

## Rapportages inzake onderzoek naar Jongeren en nieuwsmediagebruik in Nederland

### Voorwoord

13 mei 2009

Bijgaand treft u de rapportages van het Canadese onderzoeksbureau DeCode en het Nederlandse YoungWorks, inzake het onderzoek naar jongeren en nieuwsmediagebruik in Nederland, aan. Dit onderzoek is uitgevoerd in opdracht van Stichting Krant in de Klas en de VU / Windesheim School of Media, en is mogelijk gemaakt dankzij subsidie van het Stimuleringsfonds voor de Pers en Stichting Democratie en Media.

De rapporten betreffen de eindverslagen van de onderzoeksbureaus die het kwantitatieve en kwalitatieve traject van het onderzoek naar jongeren en nieuwsmediagedrag hebben uitgevoerd:

- Het rapport *Youth Media DNA Netherlands 2008* door het Canadese onderzoeksbureau DeCode bevat de beschrijving van de onderzoeksresultaten van de eerste, kwantitatieve, fase van het onderzoek. Dit deel van het onderzoek maakt eveneens deel uit van een internationale benchmark, waarvoor de World Association of Newspapers (WAN) de hoofdpdrachtgever is. De onderzoeksresultaten die in deze rapportage zijn beschreven, zijn dan ook overwegend gericht op de gegevens die in de internationale benchmark terugkeren. Het kwantitatieve traject is mogelijk gemaakt door de subsidie van het Stimuleringsfonds voor de Pers.
- *Hoe beleven jongeren nieuws en actualiteit?* is het eindverslag van het Nederlandse onderzoeksbureau YoungWorks. In dit verslag analyseert YoungWorks de focusgesprekken die in de tweede, kwalitatieve, fase van het onderzoek hebben plaatsgevonden. Zij hebben kleine groepen jongeren van verschillende leeftijden en achtergronden gevraagd om in hun eigen woorden hun belangstelling voor nieuws en mediagebruik toe te lichten. Dit deel van het onderzoek is mogelijk gemaakt dankzij de subsidie van Stichting Democratie en Media.

### Voor aankondiging publicatie Jongeren en Nieuwsmedia in Nederland

De onderzoeksrapporten van DeCode en YoungWorks maken deel uit van een breder onderzoekstraject. Momenteel worden voorbereidingen getroffen voor een onderzoekspublicatie waarin de bevindingen van DeCode en YoungWorks met elkaar in verband worden gebracht. Hierin worden bovendien de resultaten gepresenteerd van een uitgebreide nadere analyse van de kwantitatieve onderzoeksresultaten. Het Stimuleringsfonds voor de Pers heeft reeds kenbaar gemaakt deze publicatie te willen uitgeven in het kader van de Onderzoekreeks van het fonds. Rondom de presentatie van de publicatie wordt tevens een conferentie georganiseerd. Deze zal plaatshebben op donderdag 15 oktober 2009 (onder voorbehoud).

Voor nadere informatie over bijgaande rapportages, of over de aanstaande publicatie, kunt u contact opnemen via onderstaande gegevens.

Hoogachtend,

Fifi Schwarz  
Stichting Krant in de Klas  
020-4309195  
fifi@krantindeklas.nl

Nico Drok  
VU / Windesheim School of Media  
038-4688499  
n.drok@windesheim.nl

# Youth Media DNA Netherlands 2008

Research by: **DECODE**

National Partners: **Stichting Krant in de Klas, VU /Windesheim  
School of Media**

Made possible by: **Stichting Democratie en Media,  
Stimuleringsfonds Voor De Pers**



STICHTING  
DEMOCRATIE  
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STIMULERINGSFONDS VOOR DE PERS

**World Association of Newspapers**



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# ABOUT THIS STUDY

This study is part of a global program of research initiated by the Paris-based World Association of Newspapers. The goal of this work is to investigate the news and information needs of young people.

A partnership of Netherlands-based organizations, consisting of Stichting Krant in de Klas, VU/Windesheim School of Media, Stimuleringsfonds voor de Pers and Stichting Democratie en Media contributed to this work by funding a national survey of Dutch youth aged 15-29. Earlier phases of the study were supported with funding from Norske Skog, the Norway-based paper producer.

This study was conducted by DECODE, a research, strategy and innovation firm that helps organizations build stronger relationships with young consumers, employees and citizens.

# Executive Summary

## Youth Media DNA – Netherlands

### BACKGROUND

In early 2006, the World Association of Newspapers (WAN) enlisted DECODE, a company that combines research, strategy and consulting on issues related to youth, young adults and young families, to initiate a multiphase global research study. The first phase of research helped determine the key information needs of future research activities. A second phase involved a qualitative survey of young people in ten countries: the United States, the United Kingdom, Serbia, Sweden, Spain, Lebanon, South Africa, Colombia, the Philippines and Japan. A third phase is now being completed with quantitative surveys being completed with young people aged 15-29 in the U.S., Finland and the Netherlands.

### METHODOLOGY

From February 28 to April 14, 2008, 1029 Dutch youth aged 15-29 were surveyed using an online questionnaire. The survey was developed by DECODE, with input from the study's Netherlands sponsors (Stichting Krant in de Klas, VU / Windesheim School of Media, Stimuleringsfonds voor de Pers and Stichting Democratie en Media) as well as the World Association of Newspapers, which is supporting the fielding of the study in the Finland, the United States, and other countries. In addition, four focus groups were held with youth in the target sample. The results of the qualitative work are reported on separately.

### FINDINGS

Entertainment topics, particularly music, film and television are most likely to be of interest to Dutch youth, though news topics are also clearly of interest, especially breaking news, local news, and national news. Topics related to civic participation and social engagement are rarely seen as being of interest, though some aspects of these may be covered under other news topics, such as breaking news, local news national news, and international news.

In terms of media usage, television and the internet are almost universally used regularly. Within the internet as a media channel, social networking sites used by about half of Dutch youth. By comparison, roughly a third of Dutch youth use news sources from online providers. Television is the dominant source of information for Dutch youth, as concerns both entertainment and news. Television dominates in terms of the amount of time spent, but Dutch respondents say the time they spend online is increasing.

Most Dutch youth exhibit some interest in following news and current events in the media. Young people tend to pick up bits of information from various sources, but they tend to use the same sources consistently. As concerns newspaper readership, free newspaper readership is higher than paid newspaper readership among Dutch youth. Attitudinally, free newspapers are likely to be seen as "just as good" as paid newspapers. Most young people see the informative value of newspapers, but do not have a personal connection to newspaper reading.

The first acquaintance of Dutch youth with newspapers happens at a school-going age, either through subscription at home. School is the next most likely avenue cited for newspaper introduction. It appears that the Newspaper in Education programming has had an impact on newspaper reading, as current newspaper readers have a strong recollection of teachers integrating newspapers in their classrooms.

One finding about trends associated with current newspaper reading is that use of a paid newspaper changes as young people experience various living situations and grow older. The use of free newspapers increases as young people leave home. Paid and free newspaper readers are almost equally likely to be interested in news topics. By contrast, non-readers are far less likely to be interested in any topics. Among those who do not regularly read a newspaper, less time is spent with media overall.

When looking at the youth civic participation climate in the Netherlands, this study found that 22 percent of Dutch youth report volunteering in the last year and 41 percent said they donated to charity. Smaller numbers of participants report boycotting or purchasing products based on their values, or using emerging online channels to participate politically. While most Dutch youth vote, few participate in other forms of political engagement. The more engaged in social and political participation Dutch youth are, the more interested they are in news and the more time they spend on news media.

When asked about what would encourage greater newspaper reading, Dutch respondents do not generally believe changes or simplification of newspaper content would make them more likely to read newspapers. The primary obstacle to newspaper readership is perceived by respondents to be a lack of time. Dutch respondents are most likely to not feel that changes to the newspaper would encourage greater readership, whereas Finnish respondents are most likely to see opportunities for improvement.

## **BACKGROUND**

Over the past decade, youth readership of paid, printed newspapers has been on the decline. This is a troubling trend for publishers, editors and newspaper champions alike. It also has implications for democratic societies, where the tradition of a free and open printed press has been an integral part of the social news ecology for hundreds of years. There is a wide diversity of opinion about the reasons behind this shift and what its implications might be. Many national newspaper associations, youth readership and Newspaper In Education organizations, along with leading academics, are now exploring the issue from a range of perspectives. However, there has not been a consistent, global approach.

In early 2006, The World Association of Newspapers (WAN) enlisted DECODE, a company that combines research, strategy and consulting on issues related to youth, young adults and young families, to initiate a multiphase global research study. The first phase of research helped determine the key information needs of future research activities. It involved an extensive review of existing literature on newspaper readership and media usage from around the world. DECODE analyzed more than 60 different studies, reports and academic papers covering all five continents, and reviewed 80 articles, blogs and other sources. Findings from this phase were presented to the Board of Directors and Young Readers Committee of The World Association of Newspapers in the spring of 2006.

The second phase involved a global qualitative exploration with 100 youth (10 per country) in the United States, the United Kingdom, Serbia, Sweden, Spain, Lebanon, South Africa, Colombia, the Philippines and Japan. This research utilized a variety of methodologies, including long interviews, online discussions and media diaries. Findings from these sessions were used to develop a quantitative survey currently being fielded (on a nation-by-nation basis) across the world.

The third phase of the *Youth Media DNA* project is currently being conducted. The goal of this phase is to explore, in a consistent fashion, the underlying attitudes and behaviors of young people aged 15-29 towards media, news and newspaper consumption, and civic participation. This report details the findings from quantitative and qualitative research recently conducted in Netherlands, along with data comparing results found in the Netherlands, Finland and the United States.

In the Netherlands, additional emphasis was placed on exploring the relationship between civic engagement and newspaper reading. This involved exploring in greater detail connections between newspaper reading, interest in news, and civic participation.

# **METHODOLOGY**

## **A BROADER DEFINITION OF YOUTH**

*Youth Media DNA - Netherlands* is a study of youth aged 15-29 and their attitudes and behaviors relating to news and news media. The study of youth transitions has been subject to much debate in recent years among academics and market research professionals. This study takes a much broader view of young populations, including some age groups not traditionally defined as “young”, so as to provide a broader snapshot of the transition between youth, adolescence and adulthood. Between the ages of 15-29, young people make key decisions about their living situations, their educational needs, their partners, their careers and their families. By studying these later stages, we have access to information about key points where youth become adults, and we can compare these points against data gathered on younger populations.

## **ONLINE SURVEY DETAILS**

From February 28 to April 14, 2008, 1029 Dutch youth aged 15-29 were surveyed using an online questionnaire. The questionnaire fielded was timed at approximately 25 minutes. Data were weighted on age, gender, region, ethnicity and household income using Dutch census data to provide a representative sample of this age group.

The online survey methodology was chosen for a variety of reasons:

- The Internet is becoming ubiquitous in the lives of Dutch youth.
- Increasingly, youth in this age group are harder to access through landlines.
- Online questionnaires allow for more detail.
- Online surveys are more impersonal.

## **QUALITATIVE SURVEY DETAILS**

In addition, four focus groups were held with youth in the target sample on December 9 and 11, 2008. The goal of the focus groups was to have youth in the target audience reflect on key findings from the quantitative data. Given that the issue of life-stage transition appeared to be of particular interest in the quantitative data, focus groups were held with the following groups:

- Aged 15-17 living with parents
- Aged 18-21 living on their own
- Aged 22-24 living on their own/with roommates
- Aged 25-29 those living with children

The focus groups were recruited, moderated and analyzed by Youngworks, a Netherlands-based research firm. The results of this qualitative study are reported on separately.

## **SURVEY DESIGN**

The survey was developed by DECODE, with input from the study's Netherlands sponsors (Stichting Krant in de Klas, VU / Windesheim School of Media, Stimuleringsfonds voor de Pers and Stichting Democratie en Media) as well as the World Association of Newspapers, which is supporting the fielding of the study in the Finland, the United States, and other countries. The study was designed to probe civic engagement, youth interests, youth interest in news and youth media consumption patterns, behaviors and attitudes around newspapers. It is important to note that questions about interest in news, media usage and newspaper usage were asked after questions about the general interests of respondents, so as to mitigate possible social desirability biases in the responses.

## 1.0 Characteristics of Research Population

### 1.1 Age, Gender and Region

This study polled 1029 young Dutch people aged 15-29 using an online methodology. Efforts were made to achieve an even distribution of participants by basic categories of age range, gender, and region, but this is not perfectly achievable under modern polling techniques. For this reason, weighting is used to ensure the population being studied is roughly representative numerically to the desired or actual population. Because weighting can disfigure the results of the sample, its usage is restricted to basic categories.

In the case of this study, weighting was applied by regional representation (based on Netherlands population data), then by age range (by Netherlands population data), and then by age range within gender (based on the assumption that having equal numbers of males and females is desirable). Below are the weighting values applied to the original sample to ensure that the data collected was adjusted to reflect Dutch youth.

**Figure 1: Weighting Measures Applied (By region)**

	Sample	Netherlands Population	Weight
Groningen	4.1%	3.5%	0.87
Friesland	4.4%	4.0%	0.90
Drenthe	2.3%	3.0%	1.29
Overijssel	8.2%	6.8%	0.83
Flevoland	2.5%	2.2%	0.88
Gelderland	12.0%	12.1%	1.00
Utrecht	7.3%	7.1%	0.98
Noord-Holland	15.1%	15.9%	1.05
Zuid-Holland	20.3%	21.3%	1.05
Zeeland	2.1%	2.3%	1.12
Noord-Brabant	15.6%	14.8%	0.95
Limburg	6.2%	7.05	1.14

**Figure 2: Weighting Measures Applied (By age range)**

Age Range	Sample	Netherlands Population	Weight
15-17	11.0%	20.0%	1.81
18-20	17.8%	19.2%	1.08
21-23	22.8%	19.6%	0.86
24-26	23.2%	20.4%	0.88
27-29	25.2%	20.8%	0.83

**Figure 3: Weighting Measures Applied (age range within gender)**

Males

Females

Age Range	Sample	Desired Population	Weight	Age Range	Sample	Desired Population	Weight
15-17	6.4%	9.8%	1.5	15-17	4.3%	9.8%	2.2
18-19	7.3%	6.5%	.09	18-19	4.6%	6.5%	1.4
20-24	17.2%	16.3%	1.0	20-24	19.4%	16.3%	0.8
25-29	18.6%	16.3%	.09	25-29	20.5%	16.3%	0.8

**1.2 Educational Level and Employment**

Members of the survey population were asked to describe their current life and work situation.

*Students*

About 56 percent of respondents reported being in some form of school. Among post secondary students, survey respondents were more likely to be studying full-time. Post-secondary vocational students were more likely to be full-time students (12 percent) than part-time (3 percent). Similarly, post-secondary academic students were more likely to be studying full-time (9 percent) than part time (2 percent). Among secondary school students, respondents were more likely to be in theoretical (HAVO/ VWO/ MBO) streams of study (21 percent) than in practical (VMBO) ones (9 percent). Relatively smaller numbers of students reported attending secondary school on a part-time basis.

*Employed*

44 percent of respondents said they were not studying on either a part or full-time basis. Participants in this category were asked to describe the highest education level they had attained. 35 percent of the working population reported attending some form of post-secondary education. Among this group, respondents were more likely to have attended vocational school (24 percent) than university (11 percent). 62 percent of the population had attained no more than a secondary school education. Within this segment, 42 percent attended theoretical school, as opposed to 20 percent who had attended practical school. A very small segment of the population (4 percent) had no more than a primary school education. Of all respondents, 39 percent described themselves as working more than 30 hours a week, whereas 16 percent described themselves as working part-time. About 5 percent of the sample reported being "unemployed" or not in school/not working.

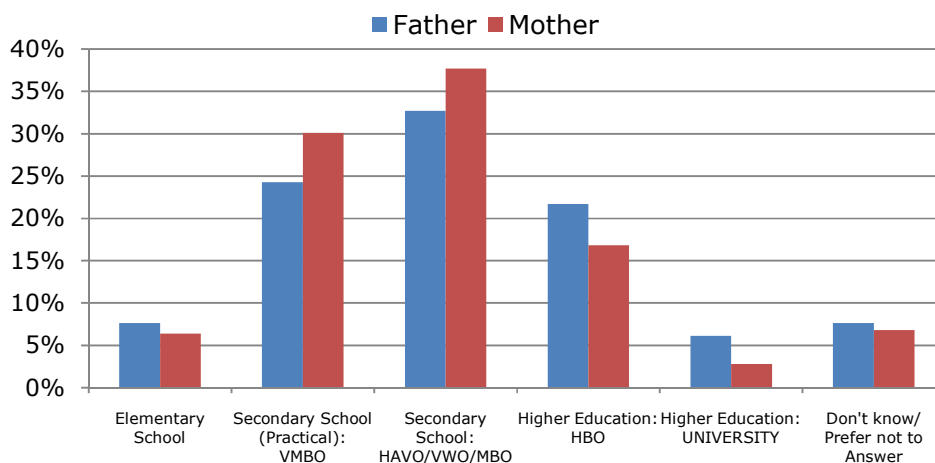
### 1.3 Education Level of Parents

Analysis of the study also looked at the education level of parents to better understand the social status of the population. **Figure 1** shows the distribution of education levels of the mothers and fathers of the survey respondents. The respondents were asked to select from educational levels as described in the Netherlands. In this study, "elementary" is the equivalent of "basischool", and "secondary education" for "voortgezet onderwijs".

Most respondents reported that their parents' highest level of education was at the secondary school level. Fathers and grandfathers and were slightly more likely than mothers to have obtained a post-secondary degree. More respondents answered "do not know/not sure" than responded that their parents had obtained a university degree.

**Figure 1:**  
**Highest Education Level Attained by Parent (% of total population)**

*Q: What is the highest level of schooling that your parents have completed?*



### 1.4 Household Composition/Life stage

Household composition and life stage were important considerations for this research. As this study will show, looking at where respondents lived and who they lived with yielded interesting results with regard to changing interest in news and changing usage patterns of various media. Each change in living situation is often accompanied by a series of other important transition points that create a shift in how time is spent and how one thinks about the world.

When asked about household composition, almost half of respondents reported living "at home" with either their mother/stepmother (52 percent) or father/stepfather (47 percent). Sizeable portions of young people of adult age live with their parents in the Netherlands. 32 percent of those living at home were between the ages of 18

and 20 and 18 percent are between the ages of 21 and 23. 13 percent reported being between the ages of 23 and 29.

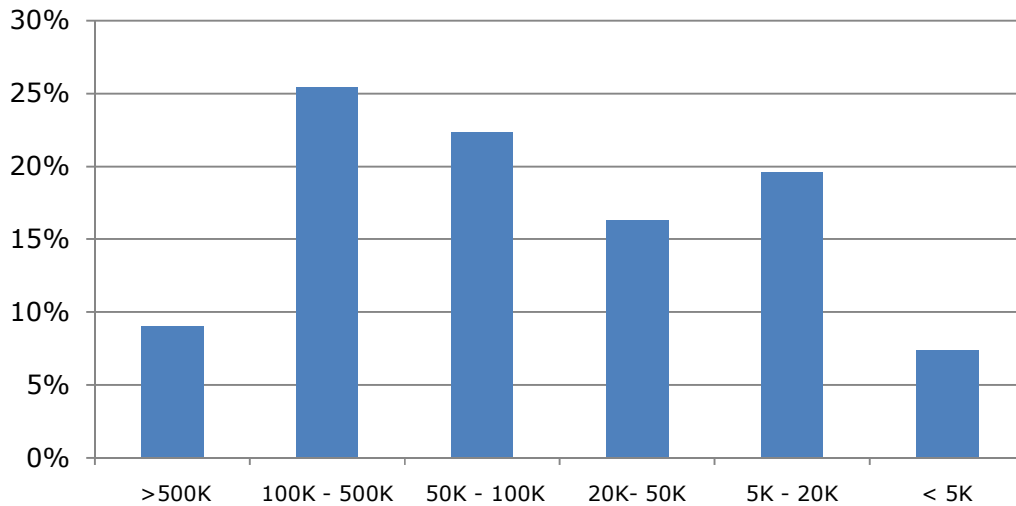
21 percent of respondents said they lived either alone or with a roommate. Respondents in this life stage are most likely to be older than 21. 28 percent of participants reported living with a partner, spouse, or boyfriend/girlfriend and 6 percent of respondents reported living with children of their own. From the ages of 15 to 29, these different household compositions represent a thorough snapshot of the major changes young people undergo.

### 1.5 Community Classification

Respondents in this survey reported living in predominantly urban areas. **Figure 2** shows how respondents answered questions about the size of the community they lived in.

**Figure 2:**  
**Community Classification (% of total population)**

*Q: Which of the following best describes where you live?*



### 1.6 Ethnicity

Determining the ethnic composition of the sample was done on several measures. At first glance, the research population identified themselves as Dutch. 95 percent described their ethnicity as “*Nederlands*”.

The small sample size of non-Netherlands ethnicities and immigrant communities makes it difficult to proceed with further analysis on these sub-segments.

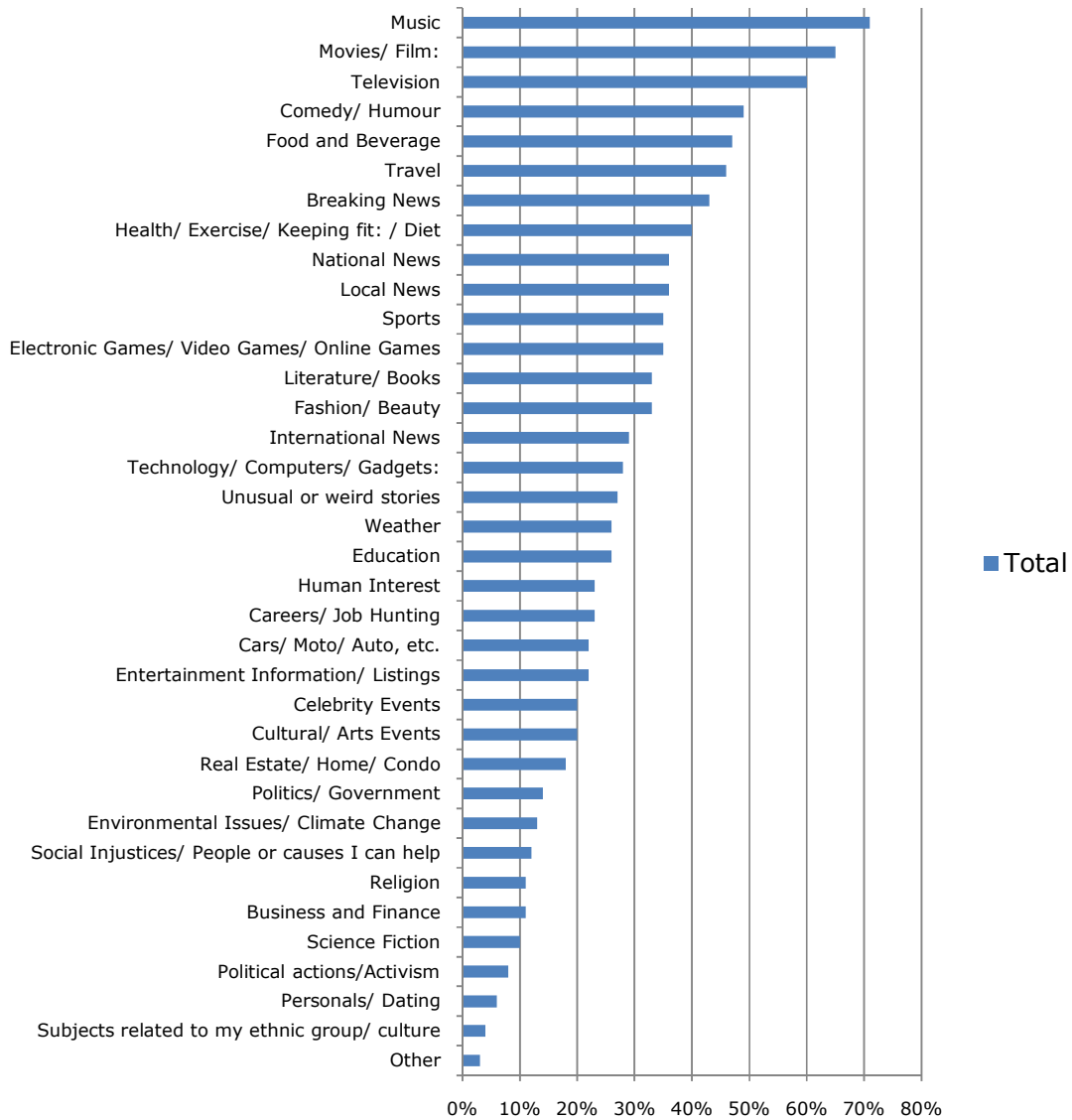
## **2.0 Interests of Dutch youth**

### **2.1 Subjects of Interest**

The questionnaire began by asking Dutch youth about their interests, well before any questions about interest in news, media usage or newspaper usage. Participants were given a list of 36 subject areas and asked to select which areas were of interest to them. **Figure 3** (following page) shows these interests, demonstrating the large discrepancy between entertainment topics (music, film, television, comedy, and food/ beverage) and news-related topics (breaking news, local news, national news). Entertainment topics were almost twice as likely to be selected, indicating the extent to which these topics dominate the lives of Dutch youth. In spite of the great popularity of entertainment news, Dutch youth do show a clear interest in news, with breaking news, local news and national news ranking among the top ten topics chosen.

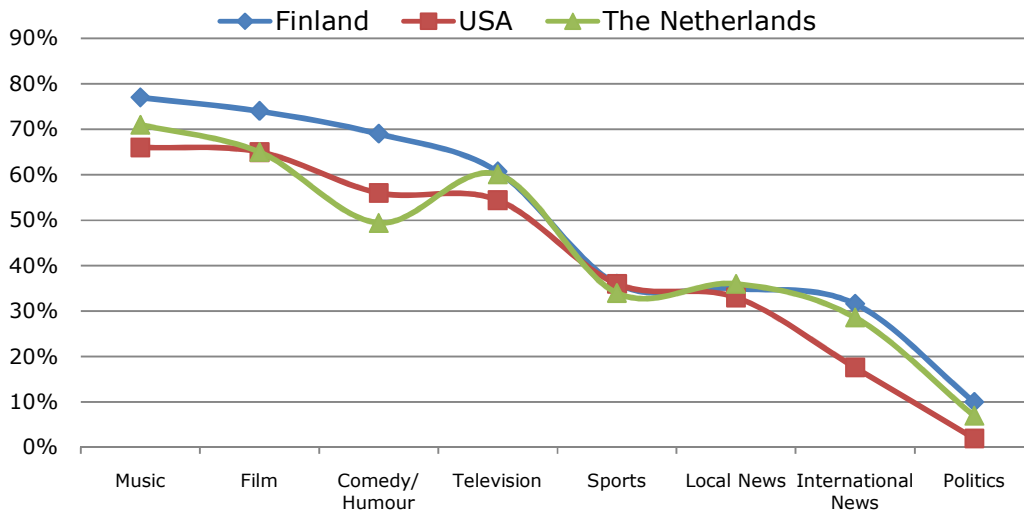
**Figure 3:  
Interests (% of total population)**

Q: Which of the following topics are of particular interest to you?



