

# WHAT'S YOUR NEWS?

How newspapers and news media drive media literacy

Foreword by EU Culture Commissioner Androulla Vassiliou



# **An indispensable life skill for the 21st Century**

Foreword by **Androulla Vassiliou**

European Commissioner for Education, Culture, Multilingualism and Youth.

The way we use the media has been changing dramatically over the last few years. Modern technology has increased exponentially the media offer as well as the possibilities for accessing it.

But of course, being able to access these different forms of media is only the first step: if knowledge is indeed a form of power, information is only powerful when you know what to do with it.

That is why media literacy constitutes an indispensable life skill for the 21st Century.

Being media literate means being able to orient oneself in this new and ever-changing landscape. Media literate people are better able to sift critically through information: to spot a stereotype, isolate a social cliché and distinguish facts from propaganda, analysis from banter, important news from coverage. In this sense, media literacy is also a basic tool for active citizenship.

It is my strong belief that all European citizens need to be media literate – both for their own sake and for the sake of democracy itself. That is why I have been working to promote media literacy through programmes and policy initiatives. For several years now, the European Commission has been raising awareness of the issues, promoting debate, and supporting research into criteria for assessing media literacy. In future we intend to continue and intensify our efforts. As of 2014 the new Creative Europe programme will include a distinct funding possibility for media literacy through its cross-sectorial strand.

Throughout this process ENPA has been – and continues to be – a strong and valuable partner.

This publication is proof of it. I am confident that the examples it contains will constitute a source of inspiration to all those working to promote media literacy in Europe.



**Commissioner Androulla Vassiliou**

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## **Promoting reading proficiency and critical analysis**

### **Introduction by Danièle Fonck**

Chair of ENPA's Media Literacy Working Group

As Chair of the ENPA's Media Literacy Working Group, I am delighted to introduce this publication which showcases some of the imaginative and diverse media literacy projects involving newspapers and news media around Europe.

Publishers are becoming increasingly concerned about the new illiteracy that is threatening our profession. After all, this is a business that creates and produces written information, either carried by print or published on the web.

There is a real risk that, in the future, fewer and fewer people will be able to read our publications, either on paper or on digital formats. All this underlines the importance of the issue we focus on in this publication: media literacy.

In my view, it is of utmost importance that newspapers and news media are taken into account in any discussion or policy aimed at improving media literacy skills in Europe.

European newspapers and news media promote reading proficiency by helping in the development of essential literacy skills. At the same time, the range of authoritative information provided by news media is indispensable to citizens who wish to inform themselves about the major challenges facing our society.

Newspapers and news media contribute to lifelong education because they constantly keep people informed about the latest developments, long after they have left full-time education. This is more important than ever at a time when smart and sustainable growth in the European economy depends on citizens having a high educational level.

Media literacy also develops critical analysis skills, as well as the ability to distinguish between news and opinion.

I hope that this publication helps to stimulate more debate about the central role that the written press plays in European society, as the fourth pillar of democracy.



**Danièle Fonck**

Director General, Editpress, Luxembourg SA

# Austria

For 17 years the ZiS association ("Zeitung in der Schule" – newspapers at school) has been training children and young people to improve their journalistic reading skills and at the same time encouraging them to discover the joy of reading



newspapers. Approximately 105,000 pupils every year read daily and weekly newspapers, as well as magazines, while participating in one of the ZiS-newspaper projects.

The unique cooperation programme of ZiS, in which all the main Austrian daily and weekly newspapers, as well as all the magazines, aims to support young people's reading interests. Some 1.8 million newspapers and magazines have been read within the various ZiS projects in Austrian schools. ZiS initiatives include the newspaper project and comparative studies analysis content, as well as workshops for primary schools and for lower and upper secondary grades. There are also media education ZiS seminars for teachers and a comprehensive range of teaching materials which all aim to enhance the attractiveness of reading for young people and to present newspapers as valuable sources of information and entertainment.

## ZiS - Newspaper Project

Key issues here are reading and understanding texts, getting to know the different newspaper sections as well as the various elements of a news article.

## ZiS - Comparative Studies

Pupils are invited to analyse three print media products with regard to their language, topics and choice of news items. At the same time young people gain a real insight into the Austrian newspaper market.

Collecting information, selecting it and, above all, evaluating it, is an essential part of dealing with media critically and independently. Thus ZiS – Zeitung in der Schule – supports children and young people with a variety of materials, helping them to get their bearings in the Austrian media landscape and to understand journalistic practices. The goal is to create awareness for distinctive, qualitative criteria such as diversity, relevance, credibility, independence and accessibility.

All of the teaching materials are described and illustrated in detail on the pages of [www.zis.at](http://www.zis.at). Materials are provided for all kinds of subjects and for various levels. Some of the contents are reading and understanding newspapers, the difference between information and opinion, cartoons, adverts in newspaper, press freedom and its role in democracy, the history of newspapers, or the impact of mass media on consumers.

## Media education seminars for teachers

Basic and more specific seminars, running from one to two days, provide teachers from all types of schools and grades with key points for guiding critical young newspaper readers in class. Media education lectures, discussions, workshops and tours of publishing houses offer teachers a diverse and intense dialogue with renowned representatives from the world of journalism, education and culture.

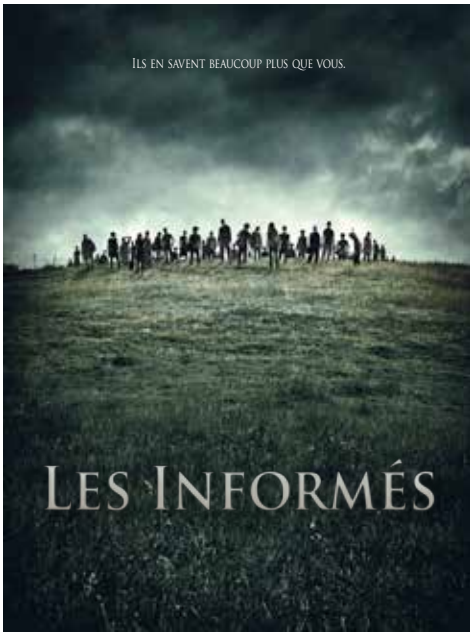
## Newspaper workshops for students

Reading newspapers opens up new worlds for students: whether gaining new information, reflecting upon articles that have been read or creating their own content.

