



The World Newspapers in Education Survey

This report represents the fifth time in a decade that WAN has produced a worldwide profile of Newspapers in Education programmes, and it remains the only worldwide research on this crucial activity. As from the beginning, the survey aims both to find out which countries have NIE services and to give information and inspiration to those who do not yet have Newspapers in Education.

What is NIE?

NIE, the acronym for Newspaper in Education, is the name of an educational partnership between the newspaper industry and participating school systems.

To our knowledge, NIE programs were first introduced in the 1930s. Today, on every continent there are programs and activities for preschool through college and beyond.

Schools may use newspapers at all grade levels to teach a variety of subjects -- history, reading, social science, mathematics, economics, composition, journalism and government, to name a few.

Outside the school walls, NIE programs can be found in prisons, senior citizen centers, institutions for the physically and mentally challenged and language classes for new residents from other countries.

In 1995 and 1997, we wrote that young teachers had the same media background as our children. This is still so. Many new teachers have spent a great deal of time in front of the television or a computer screen and less time with the printed page. Teachers are more and more likely to be comfortable with rapid change and shorter and shorter sound bites of information. This makes NIE more important than ever. This also means a great challenge for NIE.

Method of the Study

Most of the information in this survey has been collected through the use of a standard questionnaire containing 17 main questions.

We divided the questions into groups and asked for national structure of programs, statistics, NIE content, the position and partners for NIE and methods for measuring results.

Questionnaires were sent in several waves to all WAN member associations and to other newspaper contacts in early 2001 with reminders sent every second month until August 2001. We used a mix of ordinary mail, e-mail, fax, telephone and personal contact.

We received 57 completed questionnaires from 52 countries, including some double responses. Two answers came too late to be included in the statistics.

While our method of data collection cannot be classified as scientifically complete, we are confident that the answers give us valuable information nonetheless. And the following survey report is based on these answers, augmented by information collected through travel, meetings and literature (Appendix 2).

REACHING YOUNG READERS

THE 5TH WORLD SURVEY
OF NEWSPAPERS IN
EDUCATION (NIE)
PROGRAMMES



A global report by Jan Vincens Steen,
NIE Manager of Norske Avisers Landsforening,
the Norwegian newspaper association



PHOTOS: Peking Times (top), courtesy/NSK Japan (top), courtesy/NDP/Pravda in Belarus, The Netherlands

World Survey on Newspapers in Education Programmes

5th Edition

PAGE

- 1 The World Newspapers in Education Survey
- 1 What is NIE ?
- 1 Method of the Study
- 2 WAN and NIE
- 2 Executive Summary of Results

FINDINGS

- 5 Countries with NIE
- 6 How newspapers try to reach the young
- 8 Providing the newspapers
- 8 Age groups
- 9 NIE Content
- 9 Level of activity: use, effectiveness, growth
- 10 Newspaper department
- 11 Ministry involvement
- 11 Teacher training
- 11 National statute
- 12 Who publishes NIE material
- 13 Support for NIE
- 15 Importance of NIE activities
- 17 NIE Week
- 18 Measuring NIE results

APPENDICES

- 20 Appendix 1: Later respondents; Internet survey
- 20 Appendix 2: Examples of e-mail answers
- 21 Appendix 3: Level of NIE activities
- 27 Appendix 4: Questionnaire
- 32 Appendix 5: Contacts

Jan Vincens Steen is NIE Manager of Norske Avisers Landsforening, the Norwegian publishers association, and a member of the NIE Committee of the World Association of Newspapers. He is based in Oslo.

The World Association of Newspapers groups publishers associations in 71 countries and individual publishers and editors in more than 90 countries. WAN is based in Paris, France.



The World Association of Newspapers and NIE

WAN set up a permanent Newspaper in Education Committee in April 1991 in response to the growing need for a global exchange of information and views on questions concerning the use of newspapers in education and the general effort to encouraging young people to become newspaper readers. Committee members are newspaper publishers and other managers with NIE interests, or the NIE coordinators of newspaper publishers associations.

Projects of this Committee have included a permanent exchange of NIE information, publication of a World Survey of NIE programmes (four previous editions), publications of an NIE Newsletter (electronically since 2001) and, since 1993, the organization every two years of an International NIE Conference.

The Mission Statement of the NIE Committee is as follows:

“The WAN Newspaper in Education Committee exists to encourage the culture of reading newspapers through the establishment and development of Newspaper in Education programmes around the world. Such programmes should promote analytical reading skills and an appreciation of the role of the newspaper in a democratic society.”

A major task of the Committee is to help participating countries further develop the concern and awareness of the newspaper industry in the importance of NIE activities for ensuring future readers.

The Committee seeks ways of addressing issues such as:

- the exchange of ideas and information, particularly on specific NIE themes.
- how ideas can be applied to different countries and cultures.
- the collecting and encouragement of research; the promotion of collaboration and dissemination.
- seeking greater acceptance of the NIE concept around the world.
- ensuring that all NIE initiatives have educational validity.
- representing WAN before international organizations dealing with media and education.
- co-ordinating NIE activities internationally.

WAN includes NIE and young reader resources and links on its web site: www.wan-press.org

Executive Summary of Results

Response was higher this time compared to the earlier surveys. Additional information was gathered through personal contacts and email.

We focused on NIE and young reader programmes, not specifically on the use of Internet. WAN's survey from 1999 (Appendix 2) gives you more specific information about this.

We have more countries listed than ever. 52 compared to 35 in 1997, and 32 in 1994/95. This growth has many reasons. Some countries have actually just started, such as Estonia, Ghana and Iceland. Some others responded for the first time, such as Nigeria and Chile. Growth in numbers is highest in Africa, followed by Latin America and Europe. We now have 23 countries in Europe, 15 in Latin America, 8 in Asia, 4 in Africa, and 2 in The Pacific and Northern America. We are quite certain that there are more countries so numbers could reach 60 in the next survey!

Nearly 90 % of those who answered have some kind of NIE/Young Reader activity. We cannot conclude that all individual newspapers in the countries represented have NIE/young reader programmes, but we consider it confirmation that NIE exists even in countries where the newspaper association is not the coordinator.

Special pages and supplements are far more used than special newspapers targeted at children/young people. Reasons might be economic or a strong belief in using the main newspaper to reach the young instead of a creating a special newspaper. Supplements were also common among most of the countries in the 1997 survey.

There is a significant connection between newspapers that have programmes and the use of children as reporters.

We see a considerable growth in the use of free newspapers from 1995 with 46.4% and 1997 with 42.3%, to 2001 with 53.2%

Respondents were most likely to focus on students 12 to 16 years old. They add 11-year-olds as very important when asked about most important age groups. We believe that the respondents consider the age group they mostly work with as the most important.

The newspapers is still the main medium being used, by about 8 of 10 respondents, with the Internet used by slightly more than a quarter of respondents

When asked about topics for which teachers use the newspaper, respondents answered that "critical thinking" is most used, and add that "reading" is most effective. An "NIE Week" is the least common, and the use for "civics and social science" is growing the most.

The figures show that use is high on traditional activities like reading, writing, literacy, critical thinking and civics/social science. And the respondents consider traditional activities as most effective.

These traditional activities also have growth in use, but growth is also significant for "democratic values" and "tolerance".

NIE has always been placed in different departments, or in several in the individual newspapers. This survey found NIE departments worldwide most likely to reside in the commercial departments of newspapers.

Two respondents in ten reported that their country's government does NIE work. For example, the French education ministry has a special media education section (CLEMI) and the cultural department in Uruguay is involved in this work.

NIE is part of the essential training of teachers in about third of the countries. We asked this question for the first time.

In four out of ten countries, NIE is part of a national statute or "official curriculum." (In earlier surveys we asked a less rigorous question about whether the curriculum *stimulated* NIE, with an even higher positive response.)

The pattern for who publishes NIE materials has not changed substantially since 1997. Individual newspapers remain the main publisher of NIE material, more than 80 percent, closely followed by organizations, about 70 percent. Slightly under half of respondents reported that private consultants are producing such materials, and about 40 percent reported that government ministries are doing so.

Our respondents were most likely to see increasing support for NIE among teachers (76.6%), children (71.7%) and individual newspapers (65.3%). About half saw increasing support among school administrators and newspaper associations.

These figures show us that our main target groups children and teachers have highest level of support for NIE. And that individual newspapers are more supportive than organizations.

Our respondents put a high emphasis on the importance of training teachers, with more than three-quarters considering this activity as "very important," followed by influencing school officials and developing teaching aids. Half the respondents ranked "selling newspapers" as very important. In 1997 we also asked respondents to rank various activities, and we notice that the importance of developing teaching aids has risen dramatically. There are no other big changes since 1997.

Thus, it seems that content and school orientation continue to be regarded as more important than distribution of newspapers to schools.

Interestingly, actual use of a special NIE Week seems to be remaining stable. About a third reported that they organized an NIE Week, compared to about a quarter in 1997 and slightly more than a third in 1995.

Nearly 7 in 10 respondents do some kind of measurement of their NIE/young reader activity. Methods of measuring results vary from measuring how many newspapers are being used to assessing attitudes towards newspapers.

Many countries have individual NIE consultants, or vendors. The USA appears to be the leader, but is not alone. Germany has four NIE companies that serve newspapers, while a few more countries also have private consultants serving newspapers.

Countries continue to report a variety of activities. In Belgium, a project called "Journalist for a day" was started years ago. Many newspapers in different countries participated, with activities placed at or close to railway stations. Today only a Finnish, Dutch and French newspaper have this activity in Europe, while similar programmes exist on a smaller scale in several other countries.