This question was asked consistently across all three countries, and similar responses are seen in terms of youth interests. **Figure 4** shows the extent to which respondents in each country prioritize entertainment topics over news or politics.

**Figure 4:**  
**Interests (% of total population in Netherlands, USA, Finland)**  
*Q: Which of the following topics are of particular interest to you?*



## 2.2 Top 5 interests

Once respondents had selected from the larger list of topics, they were asked to select their "top 5" interests from what they had chosen. Again, entertainment topics continued to be most likely to be chosen. Music (53 percent), Movies/Film (40 percent), and Television (32 percent) were the 3 most likely topics to be selected. The only news topic to be in the "top 10" topics chosen at this question was Breaking News, with 22 percent of respondents selecting it. National news (18 percent) and Local News (13 percent) were far less likely to be seen as a top interest.

### *Key Findings:*

- Entertainment topics, particularly music, film and television are most likely to be of interest to Dutch youth.
- News is of clear interest to Dutch youth, especially breaking news, local news, and national news.
- Topics such as "politics" and "activism" less likely to be selected than key topics, though some aspects of these interests may be seen as being part of other news topics, such as breaking news, local news national news, and international news.

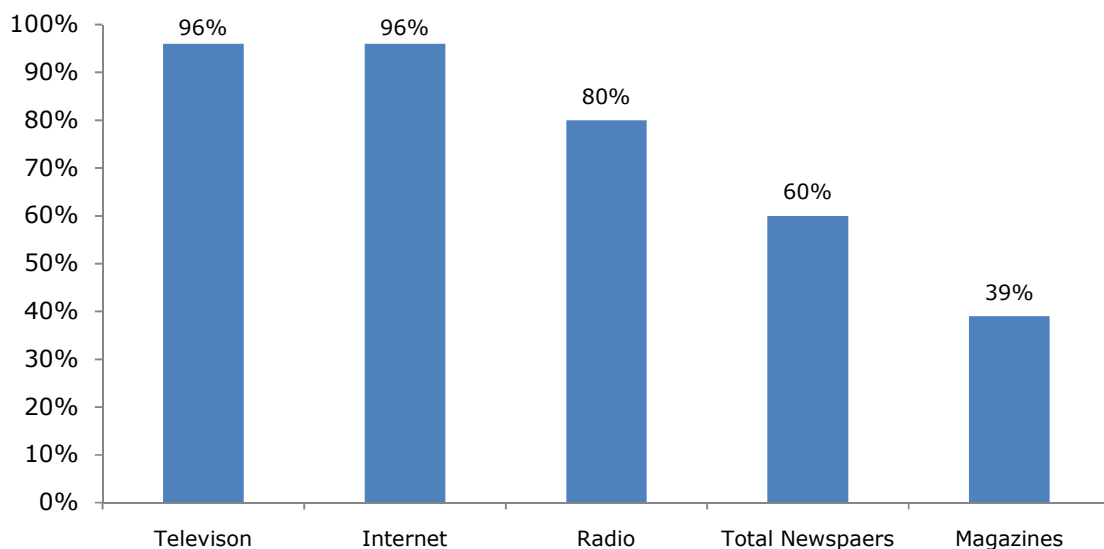
### 3.0 Media Diet

#### 3.1 Media Usage

The questionnaire asked respondents to describe which media they used (at least once a week). Respondents from all countries gave diverging answers on different questions about the frequency of readership, though a similar pattern was observed. When asked about which media they used once a week, newspaper readership was reported at lower rates than when participants were asked directly how often they spent time with a newspaper. Because these contradictory outcomes were judged differently in the participating countries, the most cautious figures were used for the international comparison. Section 5.1 shows the discrepancy with regards to newspaper usage

For the purposes of this study, the indirect measure will be used to define regular usage. **Figure 5** shows that television and Internet media are almost universally used by Dutch youth, with 96 percent reporting that they used either of these media sources at least once a week. In addition, radio is used regularly by four out of every five respondents. Though printed newspapers (either paid or free) are used by a majority (60 percent) of respondents, they are far less likely to be used regularly than other media. Magazines are read regularly by 39 percent of Dutch youth. The rate of use of television, the Internet, radio, and magazines was generally consistent with findings in the Finland and the U.S. Total newspaper usage, however, was found to be much lower in the U.S. (31 percent) than in the Netherlands (60 percent) or Finland (72 percent).

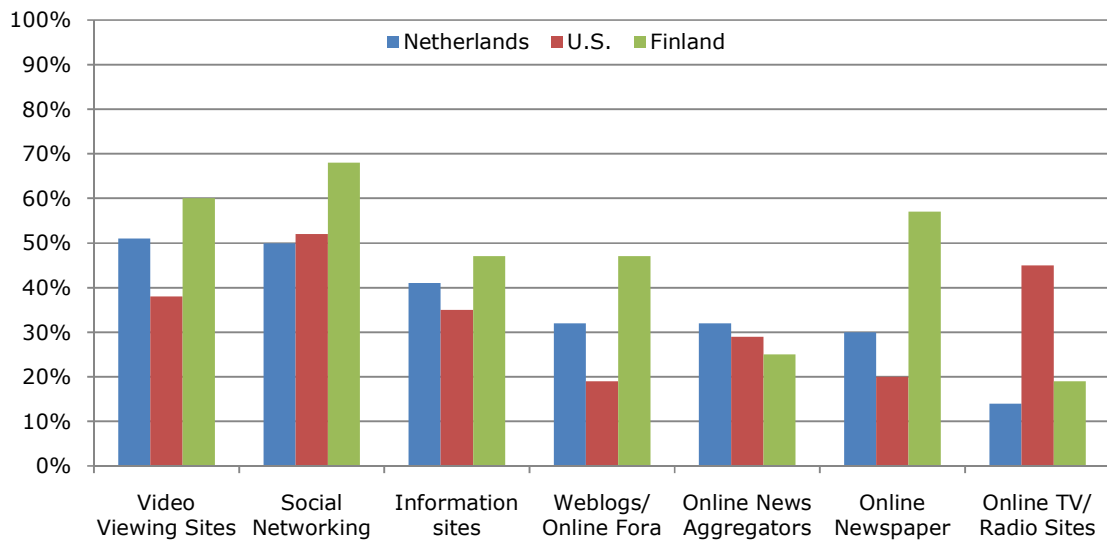
**Figure 5:**  
**Media Used Regularly (% of total population)**  
*Q: Which of the following media do you use regularly – at least once a week?*



### 3.2 Online Usage

Respondents were also asked to describe what (kinds of) websites they visit. It appears that the Internet is most likely to be used for both communication and general information purposes. Of the sites listed, social networking sites were most likely to be used regularly, with half (50 percent) of respondents saying they visited one at least once a week. Information sites (such as Wikipedia.org) were used by 41 percent of respondents. Sites that provide news content were less likely to be used. News aggregator sites and online newspapers were used by almost a third of participants. **Figure 6** shows what types of sites Dutch respondents reported using regularly, when compared to the U.S. and Finland.

**Figure 6:**  
**Websites Used Regularly (% of total population)**  
*Q: Which of the following online sites do you visit regularly, at least once a week?*

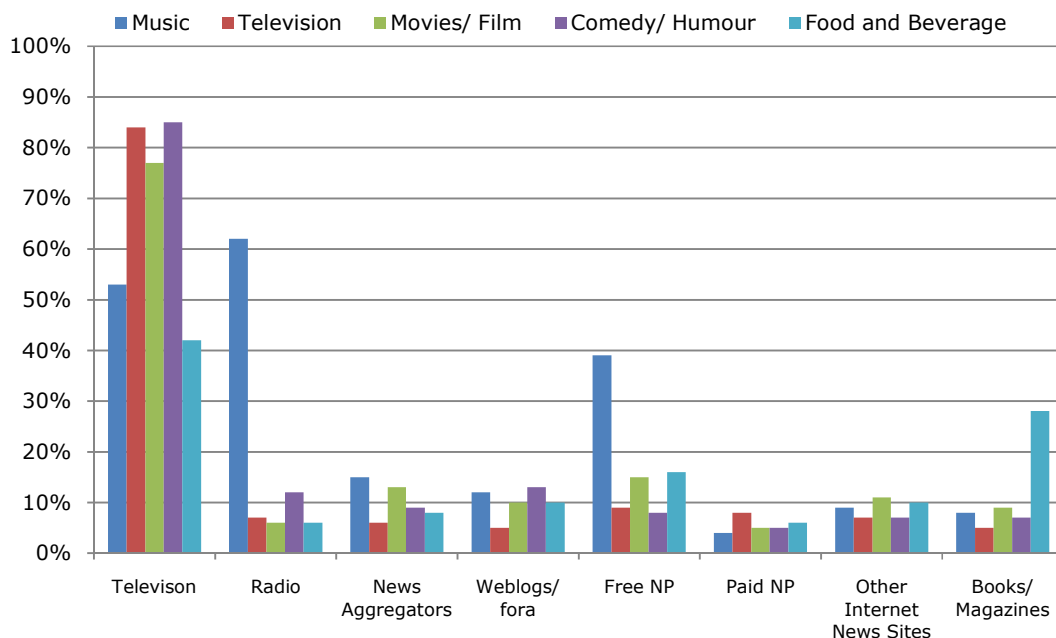


Finnish respondents reported the highest overall usage of various online sites, including video viewing, social networking, information sites, weblogs, and online newspapers, while the U.S. respondents reported the lowest overall online usage. The website usage patterns of Netherlands youth are generally in between those of the U.S. and Finland, with the exception of the usage of online TV/radio sites, which were the lowest of those reported in all three countries.

### 3.3 Media used for topics of interest

Dutch youth use a variety of media for content on topics of interest to them. **Figure 7** shows what respondents use for information on key topics of interest.

**Figure 7:**  
**Sources of Information on Topics of Interest**  
 (% of those citing each topic as being of interest)  
 Q: Where do you normally go to get information on the following topics?



#### *Entertainment/Personal topics*

The medium used for various entertainment topics often conforms to the nature of the topic. With regard to the topic of "music", for example, Dutch youth overwhelmingly rely on radio, though over half report using television as a source of information. News aggregators, weblogs and online fora and other Internet news sites were also used. For the topic of "television", unsurprisingly, television was the main source. Other media, such as free newspapers, paid newspapers, and radio were far less likely to be used.

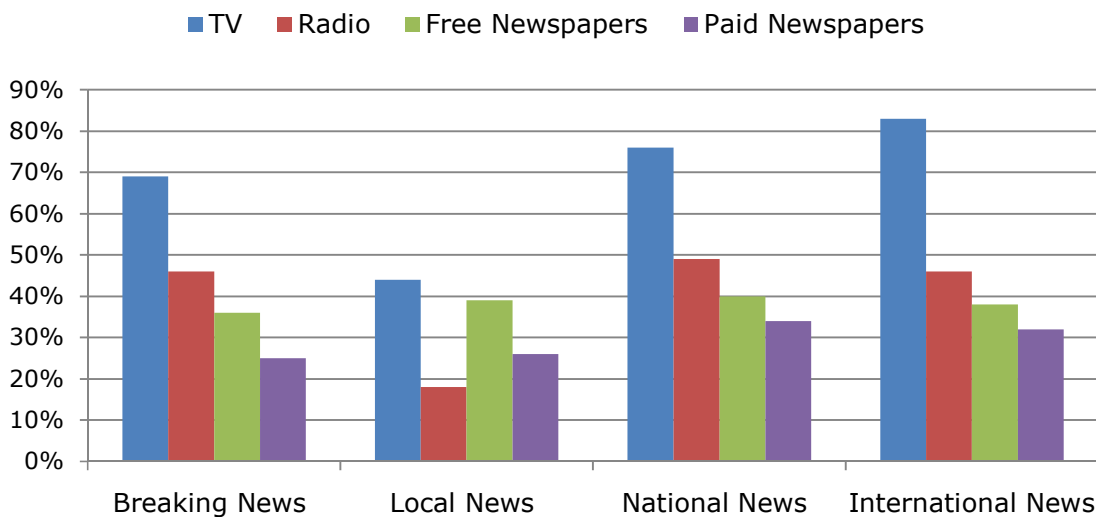
As concerns other entertainment or personal topics, television largely remains the source most likely to be cited. For "movies/ film", respondents overwhelmingly favoured television. Free printed newspapers, news aggregators, and other Internet news sites were also used. Television was most likely to be selected as a source for

information on “comedy/humour”, with 85 percent citing it as a source. For the topic of “food and beverage”, 42 percent of respondents used television as a source of information, followed by books and magazines, and free newspapers.

### News Topics

As with entertainment topics, television is also far more likely to be cited as a source of information on specific news topics than traditional and online media, like radio, free newspapers or paid newspapers. **Figure 8** shows the extent to which television is the medium most linked to breaking news, local news, national news, and international news.

**Figure 8:**  
**Sources of information on News topics**  
**(% of those citing each topic as being of interest)**  
*Q: Where do you normally go to get information on the following topics?*



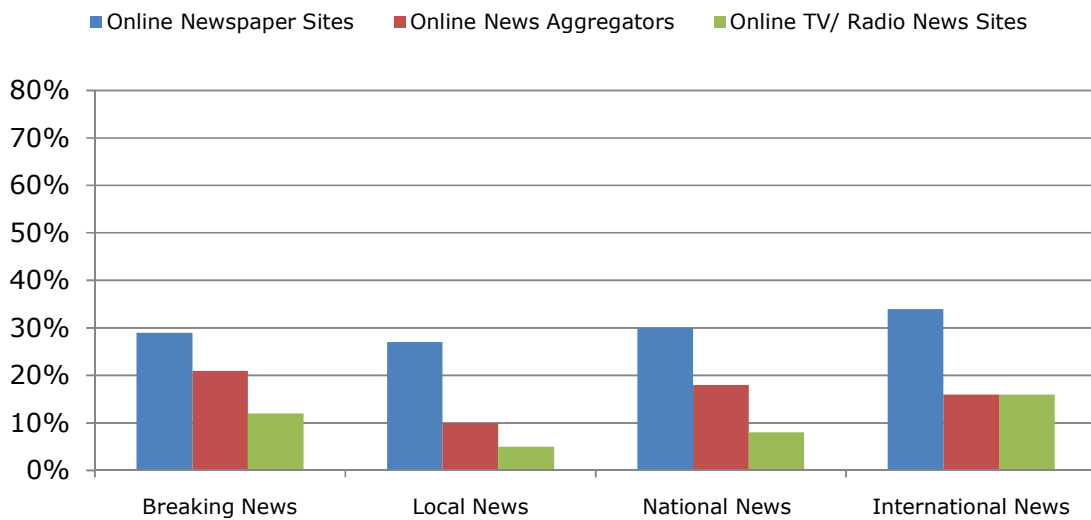
In all countries surveyed so far, television is by far the most likely to be seen as a source of information on news topics in comparison to other sources. In terms of printed newspaper products, Dutch respondents were far more likely to use free newspapers than other printed newspaper products, and this finding provides a major contrast to patterns observed in Finland or the U.S. On the topic of “breaking news”, for example, 38 percent of Dutch youth see free newspapers as a source of news, in comparison to 19 percent of Finnish youth and 1 percent of American youth. This trend continues on news topics that might require more depth. 38 percent of Dutch youth said they saw free newspapers as a source of news on the topic of International News, in comparison to 20 percent of Finnish youth and 18 percent of U.S. youth.

With regard to perceptions of paid newspapers, Finnish respondents were likely to see paid printed newspaper products as sources of news than respondents from the

U.S. and the Netherlands. This might be due to the distinct newspaper culture of Finland, where separate newspapers are printed for morning and evening audiences.

As concerns new and emerging Internet-based sources, the study found that some types of online news content providers are more likely to be seen as sources of news than traditional media. **Figure 9** shows these results. Of the types of online news content providers, online newspaper sites were most likely to be used. It should be noted, however, that the category of online newspaper sites includes both those run by paid and free newspapers organizations.

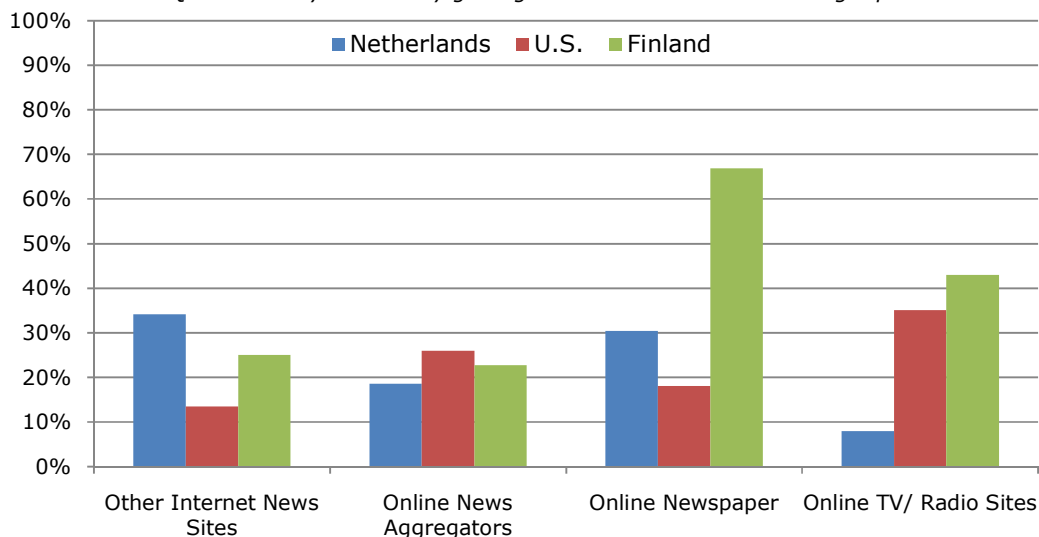
**Figure 9:**  
**Sources of Information on News Topics – Online sources**  
**(% of those citing each topic as being of interest)**  
*Q: Where do you normally go to get information on the following topics?*



In comparison to other countries, Dutch respondents showed unique usage patterns. Their behaviour was similar in some ways to that of the Finnish participants, in others to that of U.S. respondents, but in some ways it was completely unique. **Figure 10** shows how respondents used different online sources for the topic of national news. Note that Finnish respondents use online newspaper sites (which include free, morning, and paid newspaper sites) far more than Dutch or U.S. respondents. The Dutch participants were also the most likely to see “other Internet news sites” (news sites that were not associated with content aggregators or online sites run by other news gathering organizations) as sources of news.

**Figure 10:  
National News and Online Sources Used  
(% of those selecting National News)**

*Q: Where do you normally go to get information on the following topics?*



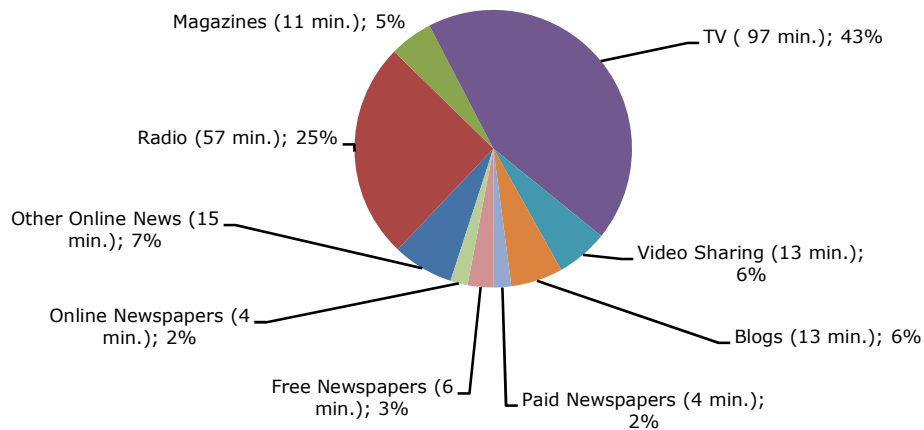
### 3.4 Time Spent with Media

In the study, participants were asked to track how much time each day they spent with different types of media. In all, Dutch youth said they spent an average of 221 minutes a day. **Figure 11** shows how this time is divided up, and shows the extent to which time spent with television accounts for the largest portion of the daily media diet. When combined, time spent online also accounts for a sizeable portion of the daily media diet at about 45 minutes.

**Figure 11:  
Average Time Spent with Media**

Q: In an average day, how much time IN TOTAL do you spend with each of these media?

**Total time: 221 minutes**



### Key Findings

- Television and the Internet are almost universally used regularly.
- Social networking sites are used by about half of Dutch youth, and roughly a third of Dutch youth use news sources from online providers regularly.
- Television is the dominant source of information, both for topics of entertainment and news topics.

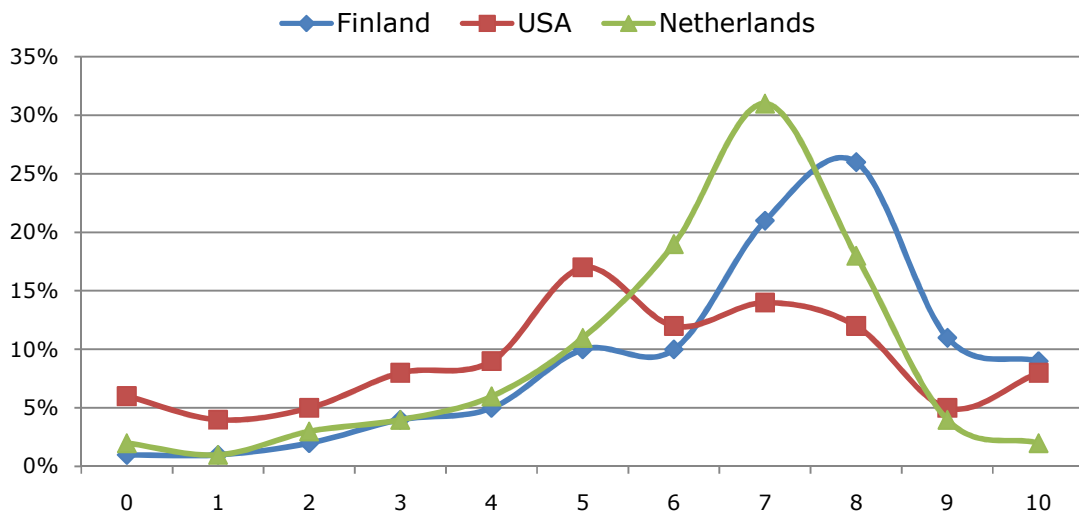
## 4.0 Interest in News

### 4.1 Interest in News

Even though news topics are less likely to be cited by respondents as being of interest when compared to entertainment topics, it is important to note that roughly a third of Dutch youth will cite a type of news topic as being something of particular interest. When they were asked directly about their level of interest in news, an interesting picture emerges. A scale of one to 10 was used to ask how interested Dutch youth are in keeping up with news and current events as covered in the media. 23 percent showed a strong interest in following news and current events (between eight and 10), while only six percent showed very little or no interest (between zero and three). **Figure 12** shows how these numbers are distributed across the Netherlands, Finland and the United States.

**Figure 12:**  
**Level of Interest in News (% of total population)**

*Q: Realistically, how interested are you in news?*



*Q: Realistically, how interested are you in keeping up with news and current events as covered in news broadcasts on TV, radio, certain Internet websites and newspapers?*

### 4.2 Time Spent on News by Medium

When asked how long Dutch youth spend with various media consuming news and current events, the proportions remain similar to their overall media diet (as referenced in **Section 3**). A more detailed analysis of differences between intensive newspaper readers (those who read more than 15 minutes a day) and light newspaper readers (those who read less than 15 minutes a day) appears in **Section 8.7**. On average, Dutch youth say they spend approximately 94 minutes a day consuming news and information. Of this time, 38 percent (or 36 minutes) is spent

with television and 23 percent (22 minutes) is spent with radio. Dutch youth spend far less time with newspaper products when it comes to searching for news and information. On average, 4 minutes are spent with a morning newspaper, 5 minutes are spent with a free newspaper and 3 minutes are spent with an online newspaper. When compared against overall media usage, it appears that newspaper content is primarily used for consuming news, as opposed to other types of information.

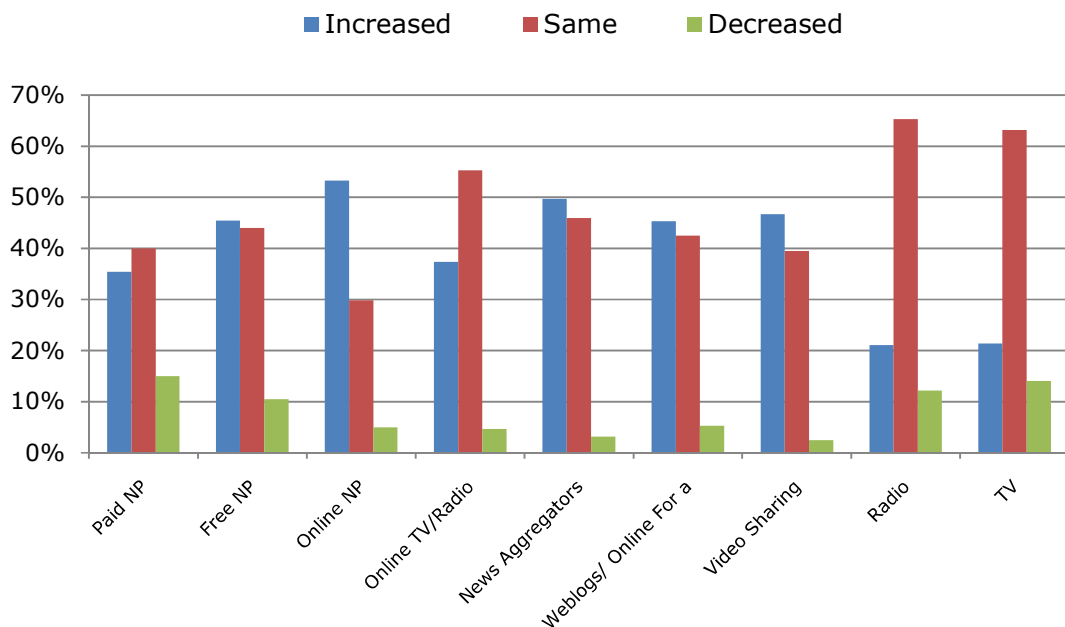
User-made online sources account for similar amounts of time when compared to newspaper products. Respondents reported spending more time with video sharing sites (6 minutes) and weblogs/online fora (5 minutes) than with newspapers. This would seem to indicate that viewing online debate and discussion or short video clips accounts for a measurable portion of the daily news media diet.