## ZiS Online-games

These online games invite students to playfully and interactively explore the fascinating world of newspapers. The offer includes a "ZiS quiz" and "info-click" game, aged at an age group of 10 years upwards.

# Belgium



Lire chaque jour la presse quotidienne permet de développer un véritable esprit critique et d'être informé en profondeur. Rejoignez le mouvement : achetez ici votre quotidien.

**De** Les Sports **La Libre** **l'avenir** **L'Echo** **LE SOIR** **SUPPRESSE**



school and covering 80% of classes in that level) and 600 secondary schools (covers 85% of these schools) participated in "Ouvrir Mon Quotidien."

Educational tools have been especially developed for students and other tools also help teachers to guide their pupils towards the discovery of newspapers. The aim is to use newspapers for the development of media literacy skills.

"Ouvrir Mon Quotidien" can be combined with an initiative called "Journaliste en Herbe" (Budding Journalist) and "Journaliste en Classe" (Journalist in the classroom). These projects are offered free of charge for the schools. Subsidies for the financing of these initiatives are confirmed in a law: the decree setting up the CSEM (Higher Board in Media Education) allocates 550,000 euros to "Ouvrir Mon Quotidien". This year, 1.5 million newspapers will be sent to classes and schools. The majority of the distributed newspapers are bought by the Ministry of the French speaking Community at half of the normal price.

## Flemish initiative providing students with hands-on experience

'Kranten in de Klas' is the key media literacy project of Vlaamse Nieuwsmedia, the association of news publishers in Flanders. Supported by the Flemish government, teachers in primary and secondary schools can order bundles of all Flemish newspaper brands and integrate these hard copies in their teaching, allowing their pupils to get acquainted with news production and journalistic practices in a hands-on experience.

In addition, the project offers a vast online and up-to-date collection of educational materials, ranging from general media literacy insights to topical investigations into current news stories. Teachers can also add course material of their own.

This dynamic relationship between the delivery of 'fresh' newspapers and access to ready-made course materials makes it easy for teachers to cover media literacy in a qualitative fashion. Starting this year, teachers can also order online copies of the newspaper bundle through the Flemish online news stand Gopress, introducing news production to pupils via digital media.

In addition, pupils can experiment with making their own newspaper using the online tool Krantenmaker (newspaper creator). Finally, as a high point of a school year in media literacy, class groups throughout Flanders can compete with each other in the "KiK quiz", an annual competition ending with a colourful event hosted by a Flemish celebrity.

Thanks to sector-wide engagement, the support of the Flemish government and the enthusiastic participation of the educational institutions, 'Kranten in de Klas' has proved to be a successful format for nearly two decades. In 2012, the programme reached one out of three pre-teens (10-12 years) in primary school and one out of five students in secondary school. Key factors in its sustained success are the project's multi-faceted approach (delivery of newspapers, teaching materials, Krantenmaker, the Kik quiz,...) and its ability to evolve in rhythm with the ever-changing media market.

## Francophone programme to develop media literacy skills

Since 1998, Newspapers in education programmes in the francophone region of Belgium have been managed in close collaboration with the Ministry of the French speaking Community. "Ouvrir Mon Quotidien" (« Open My Newspaper ») has been organised for 10 years in the French-speaking part of Belgium by the association Journaux Francophones Belges (JFB), in partnership with the Ministry of Education.

This initiative provides newspapers to participating classes and schools during the whole school year. In 2012-2013, more than 1,500 primary school classes (focused on the last two years of primary

# Denmark

## **Newspapers: as an essential source of information and debate**

The objective of the Danish Newspapers in Education programme is to promote the newspaper as an indispensable source of information, as well as an important forum for debate, thereby making newspapers a natural and essential part of the Danish school curriculum. The

aim is to make children and teenagers appreciate the significance of the news media and the important role that the newspapers play in sustaining democracy. Some Newspaper in Education (NiE) activities are outlined below.

### **Newspaper Competition**

Each year in a designated week in the autumn the Danish Newspapers in Education programme, Danish Newspapers, Danish school librarians and the Danish Teachers' Association organise a newspaper competition for students in the 6th to tenth grade. The participating classes must register for the competition with a newspaper (own choice) and then have five days to produce their own tabloid newspaper on a given subject.

Each newspaper chooses a winner from among the submissions they have received and these classes go on to participate in the finals. The winning classes receive 25, 000 Danish kroner (approx.. €3,350) , which are awarded to them during a festive ceremony held at the town hall in Copenhagen.

As part of the campaign, the classes receive comprehensive educational materials, free newspapers and online tools. The competition has existed for more than 20 years. In 2011 1,500 classes (32,500 students) participated in the competition.

### **Newspapers in the classroom ("Avisugen")**

"Newspapers in the classroom" is an on-going project that provides free newspapers for a period of one week every autumn to high schools interested in receiving such a subscription. Which newspapers are supplied is up to the individual choice of the classes. There is a maximum of three newspaper subscriptions per class. In addition to the subscription, the NiE and the Danish Teachers' Association provide free educational materials as a supplement to the project. In 2011, some 635 classes (18,000 students) participated in the project.

Individual newspapers are also (of their own initiative) involved in various projects and activities aimed at promoting newspaper reading

### **Journalism in the classroom**

When possible and upon request many newspapers are willing to provide a journalist or editor to speak in schools about their experience of journalism and working in newspapers. Visits to newspapers can also be arranged. It is also possible for a student to apply for a practical traineeship at a newspaper.

### **Media labs for young people**

The Danish newspapers, Jyllands-Posten and Fyens Stiftstidende, have established media labs, where school classes can get to know journalistic principles and the many different tools for disseminating news content.

### **Media Camp**

Each year the newspapers Politiken and Aarhus Stiftstidende organise a summer camp for high school students interested in journalism. The students are taught journalism and receive individual coaching from experienced journalists and editors. The articles that the students produce are printed in the professional newspapers. The participants are chosen according to the merits of their individual applications and payment of a tuition fee is required.

### **Ad hoc partnerships**

In addition to the above-mentioned projects, as well as the production of online educational materials, a number of newspapers also participate in ad hoc partnerships with non-governmental organisations in the context of campaigns and sports events for children.