The same Belgian company also introduced a Cyberbus that travels around full of computer equipment. This is same type of activity that was tried in Italy some years ago, but using a train that traveled around the country, stopping at stations in the big cities. Such activity continues. In September 2001, an NIE bus (filled with computers) drove around Denmark for two weeks with one stop every day where students could produce stories.

The number of interactive media centres is growing. Burson/Marstellers model has spread from Sweden to Norway, Denmark and Finland. There are also other models in Sweden, Norway, the United Kingdom and the United States.

FINDINGS

Countries with NIE:

1. Argentina
2. Austria
3. Australia
4. Belgium
5. Brazil
6. Canada
7. Czech Republic
8. Chile
9. China: Hong Kong
10. Colombia
11. Costa Rica
12. Denmark
13. Dominican Republic
14. Ecuador
15. Estonia
16. Finland
17. France
18. Germany
19. Ghana
20. Great Britain: England, Northern Ireland, Scotland Wales
21. Iceland
22. India
23. Indonesia
24. Ireland
25. Italy
26. Jamaica
27. Japan
28. Korea
29. Lithuania
30. Luxembourg
31. Malaysia
32. Mexico
33. The Netherlands
34. New Zealand
35. Nigeria
36. Norway
37. Panama
38. Paraguay
39. Peru
40. Singapore
41. South Africa
42. Spain
43. Sweden
44. Switzerland
45. Thailand
46. Trinidad and Tobago
47. Uganda
48. Uruguay
49. USA
50. Venezuela
51. Yugoslavia
52. Zambia

(Note that some of these countries did not respond to the questionnaire or through other channels. We have chosen to include them, as we know that NIE exists, either through other channels or past surveys.)

Thus, by region, the breakdown is as follows:

	1991	1997	2001
Europe	10	15	20
Asia	5	6	8
Africa	0	1	5
North America	2	3	3
Latin America	6	8	14
The Pacific	2	2	2
	23	35	52

We estimate the actual total as close to 60 as there are certainly more countries with NIE that we so far have not been able to contact.

NIE/Young reader programmes

We had 57 answers before July 1 (ZEUS in Germany and the Swiss organisation answered later, they are included in the name list but not in the statistics. Among them 50.9% reported that the newspaperer association has some kind of NIE or young reader programme, while 78.9% said individual newspapers have such programmes.

We cannot conclude that all individual newspapers in the countries represented have NIE/young reader programmes, but we consider it a confirmation to the theory that NIE is more widely spread than only in countries where the newspaper association is the coordinator.

Of the total, nearly nine in ten respondents (89.5%) reported either programmes organised by an association or an individual newspaper.

How do newspapers try to reach young people in your country?

Newspaper in Education (NIE) programmes

Response	Percentages
<u>Yes</u>	85,4 %
<u>No</u>	14,6 %
Valid responses = 49	

Special pages and supplements

Response	Percentages
<u>Yes</u>	91,8 %
<u>No</u>	8,2 %
Valid responses = 49	

Daily newspaper specifically targeted at children

Response	Percentages
<u>Yes</u>	24,4 %
<u>No</u>	75,6 %
Valid responses = 41	

Weekly newspaper specifically targeting children

Response	Percentages
<u>Yes</u>	38,6 %
<u>No</u>	61,4 %
Valid cases = 44	

Programmes that have children try out being a reporter

Response	Percentages
<u>Yes</u>	77,3 %
<u>No</u>	22,7 %
Valid responses = 44	

Newspaper marketing projects targeting young readers outside schools

Response	Percentage
<u>Yes</u>	48,6 %
<u>No</u>	51,4 %
Valid responses = 37	

Other

Response	Percentage
<u>Have</u>	17,6 %
Don't have	82,4 %
Valid responses = 51	

Key findings:

- 85.4% answer that they try to reach young readers through NIE while 91.8% use special pages and supplements.
- 24.9% (daily) and 38.9%(weekly) through special newspapers targeting children/young people,
- 77.3% through programmes where children/young people try out being a reporter, and 48.6% through various marketing projects.

It is wise to look at these figures not as competing activities, but as a range of activities that they choose from or vary between. In most cases respondents answered positive to several of the alternatives.

Special pages and supplements are far more used than special newspapers targeted at children/young people. Reasons might be economical, or a strong believe in the main newspaper instead of a special one for children.

Supplements were common among most of the countries also in the 1997 survey. The open answers did not give us any further information.

There is a connection between newspapers that have programmes and the use of children as reporters with 67 percent of respondents noting they did both kinds of activities. (see below)

Price of papers:

Response	Percentages
<u>Paid</u>	46,8 %
<u>Free</u>	53,2 %
<u>Don't know</u>	0 %
Valid responses = 47	

If paid, is the price reduced?

Response	Average reduction
<u>Yes</u>	43,5 %
<u>No</u>	
Valid responses = 29	

When asked if newspaper copies used in schools were free or paid-for, 53.2% answered that newspapers were given for free. The Average price reduction where newspaper copies are paid for is 43.5%.

We see a considerable growth in the use of free newspapers since 1995 when 46.4% answered that they give out newspapers for free.

How old are the children in the NIE/young reader programmes?

Age	Responses	Percentage
3	7	13,7 %
4	7	13,7 %
5	12	23,5 %
6	21	41,2 %
7	25	49,0 %
8	30	58,8 %
9	35	68,6 %
10	39	76,5 %
11	41	80,4 %
12	43	84,3 %
13	43	84,3 %
14	45	88,2 %
15	42	82,4 %
16	42	82,4 %
17	38	74,5 %
18	33	64,7 %
19	19	37,3 %

Valid responses = 51

Most respondents gave many answers. If we rank the answers we read the following: 14 years old as the most common age, followed by 12 and 13 years old, and 15 and 16 years old

At the bottom of the list are children 3 to 5 years old and those 19 years old.

What age group is most important?

Valid label (years)	Number	Valid and totalt %
3	2	3,9 %
4	2	3,9 %
5	3	5,9 %
6	6	11,8 %
7	11	21,6 %
8	22	43,1 %
9	25	49,0 %
10	34	66,7 %
11	39	76,5 %
12	41	80,4 %
13	42	82,4 %
14	41	80,4 %
15	38	74,5 %
16	27	52,9 %
17	25	49,0 %
18	19	37,3 %
19	11	21,6 %
Number of answers (all valid)	51	

Answers ranked almost identically to the age respondents considered most important

NIE Content:

Media used:

NIE belongs to which media?	Answers	Total %
Newspaper	41	80,4 %
Internet	14	27,5 %
Magazines	6	11,8 %
Radio	2	3,9 %
Television	0	0,0 %
Film	0	0,0 %
Other	8	15,7 %

Other media mentioned:

Papershows

Mediascope - weekly page during school term covering all the above topics.

Internet

Press photos in newspapers and magazines

Childrens clubs, School education supplements.

Other printed materials – books etc

Newspapers(80.4%) is still the main media being used. While Interent is being used by 27.5% of the respondents.

Level of activity

Seventeen different activitites (including NIE weeks) were listed with respondents asked to assess current level of use, effectiveness and whether or not use is growing.

When we rank the answers after high /medium use we can read a lot out of the figures:

Topic plus % noting High/medium use	Percentage noting High/med. effectiveness	Percentage saying not used	Percentage noting use is growing
Critical thinking 92.9	94.9	0	72.5
Civics/soc.science 92.5	94.6	7.5	76.3
Reading 92.5	97.4	0	64.1
Environment 90.2	94.6	2.4	65.8
Native Language 90.0	89.2	2.5	60.5
Writng/reporting 88.3	90.9	2.9	66.7
Literacy 86.9	91.1	7.9	65.7
Democratic values 85.0	89.2	5.0	71.1
Character 83.3	74.0	16.7	48.1
Mediastudy 80.0	89.1	10.0	59.5
Geography 80.0	88.9	7.5	43.2
Tolerance 77.5	85.8	12.5	61.1
Mathematics 63.4	71.0	7.3	46.2
History 62.5	77.8	5.0	29.7
Foreign language 46.4	62.1	19.5	35.1
NIE week 44.4	55.9	41.7	38.2
Art 35.0	48.6	12.5	28.6

When asked for level of activity respondents answered that “critical thinking” is most used, “reading” is most effective, “NIE week” is least used, and the use of “civics/sos.science” is most growing.

These figures do tell that use is high on traditional activities like reading, writing, literacy, critical thinking and civics/social science. And the respondents consider traditional activities as effective. These traditional activities also have growth in use, but growth is also significant for “democratic values” and “tolerance”.

Under which department at individual newspapers does NIE belong?

Value Label	Answers	Total %	Valid %
Advertising	2	2,5 %	2,5 %
Circulation	19	23,8 %	24,1 %
Editorial	28	35,0 %	35,4 %
Marketing	17	21,3 %	21,5 %
Public Relation	8	10,0 %	10,1 %
Other	5	6,3 %	6,3 %
Blanks	1	1,3 %	

NIE has always been placed in different newspaper departments, or split among several departments. We can conclude that the NIE departments worldwide are more often to be found in the commercial departments of newspaper (24.1% Circulation, 21.5% Marketing and 12.6% PR/Advertising) than in the editorial departments (35,4%).

Other departments mentioned:

Special projects department

We are all under the marketing dept

MIET-GH has a column in page 10 of Junior Graphic for NIE programmes

Mostly newspaper association, individual teachers , Tallin Pedagogical University(TPU)

Does any government or educational or cultural office do NIE work in your country?