### 4.3 Changing Media Consumption

Respondents were asked to report how their news media consumption had changed in recent years. **Figure 12** shows that respondents tend to say their use of online sources (such as online newspapers, news aggregators, weblogs and video sharing sites) is increasing. Use of television and radio sites is most likely to have remained the same. Use of printed newspaper products is also likely to have stayed the same, though significant portions newspaper users also say that their time spent with these media is increasing.

**Figure 12:**  
**Perceptions of Changing Media Usage for News**  
**(% of total population)**

*Q: Would you say your use of these media for news and current events has increased, decreased, or stayed relatively the same over the past 2 years?*

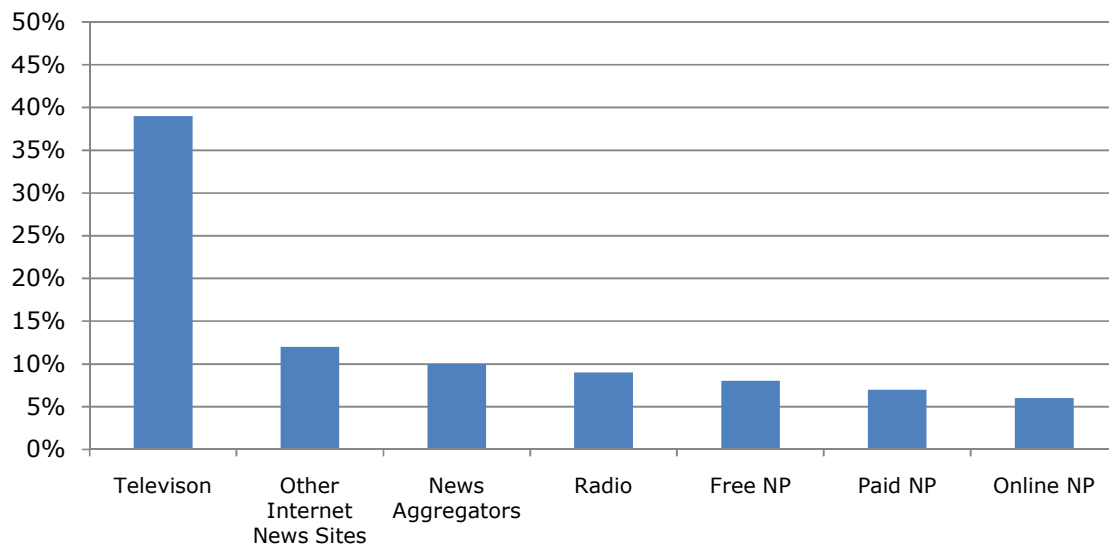


#### 4.4 Importance and Perceptions of Media for News

To get a sense of how Dutch youth prioritize their news media, respondents were asked which was their “most important source” for news and information. Overwhelmingly, television was seen as the most important source. Other Internet news sites, online news aggregators, radio, free newspapers, paid newspapers and online newspaper sites were far less likely to be chosen. Despite the fact that respondents reported spending increasing amounts of time with weblogs and online fora, few (4 percent) identified them as being a “most important source”. **Figure 13** shows how respondents answered the question.

**Figure 13:**  
**Media Cited as “Most Important Source” for News and Information**  
**(% of total population)**

*Q: Which is MOST IMPORTANT to you as a source of news and information?*



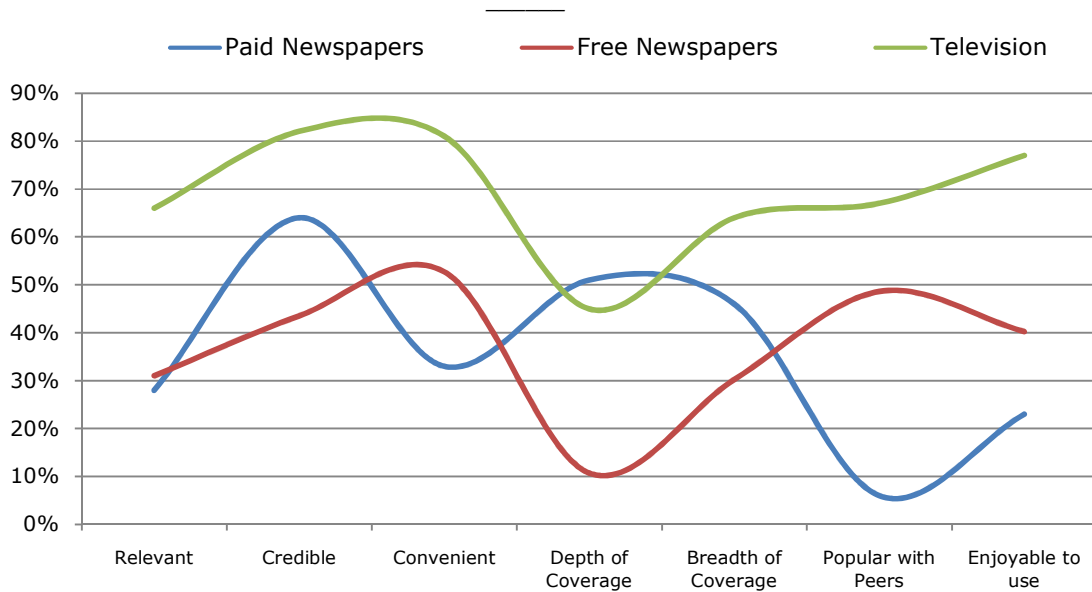
A key goal of the study was to understand whether (and if so, how) Dutch youth differentiate between different types of news media. As part of the quantitative study, youth were presented with several attributes and asked if various news media embodied these qualities. This study reveals that Dutch youth do have a differentiated view of the relative strengths and weaknesses of different media.

Television and Printed Media

**Figure 14** maps the perceptions youth have of various media as sources of news.

**Figure 14:**  
**Perceptions of Different Media as Sources of News**  
**(Television, Paid Newspapers, Free Newspapers)**

*Q: Which of the following sources are PARTICULARLY \_\_\_?*

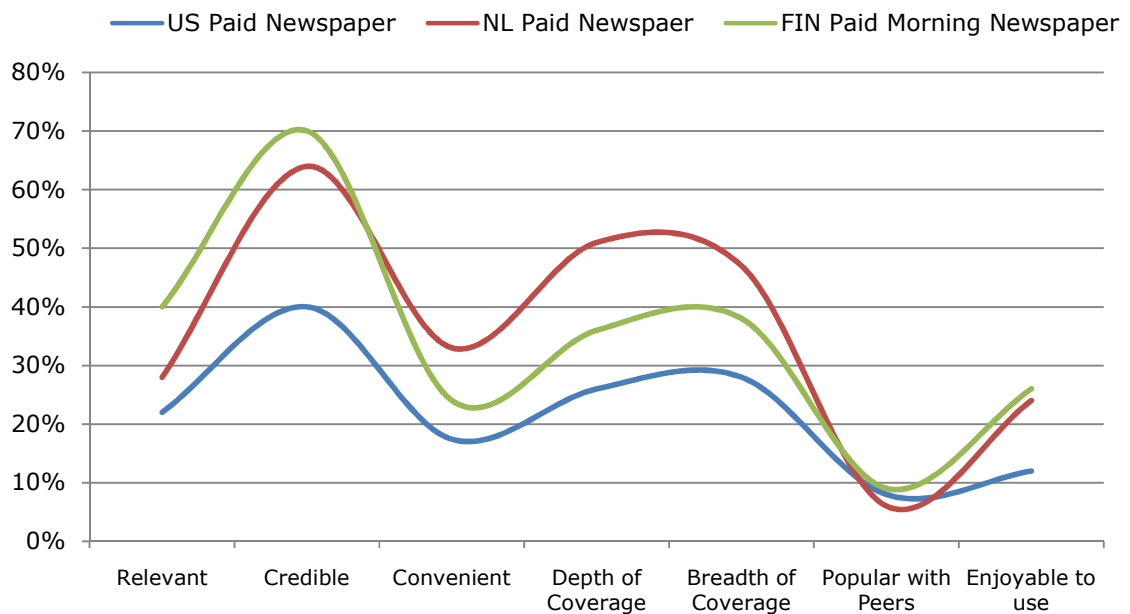


By following each trend line, a distinct picture of different media emerges. The attributes that generally seem most strongly related to print media are relevance, credibility, and breadth of coverage. This figure, however, indicates that television scores highest on these attributes.

### National Comparison

When comparing how respondents in different countries perceive paid newspapers, some key differences emerge. Overall, U.S. youth were least likely to see paid newspapers as good across all the attributes listed. While Finnish youth were most likely to see paid newspapers (morning editions) as credible sources of news, Dutch youth were most likely to see newspapers as good for depth and breadth of content. **Figure 15** shows these results.

**Figure 15:**  
**Perceptions of Paid Newspapers as Sources of News**  
**(Netherlands, Finland, U.S.)**  
Q: Which of the following sources are PARTICULARLY \_\_\_?

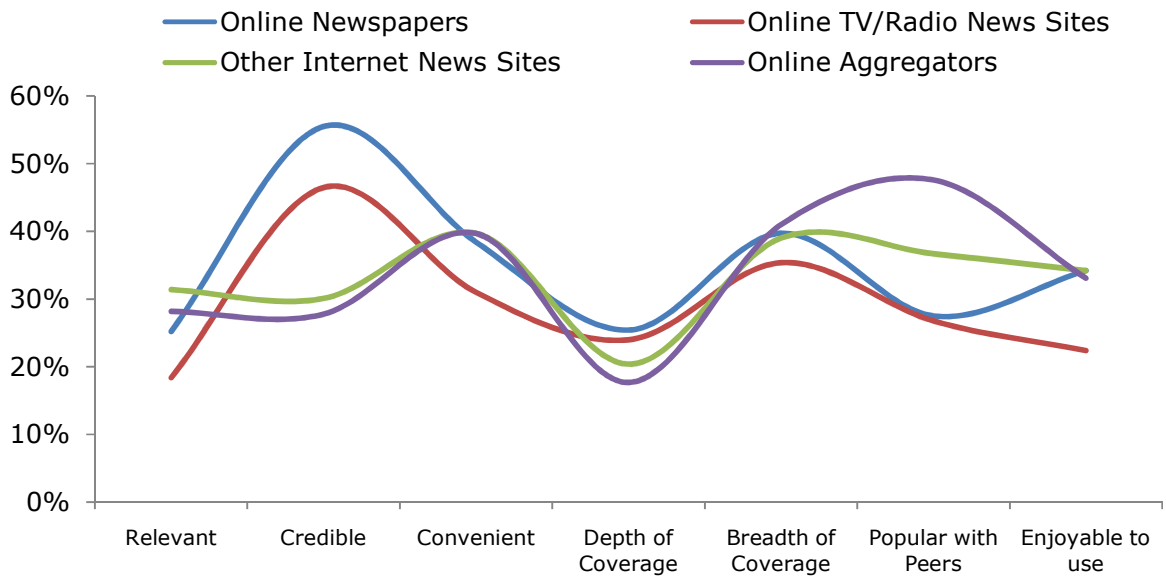


Online sources

When looking at different types of online sources, the differences of opinion are less pronounced with regard to convenience, popularity and enjoyability. Online sources that are created by established TV, radio or newspaper organizations are far more likely to be seen as credible, which suggests that there may be some awareness of the value of professional news-gathering organizations when it comes to online formats. **Figure 16** shows these results.

**Figure 16:**  
**Perceptions of Different Media as Sources of News**  
**(Online sources)**

*Q: Which of the following sources are PARTICULARLY \_\_\_?*

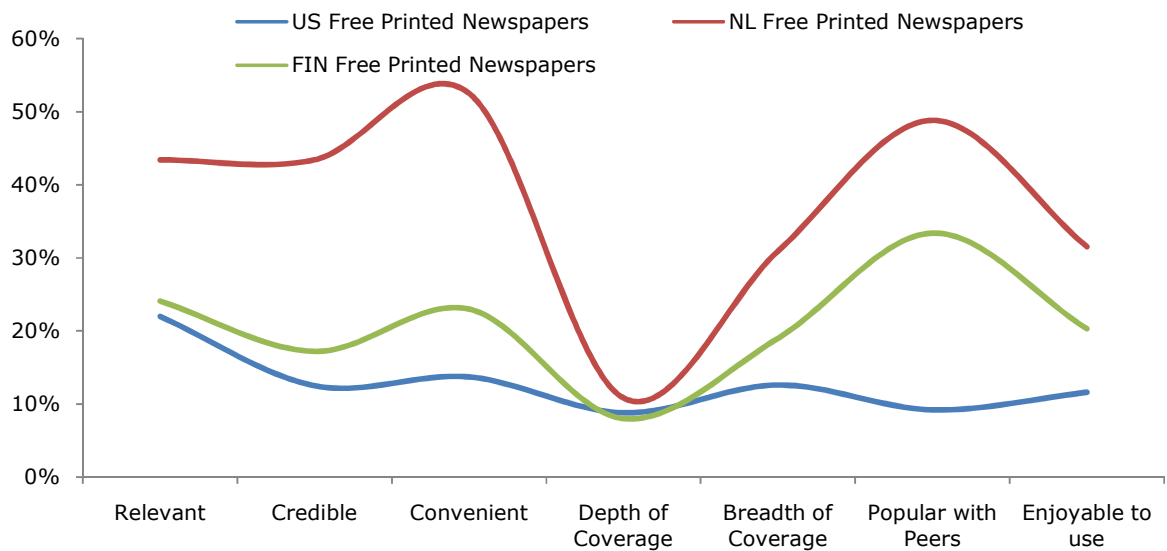


### Free Newspapers

With regard to free newspapers, an important distinction emerges when comparing the attitudes of Netherlands respondents to those in the U.S. and Finland. Overall, Dutch youth are more likely to see free newspapers favourably as sources of news, even in terms of attributes relating to content, such as relevance, credibility, and breadth of coverage. The only area where Dutch youth gave similar scores as those in the U.S. and Finland was in the area of “depth of coverage.”

**Figure 17:**  
**Perception of Free Newspapers as Sources of News**  
**(NL, U.S., Finland)**

*Which of the following sources are PARTICULARLY \_\_\_?*



### 4.5 Importance of News

Like respondents in the U.S. and Finland, Dutch youth were able to identify key benefits to being informed about current events. In terms of personal attainment, 75 percent of Dutch youth reported agreeing or strongly agreeing with the statement “If you are well informed you get ahead in your school or your career”. In the U.S., 71 percent agreed with this statement, and in Finland 68 agreed with it.

In this social context however, the benefits are less likely to be appreciated, though roughly half of participants agreed that being informed had a social advantage. 53 percent of Dutch youth said they agree or strongly agree with the statement “If you are well informed about news and current events, you are seen as likeable by others.” 54 percent agreed with this statement in the U.S. Interestingly, in Finland, more respondents disagreed with this statement (64 percent) than agreed (36 percent).

With regard to their daily conversations, news and current events appear to be part of how respondents reported participating in their social lives. 75 percent agree that

news topics are part of their regular conversations with friends. Similarly, 79 percent of participants agree with the statement "I regularly discuss news and current events with my family", though only 12 percent strongly agree.

Participants did not appear to think that online debate about news and current events was part of their regular online behaviour. This is especially interesting given the perception, noted in **Section 4.3**, that they were spending more time using online fora for news and information. 29 percent agreed or strongly agreed with the statement "I discuss news topics with my friends on blogs or webfora". A much larger majority (71 percent) disagreed or strongly disagreed with that statement. These findings indicate that while young people clearly spend some portion of their days debating topics online, they do not appear to recall these interactions as being part of their daily lives.

#### **4.6 News Ritual**

In this study, participants were asked a variety of questions about youth attitudes towards their news ritual. This study revealed interesting distinctions between level of engagement with different sources and consistency of usage of sources. Overwhelmingly, Dutch youth agreed with the statement "I tend to pick up bits of news information from various sources". 93 percent agreed with this statement. Despite this orientation, Dutch youth are very likely to consistently use a group of sources they have come to trust. 81 percent agree with the statement "I regularly turn to a particular newspaper, TV channel, radio station or Internet source".

As concerns preferences as to how news is consumed, there does not appear to be a strong connection to printed material. 67 percent of respondents from the Netherlands disagreed with the statement "I prefer reading printed news sources instead of reading news on a screen". Newspapers, in particular, do not appear to be seen as part of the daily news ritual. 63 percent of respondents disagreed with the statement "Reading the newspaper is part of my daily ritual".

#### **4.7 Interest in News and Time Spent on News**

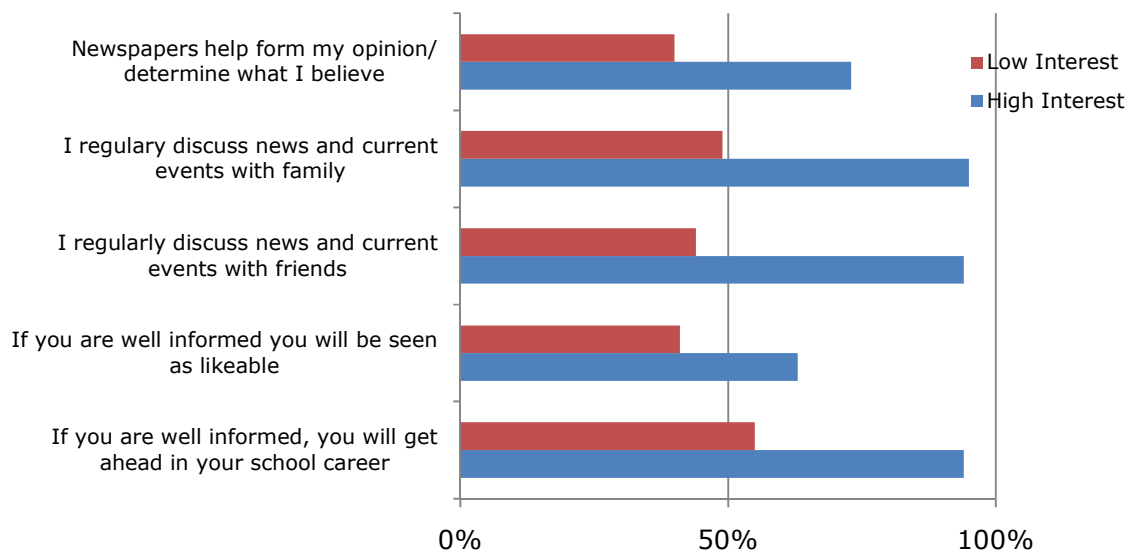
Perhaps unsurprisingly, Dutch youth who report being very interested in news spend more time with it. Those who were more likely to report a high interest in following news (giving it a score of 8 or higher one to 10) reported spending more time following it in the media (119 minutes) than the average (94 minutes). When looking at overall interest in news, interesting distinctions can be observed between those who report reading the newspaper more than 15 minutes a day and those who report reading a newspaper less than 15 minutes a day. Among those who are "heavy" newspaper readers, 46% show a high interest in news. Among those who are "light" newspaper readers, only 23% show a high interest in news.

#### 4.8 Interest in News and Importance of News

Using these same categories, analysis reveals that those with a high interest in news were far more likely to articulate the benefits of being informed in their personal lives and also far more likely to report having news and current events being part of their conversations with friends and families. Those with high interest in news are also far more likely to agree with statements about the importance of newspapers in helping shape their opinion. **Figure 18** shows how these differences were reflected in participant responses. These findings are nearly universal across the countries surveyed, with very similar percentages recorded.

**Figure 18:**  
**Perceptions of Benefits of Being Informed**  
**(% who agree out of total population)**

*Q: How much do you agree or disagree with each of the following statements about News Interests?*



#### *Key findings:*

- Most Dutch youth exhibit some interest in following news and current events in the media.
- Television dominates in terms of time spent, but time spent online is increasing.
- Young people tend to pick up bits of information from various sources, but they tend to use the same sources consistently.
- Those who have high interest in news are more likely to see newspapers as important for developing their opinions on issues. They are also more likely to discuss news with friends and family and see the broader benefits of being informed in their social, educational and professional lives.

## 5.0 Newspaper Use

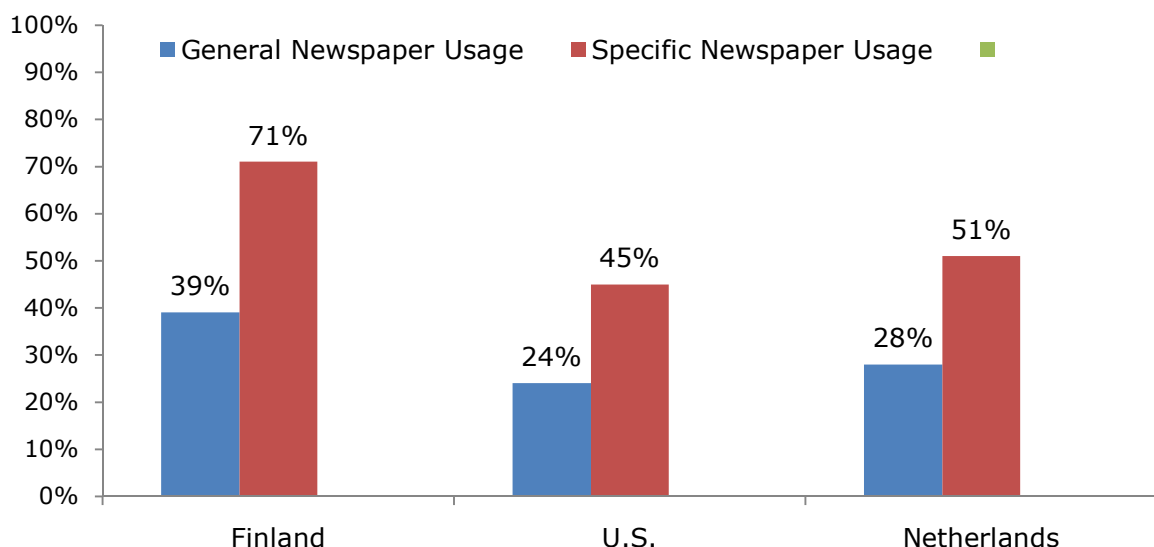
### 5.1 Paid and Free Newspaper Readership

Respondents were asked to answer questions about frequency of newspaper readership in two different ways. At the start of the questionnaire, respondents were asked to describe which media they used regularly (at least once a week) as part of a broader list of media. When asked at this point, 48 percent of respondents reported regularly reading a free newspaper, and 28 percent reported reading a paid newspaper.

Later on, however, respondents were asked to report how often they read a paid daily newspaper and were given a variety of options with regard to frequency. Here, 52 percent reported reading a paid newspaper more than once a week. Of this group, 15 percent stated they read a newspaper at least daily. 24 percent stated they read a newspaper between two and six times a week, and 13 percent stated they read a newspaper once a week. 64 percent reported reading a newspaper at least monthly. 21 percent reported never reading a newspaper.

The discrepancy is also seen in other countries. When taking the later measure, the difference between how respondents answer the question when asked about directly about frequency of newspaper readership (as opposed to which media they use regularly) becomes apparent. **Figure 19** shows this relationship between those who reported reading newspapers once a week using the general and once a week using the specific measure.

**Figure 19:**  
**Comparison of Self-reported Regular Newspaper Usage**  
Q: Which of the following media do you use regularly – at least once a week/  
Q: How often do you read a paid daily printed newspaper?



As discussed earlier, for the purposes of this report, the general measure was used. The definitions for key terms are as follows:

- *Paid newspaper readers:* Those who report reading a paid newspaper “regularly” (defined as at least once a week).
- *Free newspaper readers:* Those who report reading a free newspaper “regularly” (defined as at least once a week).
- *Non-newspaper readers:* Those who do not report reading either a free newspaper or a paid newspaper “regularly” (defined as at least once a week).

## 5.2 Time Spent on Reading Newspapers (weekday and weekend)

When examining the time respondents spent with newspapers, this study found that Dutch paid newspaper readers spend different amounts of time with the newspaper when comparing the average weekday to the average weekend day. On weekdays, 58 percent of readers reported spending on average 15 minutes or less with a paid newspaper and 35 percent reported spending between 16 and 30 minutes. Only 7 percent of newspaper readers reported spending more than 30 minutes with a newspaper a day.

Weekend consumption appears to involve more time spent with printed newspapers. 25 percent of respondents reported spending more than 30 minutes with a newspaper. Still, sizeable portions of newspaper readers are spending less than 30 minutes with a newspaper on weekends. 40 percent reported spending less than 15 minutes, and 35 percent reported spending 16-30 minutes with a newspaper on an average weekend day.

## 5.4 Newspaper Sections Read

How do these findings compare against what participants read in the newspaper? Of the participants who reported reading a daily free or paid printed newspaper (80 percent), respondents largely reported following the flow of information as presented, as opposed to seeking information based on their specific interests. **Figure 20** shows the top areas of the paper read by newspaper readers in the three countries surveyed. Topics presented on the front page were almost universally read. Among Dutch youth, Local News (67 percent), National News (62 percent) and World News (58 percent) sections were almost twice as likely to be read as the Entertainment section (35 percent). This is in contrast to the reading habits of Finnish and American respondents, who were more likely to read the newspaper for humour/comics and entertainment news.

**Figure 20:**  
**Top 10 Sections Read of Newspaper**  
**(% of those reading newspaper regularly)**  
*Q: Which sections of the newspaper do you regularly read or look through*

Netherlands

<b>Netherlands</b>		<b>U.S.</b>		<b>Finland</b>	
FRONT PAGE	96%	FRONT PAGE	75%	FRONT PAGE	80%
LOCAL NEWS	67%	LOCAL NEWS	64%	FRONT SECTION	75%
NATIONAL NEWS	62%	HUMOUR / COMICS	44%	HUMOUR / COMICS	67%
WORLD NEWS	58%	ENTERTAINMENT	41%	ENTERTAINMENT	64%
HUMOUR / COMICS	48%	NATIONAL NEWS	39%	TV LISTINGS	63%
WEATHER	43%	FRONT SECTION	39%	LOCAL NEWS	62%
FRONT SECTION	42%	SPORTS	38%	WEATHER	55%
ENTERTAINMENT	35%	MOVIE LISTINGS	37%	WORLD NEWS	48%
SPORTS	34%	WEATHER	34%	NATIONAL NEWS	45%
MOVIE LISTINGS	32%	WORLD NEWS	32%	JOB CLASSIFIEDS	44%
TV LISTINGS	30%	JOB CLASSIFIEDS	27%	READERS' LETTERS	43%
HEALTH	26%	LIFESTYLE	24%	ADVERTISEMENTS	37%
LIFESTYLE	23%	BIRTHS / DEATHS / MARRIAGES	22%	SPORTS	37%
BIRTHS / DEATHS / MARRIAGES	22%	PUZZLES	21%	HEALTH	32%
JOB CLASSIFIEDS	20%	TV LISTINGS	21%	BIRTHS / DEATHS / MARRIAGES	31%
READERS' LETTERS	20%	HEALTH	20%	LIFESTYLE	31%
PUZZLES	19%	TECHNOLOGY	18%	REAL ESTATE / HOME / CONDO	30%

## **5.5 Newspaper Attitudes**

Respondents in this study revealed a mixture of opinions on the value of newspapers. Despite lower usage patterns, most respondents had positive attitudes with regard to the informative value of newspapers, both in terms of education and the development of personal opinions. 75 percent agreed or strongly agreed with the statement "Reading newspapers is an important part of an education". 60 percent reported agreeing with the statement "Newspapers help me form an opinion/determine what I believe".