An example of such a partnership is a competition sponsored by Politiken, Ekstra Bladet and the non-governmental organisation IBIS. The competition took place at the beginning of 2013 and the objective was to focus on the subject of child labour. The competition was open to students from sixth to tenth grades. The students were requested to submit a journalistic article on the subject. The choice of media platform was either a website or a newspaper (or both), but the presentations could also involve other platforms such as television, blogs, social media etc. Educational materials were provided free of charge. The competition is likely to become a recurring event.



# Estonia

## Providing dedicated 'sample newspapers' to schools

A top priority of the Estonian media literacy initiative is to guard against a decline in reading among young people.

Estonian newspaper publishers have been engaged in media literacy initiatives for many years. The Estonian Newspaper Association (EALL) first launched a "Newspapers in Education" project back in 1997. The aim of this project is to implement and further encourage use of newspapers in schools.

This Estonian initiative is related to the "Newspapers in Education" (NIE) programme managed by the World Association of Newspapers and News Publishers (WAN-IFRA). NIE involves the use of professional newspaper content as an educational resource for a wide range of school subjects, from basic reading skills to mathematics, politics and social studies to name just some relevant areas.

In particular, students will study the newspaper as a core news medium in a way that enhances their media literacy skills. Pupils will learn how to access, analyse and evaluate newspaper content in a critical way.

The Estonian Newspaper Association goes as far as creating its own sample newspapers for schools, which offer a compilation of relevant articles from professional press titles, often grouped around a particular theme e.g. the environment, EU integration or the European single currency. This "newspaper-paper" helps students to read and understand newspapers in a more comprehensive way.

The first such sample newspaper aimed at young readers in schools was published in April 1998 and the most recent one was produced at the end of 2010, but the programme continues today.

As you will see from the illustrations, the sample newspaper resembles a regular daily newspaper, but also provides explanations of basic questions about newspaper design, behind-the-scenes information on the newspaper production process, myths and realities about the press sector and guidance on how to distinguish editorial comment from news reporting etc. Columns on each page contain explanations that can be easily distinguished from the core texts.

Teachers all over Estonia are provided with related exercise books (in Estonian and Russian) for the pupils to complete in class. These exercises can also be downloaded from the EALL website: [http://www.eall.ee/index\\_eng.html](http://www.eall.ee/index_eng.html)

This programme has proven very popular among teachers in Estonia who use sample newspaper and exercise books, along with regular daily newspapers, in their lessons. The project provides a very good means of proving discussion about serious topics among young people.

**ajaleheleht** 2009. aasta septembris

## Eestlaste ehmatavalt suur jalajälj peab vähenema

**M**iks me ei näe enam nii palju metsa? Miks me ei näe enam nii palju loodust? Miks me ei näe enam nii palju vaba aega? Miks me ei näe enam nii palju... (Text continues with environmental concerns)

**JALAJÄLJE-LOOJA: LE MERCI**

**MAAD ON PIRATID**

**OLULISIM ON TÄRBIK**

**MAJANDUSKASV**

**OLULISIM ON TÄRBIK**

**K**as me ei näe enam nii palju... (Text continues with economic and social commentary)

**Miks on Ajaleheleht?**

**PARASITÄRBIK**

**Miks on Ajaleheleht?**

**Ajaleheleht** 2009. aasta septembris

## Euroga on kindlam

**J**ärgmine aasta algusest tuleb Eesti krooni asemel kasutada euro - see peaks olema loomulikult me kõik teadma. (Text continues with discussion on the Euro introduction)

**MAJANDUSKASV**

**OLULISIM ON TÄRBIK**

**MAJANDUSKASV**

**OLULISIM ON TÄRBIK**

**K**as me ei näe enam nii palju... (Text continues with economic and social commentary)

**Miks on Ajaleheleht?**

**PARASITÄRBIK**

**Miks on Ajaleheleht?**



# Finland

## Raising awareness of Hate Speech

"What can we say?" is the title of a booklet released in May 2012 aimed at addressing the issues of hate speech and freedom of expression for 15 to 19 year-olds. This booklet was the first in Finland to handle the issue of hate speech. A teacher's guide to this material was also published the same month.

The booklet contains six relevant themes and around each theme a real-life text has been compiled from different Finnish print newspapers and websites. These texts are accompanied by various assignments. For example, under the theme "Racism" there are educational assignments around the use of derogatory words applied to specific races, as well as background about Finnish immigration law and employment policies.

Even though this material is designed for teenagers, it has been widely used in teacher training and adult education programmes. The feedback from the schools has been very positive, especially since there are no other tools dedicated to discuss hate speech issues in schools.

## Campaign: 'Do You Read?'

The Finnish Newspapers Association started working with the umbrella organisation, Finnish Publishers' Association, in 2011, with the aim of creating a campaign for 15 year-olds. "Do You Read?" was the title of the campaign with the goal of encouraging these teenagers to read both newspapers and books.

The winner of the Finlandia Junior Prize, which is a competition organised separately by the Finnish Publishers' Association, was asked to write a short story (10,000 characters) for the campaign. This unique short story was published in newspapers in three parts. Fifteen year-olds were asked to write a review of the short story and the best of these reviews were also published in the newspapers. In addition, the teenagers who penned the best reviews were rewarded with cash prizes for class field trips (first prize €1, 500).

This "Do You Read" campaign has now operated for two years and last year's winners were announced at the end of October 2012. The campaign will take place for the third time in 2013.

To date the initiative has been a huge success – one in five Finnish 15 year-olds took part in the campaign (nearly 13, 000 pupils). Teachers have provided a lot of positive feedback, with almost 90% of teachers saying they would like to participate to the initiative again. In addition, dedicated teaching materials were created to accompany the campaign.



# France

## Age-specific daily papers for kids

Children work alongside newspaper editors to help choose stories and edit the paper, at "Mon Quotidien" (My Daily) an age-specific print daily newspaper for kids which defies the trend for digital content.

This initiative is produced by education publisher, Play Bac, which in total produces three papers targeted at different age groups: "Mon Quotidien (My Daily) which was launched in 1995 is aimed at 10- to 14 year-olds; Petit Quotidien (Little Daily) is targeted at 7- to 10-year-olds; while L'Actu (Headline News) caters for 14- to 17-year-olds.

François Dufour is editor-in-chief of these innovative dailies, which together have achieved some 150,000 subscribers and 2.5 million regular readers. At a time when many parents are concerned about the amount of time that their children spend in front of the computer, these print newspapers appeal to parents as much as their kids.

