

# YOUTH & MEDIA &

MACEDONIA

NATIONAL  
REPORT

**Title** Macedonia: National Report from the Research Project “Youth and Media”

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# MACEDONIA: YOUTH AND MEDIA NATIONAL REPORT

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**1.**

# **INTRODUCTION**

## 1. INTRODUCTION

### 1.1. ABOUT THE PROJECT

Although youth represent a significant share of relevant populations in the Southeast European countries included in the project (Macedonia, Serbia, Montenegro, Bosnia and Herzegovina, Albania, Kosovo, Bulgaria, Greece, Turkey, Slovenia and Croatia), ranging from 1/5 to 1/4 of the total population, they are still marginalized groups in the respective societies. Across the borders, youth face very similar challenges: insufficient social inclusion, corruption in the education system, youth unemployment, failed cultural integration and poorly designed youth policies. Despite the visible and extraordinary youth activity and efforts aimed at improving their position and the society as a whole, youth's understanding and representation in the media as a step towards influence and information are rather disputable.

Although they are defined as a priority of some institutions and organizations, the relations between youth and the media, in their traditional and new forms, have not been researched or analysed in a thorough and structured manner that would allow establishment of the current situation and a more structured and well planned approach to effective policy-making, strategic development and inter-departmental efforts in this area.

There is significant shortage of youth voices in the media space, especially knowing that some countries are characterized by absence of or few media programmes or time slots addressing youth issues, while events and initiatives organized by youth tend to be less covered. Such disconnection leads to youth's detachment from the public discourse and ongoing social development.

Additionally, efforts are needed not only to determine youth's representation in the media, but also their perceptions and attitudes towards the media. In societies characterized by polarized media and information diversity, it is not only important for young people to be informed about ongoing developments, but to also possess critical thought and certain level of media literacy. All these aspects are of key importance for young people to be able to understand and decode information presented in the media and to facilitate active citizenship and participation among youth.

In the countries with relatively high Internet access (ranging from 46% to 71%), new media formats are on the rise and youth, as one of key Internet user groups, are more inclined to new media formats compared to the traditional ones. However, youth's disconnection from the mainstream society is still prominent, given the fact that most youth debates take place on the social networks and not in the media. This tendency does not only lead to closed-circle debates, but enables fostering of online hate speech as well.

## 1.2. METHODOLOGY

### RESEARCH OBJECTIVES

This research project is a joint effort of youth organizations from 11 countries in the region, those being: Macedonia, Serbia, Montenegro, Croatia, Bulgaria, Greece, Kosovo, Albania, Bosnia and Herzegovina, Slovenia and Turkey. The overall goal of this research study addressing youth and media is to collect information that will serve as baseline for future research and advocacy projects or activities aimed at improving media literacy among youth in Southeast Europe. Moreover, the research study will provide an overview of media accessibility and media uses for youth, media's importance for youth and media contents created by youth, including the challenges related to media literacy and use of hate speech among youth. At the same time, the research study is expected to contribute to increased public awareness about the importance of this issue and stimulate further research in this area. Hopes are that the study will result in initiation of youth and media activities; will enable media coverage of key youth topics; and will improve youth's involvement in production and creation of media contents.

The main goal of the research study is to define perceptions of youth, media and civil society actors about the level, quantity and contents related to media coverage of youth topics, both on national and regional level. More specifically, this research project will achieve the following objectives:

#### Youth:

- To determine youth's needs related to the media;
- To establish youth's perceptions about media benefits;
- To establish youth's perceptions about their presence and portrayal in the media;
- To determine youth's media literacy;
- To establish youth's perceptions about media possibilities;

#### Youth organizations:

- To establish youth organizations' perceptions about media uses;
- To establish youth organizations' perceptions about media benefits;
- To establish youth organizations' perceptions about their presence and portrayal in the media;
- To establish youth organizations' perceptions about their role in development and use of own media formats;

- To determine youth organizations' media literacy;
- To determine youth organizations' scope of media-oriented projects and activities;

Media:

- To establish the media's perceptions about youth issues;
- To evaluate the work of media (how they evaluate the performance of other media outlets);
- To determine the media's openness towards and inclusion of youth;

Media organizations:

- To determine the scope of youth and media projects and activities, including identification of hate speech in the media, youth education for media literacy, and youth as creators/producers of media contents (creative skills);
- To determine media organizations' accessibility for youth;
- To determine the number and contents of research projects on topics related to youth and media.