When asked to react to statements about their personal and social attachment to newspaper reading, responses were more mixed. 63 percent disagreed with the statement "I consider myself a newspaper reader". Respondents were evenly split on whether they agreed with the statement "Reading newspapers is sign of maturity". Dutch youth do not appear to have strong differentiation in their attitudes towards paid and free newspapers. 59 percent agreed with the statement "Free newspapers are just as good as those that you pay for."

### *Key Findings:*

- Regular free newspaper readership is higher than paid newspaper readership among Dutch youth.
- Paid newspaper readers tend to spend more time with newspapers on weekends.
- Dutch youth may not have a personal connection to newspaper reading, but they do see informative value of newspapers.
- Free newspapers are likely to be seen as "just as good" as paid newspapers.

## 6.0 Readership and Socialization

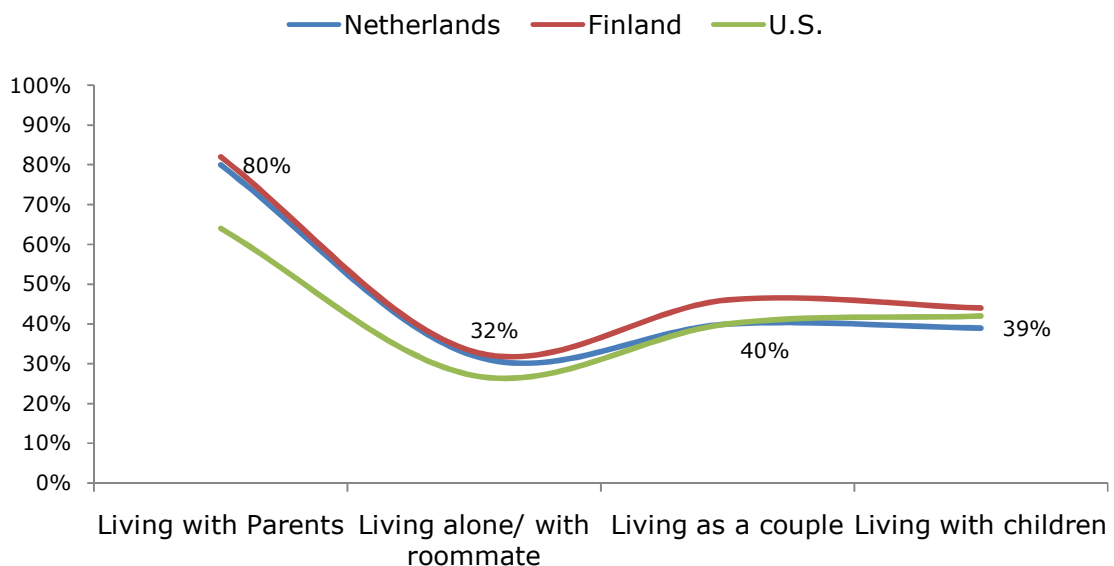
### 6.1 Home Delivery: Present and Past

Almost 60 percent of Dutch youth say they receive a newspaper in their home. 40 percent say they receive a newspaper on both weekends and weekdays, which reflects subscription rates higher than those recorded in Finland (37 percent) and the U.S (29 percent). 12 percent receive a newspaper on weekdays only, while 7 percent receive weekend-only delivery; these findings are similar to those recorded in Finland and the U.S. When asked about past access to newspapers, far higher numbers of respondents reported recalling regular newspaper availability in their homes. 87 percent said they had newspapers in their parents' homes when they were younger. This is similar to findings in Finland (89 percent) but higher than subscription rates in the U.S. (68 percent).

Looking at changing access to subscription based on life stage transition, an interesting picture emerges. **Figure 21** shows that an overwhelming majority of respondents (80 percent) report having access to a subscription when living at home with parents. However, among young people leaving home, forming couples and having children, rates of access via home subscription are dramatically lower. When young people leave home, then, it can be said that they are not inclined to maintain access to newspapers. This drop in home subscription access was noticeable in all three countries.

**Figure 21:**  
**% Who Have Access to a Subscription by Living Situation**

*Q: Is a printed newspaper currently delivered in your home, or regularly brought home by someone?*

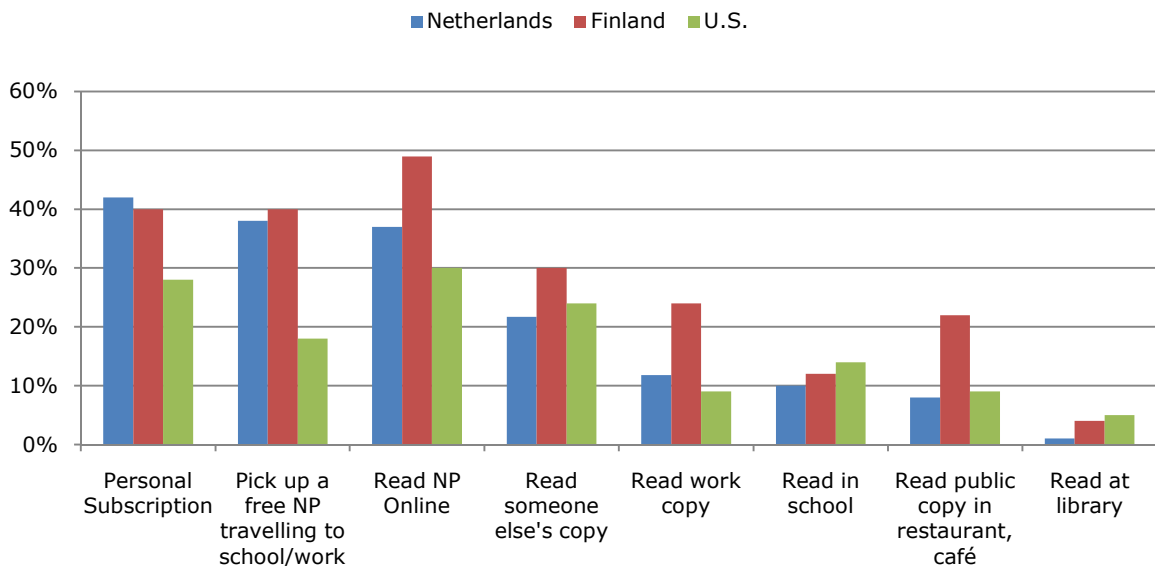


## 6.2 Where Newspapers are Read

As **Figure 21** shows, among those who read a newspaper, it appears that most tend to read one delivered by personal subscription. Significant portions of newspaper readers also report reading a newspaper online. Relatively few respondents reported reading copies at work (12 percent), at school (10 percent), at a restaurant or café (public copy) (8 percent). Almost no respondents reported reading a copy at a library. **Figure 22** also shows the results across Finland and the U.S.

**Figure 22:**  
**% of Newspaper Readers and Newspaper Rituals**

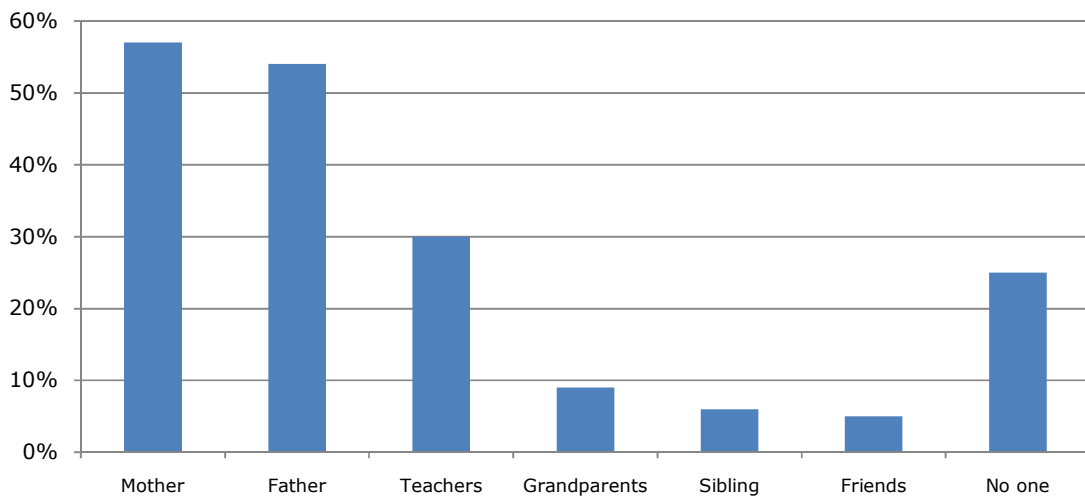
*Q: Which of the following do you ordinarily do in a week?*



### 6.3 Social Incentives

When asked who encouraged them to read a newspaper, respondents were most likely to recall a mother or father, as opposed to a teacher or friend. **Figure 23** shows this discrepancy. A quarter of respondents said that no one encouraged them.

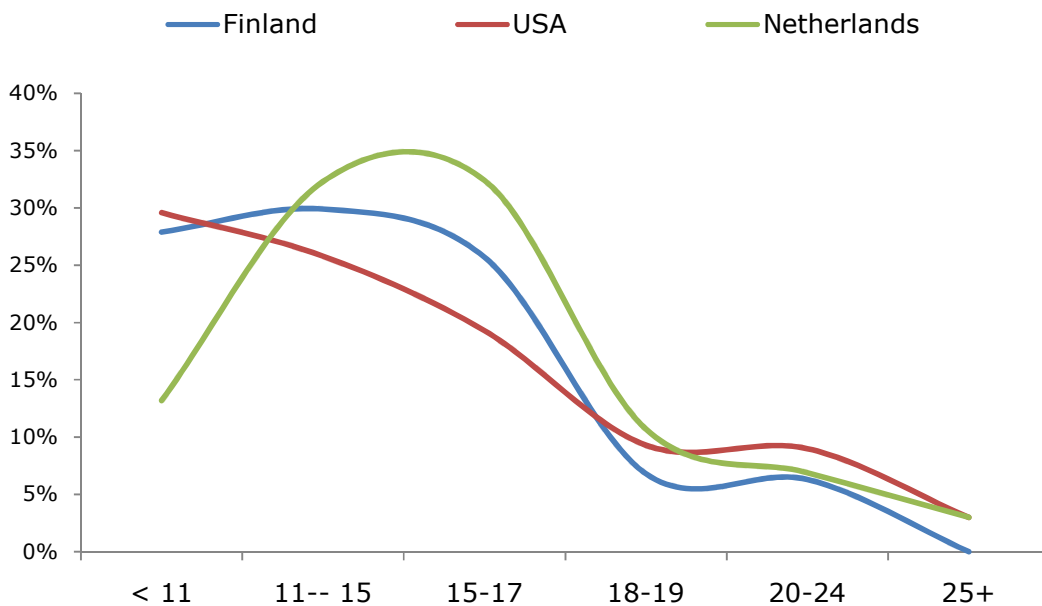
**Figure 23:**  
**% Who Recall Given Figures Encouraging the Reading of a Newspaper**  
*Q: When you were growing up, which of these people, if any, actively encouraged you to read the newspaper?*



## 6.4 Age of Adoption

Those who reported being regular users of paid newspapers were also asked about the age range they recall adopting a regular newspaper habit. **Figure 24** shows that most Dutch paid newspaper readers (63 percent) recall adopting a newspaper habit between the ages of 11 and 17. Very few participants recalled adopting a newspaper reading habit before the age of 11 or after 17. When compared to Finland and the U.S., Netherlands participants appear to recall adopting the paid newspaper at later ages. Both Finnish and U.S. respondents are most likely to say they adopted a newspaper before the age of 11.

**Figure 24:**  
**Age of Recall of Newspaper Adoption**  
**(% of those who recall having been regular newspaper readers)**  
*Q: How old were you when you started using the following technologies on a regular basis (at least once a week)?*

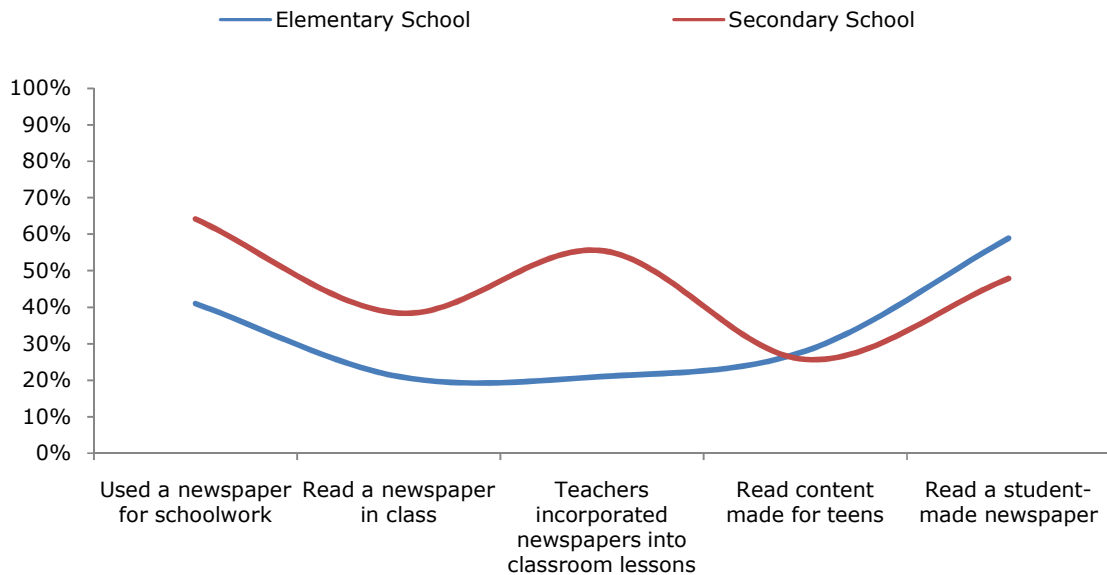


## 6.5 Recall of Newspaper In Education Programming

To further understand the possible social interactions involved in introducing a newspaper habit, participants were asked about whether they recalled receiving Newspaper in Education programming during various academic levels. **Figure 25** shows which activities were remembered. Overall, respondents were more likely to recall Newspaper in Education programming over the secondary school years as opposed to the elementary school years. This finding corresponds with the age range that Dutch youth recall reading a newspaper, and indicates a possible correlation between newspaper reading and school based programming.

**Figure 25:**  
**Age of Recall of Newspaper in Education Activities**  
**(% of total population)**

*Q: In school, which of these do you recall?*



The activities most likely to be recalled by both newspaper readers and non-newspaper readers are “using a newspaper for schoolwork”, “teachers incorporating newspapers into classroom lessons” and “reading a newspaper for schoolwork”. The connection between direct immersion (encouraged by teachers) and recall of said activity is worth noting for Newspaper in Education leaders. It is also important to note the high level of recall of student-made newspapers. When compared to recall of content made for teens, it would appear that participants have a stronger connection to content that people of their age have made. These findings may indicate a stronger connection to participating in the generation of content.

Given the different education systems between the U.S., Finland, and the Netherlands, it is difficult to compare results in terms of level of schooling as there is often no one-to-one relationship between age and school level. Overall, however,

this study found higher levels of recall of Newspaper in Education programming among newspaper readers. Youth in all countries were most likely to recall activities where newspapers are integrated into the classroom learning experience.

*Key Findings:*

- The first acquaintance with newspapers happens at a school-going age, primarily through subscription at home. School is the next most likely place where young people are introduced to newspaper reading.
- The strongest motivators for readership are parents, followed by the educational environment.
- Newspaper readers have a strong recollection of teachers integrating newspapers into their classroom experience.
- When compared to recall of content made for teens, participants have a stronger connection to content that people of their age have made. These findings may indicate a stronger connection to participating in the generation of content than reading content directed at their age group.
- Youth in all countries are most likely to recall activities where newspapers are integrated into the classroom learning experience.

## 7.0 Background of Readership

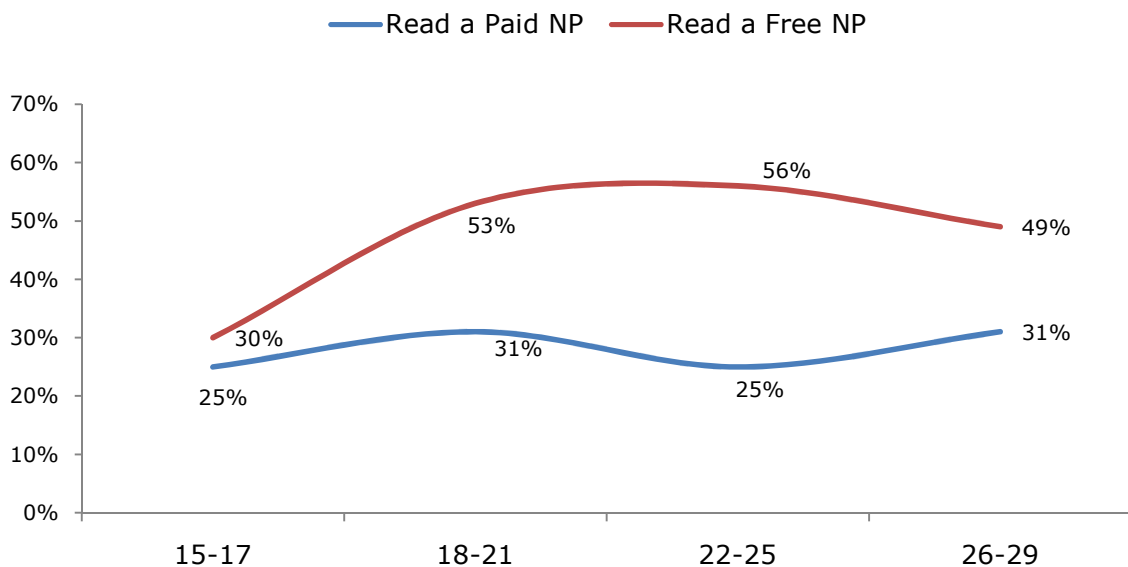
### 7.1 Readership and Social Characteristics

#### *Age and Life-Stage*

When comparing data about readership of paid and free newspapers against those who do not read any form of newspaper along age ranges, paid newspaper readership fluctuates slightly between its lowest points (between the ages of 15 to 17 and 22 to 25) and its highest points (between the ages of 18 to 21 and 26 to 29). In general, free newspaper reading rises dramatically with age, and is highest among those aged 22 to 25.

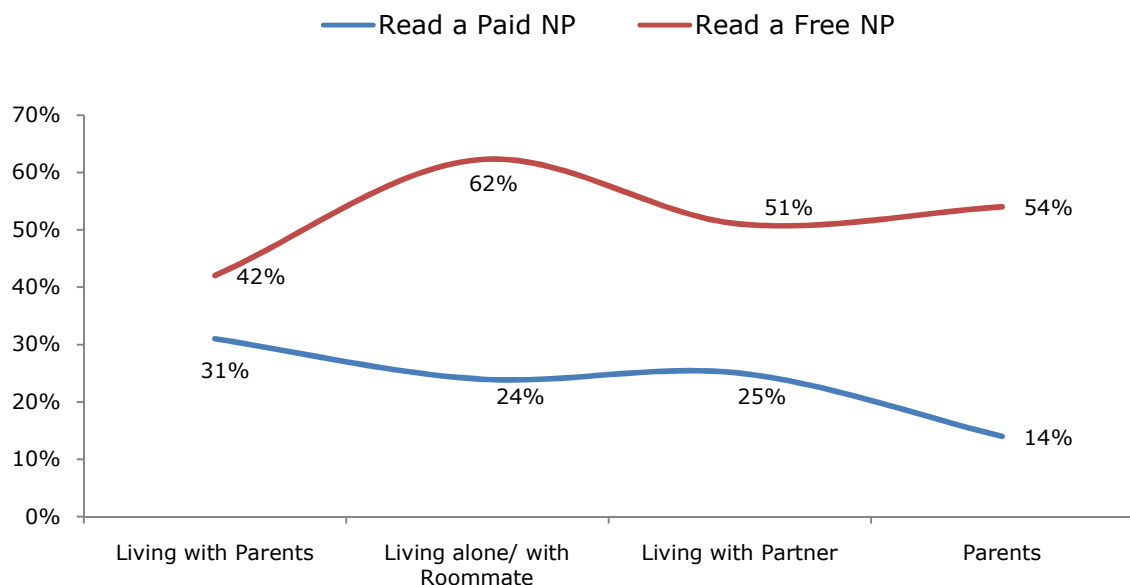
As noted in **Section 6.1**, **Figure 26** shows these findings.

**Figure 26:**  
**Paid and Free Newspaper Reading by Age Range**  
Q: Which of the following do you use regularly – at least once a week?



When looking at life stage transition, however, different variances emerge in terms of rates of regular usage. Generally speaking, usage of paid newspapers drops between the points when young people live with their parents and when they progress through various life-stages. Among paid newspaper readers, rates of readership drop most between those living as couples and those have children. Another important drop in paid newspaper readership occurs between those living with parents and those living alone with a roommate. In terms of free newspaper usage, rates of usage grow most between those with parents and those living alone with a roommate. **Figure 27** shows these changes.

**Figure 27:**  
**Paid and Free Newspaper Reading by Life-stage**  
 Q: Which of the following do you use regularly – at least once a week?



As we have seen in **Section 6.1**, access to a paid subscription drops substantially between young people living with parents and those living alone or with roommates. This loss of access to a paid newspaper may account for the drop in readership that is observed at this life-stage. These findings were consistent across Finland and the U.S.

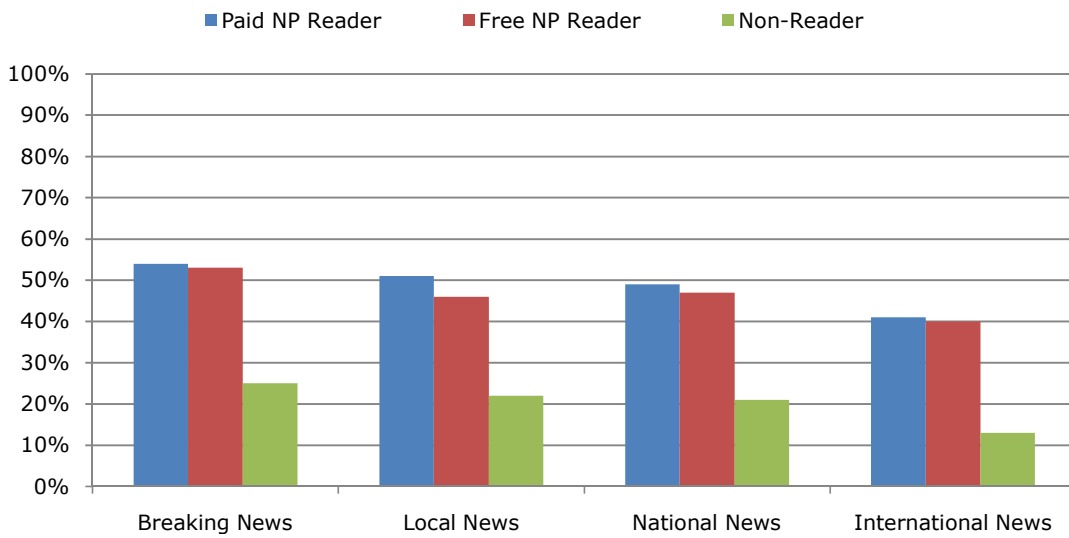
## 7.2 Readership and Interests

In terms of the top interests discussed in **Section 2**, there are no statistically significant differences between paid newspaper readers, free newspaper readers, and non-newspaper readers (those who do not report reading either format at least once a week) in terms of their interest in music, movies/film, and television. Aside from entertainment topics, non-newspaper readers are least likely to express interest in any of the topics presented with them.

### 7.3 Readership and Overall Interest in News

The study found that, as concerns news topics, those who do not read either a paid or free newspaper at least once a week are far less likely to be interested in news. Interestingly, those who read paid newspapers and free newspapers at least once a week are almost equally likely to report being interested in news topics.

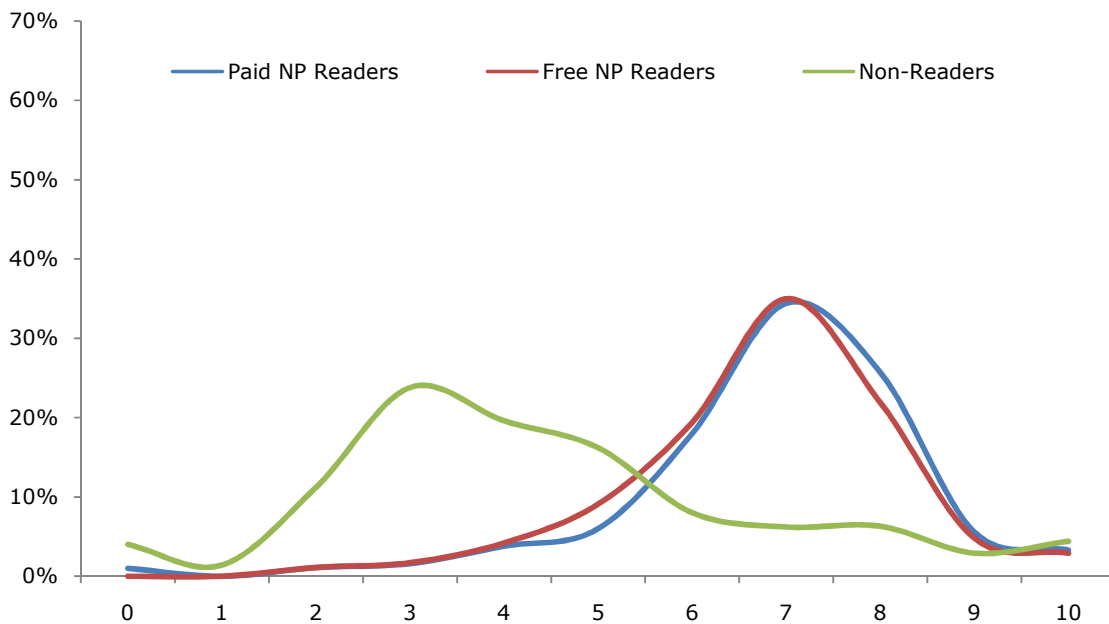
**Figure 28:**  
**Interest in News Topics by Newspaper Readership**  
*Q: Which of these topics is of most interest for you?*



When asked about overall level of interest in news, non-newspaper readers were more likely to give lower scores than free or paid newspaper readers. Both paid newspaper readers and free newspaper readers gave similar scores in terms of their own views about the importance of following news and current events.