The papers, which appear six days a week (excluding Sunday) offer their young readers a lively and colourful range of news of particular interest to children, photos, illustrations, cartoons and quizzes.

In addition, Play Bac issues four weekly supplements along with the newspapers. One supplement, for example, is in the German language and another "L'Eco" offers eight illustrated pages explaining the basic of the economy in a simple way.

Reading these papers regularly allows young people to keep informed and learn more about the world around them, as well as hopefully developing a lifelong reading habit.

As a form of direct marketing, the publishing house provides some 15 million free copies of the papers to teachers all across France. That amounts to 30 copies for each teacher. Children therefore get to know the papers at school and some then ask their parents to take out a subscription.

These successful age-specific papers have won international attention. More information at:  
[www.playbacpresse.fr](http://www.playbacpresse.fr)

## Providing an introduction to newspapers for young adults

Young people between the ages of 18 and 24 years can receive a free subscription (one day a week in the course of one year) to a national or regional newspaper of their choice, as part of an initiative called "Mon journal offert" (My complimentary newspaper).

The objective of this project is to create a progressive and sustained reading habit among young people. In this way, young people may be more likely to buy or subscribe to a daily newspaper in the future.

A total of 60 newspapers are participating to the project and some 200, 000 free subscriptions per year are offered via a website dedicated to the project ([www.monjournaloffert.fr](http://www.monjournaloffert.fr)). The provision of these newspapers is half funded by the French government, while the other half is covered by publishers.

This operation which ran from 2009 to 2012 proved to be a popular success, with more than 300,000 requests for subscriptions each year. So far the "Mon journal offert" initiative has operated for three seasons. This experience has shown that young people are more curious than ever, with a real thirst for information and certainly by no means distant from newspapers.

In a readership survey carried out among the beneficiaries of the operation, young people have underlined the pleasure of reading newspapers: they appreciate the diversity and quality of the content that allows them to take a global view and have time to reflect on the news.

Those surveyed also noted the importance of social cohesion created by a knowledge of current events. In addition, they said that the lay-out of newspapers provides a useful and comprehensive tool to find information.

Nowadays, the cultural practices of young people are strongly oriented towards multimedia, video, mobile devices and social networks. However, the newspaper, which is a pillar of information, socialisation and democracy, still appeals to them. It remains "the" ultimate social network.



François Dufour, editor-in-chief and co-founder of Mon Quotidien and associated titles.

# Germany

## Promoting reading from kindergarten to first job

Newspaper in Education-projects (NiE) in Germany have been through many stages since their beginnings in Aachen in 1979. In the early years, it was common practice to deliver newspapers and weekly publications to schools in grades 8 and 9 for a period of three months. In the meantime,

several "reading promotion projects" have been added for elementary school students and trainees, as well as for high school students and for children in kindergarten. Over two-thirds of publishers in Germany offer school projects with an educational goal.

The Federation of German Newspaper Publishers (BDZV) provided the first impetus in terms of content, in contact with schools and the Ministries of culture from the different regions. The practical implementation of these projects, however, has always been in the hands of professional agencies or the newspaper publishers themselves. Nevertheless, the umbrella organisation keeps a close eye on developments in this field and regularly assesses through extensive studies, the success of the measures taken.

Every year approximately 23 million newspapers and one million weekly publications are delivered for free by publishers to schools and other educational institutions for use in the classroom.

The internet already plays a major role in addressing the youngest audiences, whether as a research medium for the evaluation of learning progress, as a publication platform for the first journalistic efforts of children and young people, or as place for all kinds of competitions.

Unlike in the US, for example, where some of the newspapers are often only available in PDF format, the children and young people in Germany receive their own printed copy.

The publishers bear the costs themselves or together with newspaper associations and selected sponsors from the local economy (e.g. water and energy suppliers, banks etc.). The Government does not subsidise these initiatives.

In addition to the numerous activities by individual publishers, the regional member associations of BDZV have launched in recent years a number of notable initiatives in their countries.

The first NiE-project covering a whole federal region was "Zeitung4You", a big campaign, initiated in 2006 by the government of North Rhine-Westphalia and the 53 publishing houses in the area. Some 543 schools with 33,000 children aged 14 took part. Professor Manfred Prenzel, who is known for his research into media literacy, gave the initiative a head start when presenting the government with his findings, e.g. half an hour of reading a daily newspaper strengthens the ability to talk and take part in the community, also the ability to read, write and calculate. This joint venture proved so worthwhile that it survived a change in government and still exists, now under the name "ZeitungsZeit".

Another one of these new projects is a joint effort of the Bavarian member association of BDZV and the Bavarian Ministry of Culture. Together they created in 2009 a "driver's licence for media," with a strong emphasis on print. Children at Bavarian primary schools may acquire their driver's licence after completing several teaching units and sitting a "test" to get their official certificate. Those who flunk the test may repeat it (several times). In a second step, parents shall be invited to participate too.

Since 2010, the newspapers in Rhineland-Palatinate and Saarland offer, together with the Education Ministries of the two regions, a project entitled "Zeile (line) newspaper reading makes trainees fit" (age 18 to 25). The impetus came from employers in the region, who discovered that their trainees were often unable to engage in conversations with their customers. The project has convinced more than 100 employers to subscribe to a daily newspaper for their young employees. An online quiz checks regularly their level of general knowledge. The Koblenz-Landau University evaluated "Zeile" in 2010/2011 and found a knowledge increase of 11 per cent among the trainees. Their conclusion: newspaper reading makes you smarter!



For more information please consult the website: [www.bdzv.de](http://www.bdzv.de)

# Hungary

## Media education initiatives achieve clear results

Compared to the striking results of the tests taken in 2000, the results of the PISA test released in 2011 showed a promising improvement: Hungarian students have reached the OECD countries' average in text understanding. This development has no doubt been greatly supported by reading improvement initiatives in secondary education in the past few years, such as the "HÍD - Bridge" programme of the Hungarian Publishers' Association as well as the so called "SÉTA - Walking" and "LADIK - Boat" newspaper in education projects of the regional publishers.

Moreover, the PISA 2009 survey showed that the percentage of students reading has grown by 40% and the range of texts that interest the youth has increased.

The members of the Hungarian Publishers' Association (MLE) are entitled to feel that they have played a role in this success. MLE is convinced that print media has a special role in strengthening critical understanding, in broadening knowledge of current affairs and in promoting citizenship, as well as developing text understanding competence.