## DEFINITION OF TERMS USED IN THE RESEARCH STUDY

This study uses the following definitions in order to guarantee consistency among the countries included in the research:

- Youth are defined as persons at the age of 15 to 30 years.
- Youth organizations included in the research study are divided into two categories. The first group (youth-led organizations) includes organizations where young people are responsible for management and administration issues at the organization. These organizations can work on a variety of topics, but youth are not necessarily beneficiaries of their activities. The second group (organizations for youth) includes organizations where young people are beneficiaries of programme and project activities. However, their activities are often organized by adults. For the purpose of this study, youth organizations do not need to be formally registered as legal entities, thereby allowing coverage of grass-root organizations, youth movements and initiatives, informal groups, etc.
- Media are defined as any means of communication, including radio, television, newspapers, Internet (together with the social media) and digital media (video games, etc.).
- Media organizations are defined as non-profit organizations profiled in monitoring violations made to the right to information and right to access to worldwide media; defending and promoting the freedom of speech and freedom of expression; fighting censorship and laws restricting the freedom of information; promoting journalistic professionalism; educating and assisting journalists and other media workers.

## DATA COLLECTION

### A. Secondary data

#### *Analysis of existing data and records*

Analysis of secondary data was performed on available data/records about youth's media uses, youth and media and other relevant issues, such as Internet access, media coverage of youth issues, etc. This portion of the research implied desk reviews conducted by all project partners.

#### *Analysis of the legal framework*

For the purpose of assessing the legal and institutional settings for media development, media literacy and freedom of expression, and for the purpose of drafting relevant recommendations, the research included content analysis of the respective national legal frameworks. Laws subject to detailed analysis

of their contents include: the Law on Personal Data Protection, the Broadcasting Law, the Criminal Code, etc.

### ***Analysis of freedom of expression and media freedoms***

In order to provide contextual information per country, the research teams developed country analyses of media freedoms based on information from the indices and reports prepared by international organizations, such as: Freedom House, IREX, and RSF. Selection of these indices and reports served several purposes. First, throughout the years, these reports and indices have attracted great attention worldwide. Second, they include rank lists of all countries included in the research and allow comparative analyses among countries in the region. Third, despite the shortcomings identified by various “media freedom experts which faulted these studies with weak methodologies, lack of transparency, excessive reliance on experts’ views, Western bias and focus on ‘old media’ such as newspapers and television outlets at the expense of fast-expanding digital media, many still conclude that the studies have acceptable statistical consistency and arrive to same general conclusions. In short, these studies provide a crucial, credible and useful tool for monitoring media freedoms around the world and changes over time.”

#### **B. Primary data**

Primary data or data collected by means of field surveys are of key importance for this project. In that, a combined methodology was applied, using both quantitative and qualitative methods. However, due to the nature of primary data collection (online surveys), the research results implying quantitative analyses do not fulfil the criteria to be considered representative of the entire population. This is one of the biggest limitations of this research study. Be that as it may, having in mind that the research’s primary interest are youth with Internet access, the research study meets the criteria required for the research findings to be considered representative of this practical group.

According to 2013 official data from the State Statistical Office, 65.1% of households in Macedonia have Internet access at home and almost all (99.8%) households with Internet access use broadband (fixed or mobile) connections.

2013 data show that 65.4% of the total population aged 15 to 74 years use the Internet. Respondents aged 15 to 24 years are the biggest group of users, as 99.2% of them use the Internet.