Value Label	Answers	Total%	Valid %
Yes	11	21,6 %	22,9 %
No	37	72,5 %	77,1 %
Blanks	3	5,9 %	
Valid cases	48	Missing cases	3

In 22.9% of the cases this is so. Examples: CLEMI in France, and the cultural department in Uruguay. We also include vendors among these. The 1997 study used a slightly different phrasing and found 31% answering that “others” published NIE teaching materials.

Is NIE part of essential training for teachers?

Value Label	Answers	Total%	Valid %
Yes	17	33,3 %	34,0 %
No	33	64,7 %	66,0 %
Blanks	1	2,0 %	
Valid cases	50	Missing cases	1

In a third of the cases this is so. We asked this question for the first time, and the answers are extremely positive. But it is also a big job to make the 34% grow. Four in ten answer that NIE is part of national statute or “ official curriculum”. In earlier surveys we asked if curriculum *stimulated* NIE, and the percentage of “yes” responses to this question was much higher. But 4 out of 10 have NIE in curriculum, and this is positive!

Is NIE part of any national statute or official curriculum?

Value Label	Answers	Total%	Valid %
Yes	21	41,2 %	42,0 %
No	29	56,9 %	58,0 %
Blanks	1	2,0 %	
Valid cases	50	Missing cases	1

Who publishes the material:

Your association

Value Label	Answers	Total%	Valid %
Yes	27	52,9 %	71,1 %
No	11	21,6 %	28,9 %
Blanks	13	25,5 %	
Valid cases	38	Missing cases	13

Individual newspapers

Value Label	Answers	Total%	Valid %
Yes	35	68,6 %	85,4 %
No	6	11,8 %	14,6 %
Blanks	10	19,6 %	
Valid cases	41	Missing cases	10

A government ministry

Value Label	Answers	Total%	Valid %
Yes	13	25,5 %	38,2 %
No	21	41,2 %	61,8 %
Blanks	17	33,3 %	
Valid cases	34	Missing cases	17

Private copnsultants

Value Label	Answers	Total%	Valid %
Yes	14	27,5 %	45,2 %
No	17	33,3 %	54,8 %
Blanks	20	39,2 %	
Valid cases	31	Missing cases	20

Others

Value Label	Answers	Total%	Valid %
Yes	7	13,7 %	13,7 %
No/Blanks	44	86,3 %	86,3 %
Valid cases	51		

Comments for "other" included:

Studybooks, eg in native lanuage & literature, contain media study material

free lancers, sponsors, teachers, NGO's

teachers themselves compile exercises based on newspaper articles

Tartu University, but not for children

Individual newspapers are the main publisher of NIE material (85.4%), closely followed by organizations (71.1%). However, private consultants also do this work (45.2%) as well as government ministries (38.2%). These numbers are fairly stable compared to 1997 when individual newspapers (81.5%) topped the list. In front of Newspaper Publisher Associations (42.9%) and the more general “others” (50.0%). The “others” certainly included both private consultants, governmental ministries and others in 1997.

Level of support for NIE:

Newspaper association

Value Label	Answers	Total %	Valid %
Growing	20	39,2 %	47,6 %
About the same	11	21,6 %	26,2 %
Declining	5	9,8 %	11,9 %
Don't know	6	11,8 %	14,3 %
Blank	9	17,6 %	
Valid cases	42	Missing cases	9

Individual newspapers

Value Label	Answers	Total %	Valid %
Growing	32	62,7 %	65,3 %
About the same	11	21,6 %	22,4 %
Declining	6	11,8 %	12,2 %
Don't know	0	0,0 %	0,0 %
Blank	2	3,9 %	
Valid cases	49	Missing cases	2

National education authorities

Value Label	Answers	Total %	Valid %
Growing	18	35,3 %	40,9 %
About the same	20	39,2 %	45,5 %
Declining	1	2,0 %	2,3 %
Don't know	5	9,8 %	11,4 %
Blank	7	13,7 %	
Valid cases	44	Missing cases	7

School administration

Value Label	Answers	Total %	Valid %
Growing	22	43,1 %	48,9 %
About the same	20	39,2 %	44,4 %
Declining	0	0,0 %	0,0 %
Don't know	3	5,9 %	6,7 %
Blank	6	11,8 %	
Valid cases	45	Missing cases	6

Teachers

Value Label	Answers	Total %	Valid %
Growing	36	70,6 %	76,6 %
About the same	9	17,6 %	19,1 %
Declining	0	0,0 %	0,0 %
Don't know	2	3,9 %	4,3 %
Blank	4	7,8 %	
Valid cases	47	Missing cases	4

Parents

Value Label	Answers	Total %	Valid %
Growing	18	35,3 %	40,0 %
About the same	17	33,3 %	37,8 %
Declining	2	3,9 %	4,4 %
Don't know	8	15,7 %	17,8 %
Blank	6	11,8 %	
Valid cases	45	Missing cases	6

Children

Value Label	Answers	Total %	Valid %
Growing	33	64,7 %	71,7 %
About the same	11	21,6 %	23,9 %
Declining	0	0,0 %	0,0 %
Don't know	2	3,9 %	4,3 %
Blank	5	9,8 %	
Valid cases	46	Missing cases	5

We sought information about the level of support for NIE within several groups, and we asked if this support was growing, was the same, or was declining. According to our respondents, growth of support is highest among teachers (76.6%) and children (71.7%).

If we add growth and the same level as before we get this list:

- 95.7% Teachers
- 95.6% Children
- 93.3% Schooladministration
- 87.7% Individual newspapers
- 86.4% National Educational Authorities
- 77.8% Parents
- 73.8% Newspaper associations

These figures (though subjective seen with industry`s eyes) show us that our main target groups children and teachers have highest level of support for NIE. And that individual newspapers are more supportive than organizations. If we also add that the level of support from schooladministrations we get the feeling that the **market** is nearly 100% positive to what NIE represents worldwide!

Importance rating:

Training teachers

Value Label	Answers	Total %	Valid %
Very Important	36	70,6 %	76,6 %
Important	8	15,7 %	17,0 %
Not important	3	5,9 %	6,4 %
Blank	4	7,8 %	
Valid cases	47	Missing cases	4

Training students

Value Label	Answers	Total %	Valid %
Very Important	24	47,1 %	51,1 %
Important	17	33,3 %	36,2 %
Not important	6	11,8 %	12,8 %
Blank	4	7,8 %	
Valid cases	47	Missing cases	4

Training newspaper staff

Value Label	Answers	Total %	Valid %
Very Important	13	25,5 %	28,3 %
Important	24	47,1 %	52,2 %
Not important	9	17,6 %	19,6 %
Blank	5	9,8 %	
Valid cases	46	Missing cases	5

Developing teaching aids

Value Label	Answers	Total %	Valid %
Very Important	27	52,9 %	58,7 %
Important	18	35,3 %	39,1 %
Not important	1	2,0 %	2,2 %
Blank	5	9,8 %	
Valid cases	46	Missing cases	5

Developing Internet activity

Value Label	Answers	Total %	Valid %
Very Important	11	21,6 %	24,4 %
Important	26	51,0 %	57,8 %
Not important	8	15,7 %	17,8 %
Blank	6	11,8 %	
Valid cases	45	Missing cases	6

Influencing school authorities

Value Label	Answers	Total %	Valid %
Very Important	26	51,0 %	59,1 %
Important	16	31,4 %	36,4 %
Not important	2	3,9 %	4,5 %
Blank	7	13,7 %	
Valid cases	44	Missing cases	7

Selling newspapers

Value Label	Answers	Total %	Valid %
Very Important	22	43,1 %	50,0 %
Important	10	19,6 %	22,7 %
Not important	12	23,5 %	27,3 %
Blank	7	13,7 %	
Valid cases	44	Missing cases	7

Giving free newspapers

Value Label	Answers	Total %	Valid %
Very Important	16	31,4 %	34,8 %
Important	18	35,3 %	39,1 %
Not important	12	23,5 %	26,1 %
Blank	5	9,8 %	
Valid cases	46	Missing cases	5

Newspaper supplements

Value Label	Answers	Total %	Valid %
Very Important	18	35,3 %	39,1 %
Important	17	33,3 %	37,0 %
Not important	11	21,6 %	23,9 %
Blank	5	9,8 %	
Valid cases	46	Missing cases	5

Training of teachers is very important for 76.6 % of the respondents, while selling of newspapers is least important.

If we add important and very important we get this list:

- 97.8% Developing teaching aids
- 95.5% Influencing school authorities
- 93.6% Training teachers
- 87.3% Training students
- 82.2% Develop interent activities
- 80.5% training newspaper staff
- 76.1% Newspaper supplements
- 73.9% Giving free newspapers
- 72.7% Selling newspapers

Not important:
 27.3% Selling newspapers
 26.3% Giving free newspapers
 23.9% Newspaper supplements

This list shows us that content and school orientation are regarded as more important than distribution of newspapers to schools. In 1997 we also asked respondents to rank various activities, and we notice that the importance of developing teaching aids has risen dramatically. There are no other big changes since 1997.

NIE week

Does your organization have a special Newspaper in Education week or day?