In 2012, thanks to the constantly increasing number of students participating in the programmes of our subsidiary companies, **SÉTA (Sajtó És Tanulás) - NEwspaper And LEarning** and **LADIK (LApot A Diákoknak) NEwspaper to STudents** - we provided newspapers to more than 35,000 students, as well as bringing them closer to newspaper reading, writing and editing.

Bibo High School, Kiskunhalas, again successfully organised the "Dr. Szabó Miklós" text understanding competition in 2013, with the support of MLE and other sponsors. Some 1,300 students from 7th and 8th grades took part in the competition.

The media competition, **LADIK**, which is organised by regional publishers with some input from MLE, has also proved to be a success. The target group is primary school students.

In parallel with the above initiatives, serious steps have been taken to integrate the SANYI newspaper and public course into the graduation final exam system of high schools and to give the programme greater exposure.

We have pilot tested the projects from SANY that could be integrated into regular courses. The programme is being continuously developed based on experiences gained.



In the last five years, MLE also organised an annual newspaper festival which has focused particularly on young people. The announcement of the results of two media literacy competitions takes place during this period. (This festival may not take place in 2013 due to financial constraints).

## Students invited to "Dream a newspaper"

A high point of last year was a competition announced for university and college newspapers. The publishers' association invited students to "Dream a newspaper" ("Álmodj lapot!").

Interested students can apply with all their visions for the future: What kind of newspaper would they like to hold in their hands? What would they like it to look like? What will the current developments lead to? The project is subtitled: "Edit the newspaper of 2061!"

## "You are the one for me..." competition

For several years, MLE has been expanding its News in Education programmes for primary and secondary school pupils. As a part of this programme (following an example from Chile) the association has created a competition with the title "You are the one for me..." ("Te vagy az én emberem..."). Students are given the chance to satisfy their curiosities about certain celebrities by conducting interviews with them which could be published in a newspaper. After evaluating the applications, MLE organised meetings between students and the celebrities and then facilitated the publication of the students' interviews.

This competition helps to draw young people's attention to the printed press in a way that requires their practical involvement in the making of a newspaper.



# Ireland

## **Press Pass – NNI's first national media literacy project**

Individual publishers who are members of National Newspapers of Ireland (NNI) have been involved in educational initiatives for many years. Recently, newspapers have come together through the NNI Young Reader Committee with a view to using newspapers to promote media literacy amongst young people.

Press Pass is the first initiative of this committee to reach school-goers. Press Pass is aimed at Transition Year students (16 year-olds) and enables them to discover more about newspapers and journalism. In advance of the start of the initiative, schools registered to take part received a Press Pass pack containing exercises that are aimed at improving literacy levels through engagement with newspapers and also through extra- curricular work.

In conjunction with exercises set out in the Press Pass pack, the same schools collected free copies of each of the seven daily NNI newspapers from their local newsagents during the first week of September. During the second week, participating schools were invited to collect free copies of all the NNI Sunday titles as well as the NNI Local & Regional titles.

The initiative has garnered huge support right across the industry and has been backed by the Department of Education. The entire initiative was run and managed with the sponsorship of NNI's members and was provided without cost to students or schools. The 2012 initiative saw 255 schools, representing approximately 14,500 students involved. To date over 350 TY schools, have already registered for the 2013 initiative such has been the reaction to the inaugural Press Pass.

NNI Press Pass culminated in a national writing competition in which schools submitted the best work produced by participating classes. A total of 850 entries were submitted to the writing and photojournalism competition. The winners were chosen by a judging panel, chaired by the Press Ombudsman, Professor John Horgan. The judges were fulsome in their praise of the standard of writing and the creative talent that was evident.

To celebrate the success of NNI Press Pass and to honour those students who most impressed our judges, an awards ceremony was held in Dublin on 27th February in the presence of guest of honour, the Irish Taoiseach (Prime Minister) Enda Kenny. The next step is to get Newspapers in Education (NiE) on the curriculum and NNI is currently devising a module that will be piloted by a number of schools in September 2013.



Irish Taoiseach Enda Kenny awards a prize to an NNI Press Pass winning student.



Students from St. Colman's Community College, Midleton, Co. Cork perusing newspapers and Press Pass workbooks

# Italy



Primary school students watch cartoonist Stefano Rolli at work.

Il Giornale in classe was adopted in 2000 by the Education Ministry as a "pilot project". It has been made possible thanks to a small but close-knit staff made up of journalists and photographers, the marketing directors of newspapers and a teaching coordinator.

Through this scheme we have been building a bridge between the educational world, our daily newspaper and companies/associations, bringing a wealth of knowledge about economic realities into classrooms. This integrates well with the theory been taught at school.

During the school year, our journalists visit the schools that receive Il Secolo, along with one or more managers/technicians from the companies involved in the scheme, to explain the aims of this project and to present their professional stories. The visits last about two hours. During this time, students are free to ask questions and to give their opinions. They are also encouraged to write a report afterwards.

These meetings are prepared by teachers, company representatives and our coordinator. Each visit is tailored to the school's syllabus and the particular needs of the students.

In the days following the visits, reports from journalists and sometimes also those written by students are published in Il Secolo, in a page devoted to education (Pagina Scuola). It is important to make the students "the protagonists of the news" and to transform Il Secolo into a "megaphone" for students' voices.

## Benefits of the scheme for the newspaper

According to the letters of pupils and teachers, Il Secolo XIX, became like a pleasant appointment, "as necessary as coffee in the morning". The newspaper gained favour substantially with the students.

The project allowed pupils and teachers to make a "quality check" on our journalistic work, requesting that more space should be given to good news (acts of generosity and solidarity etc.) and youth sports and that an open space for dialogue with parents and teachers should be created.

From a circulation perspective, thanks to this scheme, an extra 2000 copies were distributed every day.

From a social point of view, reading the newspaper and being involved in the classroom meetings with company experts strengthened the students' critical awareness and their ability to ask questions. The classroom was transformed in a mini newsroom with students given help to assume various roles.

## Renewing the scheme

In 2011, the Local Education Director, requested a more rounded educational proposal from our company. Following consultations with teachers and students, Il Giornale in classe became a broader educational proposal with activities divided according to the age of the students. We also started to read newspapers on a "smart blackboard", an experience which attracts the attention of students and allows them to compare the print newspaper with the digital one.