Use of mobile phones or smart phones for Internet access beyond home or work accounts for 34.3%, of which 44.9% are young people aged 15 to 24 years.<sup>1</sup>

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<sup>1</sup> SSO’ Communication on the Usage of Information and Communication Technologies in Households and by Individuals, 2013, available at: <http://www.stat.gov.mk/pdf/2013/8.1.13.28.pdf>

### ***Topics covered by the analysis of the institutional settings***

Enlisted below are the topics covered in the analysis of the institutional settings:

- Is media literacy part of formal education curricula, at what education level and in which manner?
- Is debate, as a tool that promotes critical thinking, included in the formal education curricula and at what education level? How many debate clubs exist and are run at different education levels?
- Has the country adopted a strategy aimed at increasing cooperation between youth and the media?
- Which legal act from the national legislation regulates (prohibits) hate speech? Are there analyses or evaluations developed on the implementation of such acts?
- Has the country adopted a strategy aimed at identifying and eliminating hate speech?
- How is the issue of media contents regulated? (concerns the traditional media)
- How is media contents monitored and evaluated? (concerns the traditional media)
- What sanctions are imposed in cases of failure to comply with the criteria governing media contents? How many sanctions have been imposed on the basis of failure to comply with the criteria governing media contents? (concerns the traditional media)
- Are youth represented in the relevant media regulatory bodies? (for example, indirectly through the representatives from education institutions or civil society)

This research study relies on several different research methods. First, the desk research was conducted to obtain specific information about the topics covered by the research study. In addition to analysis of relevant documents, such as: strategies, laws and regulations, and media articles, freedom of information applications were addressed to all relevant institutions, including the Broadcasting Council and the Ministry of Education and Science.

### ***Online survey for youth***

The online questionnaire for youth was designed to measure youth's media literacy and perceptions about the media. The questionnaire is based on similar surveys already conducted across Europe, while most questions are based on the Final Report on Testing and Refining Criteria for Assessing Media Literacy in Europe, commissioned by the European Commission and conducted by the Danish Technological Institute and the European Association for Viewers Interests in 2011. Questionnaire's final

draft was adopted on the coordination meeting held with all project partners. Its adaptation to the local languages was made by means of conceptual translation and back (blind) translation to identify possible misconceptions.

Questionnaire's section on media literacy includes general questions aimed at measuring trends in media access, critical understating, communication and involvement. More specifically, they measure three aspects of media literacy: skills for media uses, critical understanding and communication abilities.

The online questionnaire for youth was published on 20 July 2013 and was available until 15 September 2013. In this period, a total of 1,724 valid questionnaires were filled-in and returned.

Distribution and promotion of the questionnaire relied on different tools, including advertisements on Facebook, banners on popular Internet portals, group mailing lists and direct contacts.

#### ***Online survey for youth organizations***

The online questionnaire for youth organizations is comprised of several sections aimed at assessing their relations with the media, their media capacity, activities organized around media issues, and their perceptions about youth's portrayal and involvement in the media. This questionnaire was responded only by management level representatives from the youth organizations.

Database of youth organizations presented with the online questionnaire was obtained from the Agency for Youth and Sports, which is the national body competent to represent youth's interests. This database is not publicly available, but it was obtained by the organizations conducting the research to facilitate their contacts with youth organizations in Macedonia.

The online questionnaire for youth organizations was distributed in the period July-August 2013, by e-mail. As follow up, each organization was sent two reminders to fill-in and to return the questionnaire. A total of 37 questionnaires were filled-in and returned.

#### ***Online survey for the media***

The online questionnaire for the media was developed with a view to measure the perceptions of media representatives about the presence of youth issues in the media, media's interest in youth issues and media's relations with the youth. This questionnaire was answered only by editors and other management level media workers.

The questionnaire for the media was distributed on 21 July 2013, via e-mails to a total of 375 media outlets. As follow up, the media were sent two reminders to fill-in and to return the questionnaire. By the deadline, 14 September 2013, a total of 68 questionnaires were filled-in and returned.