**Figure 29:  
Interest in News by Newspaper Readership**

*Q: Realistically, how interested are you in keeping up with news and current events as covered in news broadcasts on TV, radio, certain internet websites, and newspapers?*



#### 7.4 Readership and Perceived Qualities of Paper

Those who reported not reading either or paid free newspapers at least once a week were significantly less likely to ascribe positive qualities to those media as sources of news. For example, whereas 80 percent of paid newspaper readers and 71 percent of free newspaper readers said that paid newspapers were “credible” as sources of news, only 50 percent of non-newspaper readers felt this way. It is interesting to note that non-newspaper readers were less likely to find almost all media credible or trustworthy. The only exceptions to this finding are radio and television; non-newspaper readers are just as likely to find these media credible as newspaper readers. It is likely that this perception of credibility and other positive attributes is driven by familiarity with the format. Those who do not read a newspaper regularly are less likely to have an attachment to the particular media or news organization behind it, and are thus less inclined to appreciate its value.

#### 7.6 Readership and Time Spent on News per Medium

Study findings show that non-newspaper readers spend far less time with media and far less time with media consuming news information. Whereas paid newspaper readers spend 135 minutes a day consuming news with various media and free newspaper readers spend 156 minutes a day with news media, non-newspaper readers reported spending an average of 106 minutes a day consuming news. Much of this time can be accounted for by the fact that non-newspaper readers spend no time with printed news content, but overall, non-readers spend less time consuming news with almost all media.

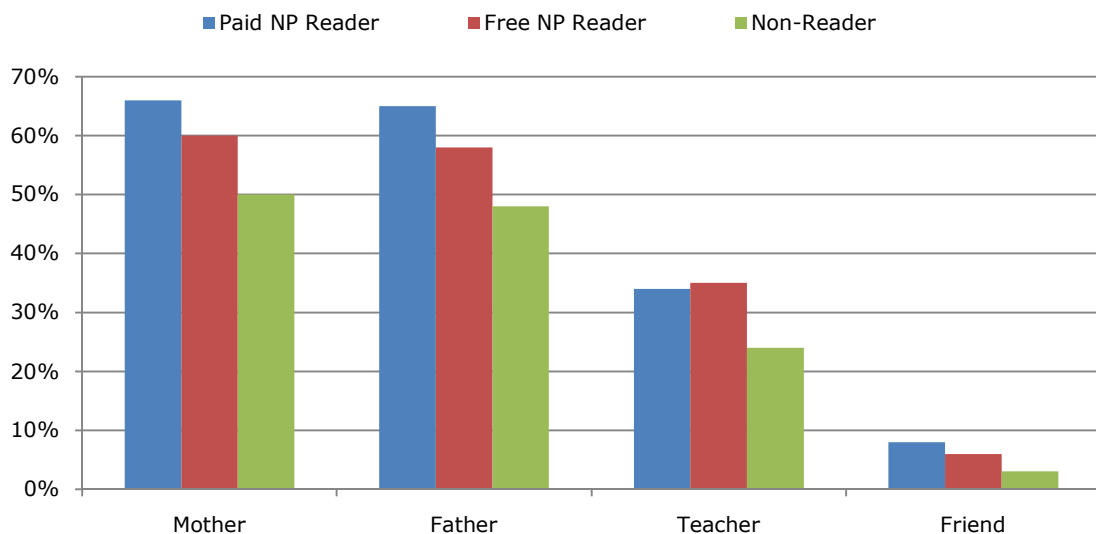
Interestingly, free newspaper readers spend more time with media accessing news information. In terms of time spent with media for news, free newspaper readers tend to behave very similarly to paid newspaper readers, but there are some notable exceptions. Free newspaper readers reported spending more time (about 17 minutes a day) using weblogs and online fora than paid newspaper readers (who spent about 10 minutes a day). They also spend more time using online news aggregators. These findings seem to indicate that free newspaper readers use the time they spend to scan news topics, as opposed to exploring news topics in depth.

### 7.7 Readership and Social Incentives

Analysis of study findings shows a correlation between having encouragement from a parent or teacher and later readership. It is important to note, however, that roughly half of non-newspaper readers say that a parent or teacher encouraged them to read newspapers. This may indicate that while social encouragement appears to play some role, significant portions of young people are not necessarily influenced by the example of authority figures. **Figure 30** shows these results.

**Figure 30:**  
**% of Respondents Who Recall Given People Encouraging Newspaper Readership**

*Q: When you were growing up, which of these people, if any, actively encouraged you to read the newspaper?*

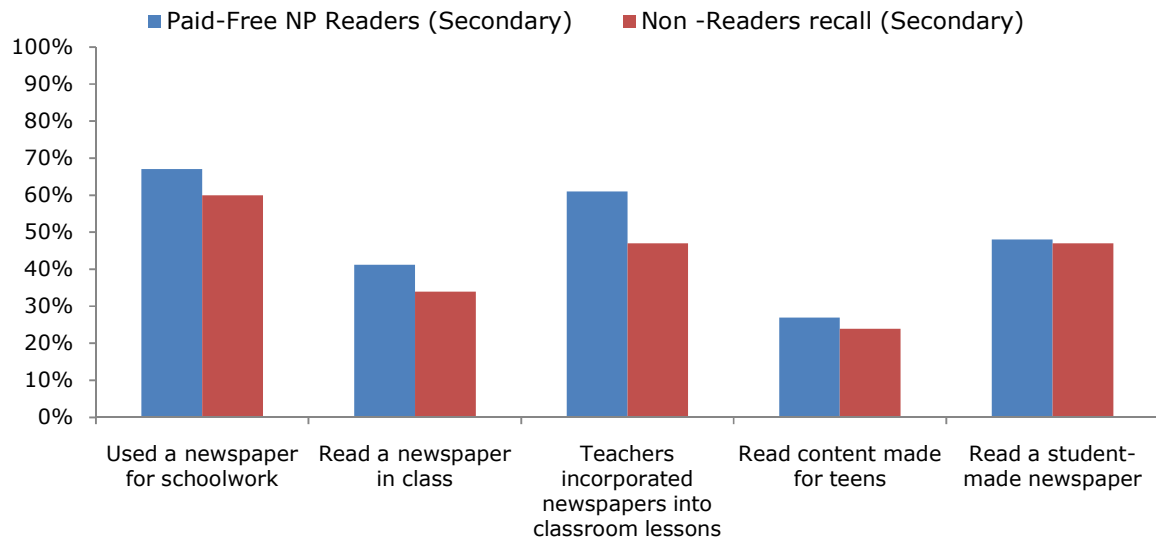


## 7.8 Readership and NIE

Similarly, while those who recall receiving Newspaper In Education programming in school are more likely to later read either a free or a paid newspaper at least once a week, significant portions of young people who recall receiving this programming do not read a newspaper later in life. When looking at the period of secondary education, this study found that over half of those who recall using a newspaper for schoolwork, reading a newspaper in class, or having a teacher incorporate a newspaper into lessons do not currently read any kind of newspaper. **Figure 31** shows these results for those in secondary education.

**Figure 31:**  
**Recall of NIE Programming by Paid and Free NP Readers**

*Q: In school, which of these do you recall?*



### Key Findings

- Use of a paid newspaper changes as young people experience various living situations.
- Use of a free newspaper increases as young people progress through these same situations.
- Paid and free newspaper readers are almost equally likely to be interested in news topics; non-readers are far less likely to be interested in any topics that were shown to them in this study.
- Those who do not regularly read a newspaper spend less time with media overall.
- Those who currently read newspapers are more likely to recall Newspaper in Education activities, especially those whose teachers incorporated newspapers in school assignments.

## 8.0 Civic Engagement and Social Participation

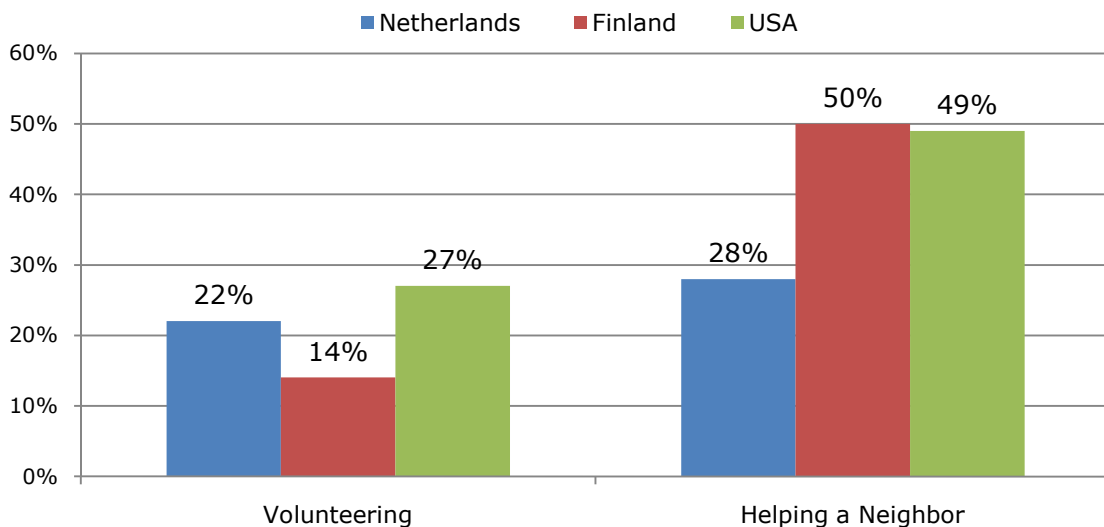
Early in the study, participants were presented with a variety of civic participation activities and asked whether they had participated in them within the last previous 12 months. *As a result, for the purposes of this section, "participation" in all areas except for voting is defined as having undertaken a given activity within the last 12 months.*

### 8.1 Social participation

The majority of respondents in the Netherlands do not report participating as volunteers in their community, either formally or informally. While more Dutch than Finnish young people reported volunteering, Dutch youth reported being far less likely to participate in informal volunteer activities (such as helping a neighbor) than young people in the U.S. or Finland. **Figure 32** shows how social participation rates differ between the three countries surveyed.

**Figure 32: % of Respondents Who Reported Volunteering or Helping a Neighbour in the Past Year (Netherlands/ Finland/ U.S.)**

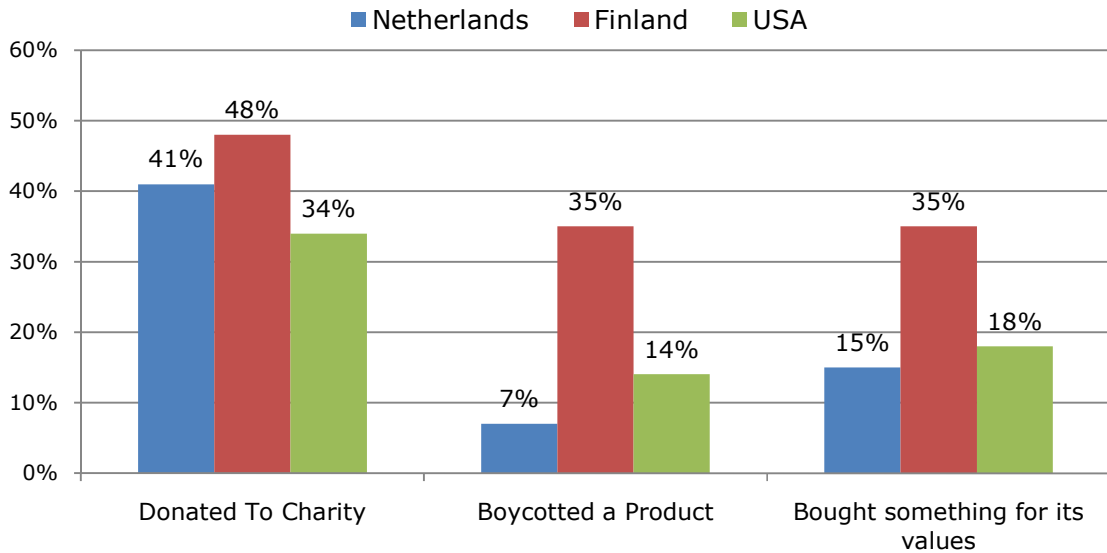
*Q: Over the last 12 months, which of the following activities have you participated in or been involved?*



The study questionnaire was designed to provide data on a variety of measures of social participation via economic engagement, by exploring rates of charitable donation and ethical purchasing. While almost half of respondents (41 percent) in the Netherlands reported donating to charity, very small numbers of respondents reported participating in product boycotts or buying something specifically because it embodied values they agreed with.

**Figure 33:**  
**% of Respondents Who Reported Economic Engagement Activities in the Past Year (Netherlands/ Finland/ U.S.)**

*Q: Over the last 12 months, in which of the following activities have you participated or been involved?*

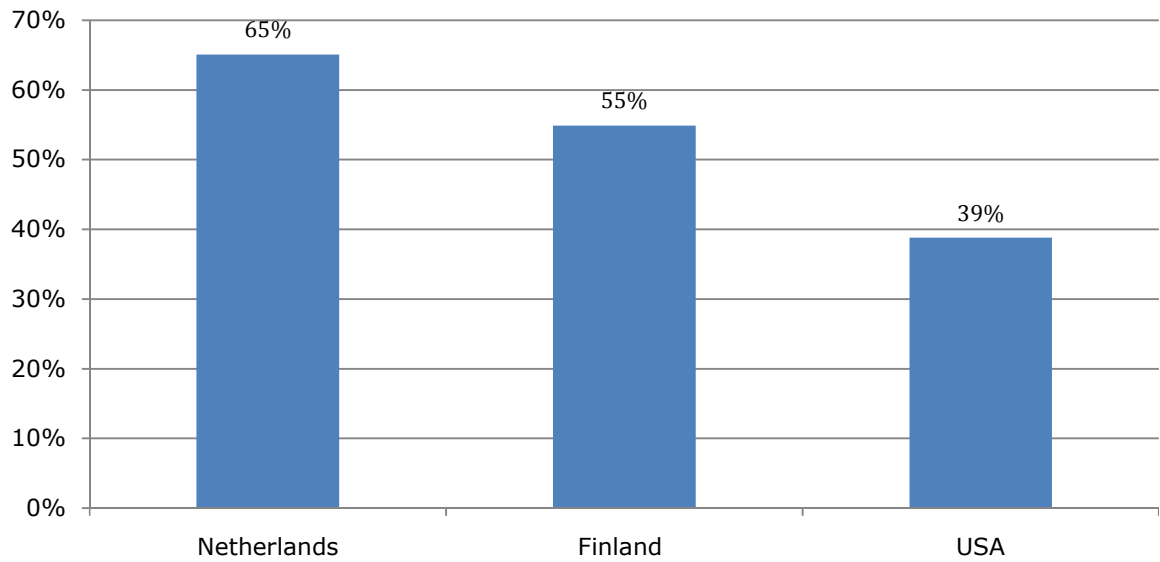


## 8.2 Voting and Political Engagement

Most Dutch youth appear to exhibit high rates of participation as voters. 86 percent of those eligible reported voting in the most recent federal election. 52 percent reported voting in the most recent provincial election and 58 percent reported voting in the most recent local election. This study allows for a comparison of rates of voting between the U.S., Finland, and the Netherlands by asking all participants, whether eligible or not, whether they voted in the most recent election. **Figure 34** shows that the Netherlands enjoys higher rates of voter participation than either Finland or the U.S. It is important to note, however, that this data was collected before the most recent U.S. elections, and may underestimate the current level of voting among young Americans.

**Figure 34:**  
**Voting Rates in Any Election (Finland/ U.S./ Netherlands)**

*Q: Please think of the most recent elections in your country...  
Did you vote (Federally/ Provincially Locally)?*

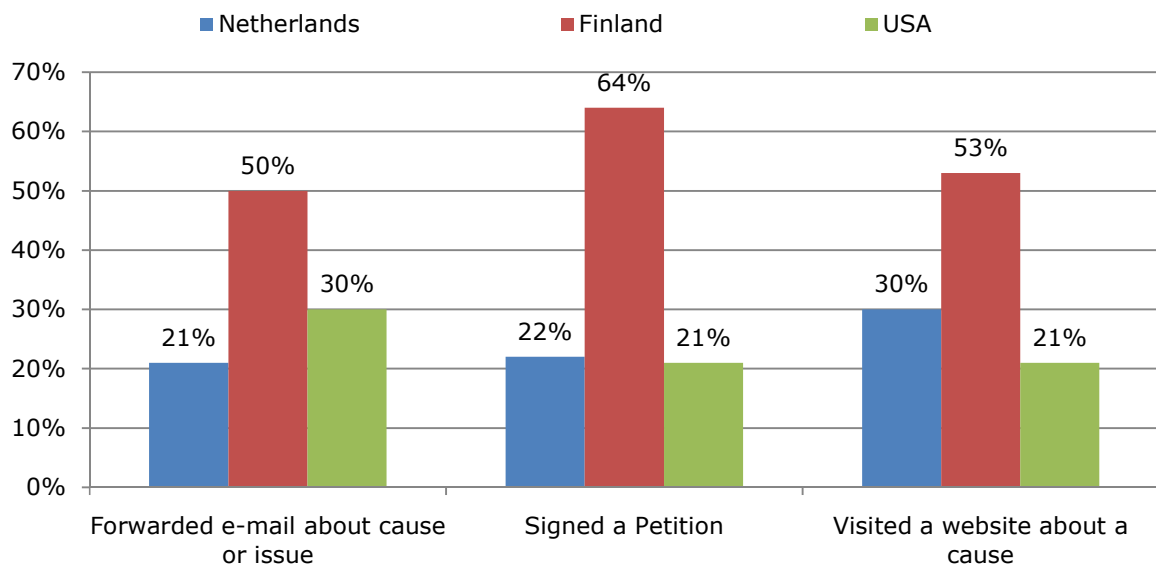


*Note: includes those ineligible to vote*

Dutch youth are far less likely to report participating in more specific and active forms of political participation. Fewer than 5 percent of respondents reported attending public debates, being members of political parties, writing letters or emails to newspapers or participating in public demonstrations within the previous 12 months. In addition, very small numbers of Dutch youth participate in different forms of online engagement. 21 percent reported forwarding an email about a cause or issue, 22 percent reported signing a petition, and 30 percent reported visiting a website about a cause. **Figure 35** shows that Dutch youth are more like those in the U.S. to participate in online activities. Finnish youth exhibited much higher rates of online engagement.

**Figure 35:**  
**% of Respondents Participating in Online Engagement**

*Q: Over the last 12 months, in which of the following activities have you participated been involved?*



### 8.3 Participation and Social Characteristics

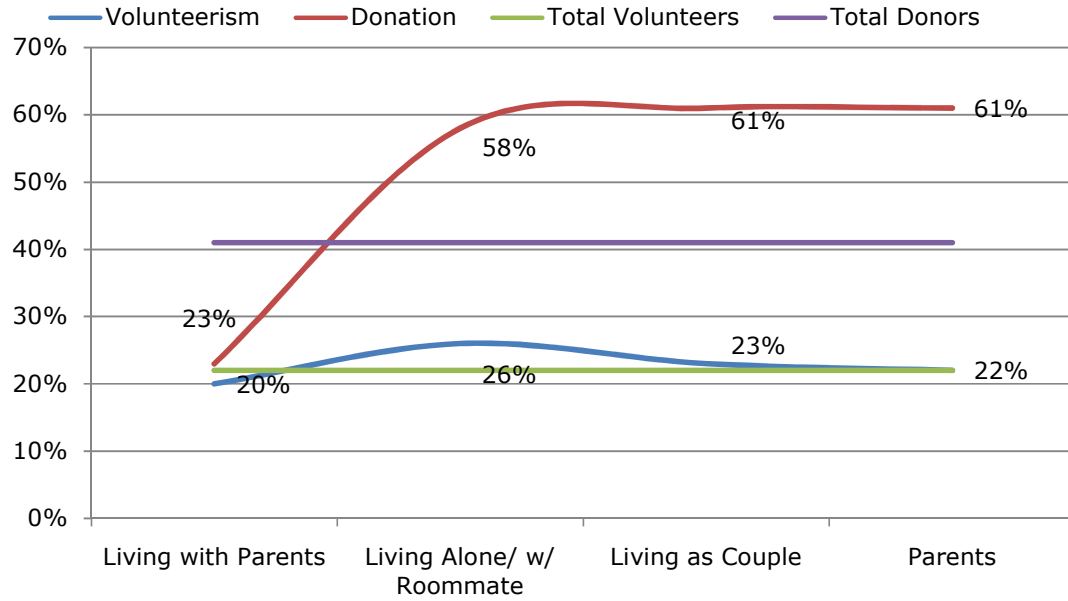
#### *Age Range – Life Stage*

Looking at data about civic participation from the perspective of life-stage transition and age range provides additional context to the changing lives of Dutch youth and young adults. When examined in more detail, key civic participation activities such as voting, volunteerism, and charitable donation can be seen to be distinct activities, each with their own transition points. Voting rates, for example, rise as Dutch youth grow older; they also rise by age and transition between different life stages. Similarly, rates of charitable donation rise steadily over age range, and most dramatically as young people leave home. Volunteerism rates, however appear to rise and fall at different points through life-stage transition and age.

**Figure 36** shows changing rates of volunteerism and charitable donation by life stage transition.

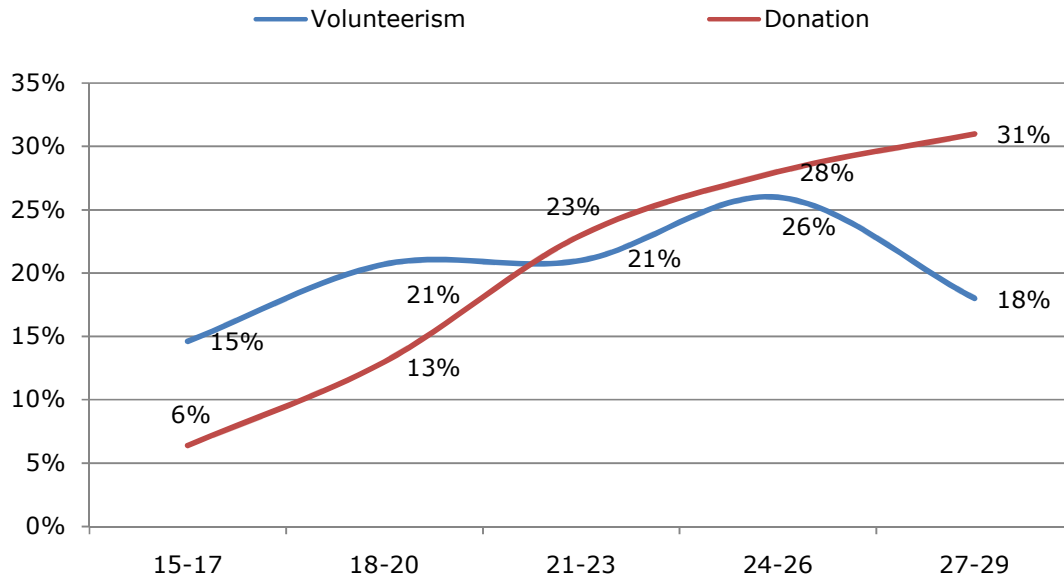
**Figure 36:**  
**Rates of Volunteerism and Charitable Donation by Life-Stage**

Q: Over the last 12 months, in which of the following activities have you participated been involved?



**Figure 37** shows these rates by age range.

**Figure 37:**  
**Rates of Volunteerism and Charitable Donation by age range**  
 Q: Over the last 12 months in which of the following activities have you participated or been involved?



While variances are observed among volunteerism rates, there are less significant differences observed by age and life-stage. Volunteerism tends to be highest among young people who live alone or are between the ages of 24 and 26. This is a stage of life and age range when young people are likely to have more free time and fewer commitments to family. Interestingly, however, volunteer rates drop among those aged 27-29.

When comparing these findings to those in the Finland and U.S., similar patterns are seen in life-stage changes, especially with regard to charitable donation. In the U.S. and Finland, rates of charitable donation rises through different life stage transitions and age ranges. However, the Netherlands is the only country where the volunteerism rate remains roughly the same. In both the U.S. and Finland, rates of volunteerism drop between earlier life stages and younger age ranges and later ones. In the U.S, for example, 32 percent of young people who live with their parents say they volunteer, as opposed to 23 percent of young parents.

#### Gender

In terms of engagement, male and female respondents provided similar answers. While voting rates almost identical, females are more likely to volunteer and donate to charity. Among those who reported participating in volunteer activity, 57 percent were female, and 44 percent were male. 60 percent of charitable donors were female and 40 percent were male. Despite these differences in behaviours, males and females were equally likely to say they felt involved in the community. Similar results were found in the Finland and U.S.

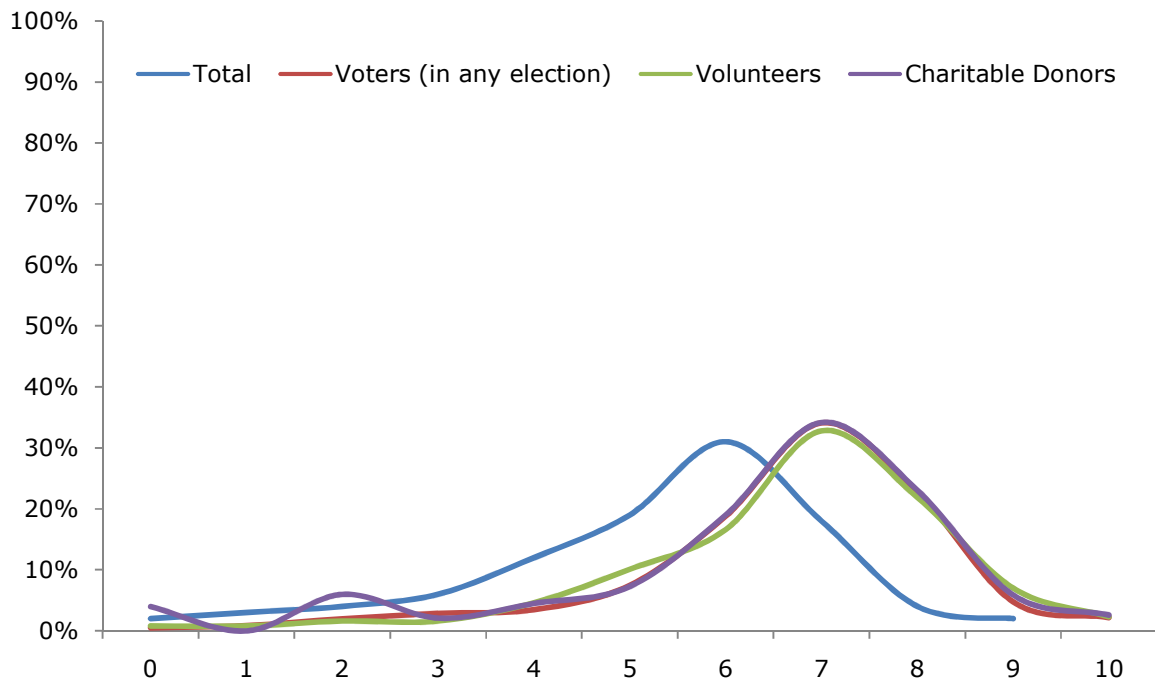
The study was designed collect data on the highest level of schooling achieved by a parent, in order to understand possible relationships between social class and civic participation. As was seen with personal educational attainment, the highest levels of civic participation were observed among those with fathers with no more than a theoretical secondary school-level education. *These findings may be affected by the relatively small sample of respondents with a father with a university background.*

#### 8.4 Participation and Interest in News

The analysis of *Youth Media DNA – Netherlands* data involved gathering data about social and political participation and exploring respondents’ attitudes and interest in following news. When asked to rate, on a scale of one to 10, their level of interest in following news, volunteers, voters, and charitable donors were more likely to express more interest in following current affairs than the total population. Interestingly, volunteers, donors, and voters gave almost identical answers in terms of the distribution of their number rankings. Whether greater civic participation is driven by, or drives, an interest in current affairs is difficult to determine, but a relationship can be observed using this data. These findings were consistent with those recorded in the U.S. and Finland. **Figure 38** shows the distribution of responses.