## Providing a megaphone for student voices

Il Giornale in classe (the newspaper in class), is a project created by the Italian newspaper Il Secolo XIX, that has been carried out every school year since October 2000, with constant improvements.

Each year Il Secolo involves up to 160 primary, middle and high schools, including both state and private establishments. In total 700 classes in Liguria are involved. Eleven free copies of the newspaper are sent to each class participating in the project every day, between 7h30 and 9h00 in the morning,



In March 2013, we organised a seminar for teachers regarding the journalistic style of writing. The seminar included a special lesson for the students to prepare them for the School Living examination, because in this exam students can choose to write an article as an alternative to traditional writing composition. The teachers greatly appreciated the seminar and requested an extra workshop.

### **What we have learnt from our experiences**

Thirteen years of experience have taught us that:

Students who can meet and have constant dialogue with the staff of a daily newspaper are more encouraged to start reading it with interest, trying to imagine the work and the engagement necessary to prepare articles.

A good learning cycle is "to read, to study the journalistic style and to produce simple reports", that means to combine theory with practice, creating for example school journals or even reports for the sports or music pages of professional newspapers.

A student who is used to reading and criticising articles is potentially an engaged citizen and member of the electorate. Therefore, a useful exercise is to read an editorial and divide the class in two parts - students for and against what they have read - to stimulate an intelligent discussion.

Lots of teachers would like to use newspapers in the class but don't have ideas or programmes to prepare their lessons: our duty is to offer them specific lessons and a "club" for mutual support. Some journalists may be hesitant about going into schools to talk about their job, but those who do often get enormous satisfaction from the experience.

To carry out engaging activities, newspapers need good partnerships in their local areas, with for example a network of libraries, a Chamber of Commerce, universities, books publishers and so on.

Fund-raising abilities are crucial to seek financing that enables the newspaper to give away free copies (one copy per desk) to encourage reading in classrooms. The most readily available sponsors are those interested in the younger target audiences, but it is important to choose appropriate sponsors that are in line with the image of the newspaper.



# Luxembourg

## **Media literacy promotes citizenship and social cohesion**

For years, there has been a lot of confusion about the correct meaning of media literacy in Luxembourg. Spurred on by the internet hype, secondary schools integrated into their programmes lessons that dealt essentially with technological issues and the “entertainment” media. Media literacy programmes that focused on current affairs media were only considered to a marginal extent.

It was only in the last three years that the Luxembourg Press Council (Conseil de presse) succeeded in strengthening the impact of media literacy programmes focused on the press by launching a “Press at school” week in cooperation with the Ministry of Education and with the help of CLEMI (Centre de Liaison de l'Enseignement et des Médias d'Information). This has now become a fixed item on the agenda of Luxembourg secondary schools.

The major asset of “Press at school” is that teachers are provided with educational materials specially designed for their needs. In this context, the same topics are treated in all classes and pupils have access to identical information dispensed by their teachers. Journalists participate in the lectures in the classroom. The principle is as follows: one class, one lecture, one week.

Beyond this specific week, Luxembourg media companies are multiplying their efforts in order to accustom children and young adults with reading current affairs press. Many school newspapers are being produced with the active support of Luxembourg publishers.

This support not only takes the form of assistance provided for the launch of these publications, but includes regular help from professional journalists in permanent dialogue with school editorial staffs. These regular contacts help to develop the understanding of young people in terms of the professional rules, duties and obligations of journalism and promote an appreciation for the true value of information.

All these initiatives become even more valuable against the backdrop of Luxembourg's specific demographics: with a percentage of some 43% foreign residents, social cohesion can only exist through common information available to and shared by all. By teaching the young the virtues of newspaper reading, whether print or digital (web, mobile), the Luxembourg press contributes to the promotion of citizenship, which is fundamental to the functioning of a living democracy.

Recently, Luxembourg Prime Minister Jean-Claude Juncker addressed the Luxembourg Publishers' Association and expressed his commitment, including financial support, to the initiatives of Media Literacy and Newspapers in Education.



# The Netherlands

## **Integrating News literacy in Media Literacy**

Every day there is new news. So every day, journalists throughout Europe do their very best to explain the backgrounds of new developments and to provide context. In doing so, they offer the public a platform to discuss, reflect and (re-)form their opinions.

For citizens, coping with streams of information that are constantly being renewed, expanded and sometimes altered, is not an easy task. But it is a very important one. One that can – and needs to – be acquired. This is why news media publishers throughout Europe invest in news in education programmes.

## **Use the news!**

In the Netherlands, media literacy programmes often tend to focus primarily on digital skills relating to social media, privacy online, or (serious) gaming. Obviously, we acknowledge the importance of knowing how to actively, critically and consciously apply new devices and tools in the digital era.

But such a strong focus on technology blurs the essentials of what 21st century skills are really about; thinking critically and being able to determine the credibility and reliability of information and its sources. It's about collaboration and communication with respect to differences. It's also about actively engaging and participating in a society that is rapidly changing.

People are not born with these skills, or with the knowledge and attitudes needed to reflect upon decisions we take in our daily lives. Citizens, especially younger ones, need to learn how to be media literate, now and in the future. News media play a crucial role in this: they are the ultimate sources for media literate citizenship.

News media and journalists to a very large extent influence what we as citizens know, think and even feel about the world we live in. They inform us, they engage us, and they activate us. They confront us with opinions that are dissimilar to our own. They challenge us to reconsider our pre-conceived ideas and they stimulate us to enter dialogue not only with people we know and feel comfortable with, but also with people we do not know and might be afraid of. News media and journalists, to paraphrase Harvard sociologist Cass R. Sunstein, are society's social glue.

Through our News in Education programme, we help teachers to incorporate news media in their lessons. In doing so, pupils and students are encouraged to not merely consume the news, but to actively use it, to question it and to reflect on it. They learn that the pluralistic and polyphonic character of news media is vital to democratic societies. In addition, they are challenged to challenge their sources and to use the news to their benefit.





This is the essence of news literacy, which we consider to be a vital part of media literacy. We call upon policy makers, schools, curriculum developers etc. to support these efforts as part of their media literacy programmes.

#### **News media: part of the educational programme**

The News in Education programme in the Netherlands helps teachers in primary and secondary education to incorporate news media as part of their educational programme. It does so by providing both a News Service and educational materials to schools.