List of media outlets addressed with the questionnaire was created by browsing domains registered in the database kept by the Academic Research Network - MARNET<sup>2</sup> and selection of websites that regularly upload news in the field they are established. Selection of media outlets applied the following criteria:

- Websites that regularly upload news and have published at least one news article in the last month in their field of operation;
- Media outlets with published e-mail address for contact.

In addition, the list included registered television stations, radio stations and printed media, obtained from the Agency for Audio and Audio-Visual Media Services (formerly known as the Broadcasting Council).

### ***Interviews with representatives from media organizations***

Representatives of media organizations were interviewed with a view to identify relevant research studies on topics covered by this project and to obtain in-depth information about topics such as media literacy, hate speech, etc.

A total of 5 interviews with media organizations were conducted in the period August – September 2013. Interviews lasted for an hour and a half and were structured around a pre-designed questionnaire.

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<sup>2</sup> Register of Internet Addresses – MARNET, available at: [http://marnet.mk/?page\\_id=33](http://marnet.mk/?page_id=33)

**2.**

**CONTEXT**

## 2. CONTEXT

In its own right, the issue of relations between youth and media in Macedonia is a complex one and should be reconsidered in terms of several aspects. Namely, it necessitates an analysis of the legal framework and possibilities available for the youth to get involved in the media space, decision-making processes, production of media contents and similar issues directly affecting relations between youth and media.

Not a single law adopted in the Republic of Macedonia includes a definition of youth, i.e. definition of age parameters for the category of young people. Additional problem is the fact that most recent official statistics dates from 2002 and is considered obsolete, because it does not reflect the actual and up-to-date situation. In practice, the arbitrary definition of youth's age group creates serious problems and results in different numerical representation of young people in Macedonia. The present research adopted the general age group definition for youth as people aged 15 to 30 years. According to this definition, almost all data available indicate that the number of young people in Macedonia is around half million from the total population of around 2 million. Given the fact that youth represent around 1/4 of the total population, any country with such share of this particular population group, including Macedonia, should involve them in all areas of social life and thereby in the media space.

In Macedonia, the media space is regulated with the Media Law, which stipulates the basic principles and conditions that need to be fulfilled by media publishers in order to qualify for performance of this activity, and the Law on Audio and Audio-Visual Media Services, which stipulates the rights and obligations, as well as the responsibilities of broadcasting operators, providers of audio-visual media services and operators of public electronic communication networks.

There are more than hundred media outlets in the Republic of Macedonia, including private television stations with national concession, the public broadcasting service (MRT), local and regional television stations, radio stations, Internet portals and daily newspapers. Considering the market size, most media are not economically viable and they depend on government-subsidized campaigns or other business interests of their owners. In order to maintain their stability and economic viability, most of them are susceptible to influences and change of editorial policies and critical stances.<sup>3</sup>

On the basis of information obtained in compliance with the Law on Free Access to Public Information, institutions in the Republic of Macedonia have not conducted any research or study with a focus on youth and media. During the interviews conducted with media organizations it was reported that organizations or media outlets have not conducted any research or study addressing youth and media.

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<sup>3</sup> South East Europe Media Organization, *Report on the SEEMO Press Freedom Mission to the Republic of Macedonia/FYROM*, (October, 2011)

Various research projects about the media landscape have been implemented, but none of them focused on the topic of youth and media and the current situation in that regard. Given the fact that the media are public opinion leaders and that, in any country, young people should be the biggest critics and protectors of their human rights, there is a need for thorough analysis of relations between youth and media.

## 2.1. MEDIA FREEDOMS AND FREEDOM OF EXPRESSION

Freedom of expression is guaranteed under Article 16 of the Constitution of the Republic of Macedonia. In the last several years, this article was threatened on several occasions with the adoption of new laws and regulations attempting to limit and/or restrict the freedom of expression.