**Figure 38:**  
**Level of Interest in News of Voters/Volunteers/Donors**

Q: *Realistically, how interested are you in keeping up with news and current events as covered in news broadcasts on TV, radio, certain internet websites, and newspapers?*



#### 8.5 Civic Participation and Value of News

Respondents who reported participating in voting, donation, or volunteerism in the previous year, were more likely to agree that being informed about news brings social and professional benefits. It is important to note, however, that some of those who did not participate reported being able to perceive these benefits. Among those who reported voting in the most recent election, 77 percent reported agreeing with the statement "If you are well-informed about news and current events, you get ahead in your school or career". 54 percent of non-voters also saw this benefit. This trend held for both volunteers and donors, and similar relationships can be observed.

Fewer participants overall agreed with statement "If you're well-informed about news and current events, you are seen as likeable to by others". 53 percent of volunteers agreed with the statement, as opposed to 43 percent of non-volunteers. Similar findings were recorded among voters and donors.

### **8.6 Participation and Time Spent on News per Medium**

On average, respondents reported spending about 103 minutes a day with various media consuming information about news and current events. In this study, small differences between voters, volunteers, and donors were observed based on how much time they spent with media for news. Voters reported spending approximately 99 minutes a day with media consuming news. Volunteers spent approximately 106 minutes, and donors approximately 98 minutes. Among those that did report participating in any civic engagement activity, time spent consuming news was approximately 83 minutes a day.

In terms of differences spent with individual media, no statistically significant trend was observed, other than the fact that those who are not engaged in any form of civic participation spend less time overall with media for news than do those who are engaged.

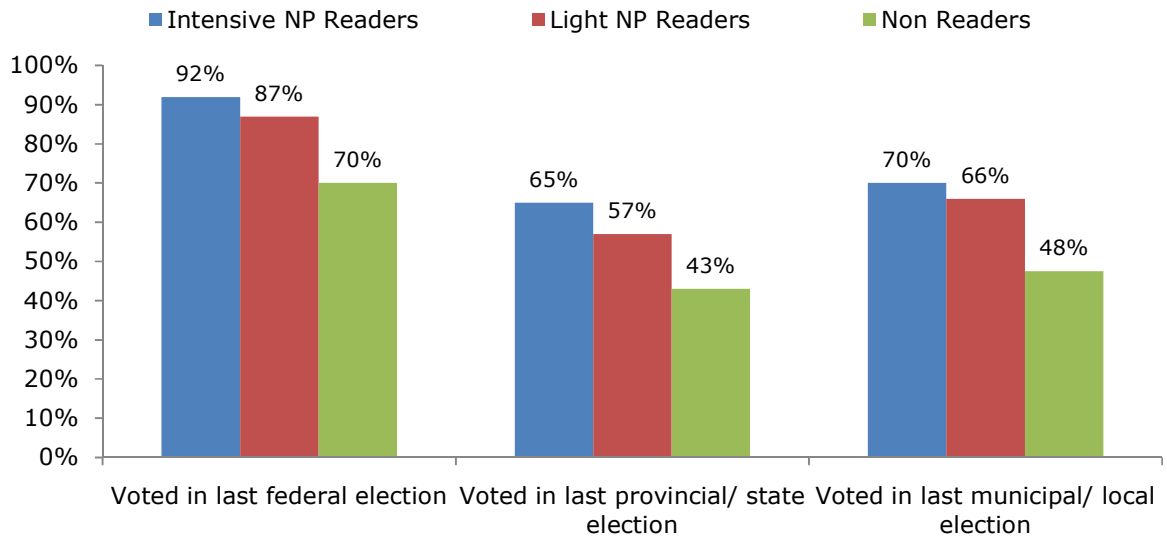
### **8.7 Participation and Frequency of Newspaper Reading**

In the analysis of this study the connection between newspaper reading and civic participation was explored. Clear distinctions can be seen in terms of depth of newspaper reading (in terms of time spent) and higher levels of participation in voting, volunteering and charitable donation. The distinctions made here are between "intensive readers" (those who spend more than 15 minutes a day with a newspaper), "light readers" (those who spend less than 15 minutes a day reading a newspaper) and "non-readers" (those who do not read any newspaper).

#### *Voting*

Intensive readers are most likely to vote at all levels of elections in the Netherlands. **Figure 39** shows voting rates among eligible voters in federal, provincial, and municipal elections, and compares the different responses between intensive readers, light readers, and non-readers. These findings are consistent with observations in the U.S. and Finland.

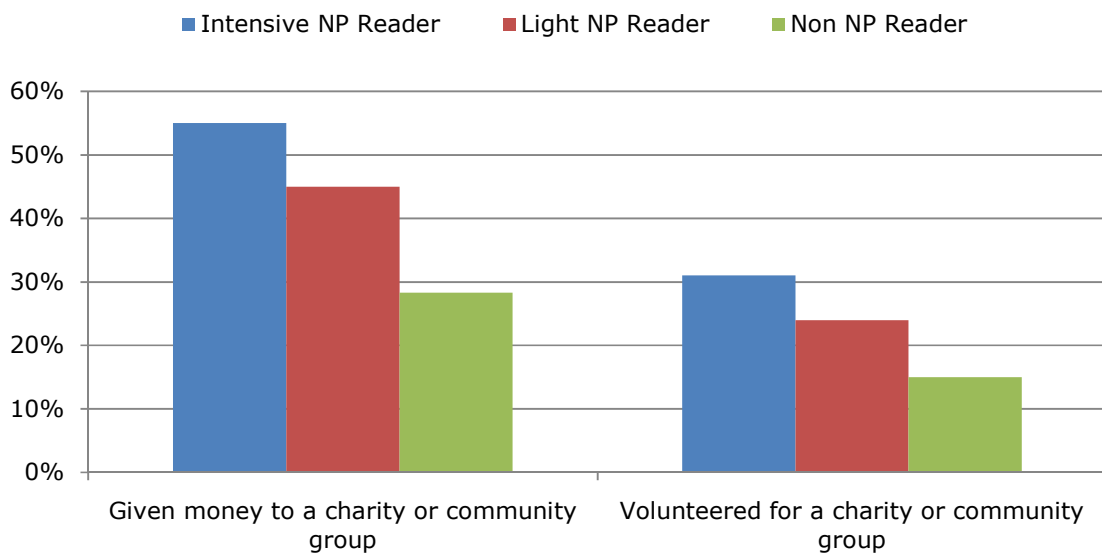
**Figure 39:**  
**Voting Rates among Eligible Voters**  
**by Intensity of Newspaper Readership**  
*Q: Please think of the most recent elections in your country.*  
*Did you vote in the most recent Federal/ Provincial/ Local election?*



### Volunteering and Charitable Donation

Similarly, there are important distinctions to be made between different types of readers and other forms of civic engagement. **Figure 40** shows these results.

**Figure 40:**  
**Volunteering and Donation**  
**by Time Spent with Newspapers**  
*Q: Did you give money to or volunteer for a charity or community group over the last twelve months?*



### Key Findings

- 22 percent of Dutch youth report volunteering in the last year and 41 percent said they donated to charity.
- Small numbers of Dutch youth report boycotting or purchasing products based on their values.
- Small numbers of Dutch youth use emerging online channels to participate politically.
- Most Dutch youth vote, though few participate in other forms of political engagement.
- The more engaged in social and political participation Dutch youth are, the more interested they are in news and the more time they spend on news media.
- The more time spent with a newspaper, the more likely Dutch youth with vote, volunteer and donate to charity.

## 9.0 Innovations

### **9.1 What would encourage greater newspaper readership?**

Study respondents were asked whether they believe that changes made to newspaper content could encourage greater readership. Changes were presented and compared in three different sections: changes related to newspaper content; changes related to a functional benefit, in terms of those that would provide social benefit to (or better representation of) young people and changes related to the format and delivery of newspaper content.

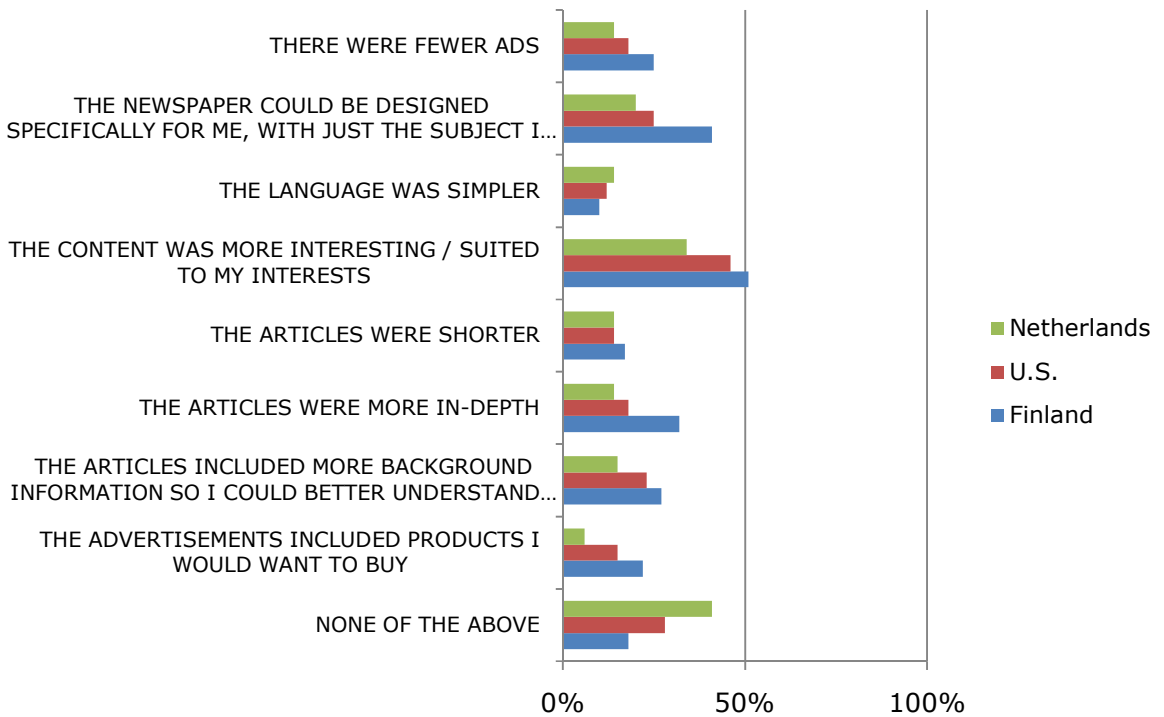
#### *Changes in newspaper content*

Participants generally did not appear to believe that the simplification or customization of newspaper content would encourage greater readership. Of the options presented, 40 percent chose “none of the above,” and this option was most likely to be chosen. Overall, Dutch participants were least likely to feel that changing newspaper content would encourage greater readership. 28 percent of U.S. respondents and 18 percent of Finnish respondents selected this option.

34 percent stated that greater readership could be encouraged if “The content was more interesting/suited to my interests”. 21 percent selected the option “The newspaper could be designed specifically for me, with just the subjects I choose”. Changes that would either provide more background content or depth; simplify or shorten articles; or reduce advertising were chosen by fewer than 20 percent of respondents. In general, Dutch respondents were less likely to select any of these options than participants in other Finland or the U.S.

**Figure 41:**  
**% Believing Given Incentives Would Encourage Greater Newspaper Reading**

*Q: Realistically, which of the following would REALLY encourage you to read paid newspapers, either printed or online?*

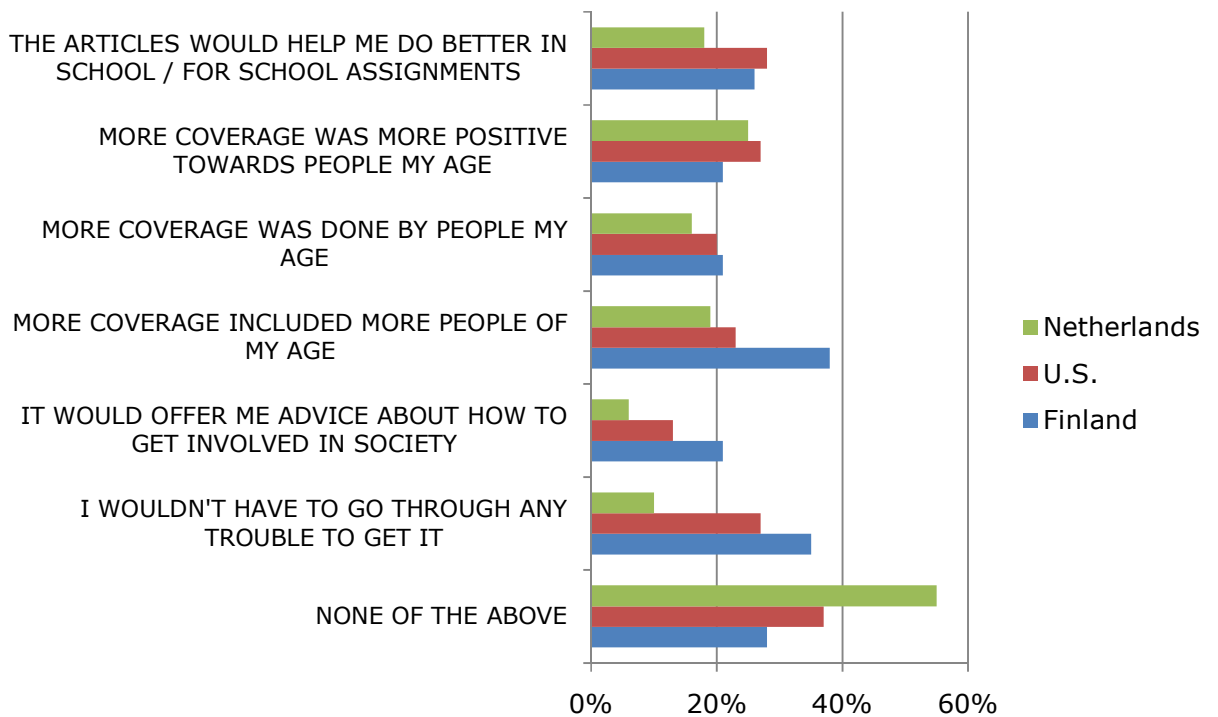


*Additional social benefit or representation*

Similarly, when presented with a variety of benefits that would either better represent youth views, or provide greater information on social participation, participants were most likely to say that none of these changes would bring about greater newspaper readership, with over half selecting “none of the above”. 20 percent said that having more coverage of young people would influence greater readership. 18 percent said that having articles that would help young people in school would influence greater newspaper readership. Options related to the presentation of a more positive image of young people or the inclusion of more advice about social participation were chosen by smaller percentages of respondents. Again, Dutch respondents were least likely to select any of these options when compared with Finnish or U.S. respondents and most likely to select “none of the above”.

**Figure 42:**  
**% Believing Given Incentives Would Encourage Greater Newspaper Reading**

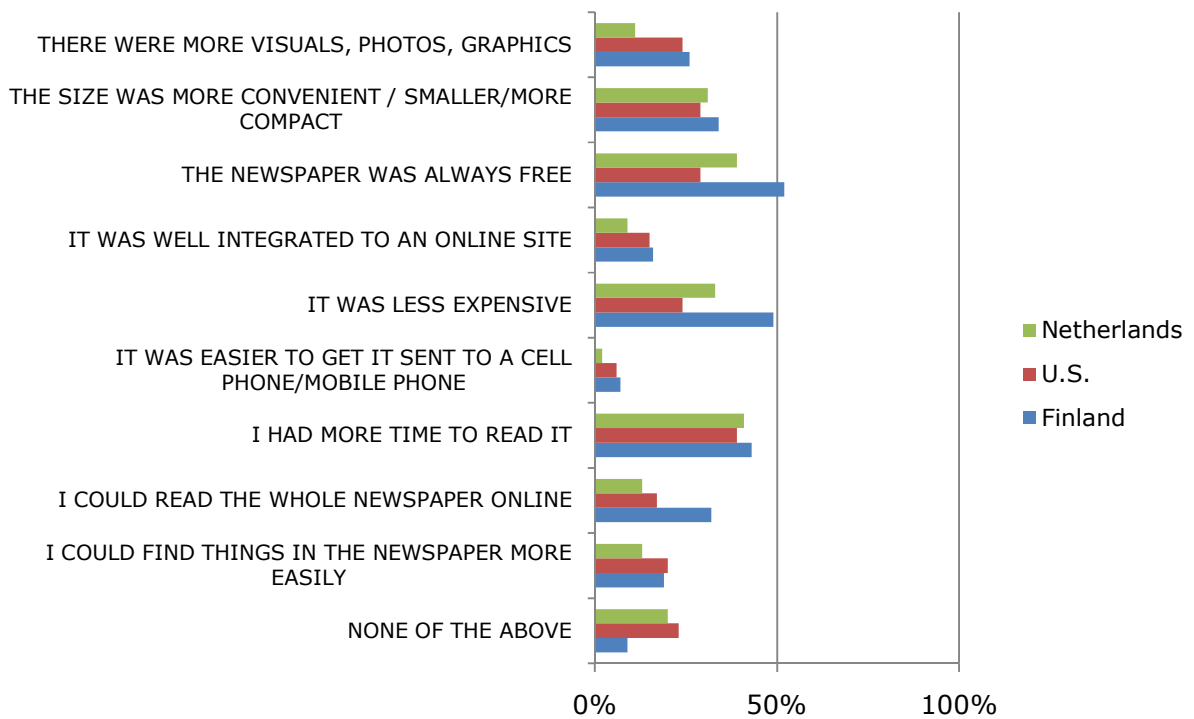
*Q: Realistically, which of the following would REALLY encourage you to read paid newspapers, either printed or online?*



*Changes to Newspaper Format or Ritual*

When presented with a variety of changes in the newspaper format or ritual, respondents were most likely to say that they would read a newspaper more often if they had more time. It is important to note that the cost of newspaper reading appears to be a clear barrier to readership. 38 percent said that “If the newspaper was always free”, they would read it more often. 32 percent selected having a less expensive newspaper, and 31 percent said that having a smaller sized newspaper would encourage greater readership. Options related to online improvements or mobile delivery were rarely selected. The perception of newspaper reading being a time consuming activity is worth noting. Again, Dutch respondents were least likely to select any option offered and most likely to select “none of the above”.

**Figure 43:**  
**% Believing Given Incentives Would Encourage Greater Newspaper Reading**  
*Q: Realistically, which of the following would REALLY encourage you to read paid newspapers, either printed or online*



*Key Findings:*

- Dutch respondents do not generally believe changes or simplification of newspaper content would make them more likely to read one.
- About one fifth of Dutch youth say that having more coverage of young people or articles that would help young people in school would influence greater readership.
- The primary obstacle to newspaper readership is perceived by respondents as being lack of time.
- Dutch respondents are most likely to not feel that changes to the newspaper would encourage greater readership, whereas Finnish respondents are most likely to see opportunities for improvement.

## 10 Conclusions

- Young Dutch people are most likely to be interested in topics related to entertainment, though some key news topics are also of clear interest.
- Television is the dominant source of information, both for topics of entertainment and news topics, while time spent online is increasing.
- Young people tend to pick up bits of information from various sources, but they tend to use the same sources consistently. Those who have high interest in news are more likely to see newspapers as important for developing their opinions on issues. They are also more likely to discuss news with friends and family and see the broader benefits of being informed in their social, educational and professional lives.
- Dutch youth may not have a strong personal connection to newspaper reading, but they do see the informative value of newspapers. Free newspapers are likely to be seen as “just as good” as paid newspapers.
- While Newspaper in Education programming does not guarantee that people will become newspaper readers later in life, there appears to be a correlation between making this programming accessible to young people and their later newspaper readership.
- Paid and free newspaper readers are almost equally likely to be interested in news topics; non-readers are far less likely to be interested in any topics that were shown to them in this study.
- Those who do not regularly read a newspaper spend less time with media overall.
- Intensive newspaper readership correlates with greater levels of civic participation.



# Hoe beleven jongeren nieuws en actualiteit?

Rapportage van een kwalitatief onderzoek onder jongeren naar hun belevingswereld omtrent mediagebruik

**Voor: Stichting Krant in de Klas en VU/Windesheim**

**Contactpersonen: Fifi Schwarz, Nico Drok**

**Auteurs: Simone Maas, Jantien Belt en Anne Marleen Olthof**

**YoungWorks, januari 2009**

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## Inleiding

*“Vooral internet kies ik voor diepgang. Achtergrondinformatie over Mumbai zoek ik bijvoorbeeld op internet. De krant is actueel, dus per dag, internet gebruik je voor informatie over het land. De krant biedt het hele actuele, ik lees eerst de krant en als ik het niet snap gebruik ik internet.”* (Florentine, 17 jaar)

Dit is een rapportage van de uitkomsten van het onderzoek naar hoe jongeren nieuws en actualiteit consumeren, wat nieuws voor hen betekent en wat de relatie is tussen maatschappelijke betrokkenheid en nieuws onder jongeren.

Na een korte toelichting over de achtergrond en de opzet van dit onderzoek, worden de kernconclusies van het onderzoek behandeld. Tot slot zijn de resultaten van het onderzoek uiteengezet.

Mochten er vragen zijn over dit rapport dan kunt u contact opnemen met Jantien Belt via [jantien@youngworks.nl](mailto:jantien@youngworks.nl) of 020-4199840.



# 1 Plan van aanpak

## 1.1 Achtergrond

In 2007 nam de World Association of Newspapers (WAN) het initiatief om een internationaal onderzoek uit te voeren naar het krantenleesgedrag van jongeren. Het onderzoek wordt in diverse landen uitgevoerd in samenwerking met nationale opdrachtgevers. Voor het Nederlandse deel van het onderzoek zijn dat Stichting Krant in de Klas en de School of Media van VU / Windesheim.

De belangrijkste motieven voor deze organisaties om deel te nemen zijn de nadruk op mediacontent (i.p.v. mediatechnologie) en de relatie tussen maatschappelijke betrokkenheid en nieuwsgerichtheid. Het onderzoek dient met deze invalshoeken belangwekkende aanvullende informatie op te leveren in vergelijking met bestaande onderzoeken naar mediagebruik.

Het onderzoek valt uiteen in twee fasen: het eerste deel is een omvangrijke kwantitatieve studie waarin ruim 1.000 jongeren via online panels vragen beantwoorden over hun medium- en nieuwsgebruik. Dit kwantitatieve traject is gecoördineerd door het Canadese onderzoeksbureau Decode, dat tevens in opdracht van de WAN de internationale benchmarking met de andere deelnemende landen uitvoert.

Het tweede traject is een kwalitatief vervolg op het onderzoek door Decode. In de vorm van focusgroepen is jongeren gevraagd om in eigen woorden te omschrijven hoe en waarom zij welke media en bronnen gebruiken en hoe zij die waarderen.

Dit deel van de studie is uitgevoerd door onderzoeksbureau YoungWorks te Amsterdam.

## 1.2 Doelstellingen

De centrale doelstelling van Stichting Krant in de Klas en VU/Windesheim voor het kwalitatieve deel van het onderzoek luidt:

***Inzicht krijgen in het belang van nieuws en media voor het dagelijks leven van jongeren.***

Op basis hiervan zijn de volgende onderzoeksdoelstellingen geformuleerd:

- Inzicht krijgen in de betekenis van nieuws voor Nederlandse jongeren, dat wil zeggen: inzicht krijgen in de relevantie van nieuws voor jongeren en welke onderliggende waarden invloed hebben op hun perceptie hierop.
- Inzicht krijgen in het mediadiet van Nederlandse jongeren (wat, waar, wanneer, hoe en vooral waarom).
- In beeld krijgen of de maatschappelijke betrokkenheid van jongeren en hun mediagebruik gerelateerd zijn. Van belang is in hoeverre jongeren zich maatschappelijk betrokken *voelen* en wat de rol van de nieuwsmedia is in het uitvoeren van hun activiteiten.
- Up-to-date informatie over de verschillende belevingswerelden van jongeren ten aanzien van nieuwsmedia genereren en antwoord krijgen op de vraag waarom ze verschillende percepties hierop hebben.
- Inzicht krijgen in hoeverre jongeren betrokken en geïnteresseerd zijn in het zelf creëren van nieuwsberichten.

## 1.3 Plan van Aanpak

Het plan van aanpak is vastgesteld in overleg met Stichting Krant in de Klas en VU/Windesheim. Om zoveel mogelijk bruikbare antwoorden op alle vragen te krijgen hebben wij gekozen voor groepsgesprekken. Deze methode geeft diepgaand inzicht in de motivaties en beweegredenen van jongeren. Ook leiden groepsgesprekken tot een interactieve discussie waarbij jongeren kunnen reageren op elkaars meningen en ideeën, waardoor er een sneeuwbaaleffect ontstaat: jongeren stapelen idee op idee.

De groepsgesprekken zijn verlopen aan de hand van een checklist. De checklist voor het onderzoek is opgesteld door YoungWorks in overleg met de Stichting Krant in de Klas en VU/Windesheim.

Het veldwerk is uitgevoerd op 9 en 11 december 2008 in het gebouw van Seats2Meet in Utrecht. De gesprekken werden geleid door ervaren moderatoren van YoungWorks.