The News Service consists of the delivery of newspapers to schools (and, upon request, to pupils and students at home), access to the archives of the news websites, a news media portal with an overview of all digital services offered by publishers and news about the member organisations.

The educational materials consist of teacher manuals with an introduction on how to use the News Service, as well as a monthly News Quiz and teacher training presentations.

Both teachers and students consider news media to be meaningful, inspirational and enriching tools in the modern day school curriculum. Through our programme, over 150,000 students and pupils annually use the news to become better informed and more actively engaged citizens.

For more information, please visit [www.newsineducation.nl](http://www.newsineducation.nl)

# Norway

## **Working on two fronts: in schools and publishing houses**

The Norwegian Media Businesses' Association (MBL) works in a targeted way towards engaging future media generations. Our aim is to ensure that as many young people as possible will stay with us and consume the full range of quality professional media throughout their life. Literacy projects must begin when the children first start to read - or use their thumbs on tablet devices.

We work on two fronts to achieve our goal: in schools and within the publishing houses.

Newspaper in Education (NiE) is a strong brand name that has existed for more than 40 years and is highly regarded within our school system. In 2012, exercise books from NiE reached 70 per cent of the total number of students in Norway.

Every year, there is a designated "newspaper week" in the schools. Pupils all over the country read and work with their local newspaper as a tool for learning about current affairs and journalism, press freedom and democracy.

In 2013, NiE prepared a booklet for students at three different school grades. Some 120,000 exercise books are due to be distributed all over the country before the Parliament elections in September. The main subjects focused on are democracy, press freedom and the importance of being an active citizen in democratic society.

For a new subject in secondary schools, Media and Information, the NiE has produced in-depth materials for the students built around keys areas of learning: editorial work, production and publishing.

Within the industry, the prestigious Young Readers project, aimed at young people in the 16 to 25 year-old age group, has been in operation for the last 15 years. There is a Young Readers conference every year and a Young Readers Prize, awarded to the publishing house that has created the best section/page/product for young readers in the previous year.





# Poland



## **Helping to prevent violence in schools**

The "School without Violence" programme has been run since spring 2006 by the regional newspapers of two publishing groups – Media Regionalne and Polskapresse, together with the Orange Foundation. The main objective of the programme

is to help prevent violence in Polish schools through increasing awareness of the problem, changing attitudes towards violence, as well as providing constructive support and tools for schools to efficiently and systematically combat the phenomenon.

The programme is focused on delivering know-how and the best practical information to teachers/schools, improving teachers' skills, as well as attracting school communities to deal with the problem.

The President of Poland, Bronisław Komorowski, is the programme's Honorary Patron, while the Programme Ambassador is Olympic shot put champion Tomasz Majewski. Each year an average of 5,000 Polish schools (15%) voluntarily take part in the programme. Since 2007 the programme received many international awards in CSR, educational and publishers' competitions. In 2012 it was awarded with the title "Enduring excellence" in the international World Young Reader Prize competition organized by WAN-IFRA.

## **The Power of the Press**

For 15 years, Rewal, a seaside resort, has been a venue of the youth camp, "Power of the Press," organised under the medial patronage of the "Angora" weekly. The participants of the camp are editors of the school newspapers from all over the country who meet in three successive groups to combine recreation with upgrading their journalistic qualifications and delving deep into this profession.

Their task is to publish a few issues of the newspaper entitled "Revelations". The target audience of the paper are tourists spending their vacations at the seaside. Then, the young people from primary and secondary schools have to sell 500 copies of the printed paper by their own means. The weekly, apart from articles and interviews, also contains advertisements collected by the young publishers themselves.

Prominent media personalities regularly meet and talk with the students at Rewal. Many graduates of the "Power of the Press" camps are nowadays employed in the press or broadcasting.

### **Junior Media ... you're in the news!**

Junior Media is a project created by the Polskapresse group, aimed at media education and inspiring readership among young people. Junior Media encourages them to read the press and provides schools with tools necessary for making publications using professional templates.

The project is based on the [www.press.juniormedia.pl](http://www.press.juniormedia.pl) platform allowing users to create school publications on professional templates, featuring logotypes of Polskapresse regional dailies. All you need to start is a computer with internet access.

Since October 2010, as many as 1,750 primary, junior high and high schools have participated in the project. So far, they have published a total of 4,000 e-magazines on the platform.



In 2011, the project won the "Media Innovation" award in the Media Trendy competition organised by SAR Marketing Communication Association. Junior Media received an honorary mention in the "Making the News" category in the international World Young Reader Prize competition organised by WAN-IFRA, World Association of Newspapers and News Publishers.

### **Reading important in every context of life**

For the editor of the largest quality newspaper in Poland - "Gazeta Wyborcza" - the fact that Polish people barely read books is painful. But on the other hand, this is a challenge - to change people's minds and habits and to show that when they don't read, they lose something important. That's why "Gazeta" decided to conduct the multimedia campaign "We read in Poland", beginning in June 2011. "We read in Poland" has a goal: to convince everyone that reading is in our common, social, economic and existential best interest.

### **School with Class 2.0**

The project, School with Class 2.0, raises the issue of how to use modern information and communication technologies (ICT) in education. This initiative reflects on how ICT can be used in teaching, communication and how technology may help to develop creativity, good judgement and team spirit. Since 2010, when the campaign started, over 800 schools from all educational levels have accessed this programme. Students created over 2,000 blogs sharing ideas and experiences, the teachers published over 4,000 examples of good practices and each school developed Statute 2.0 – an instruction manual of how to use ICT in daily school life. The "School with Class 2.0" programme is run by the Polish newspaper "Gazeta Wyborcza" and the Center of Citizenship Education with the honorary patronage of the Polish Minister of Education.

# Spain



Educational centre: pupils of Maria Inmaculada de Silleda School, Pontevedra, Spain.

Picture: Miguel Souto.

## **'La Voz de Galicia' shows how newspapers can be a teaching manual**

The Spanish regional newspaper, "La Voz de Galicia", has been running a "Newspapers in School" programme since 1982. Its objective is both to offer teachers an educational tool through use of the newspaper and to encourage the engagement of schools with new technologies.

A special weekly supplement for schools called "La Voz de la Escuela" is made available both in print and digital format. Educational units are provided to teachers so that they can work on the different subjects on the school curriculum, using newspaper content as a basis. Special seminars are also offered on the use of new technologies for educational purposes.

