dominate broadcastings of Latin American and Turkish telenovelas, which are an integral part of the scheme programmers and these telenovelas are repeated again after some years. The media language used by these media is a combination of modern expressions, Kosovar reality and authenticity, thus eliminating the enjoyment of any cultural value and standard language spoken in Albanian.

Very few programs have educational content for children of this age that stimulate imagination, tolerance, equality, co-operation, and help in stimulating knowledge in teaching and researching. Likewise, there are no series, drama and local films, with educational content. Just few programs available for children are for the age of 7 to 15, but there are no programs for 6 year old children and preschoolers. Based on the findings, we can say that TV programs on RTK, RT21, KLAN and KTV are not enough and they help very little in the education of primary and elementary school children. Even these few programs that are available are programs that only run with talented students, while other children are rarely seen and almost never seen on our screens. Lack of content on educational programs on our television sets has a detrimental impact on children because children are forced to watch only the programs that are available. RTK as a public television devotes more time to advertisements than to these programs. The state television, instead of engaging in creating a "safe space for children" in which they will be unaffected by commercial influences, RTK television through advertisements finds ways to prepare them for dealing with them. Lack of educational programs on children who do not have access to cable TV channels make an inequality of opportunity between children in terms of socialism, in terms of information about culture and science, sporting activities and communication, because television programs are intended to teach children indirectly.

Lack of educational programs on private televisions is a result of the fact that businesses do not express interest in promoting such non-commercial content, which is costly and do not have support. Based on this we understand that the media in Kosovo are treated as business



and there are no facilitations that would help a medium to orient its means towards the production of educational programs. Regarding the observance of the Law by Monitored Televisions, the results show that televisions in some articles do not respect the Law on RTK and the Law on the Media Commission. RTK television often does not respect the programming scheme, as the Law on RTK says. It often changes the program scheme, especially on children's shows, broadcasting assembly meetings, that our children are exposed every day in the assembly scene (politics). RTK law has some gaps in relation to educational programs for children, missing some articles that arrange the percentage of these programs, which in most regional and international countries, legal or normative regulation, is more specific and demanding to public television for fulfillment of the interests of children. Public or private ground-based TVs contribute very little on building a positive and effective education and training system in Kosovo.

7. RECOMMENDATION

Televisions produce educational programs with a greater participation of students, so that students can present the successes, challenges and difficulties in schools, as well as the possibility of communication from their homes. To revise and strengthen the role of the Law in regulating the broadcasting of educational programs for children, as well as the responsibility of the broadcasting media for these contents. The Law on RTK and the Law on the Media Commission shall determine as an obligation the amount of the educational programs for children, and it is obliged to apply high professional standards for the ethics and quality of the programs, without exception or discrimination of the society and people with special needs. To raise the social responsibility of broadcasters, especially of Public Television in Kosovo, to meet the needs and interests of those children who are unable to watch cable television, offering them a television that respects and promotes rights without distinction. RTK as a state television should have a TV channel with a special ground-based network for children. Educational institutions and civil society should organize roundtables on the practices and standards of children's programs, to guide TV channels on the type of programs, as well as the society, parents, educators, teachers, organizations for protecting children's rights to have a more active and critical voice about educational programs for children, and the media law. Society should not give up the responsibility for monitoring children's programs. Within the Ministry of Education, Science and Technology, a Media Education Center should be set up to promote media education and media development for children, to promote research in this field, following international developments, to share information about children and the media, and be responsible for educating and training those who prepare and classify programs.

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