Value Label	Answers	Total %	Valid %
Yes	16	31,4 %	32,0 %
No	34	66,7 %	68,0 %
Blank	1	2,0 %	
Valid cases	50	Missing cases	1

A total of 32 % have NIE week, 68.0% do not. In 1997 24 % answered yes, while 37% answered positive in 1995. Changes are too small to be significant. We might conclude that the use of NIE weeks is stable

Further info about NIE week from Q 16:

When	Partners
February International Literacy Day	All newspapers Liberty Learning Channel Campus
week 4, week 44 First week of March	Individual papers National Council for the Social Studies/International Reading Association
Two or three days/semester A week in the spring	the professionals of newspapers, radios, TV, Net Schools, other NGO's
Prior to vacations.	WWF, UNESCO, McDonald, NGO's dealing with Environment, sports, art + craft, health + many more. educational center
Week 44 Every Tuesday during school term time	the schoollibrarian organization
Around March 15	CLEMI, french ministry of Education organization

Level of activity	Answers	Total %	Valid %
-------------------	---------	---------	---------

Special week of NIE activities			
Use			
High	8	15,7 %	22,2 %
Medium	8	15,7 %	22,2 %
Low	5	9,8 %	13,9 %
Not at all	15	29,4 %	41,7 %
Blanks	15	29,4 %	
Effectiveness			
High	12	23,5 %	35,3 %
Medium	7	13,7 %	20,6 %
Low	2	3,9 %	5,9 %
Not used	13	25,5 %	38,2 %
Blanks	17	33,3 %	
Growth			
Growing	13	25,5 %	38,2 %
Declining	3	5,9 %	8,8 %
Remaining the same	5	9,8 %	14,7 %
Not used	13	25,5 %	38,2 %
Blanks	17	33,3 %	

NIE week

A total of 44.4% say that level of use is a high or medium. While 41.7% have no NIE week. 55.9% say effectiveness of such week is high or meium, and 38.2% answer that the use of NIE weeks is growing. This confirms findings in 1997 when we saw a stronger belief in NIE weeks than actual use. NIE week is big in the USA, France (coordinated by CLEMI) and in Finland. Norway has split NIE week in two, a week in fall for class 3 and 6, a week early winter for class 10. These classes are chosen because curriculum stresses newspapers for these classes. A tendency in the NIE countries here mentioned is that NIE week-participation is growing in lower age groups.

Have you developed any methods for measuring results of your NIE activities?

Value Label	Answers	Total %	Valid %
Yes	31	60,8 %	66,0 %
No	16	31,4 %	34,0 %
Blank	4	7,8 %	
Valid cases	47	Missing cases	4

Description of methods for measuring results of NIE activities

This was an open question where respondents could fill in answers.

We have included most of the answers below and see that methods vary a lot.

From measuring how many newspapers are being used, to attitudes towards newspapers.

In Germany and Japan they have looked more deeply into the effect of the use of NIE, and they found that the use of newspapers in education leads to a general improvement in results.

In Sweden they did a large-scale survey many years ago showing that the very young learns to read much quicker when they use newspapers instead of/together with ordinary textbooks.

In Holland they have found that getting newspapers itself, without any NIE activities leads to a change in reading habits.

Answers from respondents:

* Our association collects data about the amount of free newspapers copies delivered to schools during the

newspaper week. * Quantitative study of young people's (12-20 years) media use since 1982. * Other Studies.

*A questionnaire is sent to all schools to assist the newspaper in education programs. * Our questionnaires are in Africans language

Weekly activities are done with teachers sent by schools inscribed in our program. Twice a month these teachers are invitee to participate on exchanging experiences they have done with the newspaper in the classroom or out of it with their students, and all the groups evaluate the activities showed (coordinator & teachers) At the end of each year, a writing evaluation is done with the coordinator of the program in order to make better actions for the next year. For 9 years these attitudes have been well accepted by the teachers, directors of the schools and their children, especially in public schools.

*Annual survey/questionnaire. *Measuring numbers of program sold. *Visiting schools and asking teachers what they want. * Meeting with selected groups of teachers to discuss appropriateness and content of programmes

*Teacher and student evaluation. *Circulation statistics. Resource sales.

*One of the methods is for the first level of the programme (Quantitative investigation). *The other method is qualitative is for 2nd, 3rd, 4th levels

Some individual do this evaluation

youth panel studies

*Teacher evaluations. *Hope to begin research project in near future.

*The best evaluation is that teachers continue to subscribe to our programmes, which they have to pay for. If they don't like what we do (our newspapers, service, and resources) they don't subscribe and numbers of papers we sell drop off.

*Surveys – questionnaires – National Conference. => positive results, increased use

*We have developed a tracking of the activities with Eurisko. The output will show the ideal newspaper for young people. *At the moment we can not give any feedback cause we are running in the first phase.

*A yearly prize for research-measurements. *Conducting our own research.

*90% of attendance to the activities, workshops and visits that the newspaper offer them

We try to find the results: research shows

positive effects.

*Polls towards students - <http://www.clemi.org/spesondage.html> *A notebook in which teachers have to evaluate the work they've done with their students during national Press week in school. *After every training a questionnaire is given to teachers who have to notify if they are satisfied or not and if they use there is news "knowledge" with the pupils.

*Feedback from students, teachers, principal and parents, both as a formal 'Qs and As form and informally which is always an ongoing process. The phenomenal growth in numbers from tem thousand in year 1 to thirty five thousand in year 2 and over 100000 in year 3 speaks for the positive feedback from schools + young readers.

*We develop investigations to see how teachers and students consider the program; how the daily-supplement is used and the brand recognition of our sponsors. We do it twice a year.

*Each programme is measured according to needs of programme sponsor - either newspaper or educational body. *Primarily measures tend to be on Number of Papers distributed numbers of Schools/Students involved circulation/revenue generation.

We've done some specific research and following the way schools work and its methods we observe that the newspaper reading has increased as a study method.

*Sales of newspapers to schools for NIE Lessons (on the last Wednesday of each month, the Star-NIE supplements is published. On that day, school sales make up 10% of circulation. *Annual NIE contests - each year, Star-NIE teams up with Piazza Hut to organize one nationwide contest where they win pizza voucher for completing NIE work. More than 200000 students signed up for last year's and this year's. Questionnaires to visiting schools (both for staff + pupils

*A 1993 nationwide survey showed that NIE brings out more interest in the paper, more regular readers and even more subscribers. Many of the NIE operating companies measure the attitude towards newspaper e.g. after the project is completed. Results are usually positive: the interest in the newspaper has risen, the benefits of a daily paper are more evident.

*We encode each participating teacher. *We make a survey to measure whether or not our action answers to the teacher's demand

Answers twice to questionnaires separately designed, before and after they take part in NIE classes, we have measured effect. *While many teachers notice that what NIE classes changes most is "the attitude to learn things through their own investigative activities"!

*Follows up visits to participating schools. *Behavioral change in Learner.

APPENDICES:

Appendix 1

ZEUS in Germany and the Swiss organization answered later, they are included in the name list Appendix: WAN World Survey of Newspaper young reader services on Internet. - Jan Vincens Steen (1999). Available on WAN web site: www.wan-press.org

Appendix 2

Examples of positive email-answers:

1) Dear Jan:

Yes we run a NIE Program, we work from de the University with 11 newspaper and 586 schools from Chile, the contact person is Patricia Pinto but she does not speaks English. We had been working with a NIE since 1989 and with about 850.000 children. There are not other programs
Sincerely yours.
Lucia Castellon

2) Dear Jan Vincens:

It would be a pleasure to help in your new research. In 2000 we had 38 NIE programs established in 17 of the 28 Brazilian states. During the course of my doctoral research, I noticed that the organization and the functioning of such programs here in Brazil do not differ much from those established in foreign countries.
Best wishes,
Ana Maria.

3) Hi Vincens,

Few newspapers in Nigeria have the young programme. I think we started the Young Forum called "Campus Square" five years ago. The Punch which is called "Young Puncher" started longest time. Fifteen years to be precise. I don't know about the others. Independent Journalism Centre (IJC), a training outfit for journalism has a lot of youthful programmes on this.
Mr Babatunji Ismaila Wusu

Appendix 3 Level of activity:

Art			
Use			
High	3	5,9 %	7,5 %
Medium	11	21,6 %	27,5 %
Low	21	41,2 %	52,5 %
Not at all	5	9,8 %	12,5 %
Blanks	11	21,6 %	
Effectiveness			
High	8	15,7 %	22,9 %
Medium	9	17,6 %	25,7 %
Low	15	29,4 %	42,9 %
Not used	3	5,9 %	8,6 %
Blanks	16	31,4 %	
Growth			
Growing	10	19,6 %	28,6 %
Declining	2	3,9 %	5,7 %
Remaining the same	19	37,3 %	54,3 %
Not used	4	7,8 %	11,4 %
Blanks	16	31,4 %	

Civics/Social Science			
Use			
High	22	43,1 %	55,0 %
Medium	15	29,4 %	37,5 %
Low	0	0,0 %	0,0 %
Not at all	3	5,9 %	7,5 %
Blanks	11	21,6 %	
Effectiveness			
High	23	45,1 %	62,2 %
Medium	12	23,5 %	32,4 %
Low	0	0,0 %	0,0 %
Not used	2	3,9 %	5,4 %
Blanks	14	27,5 %	
Growth			
Growing	29	56,9 %	76,3 %
Declining	1	2,0 %	2,6 %
Remaining the same	6	11,8 %	15,8 %
Not used	2	3,9 %	5,3 %
Blanks	13	25,5 %	

Character			
Use			
High	10	19,6 %	33,3 %
Medium	15	29,4 %	50,0 %
Low	0	0,0 %	0,0 %
Not at all	5	9,8 %	16,7 %
Blanks	21	41,2 %	
Effectiveness			
High	8	15,7 %	29,6 %
Medium	12	23,5 %	44,4 %
Low	3	5,9 %	11,1 %
Not used	4	7,8 %	14,8 %