Each edition of the programme involves over 1,000 teachers and around 40,000 students in Galicia, a region located in the northwest of Spain. This initiative helps students to improve their critical skills, as well as fostering debate and opinion-forming through the use of newspapers.

A scientific committee and over 50 collaborators, including journalists, teachers and scientists, work hard to enable both students and teachers to discover that newspapers are a great teaching resource.

## **El País: stimulating a love of reading and learning**

"El País de los Estudiantes" (El País for Students) is the title of an educational programme on journalism for schools launched by the Spanish national newspaper, "El País" and mainly developed for the Internet. Since its launch 12 years ago, the initiative aims to encourage, multi-disciplinary learning and working as a team.

In the last edition, 2,269 schools from all over Spain took part on the project, with the engagement of over 5,595 teachers and 30,800 students.

Teams participating in the programme are given the challenge of searching for relevant information to prepare their own newspaper online. A competition is organised between the various teams and a professional jury, including journalists from "El País," evaluates the best produced newspapers and also the best articles according to eight different categories.





In order to stimulate interest both in reading and in current affairs, participants in the programme receive the newspaper "El País" from Monday to Friday. They also receive the supplement "El País de los Estudiantes", edited by publishing group Santillana, which offers daily news and activities for teachers and students.

This initiative helps teachers to improve the practical use of new technologies in schools and positively contributes to establishing good relationships with students. Educational tools are also provided for subjects on the curriculum (biology, geography, Spanish...). As for the students, the programme develops their ability to analyse critically and to express themselves, as well as generating a love of reading and learning.

More information at: [www.estudiantes.elpais.com](http://www.estudiantes.elpais.com)

# United Kingdom

## Volunteers help to 'Get London Reading'

As many as one in four children in London leave primary school unable to read properly, which of course is a great impediment to their future life in the community. That is why the city newspaper launched the award-winning campaign, "Get London Reading."

In 2012, the Evening Standard's initiative helped more than 3,500 London children to improve reading, which is one of the essential life skills.

Hundreds of Standard readers volunteered to give their time to go into schools for three hours a week, after receiving training from the reading help organisation, Beanstalk. London's business Community and the Mayor's Fund for London helped to fund the initiative which went on to win the first award for "Improvement to Londoners' quality of life" in January 2013.

Many other regional newspapers are now interested in this project, to help tackle the problem of children leaving primary school without basic reading skills. More information at: <http://getlondonreading.vrh.org.uk>

## Campaign celebrates memory of Dickens

The Portsmouth daily, The News, gave over its front page on 7th February 2012 to celebrate the 200th birthday of one of the city's most famous local writer – Charles Dickens. To mark the occasion, The News also launched a year-long campaign to promote literacy in schools.

## Editor for a day

The Norwich Evening News offered the chance to six pupils, who raised more than stg £ 11,000 (approx.. €12,900 euro) for charity, to be editors of a regional daily for one day. The editor and his assistant explained to the junior students the role of a newspaper in the community and what makes a good newspaper, before letting them get on with the job. The six young people, from the Junior School in Hellesdon, took part in editorial conferences and helped to choose the lead stories of the day.

The students also went out into the field on reporting assignments and to canvass opinions, before going back to the office to write their articles. They reacted enthusiastically to the experience, which allowed them to understand better how a modern newsroom works.

In addition, the young people got the chance to see for themselves some of the problems faced by journalists, such as people being reluctant to give their opinions in the street as part of a "vox pop".

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**HELLO YELLOW**  
The sunshine colour rises to the top of the style stakes  
Trends Page 31

## STANDARD LAUNCHES CAMPAIGN TO TACKLE ILLITERACY

# GET LONDON READING



- WE ASK YOU TO DONATE CASH FOR READING VOLUNTEERS IN SCHOOLS
- YOU CAN ALSO HELP CHILDREN BY BECOMING A VOLUNTEER YOURSELF

**GET LONDON READING**  
Evening Standard Campaign

THE London Evening Standard today launches an unprecedented campaign to Get London Reading – and we want you to help. We are appealing for volunteers to go into schools and support children who are struggling to read. We are also appealing for the money to pay for these volunteers.

Last week we told how one in three children does not own a book and how one million working adults cannot read. This is a betrayal of our children – and of this great city.

To tackle the blight of illiteracy, we are joining forces with a unique charity, Volunteer Reading Help, which is already transforming the lives of hundreds of children.

The charity does extraordinary work, training ordinary adults to mentor school pupils who struggle to read or write. More than nine out of 10 of the children they help make vast improvements. But they need new volunteers and the money to pay for them.

Today we are making an appeal for donations to fund an army of new volunteers, and for people who want to become volunteers themselves.

Our Get London Reading campaign aims to make a difference to those in need.

Today's appeal follows our award-winning Disposed campaign, which last year exposed the plight of the capital's poorest and went on to raise £7.2million for groups tackling poverty.

Join us to make a difference. Volunteer today, donate today – and change lives.

**READ MORE: PAGES 2, 3, 4, 5, 6, 7 & 14**

### Enabling access to newspaper content

Newspapers are an invaluable source of inspiration for students - over 50% of teachers in the UK use newspaper content on a weekly basis. On behalf of publishers around the UK, the Newspaper Licensing Agency (NLA) offers two services designed to encourage the use of newspaper material in schools, whilst fully respecting copyright law.

### Schools Licence

As newspapers invest a lot in the creation of newspaper, copyright law protects their content from being misused by third parties. However, the industry provides a free licence for teaching purposes. Any primary and secondary schools in the UK can fill out the online application to obtain this licence. The Schools Licence enables them to make photocopies, print, copy and paste and scan newspapers for teaching purposes. More information at: [http://www.newspapersforschools.co.uk/paper\\_copying.aspx](http://www.newspapersforschools.co.uk/paper_copying.aspx)

### News Library

The News Library is a free online service allowing teachers and students from any UK primary or secondary school to find newspaper articles in PDF format and project them to screen, share links or include articles in study pack. Moreover, many newspapers also offer archive services. The News Library is used by over 1,500 schools; it contains over 9 million newspaper articles from over 140 UK national and regional newspaper titles, from 2006 to present. More information at: [http://www.newspapersforschools.co.uk/news\\_library.aspx](http://www.newspapersforschools.co.uk/news_library.aspx)



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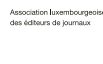
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