Different stakeholders and actors assessed the adoption of the **Media Law**<sup>4</sup> and the **Law on Audio and Audio-Visual Media Services**<sup>5</sup> as serious threat to the freedom of expression in Macedonia. Arguments presented against the adoption of these laws implied the obvious dominance of the state in terms of media contents, as well as suffocation of the right to freedom of expression. These laws entered in effect on 25 December 2013, while the enactment process was criticized for being “led behind closed doors, without broad public debate and consultations and without international monitoring”<sup>6</sup>.

The Law on Audio and Audio-Visual Media Services transformed the Broadcasting Council into the Agency for Audio and Audio-Visual Media Services, whereby 6 of the total of 7 members of the Agency are appointed on the proposal of public and state institutions/bodies controlled by the ruling authorities. Such composition of the Agency and introduction of high fines imposed to media outlets and journalists lead to self-censorship and restricted freedom of expression.

**The Law on Civil Liability for Libel and Defamation**<sup>7</sup> was adopted on 12 November 2012, and its goal is to decriminalize defamation, i.e. revoke the imprisonment sentence for defamation and libel. This piece of legislation was heavily criticized for the procedure under which it was adopted and the absence of broad public debate, but the greatest concerns were raised in respect to high fines imposed on journalists, editors and media publishers/owners. In practice, this law resulted in high level of self-censorship and increased number of retractions published by the journalists.

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<sup>4</sup> Media Law, *Official Gazette of the Republic of Macedonia*, no. 184 from 26.12.2013

<sup>5</sup> Law on Audio and Audio-Visual Media Services, *Official Gazette of the Republic of Macedonia*, no. 184 from 26.12.2013

<sup>6</sup> Front for Freedom of Expression, 23.12.2013

<sup>7</sup> Law on Civil Liability for Libel and Defamation, available at: <http://bit.ly/MJRdQE>



Freedom of expression and media freedoms in Macedonia are also in the focus of the international community. Hence, in 2012, Reporters Without Borders strongly reacted to the proposed draft-law on foreign correspondents.<sup>8</sup> Actually, the draft-law limited the attendance to events on behalf of foreign correspondents, requiring them to be formally accredited to cover the event in question by the Ministry of Foreign Affairs. According to the Press Freedom Index developed by Reporters Without Borders,<sup>9</sup> Macedonia is ranked on the 116<sup>th</sup> position and had dropped 22 ranks on this list compared to the previous year. This rank drop is due to the withdrawal of media licenses and deterioration of media freedoms and working conditions for journalists.

Freedom House<sup>10</sup>, an organization that analyses the situation in regard to respect for and exercise of human rights worldwide, assessed Macedonia as partially free country with a freedom score of 3.0. In that, it stressed problems related to political pressure on the media, resulting in self-censorship among the journalists. Furthermore, Freedom House referred to the closure of several media outlets, including A1 and A2 TV stations.

IREX<sup>11</sup>, an organization that assesses the media environment against several objectives, such as: professional journalism, business management, supporting organizations, etc., to arrive to an average country score on the scale from 0 to 4, assessed Macedonia with an overall score of 1.54. In its Country Report for Macedonia, IREX noted:

*In this environment, Macedonia's prospects for media sustainability remain stagnant, with negligible to modest changes in each of the five objectives. Macedonia's generally low scores reflect a growing pessimism in the media community about the long-term trends towards state control, politicization, and economic deterioration.*

Situation with the media and freedom of expression in Macedonia is worrying, and the trend of deterioration continues in 2014. Such developments necessitate development of alternative mechanisms and spaces for free expression.

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<sup>8</sup> Reporters Without Borders, *Draconian Foreign Media Bill Elicits Mix of Laughter and Dismay* (February, 2012)

<sup>9</sup> Reporters Without Borders, *2013 World Press Freedom Index: Dashed Hope After Spring*

<sup>10</sup> Freedom House, *Freedom in the World 2013: Macedonia*

<sup>11</sup> International Research & Exchanges Board, *Macedonia Media Sustainability index, 2013*

## 2.2. LEGAL AND INSTITUTIONAL FRAMEWORK

### MEDIA LITERACY

Media literacy does not exist as individual subject in primary and secondary education curricula in Macedonia. According to the data from the Bureau for Education Development within the Ministry of Education and Science, media literacy is integrated in primary education syllabuses for the subjects: Macedonian, Albanian, Turkish and Serbian language from 1<sup>st</sup> to 9<sup>th</sup> grade. High school curricula does not include contents related to media literacy, while in respect to secondary vocational education and training this subject matter is covered as part of syllabuses for third year subjects: Macedonian language and literature, Albanian language and literature and Turkish language and literature.