De onderzoeksdoelgroep wordt gevormd door Nederlandse jeugd in de leeftijd van 15-29 jaar. De groep respondenten moest representatief zijn voor Nederland, wat een mix van locatie, educatie, etnische achtergrond, geslacht en leeftijd betekende.

Er vonden 4 groepsgesprekken plaats met elk 6 tot 8 jongeren en een duur van 2,5 uur per gesprek, waarvan:

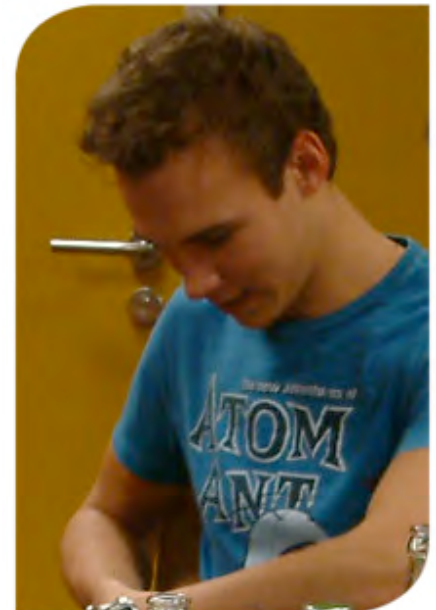
- 1 groep met jongeren in de leeftijd van 15-17 jaar (scholieren)
- 1 groep met jongeren in de leeftijd van 18-21 jaar (studenten)
- 1 groep met jongeren in de leeftijd van 22-24 jaar (studenten)
- 1 groep met jongeren in de leeftijd van 25-29 jaar (werkend)

Alle respondenten ontvingen voorafgaand aan het onderzoek een I-magazine, een soort mediadagboekje waarin de deelnemers hun mediagebruik en nieuws updates invulden voor een periode van zeven dagen. Deze dagboekjes zijn gebruikt als input voor de groepsgesprekken.

#### **1.4 Algemene opmerkingen t.a.v. het onderzoek**

Alvorens de conclusies te behandelen, volgen hieronder enkele algemene opmerkingen met betrekking tot het onderzoek:

- Kwalitatief onderzoek is kleinschalig en explorierend in aard. De resultaten zijn dan ook richtinggevend en inspirerend, maar geen statistische zekerheden.
- Het onderwerp ‘mediagebruik en -beleving’ is zeer breed. De meeste deelnemers hebben er nooit eerder over nagedacht (behalve studenten in de sociale wetenschappen), dus bleek het soms lastig om diep te graven en discussies los te maken.
- Over het algemeen lijken opleiding en sociale achtergrond van respondenten meer van invloed op verschillen in opinie en beleving dan leeftijd of geslacht.
- Maatschappelijke betrokkenheid en de relatie met mediagebruik is in deze groepen niet goed vast te stellen. Op een enkele uitzondering na bleek geen enkele jongere maatschappelijk of politiek actief (bv vrijwilligerswerk, helpen sportvereniging).



## 2 Kernconclusies

In dit hoofdstuk beschrijven we kort de belangrijkste conclusies uit dit onderzoeksproject.

- **Nieuws en actualiteit**

*Elke dag (snel) op de hoogte zijn van het belangrijkste nieuws is een behoefte die door vrijwel alle jongeren die we gesproken hebben wordt gevoeld. Jongeren zijn nieuwsgierig, zoeken aansluiting op wereld gebeurtenissen en zien nieuwsgaring als essentieel onderdeel van algemene ontwikkeling en meningsvorming. Wel zijn er verschillen in de aard van de informatie: de lager opgeleiden hebben meer behoefte aan luchtig en regionaal nieuws; hoger opgeleiden willen zakelijker en meer achtergrond nieuws.*

*Jongeren zijn goed in staat verschillende typen nieuws te onderscheiden, met name het onderscheid serieus/kwalitatief/'echt' nieuws (tv journaals, betaalde kranten) versus luchtig/vluchtig/'nep' nieuws (shownieuws, soms: gratis kranten).*

- **Informatie format**

*Jongeren blijken vooral behoefte te hebben aan actueel nieuws, gepresenteerd in snelle korte nieuwsflitsen, in een mix van zakelijk/hard versus leuk/soft nieuws. Hier zijn ze ook mee opgevoed en opgegroeid.*

*Bovendien zijn de jongeren die we gesproken hebben gewend aan 'gratis' nieuws via internet en via gratis kranten. De betaalde krant met haar langere artikelen en serieus volwassen imago past niet in dit profiel en valt niet automatisch binnen hun dagelijkse blikveld.*

- **Mediagebruik algemeen**

*De meest gebruikte media voor jongeren zijn internet en tv. Internet is het meest veelzijdige medium; het wordt gebruikt als basis voor sociaal contact en om dagelijks te netwerken. Maar ook als bron van snelle nieuwsfeitjes en informatie voor studiedoeleinden en om achtergrondinformatie bij een nieuwsgebeurtenis op te zoeken.*

- **De krant**

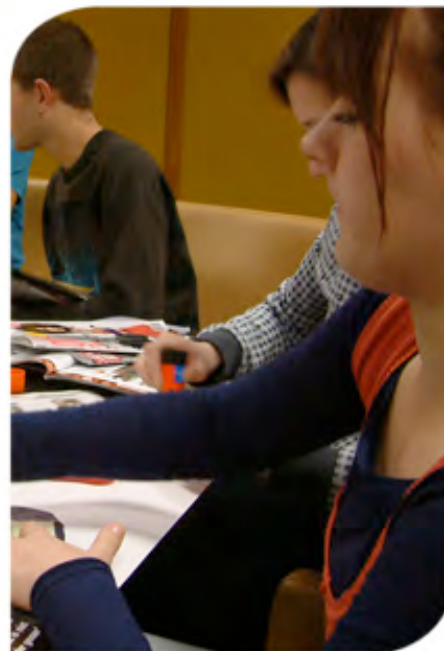
*De gratis krant wordt door reizende jongeren meegenomen, snel gescand en geapprecieerd: het is gratis nieuws, makkelijk leesbaar en geeft je iets te doen onderweg.*

*De betaalde krant wordt vooral meegelezen, maar wordt nauwelijks zelfstandig aangeschaft. De hoge kosten maar ook de toegankelijkheid (veel diepgravende informatie), de aansprekendheid (meer hard nieuws, minder aansluiting op jongeren) en met name de gepercipieerde beperkte toegevoegde waarde naast het nieuws via andere media, lijken de belangrijkste redenen.*

*Hoewel de betaalde krant wel als serieus en betrouwbaar wordt ervaren, vormen objectiviteit, diepgang en hogere investeringen nauwelijks selectiecriteria of motieven voor het kiezen voor de betaalde krant:*

- *Deze aspecten lijken minder relevant voor jongeren.*
- *Deze aspecten worden als weinig onderscheidend ervaren (gevoel: één pot nat).*
- *Soms gelooft men überhaupt niet (meer) in de zuivere objectiviteit van media.*

- **Het imago van de krant**



*Het imago van de krant is enerzijds positief vanuit nostalgische sentimenten, zoals een kopje koffie met een krantje, ouders die de krant hebben en het nieuws door de brievenbus ontvangen. Anderzijds kampt de krant met een volwassen, te serieus en ouderwets imago. Bovendien wordt een betaalde krant als duur beschouwd.*

- **De toekomst van de krant**

*Het idee dat de krant bestaansrecht zou moeten hebben wordt rationeel wel bevestigd maar emotioneel niet gevoeld door jongeren; de betaalde krant is nu geen onderdeel van hun media-consumptie en lijkt voor de meesten al overbodig. In een andere verschijningsvorm, zoals de digitale krant of met een ander informatie format (korte snelle headlines, verwijzingen, mix van nieuws, persoonlijker toegesneden nieuws) zien jongeren wél perspectief voor de huidige krantenmakers.*

### **3 Resultaten**

In dit hoofdstuk beschrijven we de belangrijkste resultaten uit dit onderzoeksproject, vergezeld door citaten opgetekend uit de groepsdiscussies.

#### **3.1 Gebruik media**

De jongeren die we gesproken hebben, hebben redelijk vaste patronen in het gebruik van de media. Dit tot hun eigen verrassing; de meesten hebben niet eerder zo bewust hun mediagedrag bijgehouden en geanalyseerd.

*“Ik ben toch meer een gewoontedier dan ik dacht” (Michel, student, 18-21 jaar)*

*“Ik merkte dat er een behoorlijk ritme in mijn mediagedrag zat. En in het weekend is het direct anders, de gratis krant valt dan weg, ik lig langer in mijn bed en lees de krant bij mijn ouders” (Rianne, werkend, 25-29 jaar)*

De belangrijkste media voor de respondenten zijn internet en tv. Internet is belangrijk vanwege de sociale contacten en de snelle toegang tot informatie uit de wereld. De rol van tv wordt gevormd door de ‘traditionele en objectieve’ nieuwsgaring, het vermaak en de gezelligheid van het samen kijken. De jongeren geven aan dat de krant en radio als eerste gemist kunnen worden.

- **Internet** is voor de meeste jongeren de meetlat waarlangs de overige media gelegd worden. Het wordt beschouwd als het snelste, meest actuele, meest interactieve en meest persoonlijke medium. Het internetgebruik van jongeren is zeer veelzijdig:
  - Communicatiemiddel (e-mail, chatten);
  - Profilering / presentatie / community building (Facebook, Hyves, diverse fora);
  - Radio (muziek);
  - Tv ( door middel van ‘Uitzending gemist’);
  - Informatiebron voor school/studie;
  - Algemene nieuwsverschaffer (Nu.nl, Volkskrant);
  - Gamers.

Het nieuws en de actualiteit zijn voor de meeste jongeren één onderdeel uit het internet menu van elke dag. De voordelen van nieuws en actualiteit via internet zijn: snelheid van informatie/actualiteit, toegankelijkheid (medium binnen handbereik, je kunt het elk moment raadplegen) en format van korte headlines.

*“Ik lees elke dag Nu.nl, gewoon routine.” (Marjolein, studente, 22-24 jaar)*

*“Ik kan nieuws op internet lezen wanneer mij dat uitkomt, da’s fijn.” (Eva, studente, 22-24 jaar)*

- De **tv** dient vaak voor vermaak en entertainment, maar ook voor nieuws en actualiteit. Voor nieuws en actualiteit zijn populaire programma’s het NOS-journaal, RTL-nieuws, Pauw & Witteman en De Wereld Draait Door). Met name de oudere jongeren die we spraken (25-29 jaar) maken meer gebruik van tv voor het nieuws; men is het gewend, het nieuws wordt ervaren als deskundig en objectief. Ook

het 'opgediend' krijgen van nieuws bevalt goed, zeker als men werkt. Daarentegen kiezen jongeren jonger dan 20 jaar liever het internet of de gratis kranten voor het binnenhalen van nieuws.

*"Ik kijk liever het nieuws op tv. Ik kijk niet op Nu.nl of Telegraaf.nl. Na een hele dag werken doe ik liever andere dingen. De tv geeft mij rust."* (Rianne, werkend, 25-29 jaar)

*"Even snel bij MSN nieuws of Nu.nl, dan ben je snel op de hoogte. 's Avonds werk ik voor school of ben ik aan praten met vrienden door heel Nederland"* (Robbie, scholier, 15-17 jaar)

*"Als ik snel iets wil weten van een ongeluk of zo, dan is internet fijner. Maar op de bank naar nieuws kijken en dat zij bepalen wat belangrijk is vind ik ook fijn"* (Fiona, studente, 18-21 jaar)

- Het **radio**gebruik is laag onder thuiswonende jongeren. Meestal draaien ze muziek op de achtergrond. Een enkele keer wordt de radio specifiek aangezet voor nieuws en actualiteit.

*"Lekker achtergrondmuziek."* (Tjeerd, scholier, 15-17 jaar)

*"De radio heb ik nooit aan. Past niet in mijn patroon."* (Victor, werkend, 25-29 jaar)

- De **betaalde krant** wordt vooral thuis (bij de ouders) meegelezen. Afhankelijk van interesse en tijd wordt de krant gescand of uitgebreid gelezen. De deelnemers hebben meestal geen krant wanneer ze bij hun ouders geen krant hebben (gehad) en/of als men zelfstandig woont. Een enkele hoger opgeleide heeft een abonnement op NRC Next; het is dan vooral de combinatie van een degelijke betrouwbare krant met kort toegankelijk nieuws dat aanspreekt. De krant wordt trouwens niet altijd gelezen of pas de volgende dag ter hand genomen.

*"De NRC Next lees ik in een kwartiertje, ik lees binnenlands en buitenlands nieuws even snel door."* (Victor, werkend, 25-29 jaar)

*"Ik neem hem mee naar de sportschool de volgende dag."* (Wiemer, ondernemer, 22-24 jaar)

*"Ik heb wel een abonnement gehad, maar dat las ik nooit. Ik zag de ongelezen stapels en dat vond ik zonde."* (Eva, studente, 22-24 jaar)

- **Gratis kranten** zoals Spits en Metro worden meestal meegenomen door de reizende jongeren. Ze willen lekker iets te lezen hebben, en ze scannen snel de koppen zolang ze reizen. Ook dient de gratis krant soms als vermaak/entertainment, als een moment voor jezelf, om je even terugtrekken en om wakker te worden.

*"Als ik vroeg opsta wil ik mijn hersens wakker maken. Je zit in de trein, dus je pakt een krantje of je doet een puzzel."* (Marjolein, studente, 20-24 jaar)



### 3.2 Nieuws en actualiteit

- Voor meeste deelnemers is het belangrijk om elke dag op de hoogte te zijn van het dagelijkse nieuws. De meesten geven een 8 of een 9 als het gaat om het belang van nieuws. Men is nieuwsgierig naar wat er in de wereld is gebeurd en er is interesse in 'vervolgverhalen'. Daarnaast speelt de sociale component een rol: men wil mee kunnen praten en het is belangrijk dat je niet de enige bent die van niets weet:

*"Je moet gewoon op de hoogte zijn van wat er gebeurt."* (Michel, student, 22-24 jaar)

*"Ik heb pas sinds een jaar de behoefte om het nieuws te kennen. Twee jaar geleden wilde ik alleen maar dansen en feesten. Bij mijn stage ben ik meer geïnteresseerd geraakt in werken. Het begon met*

*low class nieuws. Nu pak ik internet erbij of de krant van mijn moeder.” (Marjolein, studente, 20-24 jaar)*

*“Je toont betrokkenheid. Je komt anders ook heel dommig over” (Mariëlle, werkend, 25-29 jaar)*

*“Voor het werk wat ik doe, moet ik weten wat er in de wereld speelt.” (Rianne, werkend, 25-29 jaar)*

*“Ik vind het fijn dat ik mee kan praten.” (Teun, student, 18-21 jaar)*

- Nieuws en actualiteit zijn eveneens belangrijk in meningsvorming. De 15+ jongere en lager opgeleide heeft daarbij vooral behoefte om direct kennis te nemen van meningen van anderen via chats of fora. Oudere deelnemers stoot dit juist af of zijn daar moe van; zij hechten meer waarde aan zelfstandig je mening vormen door het lezen van informatie, achtergrond artikelen of commentaar, en middels live discussies met ‘soortgenoten’.

*“Liedjes kijk ik op YouTube en dan kijk ik naar meningen eronder; dan kan ik mijn eigen mening vormen.” (Robbie, scholier, 15-17 jaar)*

*“Ik kan wel zonder nieuws, maar ik wil niet zonder. Ik vind de samenhang tussen alle dingen interessant.” (Victor, werkend, 25-29 jaar)*

- Jongeren snellen vooral de koppen en prefereren korte stukjes nieuws, die makkelijk en snel te behappen zijn (versus langere artikelen of achtergrond verhalen). Ook is men gewend aan een mix van hard zakelijk of politiek nieuws versus entertainment nieuws (showbizz, muziek, films). Zowel internet als de gratis kranten voldoen aan dit profiel. De (betaalde) krant wijkt hiervan af.
- Men is goed in staat verschillende typen nieuws te onderscheiden, variërend van wereldnieuws, sportnieuws, shownieuws en economisch nieuws, tot muziek- en modenieuws.

Ook als het gaat om de kwaliteitsperceptie tussen zenders wordt duidelijk onderscheid gemaakt. De informatie in tv journaals en betaalde kranten wordt beschouwd als serieus, kwalitatief en ‘echt’ nieuws. Daarentegen worden programma’s als Shownieuws (en soms de informatie uit gratis kranten) als minder volledig, minder waarheidsgetrouw en minder feitelijk beschouwd.

*“Nu heb je SBS met Joling, dat kan ik geen nieuws meer noemen. Jammer. Nieuws moet niet richting amusement gaan; heeft het dan nog waarde?” (Wiemer, ondernemer, 22-24 jaar)*

Wel wordt ook dat soort ‘nieuws’ door velen wel prettig ervaren: het is luchtig, vaak actueel, je kunt er makkelijk over mee praten en je hoeft het niet serieus te nemen:

*“Van luchtig nieuws kan het me eigenlijk niet veel schelen of het waar is. Maar voor politiek is het wel belangrijk dat het geloofwaardig is.” (Jacqueline, scholiere, 15-17 jaar)*

*“Als je gaat liegen over de staat dan beïnvloedt dat veel meer mensen dan luchtig nieuws over bijvoorbeeld Gordon.” (Tjeerd, scholier, 15-17 jaar)*

*“Roddels zijn ook actualiteit, zoals nieuws over Popstars.” (Michel, student, 22-24 jaar)*

- Het zelf creëren van nieuws (d.m.v. weblogs, ingezonden stukken in de krant, het aandragen van nieuws aan media) is niet iets waar jongeren zich actief mee bezig houden. De meesten hebben daar weinig interesse in of tijd voor. Bovendien leeft ook het idee dat echt objectief nieuws vooral door professionals als journalisten en verslaggevers verzorgd moet worden.

### **3.3 Kranten (betaald)**

- Enerzijds wordt de krant ervaren als positief traditioneel (soms bijna nostalgisch), makkelijk (elke dag nieuws op de mat), prettige manier van informatieverschaffing (leest lekker, kopje koffie) en kwalitatief goed (achtergronden, meer informatie dan alleen headlines op internet of gratis krant). Anderzijds wordt de krant ook ervaren als een serieus ‘volwassen’ medium dat meer tijd en aandacht vraagt dan waar de jongeren tijd voor hebben/willen nemen. De krant staat ook voor ouderwets, geen meerwaarde, duur, geen tijd om te lezen dus al snel zonde van het geld.

- De krant met het nieuws is al voor velen ‘vervangen’ door internet (koppensnellen) en door de gratis kranten. Internet kent bovendien specifieke voordelen: snelheid van nieuws, kort en krachtig, elk moment van de dag, en het past in de dagelijkse media routine (men zit al vaak op internet en pikt dan nieuws mee). Ook is de veelzijdigheid van internet weer een voordeel: men kan er snel nieuws vinden, maar ook meer diepgaande of juist bredere informatie over dezelfde of aangrenzende onderwerpen.

*“Op internet kun je doorlinken. Op tv en krant krijg je wat ze bedacht hebben.” (Mariëlle, werkend, 25-29 jaar)*

- Onderscheid in krantbeleving tussen doelgroepen:
  - Onder jonge lager opgeleiden (15/16 jaar) is geen of weinig wezenlijke interesse in hard nieuws en actualiteit middels de krant; wel in informatie over de eigen subcultuur (internet) of in regionaal nieuws (internet, regionale krant).
  - Onder jonge hoger opgeleiden is duidelijk meer interesse en meer gebruik van de krant, vaak in de thuiswoonsituatie.
  - Onder studerende jongeren (18-25 jaar) past het lezen van de krant niet in hun drukke onregelmatige schema; de krant wordt als duur ervaren en als extra informatie bovenop internet informatie.
- Het onderscheidende karakter van de betaalde krant versus bijvoorbeeld gratis kranten in aspecten als diepgang, kosten, objectiviteit en kennis van zaken wordt wel herkend maar blijkt niet altijd relevant voor jongeren.
  - **Diepgang:** voor de oudere deelnemers en hoger opgeleiden is diepgang meer relevant dan voor de jonge deelnemers en lager opgeleiden. Diepgang komt juist voor de jongste en lager opgeleiden minder positief over: meer serieus, minder makkelijk informatie tot je nemen, langer (moeten) lezen.

*“Ik hoef niet zo diep op alles in te gaan. Grammy’s zijn leuk om te lezen, dan kijk ik naar uitslagen op internet. Snelheid is dan het belangrijkste.” (Robbie, scholier, 15-17 jaar)*

*“Nieuws mag toch best leuk zijn?” (Michel, student, 18-21 jaar)*

*“Ik ga naar lezingen over de kredietcrisis, dus dat zegt genoeg.” (Florentine, scholiere, 15-17 jaar)*

De gratis krant wordt door vrijwel iedereen als oppervlakkig en weinig diepgaand beschouwd, maar dit wordt geaccepteerd binnen het kader van ‘snel en gratis’. Bovendien sluit het prima aan bij de behoefte op de ochtend: makkelijke hapklare brokjes luchtig nieuws.

- **Kosten van het nieuwsbedrijf en consequenties voor de aard van de nieuwsgaring:** hier hebben de deelnemers nauwelijks over nagedacht en een mening over gevormd; men heeft niet het idee dat informatie betrouwbaarder, interessanter of beter wordt door hogere investeringen of andere typen verslaggevers. Vooral als men nieuws opvat als korte nieuwsfeiten/headlines dan spelen kosten nauwelijks een rol; dat is voor nieuwsmakers in hun ogen ‘goedkoop’ en makkelijk te verkrijgen.

Jongeren zijn vooral geïnteresseerd in de financiële consequenties voor zichzelf; gratis kranten en ‘gratis’ internet vormen nu de standaard voor nieuwsvergaring.

*“De krant is gewoon duur. Ik kan het nieuws nu gratis krijgen. Ik zou alleen willen betalen als je de informatie nergens anders kunt zien.” (werkende, 25-29 jaar)*

- **Objectiviteit & Kennis van Zaken.** De reacties op het begrip Objectiviteit zijn uiteenlopend. De meeste jongeren vertrouwen erop dat het zakelijke/wereldnieuws wat tot ze komt voor het belangrijkste deel betrouwbaar en geloofwaardig is. De motivaties die ze geven zijn:
  - \* Het nieuws komt vaak uit gerenommeerde en bekende bronnen; algemene nieuwsbronnen (ANP) of correspondenten (“Die zitten er niet voor niks”).

- \* De media willen en moeten betrouwbaar zijn anders worden ze daar op afgerekend (publiekelijk).

*“Een droog krantenstukje is voor mij wel echt objectief.” (Michelle, werkend, 25-29 jaar)*

Tussen traditionele media als krant, tv en radio wordt door de deelnemers wel verschil ervaren in de kwaliteit van (hard) nieuws maar niet veel verschil als het gaat om betrouwbaarheid. Ook tussen gratis en betaalde kranten ziet men in dit opzicht niet veel verschil. Iedereen maakt immers gebruik van dezelfde bronnen en men brengt ook vaak hetzelfde nieuws, zij het net wat korter of net iets anders.

*“Eén pot nat.” (Romario, student, 18-21 jaar)*

*“Ik twijfel niet aan de betrouwbaarheid van het nieuws dat geselecteerd is door een redactie.” (Rianne, werkend, 25-29 jaar)*

*“Spits en Metro zijn net zo betrouwbaar als de NRC.” (Robbie, scholier, 15-17 jaar)*

*“De kwaliteit van betaalde kranten is wel beter. Het is uitgebreider en misschien kloppen de feiten beter. Maar dat weet je natuurlijk nooit zeker.” (Fiona, studente, 18-21 jaar)*

*“De gratis kranten nemen alles klakkeloos over.” “Als het klopt heb ik er geen moeite mee.”*

*“Maar al die berichten over Bassie die iemand zwanger had gemaakt, dat schudt je toch wakker?” (discussie studenten, 18-21 jaar)*

Wel merken de hoger opgeleide deelnemers op dat media kunnen manipuleren; het boek van Joris Luyendijk heeft bij sommigen de ogen geopend. Dit doet echter niets af aan het algemene vertrouwen dat de respondenten in de Nederlandse media hebben.

*“Het is een grote show. Mensen die nieuws maken zoeken het nieuwste nieuws.” (Marjolein, studente, 20-24 jaar)*

*“Ze filteren het nieuws wel denk ik.” (Tjeerd, scholier, 15-17 jaar)*

*“Als je dat boek van Joris Luyendijk hebt gelezen, weet je dat er gemanipuleerd wordt in berichten. Objectiviteit is sowieso al moeilijk in journalistiek.” (Eva, studente, 22-24 jaar)*

- **Het internet** wordt over het algemeen ook als betrouwbaar ervaren, maar sommigen zetten er kanttekeningen bij aangezien internet verschillende media en verschillende dimensies in zich draagt.
  - Algemene nieuwssite of kranten online zijn betrouwbaar en algemeen.
  - Weblogs: persoonlijke ervaringen, interessant; objectiviteit en geloofwaardigheid spelen geen rol.
  - Fora: meningen van anderen, interessant of onzin.

*“Ik zocht iets medisch op internet en toen kreeg ik allemaal verwarrende weblogs.” (Marjolein, studente, 20-24 jaar)*

*“Googelende patiënten zijn echt een ramp voor dokters. En op forums is er zoveel onzin.” (Michelle, studente geneeskunde, 20-24 jaar)*

*“Iedereen wil tegenwoordig een mening geven, maar dat interesseert me vaak niets.” (Eva, studente, 20-24 jaar)*

### 3.4 De krant verbeeld

Door middel van het maken van moodboards hebben jongeren de typische niet-kranten lezer en de typische krantenlezer gevisualiseerd (zie Moodboards in bijlage).

De krantenlezer wordt over het algemeen positief beoordeeld, maar is in de gekozen plaatjes ook regelmatig een oudere (saaie) man hetgeen het huidige imago en de afstand tot krant onder jongeren onderstreept.

*“Oudere mannen lezen veel kranten” (Fiona, studente, 18-21 jaar)*

Bij een typische krantenlezer komen globaal drie typen/persoonlijke dimensies naar voren:

- **De zakenmannen of zakenvrouwen:** krantenlezen is onderdeel van hun carrière; de krant is één van de manieren om ‘aangesloten’ zijn, belangrijk voor werk en persoonlijke ontwikkeling; geïnteresseerd in economisch nieuws, beursberichten en banen.  
*Sleutelwoorden:* zakelijk, stijlvol, mobiel (in alle opzichten), hip, van deze tijd.
- **De sociaal betrokkenen:** krantenlezen hoort bij hun persoonlijkheid, men voelt zich betrokken bij wat er gebeurt in de wereld.  
*Sleutelwoorden:* sociaal bewogen, betrokken, reizen, mensen met inhoud.
- **De intellectuelen:** lezen graag de krant, liefst niet de Telegraaf, het hoort bij hun levensstijl en levensinstelling, is verantwoord.  
*Sleutelwoorden:* slim, intelligent.