Blanks	24	47,1 %	
Growth			
Growing	13	25,5 %	48,1 %
Declining	0	0,0 %	0,0 %
Remaining the same	10	19,6 %	37,0 %
Not used	4	7,8 %	14,8 %
Blanks	24	47,1 %	

Democratic values			
Use			
High	21	39,6 %	52,5 %
Medium	13	24,5 %	32,5 %
Low	4	7,5 %	10,0 %
Not at all	2	3,8 %	5,0 %
Blanks	13	24,5 %	
Effectiveness			
High	21	41,2 %	56,8 %
Medium	12	23,5 %	32,4 %
Low	2	3,9 %	5,4 %
Not used	2	3,9 %	5,4 %
Blanks	14	27,5 %	
Growth			
Growing	27	52,9 %	71,1 %
Declining	1	2,0 %	2,6 %
Remaining the same	8	15,7 %	21,1 %
Not used	2	3,9 %	5,3 %
Blanks	13	25,5 %	

Critical thinking skills			
Use			
High	26	51,0 %	61,9 %
Medium	13	25,5 %	31,0 %
Low	3	5,9 %	7,1 %
Not at all	0	0,0 %	0,0 %
Blanks	9	17,6 %	
Effectiveness			
High	26	51,0 %	66,7 %
Medium	11	21,6 %	28,2 %
Low	2	3,9 %	5,1 %
Not used	0	0,0 %	0,0 %
Blanks	12	23,5 %	
Growth			
Growing	29	56,9 %	72,5 %
Declining	1	2,0 %	2,5 %
Remaining the same	9	17,6 %	22,5 %
Not used	1	2,0 %	2,5 %
Blanks	11	21,6 %	

Environment			
Use			
High	21	41,2 %	51,2 %
Medium	16	31,4 %	39,0 %
Low	3	5,9 %	7,3 %

Not at all	1	2,0 %	2,4 %
Blanks	10	19,6 %	
Effectiveness			
High	24	47,1 %	64,9 %
Medium	11	21,6 %	29,7 %
Low	2	3,9 %	5,4 %
Not used	0	0,0 %	0,0 %
Blanks	14	27,5 %	
Growth			
Growing	25	49,0 %	65,8 %
Declining	1	2,0 %	2,6 %
Remaining the same	12	23,5 %	31,6 %
Not used	0	0,0 %	0,0 %
Blanks	13	25,5 %	

Geography			
Use			
High	12	23,5 %	30,0 %
Medium	20	39,2 %	50,0 %
Low	5	9,8 %	12,5 %
Not at all	3	5,9 %	7,5 %
Blanks	11	21,6 %	
Effectiveness			
High	13	25,5 %	36,1 %
Medium	19	37,3 %	52,8 %
Low	2	3,9 %	5,6 %
Not used	2	3,9 %	5,6 %
Blanks	15	29,4 %	
Growth			
Growing	16	31,4 %	43,2 %
Declining	1	2,0 %	2,7 %
Remaining the same	18	35,3 %	48,6 %
Not used	2	3,9 %	5,4 %
Blanks	14	27,5 %	

History			
Use			
High	11	21,6 %	27,5 %
Medium	14	27,5 %	35,0 %
Low	13	25,5 %	32,5 %
Not at all	2	3,9 %	5,0 %
Blanks	11	21,6 %	
Effectiveness			
High	9	17,3 %	25,0 %
Medium	19	36,5 %	52,8 %
Low	7	13,5 %	19,4 %
Not used	1	1,9 %	2,8 %
Blanks	16	30,8 %	
Growth			
Growing	11	21,6 %	29,7 %
Declining	1	2,0 %	2,7 %
Remaining the same	23	45,1 %	62,2 %
Not used	2	3,9 %	5,4 %
Blanks	14	27,5 %	

Language (Foreign)			
Use			
High	10	19,6 %	24,4 %
Medium	9	17,6 %	22,0 %
Low	14	27,5 %	34,1 %
Not at all	8	15,7 %	19,5 %
Blanks	10	19,6 %	
Effectiveness			
High	14	27,5 %	37,8 %
Medium	9	17,6 %	24,3 %
Low	8	15,7 %	21,6 %
Not used	6	11,8 %	16,2 %
Blanks	14	27,5 %	
Growth			
Growing	13	25,5 %	35,1 %
Declining	0	0,0 %	0,0 %
Remaining the same	19	37,3 %	51,4 %
Not used	5	9,8 %	13,5 %
Blanks	14	27,5 %	

Language (Native)			
Use			
High	27	52,9 %	67,5 %
Medium	9	17,6 %	22,5 %
Low	3	5,9 %	7,5 %
Not at all	1	2,0 %	2,5 %
Blanks	11	21,6 %	
Effectiveness			
High	25	49,0 %	67,6 %
Medium	8	15,7 %	21,6 %
Low	3	5,9 %	8,1 %
Not used	1	2,0 %	2,7 %
Blanks	14	27,5 %	
Growth			
Growing	23	45,1 %	60,5 %
Declining	2	3,9 %	5,3 %
Remaining the same	12	23,5 %	31,6 %
Not used	1	2,0 %	2,6 %
Blanks	13	25,5 %	

Literacy			
Use			
High	21	41,2 %	55,3 %
Medium	12	23,5 %	31,6 %
Low	2	3,9 %	5,3 %
Not at all	3	5,9 %	7,9 %
Blanks	13	25,5 %	
Effectiveness			
High	23	45,1 %	67,6 %
Medium	8	15,7 %	23,5 %
Low	2	3,9 %	5,9 %
Not used	1	2,0 %	2,9 %

Blanks	17	33,3 %	
Growth			
Growing	23	45,1 %	65,7 %
Declining	1	2,0 %	2,9 %
Remaining the same	10	19,6 %	28,6 %
Not used	1	2,0 %	2,9 %
Blanks	16	31,4 %	

Math			
Use			
High	8	15,7 %	19,5 %
Medium	18	35,3 %	43,9 %
Low	12	23,5 %	29,3 %
Not at all	3	5,9 %	7,3 %
Blanks	10	19,6 %	
Effectiveness			
High	13	25,5 %	34,2 %
Medium	14	27,5 %	36,8 %
Low	9	17,6 %	23,7 %
Not used	2	3,9 %	5,3 %
Blanks	13	25,5 %	
Growth			
Growing	18	35,3 %	46,2 %
Declining	1	2,0 %	2,6 %
Remaining the same	18	35,3 %	46,2 %
Not used	2	3,9 %	5,1 %
Blanks	12	23,5 %	

Media Studies			
Use			
High	14	27,5 %	35,0 %
Medium	18	35,3 %	45,0 %
Low	4	7,8 %	10,0 %
Not at all	4	7,8 %	10,0 %
Blanks	11	21,6 %	
Effectiveness			
High	17	33,3 %	45,9 %
Medium	16	31,4 %	43,2 %
Low	1	2,0 %	2,7 %
Not used	3	5,9 %	8,1 %
Blanks	14	27,5 %	
Growth			
Growing	22	43,1 %	59,5 %
Declining	1	2,0 %	2,7 %
Remaining the same	11	21,6 %	29,7 %
Not used	3	5,9 %	8,1 %
Blanks	14	27,5 %	

Reading			
Use			
High	28	54,9 %	70,0 %
Medium	9	17,6 %	22,5 %
Low	3	5,9 %	7,5 %

Not at all	0	0,0 %	0,0 %
Blanks	11	21,6 %	
Effectiveness			
High	28	54,9 %	71,8 %
Medium	10	19,6 %	25,6 %
Low	1	2,0 %	2,6 %
Not used	0	0,0 %	0,0 %
Blanks	12	23,5 %	
Growth			
Growing	25	43,9 %	64,1 %
Declining	1	1,8 %	2,6 %
Remaining the same	12	21,1 %	30,8 %
Not used	1	1,8 %	2,6 %
Blanks	18	31,6 %	

Tolerance			
Use			
High	16	31,4 %	40,0 %
Medium	15	29,4 %	37,5 %
Low	4	7,8 %	10,0 %
Not at all	5	9,8 %	12,5 %
Blanks	11	21,6 %	
Effectiveness			
High	15	29,4 %	42,9 %
Medium	15	29,4 %	42,9 %
Low	3	5,9 %	8,6 %
Not used	2	3,9 %	5,7 %
Blanks	16	31,4 %	
Growth			
Growing	22	43,1 %	61,1 %
Declining	1	2,0 %	2,8 %
Remaining the same	10	19,6 %	27,8 %
Not used	3	5,9 %	8,3 %
Blanks	15	29,4 %	

Writing/reporting			
Use			
High	19	33,3 %	55,9 %
Medium	11	19,3 %	32,4 %
Low	3	5,3 %	8,8 %
Not at all	1	1,8 %	2,9 %
Blanks	23	40,4 %	
Effectiveness			
High	22	43,1 %	66,7 %
Medium	8	15,7 %	24,2 %
Low	2	3,9 %	6,1 %
Not used	1	2,0 %	3,0 %
Blanks	18	35,3 %	
Growth			
Growing	22	43,1 %	66,7 %
Declining	2	3,9 %	6,1 %
Remaining the same	8	15,7 %	24,2 %
Not used	1	2,0 %	3,0 %
Blanks	18	35,3 %	

Appendix 4: The questionnaire

How do you reach young readers?

WAN World Survey on Newspapers in Education
and Young Reader Programmes, 5th edition

A YOUNG READER PROJECT OF THE WAN NEWSPAPERS IN EDUCATION COMMITTEE

PLEASE RETURN TO:

Jan Vincens Steen
Norske Avisers Landsforening
Tollbugaten 27
0157 Oslo NORWAY or FAX + 47 22 42 26 11/ +47 22 86 12 02

Please use CAPITAL letters in your answers or CIRCLE where appropriate.