The Ministry of Education and Science<sup>12</sup> and the Bureau for Education Development<sup>13</sup> officially responded that media literacy (critical thinking about contents placed in the public by the media) is integrated in the subject syllabuses for Macedonian language and literature, Albanian language and literature, Turkish language and literature and Serbian language and literature, as well as in the primary and secondary education curricula for subjects on life skills:

*Subject syllabuses for mother tongues (Macedonian, Albanian, Serbian...) intended for students from 5<sup>th</sup> to 9<sup>th</sup> grade include contents from relevant education and childcare areas (language, reading, literature and reading assignments, expression and creativeness, media culture), where the contents in the area of media culture should enable the student to recognize the basic function of visual media (photography, film, TV), radio and press, for information and communication purposes.*

*On the recommendation from the Bureau for Education Development, 10 classes from the annual fund of 180 classes allotted to this subject (mother tongue) concern topics related to media culture.*

*As regards primary education curricula for the subject on life skills, the published documents do not include contents in the area of media literacy or media culture.*

*High school curricula for the subject mother tongue refer to the fact that this subject (Macedonian, Albanian language, etc.) allows students to gain knowledge, skills and abilities to*

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<sup>12</sup> MES, Responses to the request for information submitted in compliance with the Law on Free Access to Public Information, August 2013

<sup>13</sup> BED, Responses to the request for information submitted in compliance with the Law on Free Access to Public Information, August 2013

*experience, understand and develop critical attitude towards the media (theatre, film, printed and electronic media).*<sup>14</sup>

Moreover, the textbook on “Civil Education” for 8<sup>th</sup> grade in primary schools includes a chapter on media and media literacy. This chapter explains the characteristics of mass media and media culture.

In 2009, the Macedonian Institute for Media (MIM) implemented a project titled “Promoting Media Literacy in the Education System in Macedonia” in cooperation with the Bureau for Education Development and the Ministry of Education and Science. As part of the project, trainers from the Macedonian Institute for Media and the Institute for Democracy delivered training for around 1,400 teachers instructing Macedonian, Albanian, Serbian and Turkish language on how to integrate lectures on media literacy in their classes. Project activities also included development and publishing of Manual on Media Literacy, which was distributed to all teachers, schools, educational and media organizations.

According to Article 26 of the Law on Audio and Audio-Visual Media Services, the Agency for Audio and Audio-Visual Media Services should take activities for social inclusion and media literacy.

*(1) The Agency shall take activities aimed at encouraging the providers of audio or audio-visual media services to gradually make their services available to people with impaired hearing or sight.*

*(2) The Agency shall take activities aimed at promoting media literacy in the Republic of Macedonia.*

*(3) When implementing the activities referred to in paragraphs (1) and (2) of this article, the Agency shall cooperate with non-governmental organizations, citizens’ associations, educational institutions and other interested parties and shall publish them on its website.*

According to Article 110 of the Law, the public broadcasting service (MRT) should produce and broadcast programmes promoting media literacy.

The Ministry of Education and Science and the Bureau for Education Development report that, according to the education curricula, the section on didactic recommendations and instruction methods from relevant primary and secondary education subject syllabuses promote debates and special attention to debate is given under the subject on life skills.<sup>15</sup>

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<sup>14</sup> MES, Responses to the request for information submitted in compliance with the Law on Free Access to Public Information, August 2013

<sup>15</sup> MES, Responses to the request for information submitted in compliance with the Law on Free Access to Public Information, August 2013

## COOPERATION BETWEEN MEDIA AND YOUTH

Republic of Macedonia does not have an official strategy that focuses on cooperation between youth and media. One of the strategic goals defined in the National Strategy on Youth (2005- 2015)<sup>16</sup> is “improving and protecting the image of young people in the media”, and there are plans to develop a strategy for “improving the portrayal and attitude towards young people in the media” and “enabling participation of young people in the creation of their portrayal in the media”. The research team did not locate these strategies on the official websites of the competent institutions nor were they referred to in the responses obtained from the institutions on the freedom of information applications.