Ook de niet-krantenlezer kent twee dimensies:

- Soms ziet men de niet-lezer als minder slim tot zelfs dom, vooral geïnteresseerd in eigen wereldje, minder betrokken bij wat er gebeurt in de wereld, lager opgeleid en met een lager inkomen:  
*“Dit zijn van die enorme huisvrouwen.” (Marjolein, studente, 20-24 jaar)*
- Daarnaast toont men ook de jonge, moderne bewuste jongere/jong volwassene die zich van moderne media bedient:  
*“Niet-lezers zijn modepopjes, luchtiger, snel en jong, notebook op schoot en een iPhone, alles online.” (Lionne, werkend, 25-29 jaar)*



### 3.5 Kranten in de toekomst

- De stelling dat de betaalde krant in haar huidige vorm zou kunnen verdwijnen, blijkt op de meeste ondervraagde jongeren weinig impact te hebben. Men is gewend aan continu nieuwe ontwikkelingen en de krant wordt door een groot aantal toch al ervaren als een ouderwets medium voor volwassenen en oudere mensen.

De invloed van (het verdwijnen van) kranten en hun reacties op bijvoorbeeld democratie en meningsvorming zijn onderwerpen die ver van hun bed staan.

*“Het verdwijnen van de krant zou niet erg zijn. Alleen mijn oma zou het niet leuk vinden.” (Marjolein, werkend, 25-29 jaar)*

*“Voor mezelf op dit moment is het niet heel jammer. Ik neem niet genoeg tijd voor de krant” (Rianne, werkend, 25-29 jaar)*

*“Wij zullen de kranten misschien missen, maar onze kinderen niet.” (Florentine, scholiere, 15-17 jaar)*

Men verwacht trouwens niet dat de betaalde krant snel zal verdwijnen, maar dat haar verschijningsvorm zal veranderen is voor de meeste deelnemers een feit. Dan denkt men aan: iPhone, een zakcomputer met nieuws op elke moment van de dag of een compactere kleinere krant. Soms zelfs een krant die alleen korte berichten bevat met een doorverwijzing naar internet voor de achtergronden, of juist andersom.

*“De kranten zoals we ze nu kennen gaan weg, alles wordt online.” (Robbie, scholier, 15-17 jaar)*

*“je bladert erdoorheen als door een iPhone. Met duizenden opties, met reclames waar je op kunt klikken en dan meteen producten kopen. Met een automatische selectie in de onderwerpen waar jij in geïnteresseerd bent.” (Michel, student, 18-21 jaar)*

- Verschillende suggesties zijn gegeven om de bestaande krant inhoudelijk meer aansprekend te maken voor henzelf als mogelijke lezer:

#### **Wijze van informatie aanbieden**

- Mix van hard nieuws en lifestyle nieuws (“*Afwisseling is leuk*”).
- Korte headlines en verderop in de krant (of alleen desgewenst) langere achtergrond artikelen.

#### **Type inhoud**

- Meer over oplossingen en vervolgverhalen (“*Wat is er met het geld van de Tsunami gebeurd?*”) in plaats van alleen snel nieuws van de dag.
- Meer achtergrond verhalen (“*Als tegenhanger van sensatie*”), meer verdieping en geschiedenis
- Meer cultuur.
- Inspelen op de wereld van jongeren:
  - Bijvoorbeeld met name de communicatie behoeften en -patronen van jongeren (Hyves, Facebook, chatsessies);
  - Trendspotten (“*Neem een paar urban jongeren, laat zien wat er in de grote steden speelt.*”).
- Jonge journalisten of experts in muziek, games et cetera die (letterlijk) een eigen gezicht krijgen in de krant.

#### **Toon en stijl**

- Niet specifiek op jongeren richten: gevaar van in hokjes denken, stereotypen, “*Geen straattaal gebruiken, dat gaat altijd mis en irriteert.*”
- Meer kleur en meer foto’s.
- Meer werken met specials rond onderwerpen of thema’s (muziek, sport).

## 4 Bijlage

### 4.1 A. Collages

## Groep studenten 18-21 jaar



Groep: Teun, Romario en Michel

#### Wel Krantenlezer

Teun: *Marco Borsato is heel actueel en betrokken.*

Michel: *Die ene meneer met die bril is een typische krantlezer, slimme man, saai.*

Teun: *Martijn Krabbe is ook betrokken, vaak bezig met alles. Deze types zullen wel de krant lezen.*

Romario: *ze komen allemaal slim over.*

Teun: *Borsato is normale man, pakt 's ochtends de krant in ochtendjasje.*

Michel: *Laetitia Griffith hoort er ook bij, ze ziet er ook hoogopgeleid uit. Krantlezen hoort wel bij hoger opgeleiden. Bij krant denk ik aan NRC Next.*

#### Niet Krantenlezer

Michel: *De bimbo's! Blondje maakt het niks uit wat er in 3e wereld gebeurt, met haar Prada's.*

Teun: *zij vinden het veel belangrijker wat er met hen gebeurt.*

## Groep studenten 18-21 jaar



### Group: Emmy en Fiona

Emmy: Cabaretiers in de wel-categorie, niet-categorie zijn modellen en voetballers en Sonja Bakker.

Fiona: Jongen in midden heeft zo'n domme uitstraling.

Emmy: In wel-categorie Bob Dylan-type, artistiek, betrokken, intelligent, mensen met inhoud. Andere categorie heeft geen inhoud.



## Groep studenten 22-24 jaar



Groep: Wiemer en Marjolein

Marjolein: Hier heb je een hele intelligente actrice die bijvoorbeeld ook wel boeken schrijft. Van Kim Lian weet ik dat ze intelligent is, maar media maken haar beetje dom. helaas. Dat ene mannetje wil heel veel weten. Deze man heeft een bril en is een beetje een zakenman. Deze man ziet er ook wel intelligent uit. Zij op zich ook nog wel, maar heeft ook blond haar en lippenstift haha. Deze is bezig in natuur en heeft glas wijn. Dit zijn van die enorme huisvrouwen enzo.

Wiemer: Dit zijn de vriendinnen van tokki, die kunnen geen krant lezen en kunnen geen abonnement nemen vanwege bijstand. Burgerlijke huisvrouwen.

Marjolein: Oppervlakkig zijn ze, soaps is leidraad van hun leven.

Wiemer: Het zijn Veerkampjes-achtige mensen en zeker geen krant lezen.

Marjolein: Ze leren van elkaar en da's een heel laag niet wel.

Marjolein: Ik houd niet van hokjes, dus ik zet graag een model ertussen bij de mensen die wel een krant lezen. ik vind niet dat er qua uiterlijk iemand is die niet de krant zou lezen.

## Groep werkenden 25-29 jaar



Groep: Marielle, Lionne en Victor

Marielle: Krantenlezer: oude mannen die lezen veel kranten. Vrouwen gaan kopje koffie voor hun man zetten. Verantwoorde mensen.

Lionne: Ze hebben plezier in kranten lezen, gezellig. Citaat: je mening kan altijd bijgesteld worden, daar is een krant goed voor.

Marielle: Krant is goed voor je meningsvorming. Warme sfeer.

Lionne: Niet-lezers zijn modepopjes, wat luchtiger, jonger, snel en jong, notebook op schoot en een iPhone, alles online.

Marielle: Misschien ook beetje oppervlakkig.

# Youth Media DNA

## Netherlands Qualitative Rounds

### Long Interview Question Areas

**Start up:**

- Uitleg kwalitatieve sessie: objectieve vragensteller, open vragen en discussie, alle antwoorden en meningen zijn goed, rol van camera 's en opname apparatuur
- Kort voorstelrondje:
  - wie ben je
  - wat doe je in dagelijkse leven
  - wat zijn je passies
  - wat zijn je ambities in je leven

Doelstellingen	Vragen
<p><b>Media Dieet</b> (emotionele context gedurende dagelijkse routine, en hoe nieuws en informatie behoeften veranderen gedurende de dag)</p> <p><b>Timing: kort, 15 minuten</b></p>	<p><b>We bekijken de huiswerkopdracht eens om na te gaan welke nieuws en informatie behoeften jullie hebben, over de dag genomen</b></p> <p><b>1. Vroege ochtend, vanaf moment van wakker worden tot ongeveer 10 's morgens</b> Op een gemiddelde dag:</p> <ul style="list-style-type: none"> <li>• Beschrijf zoveel mogelijk je dagelijkse ritueel/routine. Wat doe je zoal op deze momenten? Met wie ben je samen en met wie heb je contact?</li> <li>• Wat zou je WILLEN weten ten aanzien van nieuws en informatie op deze momenten? Waarom?</li> <li>• Van welke media zou je eventueel gebruikmaken op deze momenten? Waarom?</li> <li>• Beschrijf de rol van kranten in jouw media gebruik. Waar gebruik je de krant voor op deze momenten? Waarom?</li> <li>• Hoe zit het met online kranten? Beschrijf eens de rol die online kranten spelen voor jou.</li> </ul> <p><b>2. Late ochtend en middag van 10 's morgens tot 5 's middags</b> Idem</p> <p><b>3. Avond, van 5 's middags tot moment dat je naar bed gaat</b> Idem</p> <p><b>4. Eigen 'media menu'</b></p> <ul style="list-style-type: none"> <li>▪ Wat valt je nu op aan je eigen media gebruik; de bronnen die je gebruikt, de momenten, de mate waarin je gebruikt maakt?</li> <li>▪ Wat vind jij belangrijk als het gaat om nieuws vergaren of informatie krijgen. Met andere woorden welke criteria hanteer je bewust of onbewust?</li> </ul>

<p><b>Betekenis van nieuws voor jongeren</b></p> <p><b>Timing: 20 minuten</b></p> <p><i>Doelstellingen: probeer inzicht te krijgen in de benefits van het goed geïnformeerd zijn, en de in percepties van hen die goed geïnformeerd zijn. Zijn ze positief, vervreemdend, vreemd? Is het aspiratief voor jongeren om goed geïnformeerd te zijn of als zodanig gepercipieerd te worden?</i></p>	<p><b>Beschrijf en visualiseer personen van jouw leeftijd die geïnteresseerd zijn in nieuws en actualiteit.</b> <b>(Maken van moodboard, groepsgewijs of in 2 groepjes)</b></p> <ul style="list-style-type: none"> <li>• Wat zijn dat voor types, personen? Beschrijf hun persoonlijkheid: vriendelijk, spraakzaam, populair etc.</li> <li>• Welke activiteiten? Hoe worden ze gezien door anderen, waarom?</li> <li>• Hoe goed gaat het op school of in werk?]</li> </ul> <p><b>Beschrijf en visualiseer personen van jouw leeftijd die de krant lezen</b> <b>(Maken van moodboard, groepsgewijs of in 2 groepjes; men mag plaatjes van vorige moodboard gebruiken of opnieuw selecteren)</b></p> <ul style="list-style-type: none"> <li>• Wat voor types zijn dat? Is dat een ander persoon dan de persoon die goed geïnformeerd is met nieuws and actualiteit (hierboven beschreven)?</li> </ul>
<p><b>Percepties van nieuws media</b></p> <p><b>Timing: 45 minuten</b></p> <p><i>Doelstellingen: Probeer een gevoel te krijgen onder jongeren van hun bekendheid met en hun interesse in verschillende nieuwsbronnen, de werkwijze en kwaliteit van nieuws inhoud</i></p> <p><b>Media=alle soorten bronnen, niet alleen conventionele media!</b></p> <p><b>Nieuws en actualiteit ook inclusief sport, lifestyle/mode, muziek, film etc.</b></p> <p><b>Krant= ook krant online</b></p>	<p><b>Op flipover: Belang van nieuws en actualiteit</b></p> <ul style="list-style-type: none"> <li>• Nieuws: spontane reacties</li> <li>• Media: spontane reacties</li> <li>• Op een schaal van 1 tot 10, hoe belangrijk zijn nieuws en actualiteit in je leven? Leg uit waarom dit cijfer?</li> <li>• Indien niet genoemd: Hoe zit het met entertainment en sport, film, muziek etc?</li> <li>• Denk eens aan de verschillende bedrijven en media die nieuws en informatie brengen: televisie, radio, betaalde kranten, gratis kranten, internet media</li> <li>• Zijn er media bij die jou relevant nieuws en informatie aanbieden? Welke media zijn meer relevant? Waarom?</li> <li>• Wat is de sfeer en de setting van verschillende media; hoe voel je je als je er gebruik van maakt, wat 'doet' het met je?</li> <li>• Hoe zit het met kranten, hoe relevant zijn deze? (alleen vragen als kranten hiervoor niet genoemd zijn)</li> </ul> <p><b>Geloofwaardigheid en de media</b></p> <ul style="list-style-type: none"> <li>• Spontane reacties</li> <li>• Waar denken jullie aan als het gaat om geloofwaardigheid? Aan welke aspecten, welke media</li> <li>• Verschilt het per medium type (televisie, radio, kranten, internet media)</li> <li>• Geef voorbeelden</li> <li>• Hoe belangrijk is geloofwaardigheid als het gaat om jouw media gebruik (hoe, hoeveel); in hoeverre speelt het een rol in je keuze</li> </ul> <p><b>Diepgang in verslaggeving/informatie:</b></p> <ul style="list-style-type: none"> <li>• Wat betekent 'diepgang verslaggeving/informatie voor jou? In welke situaties/welke onderwerpen is dit belangrijk? Waarom?</li> <li>• Op een schaal van 1 tot 10, hoe belangrijk is het voor jou om details in nieuws en informatie te verkrijgen? Waarom? (<i>doorvragen op interesse, sociale/ werk voordelen</i>)</li> <li>• Welk medium biedt de meeste diepgang in nieuws en informatie? Waarom?</li> <li>• Hoe zit het met kranten (als krant hiervoor niet genoemd is)</li> </ul> <p><b>Reikwijdte (variatie) van verslaggeving/informatie:</b></p> <ul style="list-style-type: none"> <li>• Van welke (soort) onderwerpen of bronnen zou jij op breed gebied informatie willen ontvangen?</li> <li>• Op een schaal van 1 tot 10, hoe belangrijk is het voor jou om inzicht te krijgen in een brede range van nieuws issues, entertainment en gebeurtenissen? (Waarom?)</li> <li>• Welk medium biedt het beste nieuws en informatie op een breed gebied? Hoe zit het met entertainment? Waarom?</li> <li>• Hoe zit het met kranten (alleen vragen als krant hiervoor niet genoemd is)</li> </ul> <p><b>Werkwijzen tussen media en type informatie &amp; nieuws</b></p>

	<ul style="list-style-type: none"> <li>Als jij nieuws en informatie krijgt, denk je dan ook aan de manier waarop de informatie wordt samengesteld en gepresenteerd? Waarom wel of waarom niet? <ul style="list-style-type: none"> <li>Zo ja, beschrijf een gebeurtenis of nieuws item en hoe het op verschillende gecovered door verschillende nieuws media.</li> <li>Zo nee, is het belangrijk om te begrijpen hoe nieuws en informatie wordt verzameld en gepresenteerd, Waarom wel of waarom niet?</li> </ul> </li> <li>In hoeverre speelt kostenaspect een rol in de nieuwsmedia die je gebruikt? Waarom wel of waarom niet?</li> <li>In hoeverre denk je na over de vaardigheden/expertise van verslaggevers en experts? Waarom wel of waarom niet?</li> </ul> <p><b>Kosten en perceptie van verschillende nieuwsmedia</b></p> <ul style="list-style-type: none"> <li>Spontane reacties</li> <li>Sta je er wel eens bij stil wat de nieuwsgaring/nieuws brengen kost</li> <li>Beoordeel je media anders op basis van hoeveel het kost? Waarom wel of waarom niet?</li> <li>Ben je minder kritisch ten aanzien van een nieuwsbron/nieuwsmedia als het gratis is? Waarom wel, waarom niet?</li> <li>Ben je bereid meer te betalen voor betere informatie?</li> <li>Stel dat informatie niet gratis zou zijn (internet, gratis kranten), wat zou dat voor je betekenen? Zou je moeite doen (hoe/hoeveel) om je te informeren over wat er in de wereld gebeurt?</li> </ul> <p><b>Nieuwsmedia en het aantrekken/aanspreken van jongeren/jullie</b>  <b>[probeer zoveel mogelijk onderscheid te maken verschillende nieuwsmedia; radio, tv, kranten, internet etc]</b></p> <ul style="list-style-type: none"> <li>Spontane reacties</li> <li>Voel je je aangesproken door huidige nieuwsmedia</li> <li>Indien niet; hoe moeten nieuwsmedia meer jongeren aanspreken/aantrekken?</li> <li>Wat zou jij doen als je verantwoordelijk bent bij <u>krant</u> voor aantrekken van meer jonge lezers: <ul style="list-style-type: none"> <li>Laat ze nadenken, even eerste reacties opschrijven, kan ev met zijn 2'en. Dan bespreken in groep</li> <li>Geholpen (indien niet aan bod gekomen): <ul style="list-style-type: none"> <li>Andere onderwerpen</li> <li>andere manier van schrijven</li> <li>meer/minder achtergronden</li> <li>meer/minder opinie</li> <li>meer/minder (bewegend) beeld</li> <li>meer/minder ruimte voor interactie / inbreng door de lezers/gebruikers</li> </ul> </li> </ul> </li> <li>Stel dat een <b>krant</b> dit doorvoert, zou je dan vaker de krant lezen of gebruik je nog steeds andere bronnen en media? Waarom wel of waarom niet?</li> <li>Wat zijn topics waar jongeren/jullie over het algemeen in geïnteresseerd zijn? Waar vind je die terug, waar worden die gemist?</li> <li>Waarin verschillen jongeren/jullie van oudere doelgroepen als gaat om onderwerpen (bv entertainment en celeb nieuws?)</li> </ul>
<p><b>Burgelijke betrokkenheid en nieuws gebruik</b>  <b>Timing: 10 minuten</b>  <i>Doelstellingen: Begrip krijgen van motivaties achter burgerlijke betrokkenheid en of geïnformeerd zijn-betrokken zijn bij actuele zaken een motiverende factor is.</i></p>	<p><b>Jullie rol binnen de maatschappij</b></p> <ul style="list-style-type: none"> <li>Voel je je verbonden met de maatschappij? Waarom wel of waarom niet?</li> <li>Wat betekent 'verbonden met de maatschappij' voor jou?</li> <li>Hoe kun je daar concreet uiting aangeven, geef eens voorbeelden</li> <li>Hoe geef je daar zelf uiting aan?</li> <li>Hoe raak je betrokken in de maatschappij (breed en in directe omgeving) <i>Laat respondenten het zelf beschrijven en toelichten.</i></li> <li>Hoort <u>vrijwilligers werk</u> bij betrokkenheid bij de maatschappij: <ul style="list-style-type: none"> <li>Waarom wel/waarom niet</li> <li>Doe je zelf vrijwilligerswerk; wat, waarom, hoe gestart?</li> <li>Hebben nieuws en nieuwsmedia invloed gehad op je keuze</li> </ul> </li> <li>Hoort geld geven-<u>doneren</u> bij betrokkenheid bij de maatschappij: <ul style="list-style-type: none"> <li>Waarom wel/waarom niet</li> <li>Hoe staat het met jou en doneren; wat, waarom, hoe gestart?</li> <li>Hebben nieuws en nieuwsmedia invloed gehad op je keuze om wel of niet te doneren, keuze goede doelen</li> </ul> </li> <li>Hoort stemmen bij betrokkenheid bij de maatschappij: <ul style="list-style-type: none"> <li>Waarom wel/waarom niet</li> <li>Hoe staat het met jou en stemmen; waarom wel/niet,welke verkiezing etc?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Hebben nieuws en nieuwsmedia invloed gehad op je keuze om wel of niet te stemmen en de waarop je stemt</li> </ul>
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<p><b>Deelname in media</b>  <b>Timing: 10 minuten</b>  Objective: Begrijp a) de mate waarin jongeren betrokken zijn bij het produceren van content b) de mate waarin zij 'journalistiek door burgers' in de toekomst als nieuwsvergaring en nieuws rituelen zien</p>	<p><b>Jouw deelname aan nieuws en nieuws</b></p> <ul style="list-style-type: none"> <li>• Wil je onderdeel uitmaken/bijdragen aan nieuws, nieuwsgaring en nieuwsproductie?</li> <li>• Waarom wel en niet?</li> <li>• Indien wel, waar denk je aan, hoe, op welke manier</li> <li>• Reageer eens (persoonlijk geïnteresseerd, wat is voor jou het belang van): <ol style="list-style-type: none"> <li>a. Iets op een blog te zetten</li> <li>b. Een reactie op een nieuwsbericht te plaatsen (forum)</li> <li>c. Een brief geplaatst te krijgen in de (echte) krant</li> <li>d. Nieuws vergaren, verzamelen (versus reageren)</li> <li>e. Nieuws verzameld door een generatie/leeftijdgenoot (versus doorgewinterde oudere journalist versus leeftijd maakt niet uit)</li> <li>f. ....</li> </ol> </li> <li>• Mumbai/CNN voorbeeld inbrengen en laten reageren</li> </ul>
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<p><b>Kranten</b>  Objective: Kort afstemmen of perceptie rond kranten klopt met huidige aanbod, met name bij niet lezers</p> <p><b>Timing: 5 minuten en alleen indien tijd</b></p>	<p><b>Perceptie van kranten versus huidige aanbod. Paar kranten laten rondgaan en reacties bespreken</b></p> <ul style="list-style-type: none"> <li>• Wat leest men, en hoe. Wat leest men niet, is niet aansprekend?</li> <li>• Is het ook wat ze verwacht hadden/kennen?</li> <li>• Wat valt er nu op, wat is toch anders?</li> <li>• Waar liggen de kansen voor de krant?</li> </ul>
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<p><b>STELLINGEN:</b>  <b>Timing: 10 minuten</b>  <b>Kort bespreken of overslaan indien al in voorgaande goed behandeld en beantwoord</b></p>	<p><b>"Krantenorganisaties hebben hun producten de laatste 5 jaar veranderd."</b></p> <ol style="list-style-type: none"> <li>1. Ben je het eens met deze stelling? Waarom wel of waarom niet?</li> <li>2. Kun je iets opnoemen dat is veranderd t.a.v. de krant in de laatste 5 jaar? <ol style="list-style-type: none"> <li>a. Zo ja, wat? Is het effectief gebleken?</li> </ol> </li> <li>3. Hoe zit het met online kranten? Gebruik je ze? Waarom wel of waarom niet? <ol style="list-style-type: none"> <li>a. Als je een online krant leest, wat lees je dan meestal?</li> <li>b. Zijn er specifieke kenmerken van een online krant die goed aansluiten bij je behoeften? Welke zijn dat?</li> </ol> </li> </ol> <p><b>"Media zijn niet even geloofwaardig of betrouwbaar."</b></p> <ul style="list-style-type: none"> <li>• Ben je het eens met deze stelling? Waarom wel of waarom niet?</li> <li>• Welk medium is meest geloofwaardig in het aanbieden van nieuws en informatie? Waarom? En welk medium is het minst geloofwaardig? Waarom?</li> <li>• Vanuit een verslaggevers/journalistiek oogpunt, wat zijn de verschillen tussen verschillende media? Waarom?</li> <li>• Hoe zit het met kranten (alleen vragen als krant hiervoor niet genoemd is)</li> </ul> <p><b>"Een democratie kan zeker niet zonder de geschreven nieuws media."</b></p> <ul style="list-style-type: none"> <li>• Ben je het eens met deze stelling? Waarom wel of waarom niet?</li> <li>• Welke rol zie je voor jezelf om het nieuwsproces a. te begrijpen, b. te analyseren en c. te participeren?</li> <li>• Heeft het publiek de plicht om het nieuwsproces te begrijpen, analyseren en te participeren in het nieuws proces?</li> </ul> <p><b>"Bloggers moeten betaald worden voor hun werk"</b></p> <p><b>"Ik zou niks missen als er morgen geen papieren krant meer zou zijn"</b></p>
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**"Het bijhouden van nieuws is belangrijk voor je algemene ontwikkeling."**

**"Nieuws moet minder over problemen gaan en meer over oplossingen."**

**"Krantenlezers zijn vaker betrokken burgers dan mensen die geen kranten lezen."**

**"Als ik de krant lees, ben ik vooral gericht op: ..." (zelf laten invullen)**

**Daarna geholpen:**

**"Als ik de krant lees, ben ik vooral gericht op:**

- **het laatste nieuws**
- **uitleg en achtergrond van het nieuws**
- **meningen over actuele onderwerpen**
- **het doden van de tijd**
- **amusement**
- **mogelijkheden voor communicatie**
- **verslagen van wedstrijden, concerten e.d.**
- **praktische informatie over films, uitgaan, doktersdiensten, e.d.**

**Zelfde doen voor TV kijken en online zijn.**

**De onderstreepte antwoordmogelijkheden zijn het belangrijkste.**

**Eventueel, als er nog tijd over is, de weggehaalde stellingen nog doen:**

**"Verslaglegging door kranten over jongeren is meestal niet eerlijk"**

**"Omdat verslaglegging over jongeren niet eerlijk is, heb ik minder zin om de krant te lezen."**

- Ben je het eens met deze stelling? Waarom wel of waarom niet?
- Kunnen jonge mensen een rol spelen om kranten en andere nieuwsmedia te helpen jonge mensen zorgvuldiger te portretteren? Zou jij een rol hierin willen spelen als je de kans had?

**"Er is feitelijk geen verschil in de werkwijze en de kwaliteit van het product tussen nieuws van televisie, radio, gratis kranten, betaalde kranten, tijdschriften, online nieuws sites, of online**

***blogs.”***

- Ben je het eens met deze stelling? Waarom wel of waarom niet?
- Waarin liggen de verschillen? Waarin liggen de overeenkomsten
- Vanuit een verslaggevers/journalistiek oogpunt, wat zijn de verschillen tussen verschillende media? Waarom?
- Hoe zit het met kranten (alleen vragen als krant hiervoor niet genoemd is)

***“Als nieuwsmedia jonge kijkers en lezers willen aantrekken, dan moeten ze meer tijd steken in het bespreken van topics waar jongeren in geïnteresseerd zijn.”***

- Ben je het eens of oneens met de stelling? Waarom wel of waarom niet?
- Hoe moet het anders dan?
- Voorbeelden

***“Democratie kan niet functioneren zonder nieuws media”***

***“Een democratie kan zeker niet zonder de geschreven nieuws media.”***

- Ben je het eens met deze stelling? Waarom wel of waarom niet?
- Welke rol zie je voor jezelf om het nieuwsproces a. te begrijpen, b. te analyseren en c. te participeren
- Heeft het publiek de plicht om het nieuwsproces te begrijpen, analyseren en te participeren in het nieuws proces?