You can contact Mr. Steen at + 47 22 86 12 18 (tel) or jvincens.steen@nal.no (e-mail)

DEADLINE : 20 April 2001

Who you are

Country

Name of organization

.....

Name of your programme (if different)

Address

Telephone

Telefax.....

Your E-mail address

Your Web site address

If your organization has a young reader service, could you please tell us the name of the contact person ?.....

Number of staff for your organization's young reader service TOTAL

..... At the organization's office ?

..... Elsewhere (coordinators (in newspapers), for example ?)

To reach young readers in your country :

<u>The association</u> has a young reader service and activities	Yes	No
	If yes, since when ?	
<u>Individual newspapers</u> have young reader services and activities	Yes	No
	If yes, since when ?	

If you answered **yes** to either of these questions, please continue.

If you answered **no** to both of them, please accept our thanks and return your questionnaire to Mr. Steen.

1. How do newspapers try to reach young people in your country ?

Newspapers in education (NIE) programmes	YES	NO
Special pages and supplements for children in newspapers	YES	NO
Daily newspapers specifically targeted at children	YES	NO
Weekly newspapers specifically targeting children	YES	NO
Programmes that have children try out being a reporter	YES	NO
Newspaper marketing projects targeting young readers outside schools	YES	NO
Other (please describe):		

.....

.....

Newspapers in Education : Statistics.

2. Can you give us an estimate of about how many schools, teachers and students you estimate use newspapers in the classroom in your country and whether this is an increase, decrease or unchanged from five years ago.

..... Schools INCREASE DECREASE UNCHANGED DON'T KNOW

(Estimated percentage of total number of schools ?)
 Teachers INCREASE DECREASE UNCHANGED DON'T KNOW
 (Estimated percentage of total number of teachers ?)
 Students INCREASE DECREASE UNCHANGED
 (Estimated percentage of total number of students ?)

3. Can you tell us roughly how many copies of newspapers go to schools each year?
 COPIES

4. Are these mostly paid-for or mostly free copies ? PAID FREE DON'T KNOW

5. If paid, is the price reduced for school use ? NO YES (..... % reduction)

6. How old are children in your NIE programme ? (circle all that apply)

AGES: 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

7. Which do you think are the most important ages to target ? (circle all that apply)

AGES: 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Newspapers in Education : Content *We'd like to know about the subjects and activities of newspapers in education in your country.*

8. Your NIE programme concentrates on which media ? Please circle all that apply.

NEWSPAPERS INTERNET MAGAZINES RADIO TELEVISION FILM INTERNET

OTHER

9. For each of the subjects and activities below, please indicate the level of use in your country (high, medium, low, not at all), its level of effectiveness and whether it is growing or declining in use.

Special week of NIE activities

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Art

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Civics/Social Science

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Character

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Democratic Values

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Critical Thinking Skills

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Environment

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Geography

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

History

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Language (Foreign)

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Language (Native)

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Literacy

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Math

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Media Studies

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Reading

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Tolerance

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Writing/Reporting

USE : High, Medium, Low, Not at All

EFFECTIVENESS: High, Medium, Low, Not used

GROWTH: Growing, Declining, Remaining the Same, Not Used

Newspapers in Education: Position and Partners

10. Under which department at the individual newspaper does the newspapers in education programme usually belong?

ADVERTISING, CIRCULATION, EDITORIAL, MARKETING, PUBLIC RELATIONS, OTHER.....

11. Does any government or educational or cultural office do NIE work in your country ? YES NO

12. Is NIE part of essential training for teachers ? YES NO

13. Is NIE part of any national statute or official curriculum? YES NO

14. Who publishes teaching material ?

Your association YES NO
Individual newspapers YES NO
A government ministry YES NO
Private consultants YES NO
Others (please describe)

15. We'd like you to tell us a bit about the level of support for newspapers in education in your country. Is it growing, declining or about the same for each of the following groups ?

Newspaper Association GROWING, ABOUT THE SAME, DECLINING, DON'T KNOW
Individual Newspapers GROWING, ABOUT THE SAME, DECLINING, DON'T KNOW
National Education Authorities GROWING, ABOUT THE SAME, DECLINING, DON'T KNOW
School administrators GROWING, ABOUT THE SAME, DECLINING, DON'T KNOW
Teachers GROWING, ABOUT THE SAME, DECLINING, DON'T KNOW
Parents GROWING, ABOUT THE SAME, DECLINING, DON'T KNOW
Children GROWING, ABOUT THE SAME, DECLINING, DON'T KNOW

16. We'd like you to tell us about your organization's NIE activities

Please rate each of the following activities as very important or important or not important to your organization's NIE work.

Training teachers	VERY IMPORTANT,	IMPORTANT,	NOT IMPORTANT
Training students	VERY IMPORTANT,	IMPORTANT,	NOT IMPORTANT
Training newspaper staff	VERY IMPORTANT,	IMPORTANT,	NOT IMPORTANT
Developing teaching-aids	VERY IMPORTANT,	IMPORTANT,	NOT IMPORTANT
Developing Internet activity	VERY IMPORTANT,	IMPORTANT,	NOT IMPORTANT
Influencing school authorities	VERY IMPORTANT,	IMPORTANT,	NOT IMPORTANT
Selling newspapers	VERY IMPORTANT,	IMPORTANT,	NOT IMPORTANT
Giving free newspapers	VERY IMPORTANT,	IMPORTANT,	NOT IMPORTANT
Newspapers supplements	VERY IMPORTANT,	IMPORTANT,	NOT IMPORTANT

16. Does your organization have a special "Newspapers in Education" week or day?

YES NO

If yes: When does this event usually happen ?.....
Who, if any, are your main partners ?.....

17. Have you developed any methods for measuring results of your NIE activities ?

YES NO

If yes, please explain briefly and give some examples of your most interesting results
(please feel free to attach additional pages):

.....
.....
.....

Thank you for your time and information!

Please send your completed questionnaire to Jan Vincens Steen
Norske Avisers Landsforening
Tollbugaten 27
0157 Oslo NORWAY
or FAX + 47 22 42 26 11

The four in Germany are: ProMedia, IZOP, MCT Media in Dortmund, ZEUS Ruhr in Essen

The long list of US NIE vendors includes these: *CJ Hatcher Educational Materials, FreeZone
Hollister Kids
Hot Topics
NIE Online
News Relief
Geography/Pigskin Geography
The Mini Page
Use The News*

Appendix 5: Contacts

Associations with NIE

Country	Argentina
Name of organization	ADIRA - Regional Newspaper Association
Contact person (with title)	
Address	Chacabuco 314, 4 Buenos Aires, Argentina
Telephone number	54-11-43429003
Telefax number	54-11-43427003
E-mail address	Adira@adira.org.ar
Website/URL address	http://www.adira.org.ar
Have NIE?	Yes
NIE since?	1970

Country	Austria
Name of organization	Zeitung in der Schule
Contact person (with title)	
Address	A-1010 Vienna Schreyvogelg 3, Austria
Telephone number	0043/11533617820
Telefax number	0043/11533617822
E-mail address	Zis@apanet.at
Website/URL address	http://www.is.at
Have NIE?	Yes
NIE since?	1990

Country	Belgium
Name of organization	Les Journaux Francophones Belges
Contact person (with title)	Patrick Swartenbroekx
Address	Boulevard Paepsem 22/7 – 1070 Brussels
Telephone number	(+32) 2 558 97 80
Telefax number	(+32) 2 558 97 89
E-mail address	Bargaret.boribon@jfb.be
Website/URL address	http://www.jfb.be
Have NIE?	Yes
NIE since?	1994

Country	Denmark
Name of organization	Danske Dagbladets Forening
Contact person (with title)	Kirsten Holck Rantorp
Address	Pressens Hus, Skindergade 7, 1159 Købebgavn K, Denmark
Telephone number	(+45)33974000
Telefax number	(+45)33142350
E-mail address	Aiu@danskedagblade.dk
Website/URL address	http://www.aiu.dk
Have NIE?	Yes
NIE since?	Around 1955

Country	Estonia
Name of organization	Estonian Newspaper Association
Contact person (with title)	Tarmu Tammerk, Aet Suvari, Kertu Ruus
Address	Parnu mnt 67A, 10134 Tallin, Estonia
Telephone number	(+372)6461-005
Telefax number	(+372) 6311-210
E-mail address	Call@call.ee
Website/URL address	http://www.call.ee
Have NIE?	Yes
NIE since?	-

Country	Finland
Name of organization	Finish Newspaper Association
Contact person (with title)	Pirjo-Riitta Puro
Address	BOX 415, FIN - 00121 Helsinki, Finland
Telephone number	+358 9 228 77 300
Telefax number	+358 9 607 989
E-mail address	pirjo-ritta.puro@sanomalehdet.fi
Website/URL address	http://www.sanomalehdet.fi
Have NIE?	Yes
NIE since?	1964

Country	France
Name of organization	ARPEJ - Association Régions Presse Enseignement Jeunesse
Contact person (with title)	Jean Pierre Spirlet
Address	17, Place des Etats Unis 75016 Paris, France.
Telephone number	++140738015
Telefax number	-
E-mail address	jp.spirlet@sudouest.com
Website/URL address	Http://www.pgr.fr
Have NIE?	Yes
NIE since?	-

Country	Germany
Name of organization	BDZV
Contact person (with title)	Inez Bauer
Address	-
Telephone number	-
Telefax number	-
E-mail address	Bdzv@newsaktuell.de
Website/URL address	-
Have NIE?	Yes
NIE since?	1970

Country	Ghana
Name of organization	The Media in Education Trust Ghana.
Contact person (with title)	-
Address	PO box1373 Accra.
Telephone number	+ 232 21 400935
Telefax number	+231 21 238108
E-mail address	Solomonofori@yahoo.com
Website/URL address	-
Have NIE?	Yes
NIE since?	2000

Country	Iceland
Name of organization	Dagblad i Skolum, Morgunbladid
Contact person (with title)	Örn Thorisson
Address	Kringlan 1, Reykjavik
Telephone number	(+354)5691100
Telefax number	(+354)5691115
E-mail address	ornthor@mbl.is
Website/URL address	-
Have NIE?	Yes
NIE since?	1996

Country	Italy
Name of organization	RCS Editori
Contact person (with title)	Mr. Andrea Ceccherini
Address	Corso Garibaldi, 85 - 20121, Milan Italy
Telephone number	392-62828114
Telefax number	392-653576
E-mail address	Filippo.fellegara@rcs.it
Website/URL address	http://www.corriere.it
Have NIE?	Yes
NIE since?	1975

Country	Japan
Name of organization	The Japan Newspaper Foundation for Education & Culture
Contact person (with title)	Yujji Kambayashi/Hyde Sakakta
Address	11 Nihon-Odori, Naka-Ku, Yokohama, Kanagawa 231-8311
Telephone number	(+81)45-661-2032
Telefax number	(+81)45-661-2039
E-mail address	Kambayashi@newspark.or.jp , NIE@newspark.or.jp
Website/URL address	http://http://www.pressnet.or.jp
Have NIE?	Yes
NIE since?	1998

Country	Lithuania
Name of organization	Lithuanian Journalism Centre
Contact person (with title)	-
Address	Maironio 7, 2600 Vilnius
Telephone number	3702226807
Telefax number	(+)3702624780
E-mail address	intermedia@ljc.emnitet.net
Website/URL address	-
Have NIE?	Yes
NIE since?	1996

Country	Netherlands
Name of organization	Stichting krant in de Klas/Dutch NIE
Contact person (with title)	H. Grootveld
Address	PO Box 12040, 1100 AA Amsterdam, Netherlands
Telephone number	(0031)4309190
Telefax number	(0031)204309179
E-mail address	kik@nuv.nl
Website/URL address	http://www.kiknak.nl
Have NIE?	Yes
NIE since?	-

Country	Norway
Name of organization	Avis i Skolen, NAL
Contact person (with title)	Jan Vincens Steen
Address	Tollbugaten 27, 0157 Oslo, Norway
Telephone number	(+47)22861200
Telefax number	(+47)22422611
E-mail address	jvs@nal.no
Website/URL address	www-nal.no
Have NIE?	Yes
NIE since?	1970

Country	South Africa
Name of organization	Print Media in Education
Contact person (with title)	Dr J Mathews
Address	Ä.O. Box 47180 Parklands 2121 South Afrika
Telephone number	(+27)114471264
Telefax number	(+27)114479711
E-mail address	JeffM@printmedia.org.za
Website/URL address	www.sprintlink.coza/pma.sa
Have NIE?	Yes
NIE since?	1988

Country	Sweden
Name of organization	Swedish Newspaper Publishers Association
Contact person (with title)	Göran Slibenko
Address	BOX 22500, 10422 Stockholm, Sweden
Telephone number	(+46)86924641
Telefax number	(+46)86924638
E-mail address	tis@tu.se
Website/URL address	www-tidningeniskolan.com
Have NIE?	Yes
NIE since?	1963

Country	Switzerland
Name of organization	Verband Schweizer Presse
Contactperson(with title)	Ueli Custer, Waltraud Stalder
Address	Baumackerstrasse 42, CH-8050 Zurich
Telephone number	++ 41 1 318 64 64
Telefax number	++ 41 1 318 64 62
E-mail address	Contact@schweizerpresse.ch
Webiste/URL address	www. Schweizerpresse.ch
Have NIE?	Yes
NIE since?	1999

Country	Uruguay
Name of organization	Ministerio de Educacion
Contact person (with title)	Sonia Ferradini
Address	ReconQuista 535 -Piso 50
Telephone number	++9158536
Telefax number	++9158536
E-mail address	Ferradini@mec.gub.uy
Website/URL address	-
Have NIE?	Yes
NIE since?	-

Country	USA
Name of organization	Newspaper Association of America Foundation
Contact person (with title)	Jim Abbott
Address	1921 Gallows Rd,Suite 600, Vienna, UH 22182, USA
Telephone number	(+103)9021730
Telefax number	(+103)9021735
E-mail address	abbuj@naa.org
Website/URL address	http://www.naa.org
Have NIE?	Yes
NIE since?	1952

Country	Australia
Name of organization	The Chronicle, Tdoluomba newspapers RY LTD
Contact person (with title)	Helen Stewart
Address	PO Box 90 Tdowoomba Qld, Australia
Telephone number	746909300
Telefax number	-
E-mail address	toonews@ozemail.com.au
Website/URL address	http://www.thechronicle.com.au
Have NIE?	Yes
NIE since?	1989

Country	Australia
Name of organization	Townsville Bulletin
Contact person (with title)	Jenny Lancken
Address	PO Box 587 Townsville Q, Australia 4810
Telephone number	-
Telefax number	-
E-mail address	NIE@ngn.
Website/URL address	-
Have NIE?	Yes
NIE since?	1986

Country	Brazil
Name of organization	Infoglobo
Contact person (with title)	Claudia Lobo
Address	35 Irinev Marinho Street
Telephone number	55 - 21 - 534 – 5281
Telefax number	55 - 21 - 534 – 5679
E-mail address	analu@oglobo.com.br
Website/URL address	http://www.oglobo.com.br
Have NIE?	Yes
NIE since?	1982

Country	Brazil
Name of organization	Rede Anhanguera de Comunicação, Correio Escuela
Contact person (with title)	Cecilia Panvani
Address	Rua Sete De Setembro, 189 - Vila Industrial – Campinas - CEP 13035-350
Telephone number	(02119)3772-8049
Telefax number	(02119)3772-8124
E-mail address	Cescola@correionet.com.br
Website/URL address	http://www.correioescola.com.br
Have NIE?	Yes
NIE since?	1994

Country	Colombia
Name of organization	Newspaper El Tiempo
Contact person (with title)	-
Address	Av El Dolado # 59-70, Bogota - Colombia - S.A.
Telephone number	(57)1-2940100
Telefax number	(57)1-4109162
E-mail address	Ofelok@eltiempo.com.co
Website/URL address	-
Have NIE?	Yes
NIE since?	-

Country	Dominican Republic
Name of organization	Editora Listin Diario (newspaper), Pian Lea
Contact person (with title)	Mrs. Germania Superon
Address	Paseo de los perodistas #52, Emsanche Miraflores sto 390
Telephone number	(809)686- 66 88
Telefax number	(809) 686-6594
E-mail address	plantea @listin.com . Do
Website/URL address	listin.com.do
Have NIE?	Yes
NIE since?	1989

Country	Ecuador
Name of organization	Fundacion El Comercio, Diario El Comercio
Contact person (with title)	-
Address	av. Maldonado 11515
Telephone number	593-2 67099
Telefax number	593-2 670214 ext 530
E-mail address	ljarrin@elcomercio.com
Website/URL address	
Have NIE?	Yes
NIE since?	1992

Country	England
Name of organization	Hull Daily Mail Publication LTD
Contact person (with title)	Stewart Markham
Address	Blundells Corner, Beverley Road, Hull, Hu31XS
Telephone number	(01482)599434
Telefax number	(01482)599492
E-mail address	Stewartmarkman@hulldailymail
Website/URL address	http://www.thisishull.co.uk
Have NIE?	Yes
NIE since?	-

Country	Hong Kong
Name of organization	South China Morning Post Publishers
Contact person (with title)	Mr Lau Chee Yong
Address	Young Post 3/F Morning Post Centre, 22 Dai Fat Street, Tai Po
Telephone number	26808166
Telefax number	26616984
E-mail address	Cylau@scmp.com
Website/URL address	Http://www.ypost.scmp.com
Have NIE?	Yes
NIE since?	-

Country	Hong Kong, HKSAR China
Name of organization	Hong Kong iMail
Contact person (with title)	-
Address	4/F, Sing Tao Building, 1 Wang Kwong Road, Kowloon Bay, Hong Kong, China
Telephone number	(852)2798-2855
Telefax number	(852)2795-3009
E-mail address	anvilong@hk-icemail.com
Website/URL address	http://www.hk-icemail.com
Have NIE?	Yes
NIE since?	1970`s

Country	India
Name of organization	The Hindustan Times Ltd/ PACE
Contact person (with title)	Ms, Anna Poornal Sehgal
Address	18-20-Kasturba Gandhi Marg, New Delih, India
Telephone number	(001)-91-11-3704717
Telefax number	(001)-91-11-3704541
E-mail address	Asehgal@hindustantimes.com
Website/URL address	http://www.hindustantimes.com
Have NIE?	Yes
NIE since?	1987, PACE since 1998

Country	Ireland
Name of organization	The Irsih Times
Contact person (with title)	Paula O`Gorman
Address	10-16 D'Olier Street, Dublin 2, Ireland
Telephone number	353-1-6792022
Telefax number	353-1-6792789
E-mail address	fogorm@irish-times.ie
Website/URL address	http://www.ireland.com
Have NIE?	Yes
NIE since?	-

Country	Malaysia
Name of organization	The Star, published by Star Publications (Malaysia) Berhad
Contact person (with title)	Leanne Goh
Address	13, Jalan 13/6, 46200 Petaling Jaya, Selangor, Malaysia
Telephone number	603-79581188
Telefax number	603-79554039
E-mail address	starNIE@thestar.com.my
Website/URL address	http://www.thestar.com.my/education/NIE
Have NIE?	Yes
NIE since?	1997

Country	New Zealand
Name of organization	The Southland Times
Contact person (with title)	Sue Patterson
Address	P O BOX 805 Invercargil
Telephone number	03-2181909
Telefax number	03-2143705
E-mail address	sue.patterson@stl.co.nz
Website/URL address	-
Have NIE?	Yes
NIE since?	1986

Country	New Zealand
Name of organization	Waikato Times (INL) - Newspaper in Education
Contact person (with title)	Carolyn Smith
Address	NIE - P.B. 3086, Hamilton N2
Telephone number	(0011)6478499693
Telefax number	(0011)6478499693
E-mail address	carolyn.smith@wkp.co.nz
Website/URL address	http://www.inl.co.nz/NIEwaikato
Have NIE?	Yes
NIE since?	1983

Country	New Zealand
Name of organization	News Media (Auckland) LTD
Contact person (with title)	Chris McLean
Address	PO Box 1409, Auckland
Telephone number	(09)3021332
Telefax number	(09)3092279
E-mail address	NIE@star-times.co.nz
Website/URL address	http://www.inl.co.nz/publications/education/Sunday.html
Have NIE?	Yes
NIE since?	1985

Country	New Zealand
Name of organization	The Dominion (The Evening Post)
Contact person (with title)	Nigel Evans
Address	Level 4, Press House. 82 Willis Street, PO Box 3740, Wellington, New Zealand
Telephone number	(04)4740330
Telefax number	(04)4740278
E-mail address	nigel.evans@wnl.co.nz
Website/URL address	-
Have NIE?	Yes
NIE since?	1983

Country	New Zealand
Name of organization	Hawke's Bay Today
Contact person (with title)	Cyndy Barnett
Address	PO BOX 180, 113 Karamuroad North, Hastings, New Zealand
Telephone number	(06)8730803 ext 8712
Telefax number	(06=8730803
E-mail address	NIE@wilsonandhorton.co.nz
Website/URL address	-
Have NIE?	Yes
NIE since?	1986

Country	Panama
Name of organization	La Prensa
Contact person (with title)	Wendy Tribaldos
Address	Box 6-4586 El Donado, Panama
Telephone number	(507) 224-5191
Telefax number	(507) 224-8691
E-mail address	wtribaldos@prensa.com
Website/URL address	http://www.aprendoweb.com
Have NIE?	Yes
NIE since?	-

Country	Russia
Name of organization	"Once upon a time"(Jili bili)
Contact person (with title)	Nikolay Mashovets
Address	
Telephone number	+7-0952573385
Telefax number	
E-mail address	Rusfamily@mtu-net.ru
Website/URL address	http://www.wan-press.ru
Have NIE?	Yes
NIE since?	1993

Country	Singapore
Name of organization	Singapore Press Holdings
Contact person (with title)	Chua Wan Theng
Address	82 Genting Lane, Singapore 349567
Telephone number	(065)7401090
Telefax number	(065)7445731
E-mail address	Fw22@cyberway.com.sg
Website/URL address	Chua Wan Theng
Have NIE?	Yes
NIE since?	1991

Country	South Africa
Name of organization	Beeld
Contact person (with title)	Elize Engelbrecht
Address	Box 333 Aucklarsdpark 2006, South Afrika
Telephone number	++833801800
Telefax number	++117132260
E-mail address	Eengelbr@beeld.com
Website/URL address	http://www.news24.co.za
Have NIE?	Yes
NIE since?	1994

Country	South Africa
Name of organization	Independent Newspapers Gauteng
Contact person (with title)	-
Address	PO Box 1006 Johannesburg 2000, South Afrika.
Telephone number	2711-633-2179
Telefax number	2711-834-3918
E-mail address	bmc@thestar.co.za
Website/URL address	-
Have NIE?	Yes
NIE since?	-

Country	South Africa
Name of organization	New Afrika Publicationm (SOWETIAN)
Contact person (with title)	-
Address	-
Telephone number	61 Commando Road, Johannesburg, South Afrika
Telefax number	(011)4714000
E-mail address	(011)4742074
Website/URL address	thobelas@sowetan.co.za
Have NIE?	Yes
NIE since?	1995

Country	Spain
Name of organization	El Mundo, Aula de el Mundo
Contact person (with title)	Tommaso Prennushi
Address	pradillp 42 28002 madrid, spain
Telephone number	(34)915864759
Telefax number	(34)5864945
E-mail address	tommaso.prennushi@elmundo.es
Website/URL address	-
Have NIE?	Yes
NIE since?	1999

Country	USA
Name of organization	The News & Observer
Contact person (with title)	Jean House
Address	215 S. McDowell Street, USA
Telephone number	919-829-8921
Telefax number	919-829-4631
E-mail address	jeanhse@nando.net
Website/URL address	http://www.newsobserver.com/NIE
Have NIE?	Yes
NIE since?	1970

Country	Yugoslavia
Name of organization	Two pages in paper "Magyar Szô"; "NAPSUGÁR
Contact person (with title)	Marto Santo
Address	Vosovbe Misica 1 21000 NOVI SAD
Telephone number	567-31
Telefax number	-
E-mail address	msanto@eunet.yu
Website/URL address	-
Have NIE?	Yes
NIE since?	1961

Others, have NIE

Country	France
Name of organization	CLEMI (French Ministry of Education)
Contact person (with title)	Michelle Elardja-Prouzeau
Address	391, bis rue de Vaugirard, 75015 PARIS, France
Telephone number	(33)1-43687100
Telefax number	(33)1-53687127
E-mail address	b.menu@clemi.org
Website/URL address	http://www.clemi.org
Have NIE?	Yes
NIE since?	1982

Country	Germany
Name of organization	Journalistenschule Ruhr
Contactperson(with title)	Harald Heuer
Address	Schederhofstrasse 55-57, D-45123 Essen
Telephone number	+ 49 201 804 19 78

Telefax number + 49 201 804 19 63
 E-mailaddress h.heuer@journalistenschule-ruhr.de
 Website/URL address www. journalistenschule-ruhr.de, www. zeusteam.de
 Have NIE? Yes
 NIE since? 1997

Country	Germany
Name of organization	Promedia
Contact person (with title)	Willi Maasen
Address	Josef Von Fraunhofer - STR 3A, 52477 ALSDORF, Germany
Telephone number	24041-340714
Telefax number	024041-340721
E-mail address	Massen@promedia-germany.de
Website/URL address	http://www.promedia-germany.de
Have NIE?	Yes
NIE since?	1989

Country	Kerala, South India
Name of organization	People's Forum for development
Contact person (with title)	Pratapa Chandran
Address	Moongode house, KUDAPANAKUNNU tvn - 43, Kerala
Telephone number	(0471)439011
Telefax number	-
E-mail address	pratapachandran@eth.net
Website/URL address	-
Have NIE?	Yes
NIE since?	1995

Country	United Kingdom
Name of organization	cmc international
Contact person (with title)	George Kelly
Address	121 sapley road, huntington, cambs, pez 91 yn, United Kingdom
Telephone number	(+44)(0)1480435628
Telefax number	(44)(0)1480435428
E-mail address	cmc@net-ernity.org
Website/URL address	-
Have NIE?	Yes
NIE since?	-

Publications and organizations reporting no NIE / young reader activity

Country	Turkey
Name of organization	Dogan Media Group
Contact person (with title)	-
Address	Gunesli 34544 Istanbul
Telephone number	(+90)2126770833
Telefax number	(+90)2126770840
E-mail address	Nyilmaz@dmq.com.tr
Website/URL address	http://www.dmq.com.tr
Have NIE?	No
NIE since?	-

Country	Yugoslavia
Name of organization	APM trans Press, Distribution Company of Association of Private Media
Contact person (with title)	-
Address	Masrikova SIXV, Belgrade
Telephone number	(+381)113619425
Telefax number	(+381)113619425
E-mail address	apmpress@bitsyu.net
Website/URL address	-
Have NIE?	No
NIE since?	-

Country	South Africa
Name of organization	Reader's Digest
Contact person (with title)	-
Address	10 Mill Street, Newscands, Cape Town, 7708
Telephone number	021-6706100
Telefax number	021-6706200
E-mail address	velia.duncan@readersdigest.com
Website/URL address	http://www.readersdigest.co.za
Have NIE?	No
NIE since?	-

Country	Venezuela
Name of organization	Diario El Universal, Los Aventuras de Tito
Contact person (with title)	-
Address	Avenida Urdaneta , Torre El Universal, Piso 2
	Las aventuras de Tito, Caracas 1010-A
Telephone number	5052331 /2362

Country	Cyprus
Name of organization	Cyprus Publishers Association
Contact person (with title)	
Address	-
Telephone number	-
Telefax number	-
E-mail address	-
Website/URL address	-
Have NIE?	-
NIE since?	No
	-

Country	Russia
Name of organization	Guild of Periodical Press Publishers
Contact person (with title)	-
Address	24, Pravdy Street 6th Floor, Russia
Telephone number	7-0952573080
Telefax number	(+33)153012725
E-mail address	Abov@smedia.dol.ru
Website/URL address	http://www.wan-press.ru
Have NIE?	No
NIE since?	-