The chapter on media literacy from the Strategy on Broadcasting Activity Development (2013-2017) addresses the issues of necessary conditions for development of media literacy in the state, indicating the current level of all indicators for media context, such as: media education, media policy, media industry and civil society.

The official response from the Ministry of Education and Science as the relevant information holder reports that the strategy aimed at increasing the cooperation between youth and media is integrated in the mother tongue and literature curricula, as well as in primary and secondary education curricula for the subject on life skills.<sup>17</sup>

## HATE SPEECH

In the recent period, media freedoms and hate speech in Macedonia are regularly addressed in the media and in the relevant reports. However, this is not a situation exclusive to our country, but in international terms, the attention is focused on this topic as reaction to certain situations in which hate speech is used, albeit not in open form. There is no unified definition for this term, but most often used is the definition of hate speech given in the Council of Europe Recommendation no. R(97) 20:

*“The term hate speech shall be understood as covering all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.”<sup>18</sup>*

As regards the issue of “hate speech”, the national legislation in Macedonia is guided by several international documents that the country has ratified. In this regard, Macedonia respects the rules put

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<sup>16</sup> Government of the Republic of Macedonia, *National Strategy on Youth 2005-2015* (14 December 2005), pg. 14.

<sup>17</sup> MES, Responses to the request for information submitted in compliance with the Law on Free Access to Public Information, August 2013

<sup>18</sup> Recommendation No. R (97) 20 of the Committee of Ministers to Member States on "Hate Speech" available at: [http://www.coe.int/t/dghl/standardsetting/media/doc/cm/rec%281997%29020&expmem\\_EN.asp](http://www.coe.int/t/dghl/standardsetting/media/doc/cm/rec%281997%29020&expmem_EN.asp)

forward in the Universal Declaration of Human Rights, European Convention of Human Rights, International Covenant for Civil and Political Rights, as well as relevant recommendations and guidelines issued by the Council of Europe and the judgments of the European Court of Human Rights. By acceding to and ratifying these international acts, the Republic of Macedonia has acknowledged them as part of its national legislation and has committed to apply them as legal rules and norms.

In addition to the international treaties, this issue is also regulated by the law that governs the media and broadcasting activity, i.e. the Media Law, as Article 4 thereof prohibits publication and broadcasting of media contents that incites or encourages discrimination, intolerance or hatred on the basis of race, gender, religion or ethnicity. The Agency for Audio and Audio-Visual Media Services makes a specific commitment to this right in the Strategy on Broadcasting Activity Development (2013 -2017), where under section 1.6: programme standards on human rights, it addresses in detail the issues of discrimination, stereotypes, unprofessionalism and disrespect for journalistic standards, and hate speech.

According to the legal analysis conducted by the Academy for Judges and Public Prosecutors,<sup>19</sup> Republic of Macedonia does not have a separate and comprehensive law that governs the issue of public information. Law on Prevention and Protection Against Discrimination from 2010 provides a solid basis for developing the legal concept of hate speech. In principle, the Law prohibits (Article 3) any direct or indirect discrimination, inciting or encouraging discrimination and supporting discriminatory practices. Article 5, paragraph 4 of the Law defines discriminatory behaviour and practices as any active or passive behaviour of any person, public authorities, or legal and natural persons in the private and public sector, in the public life, which creates basis for favouring or disfavouring certain person in an unjustified manner or exposing him/her to unjustified and degrading treatment compared to other persons in similar situation, on any discrimination ground. Among others, the forms of discrimination defined in the Law include harassment and humiliating treatment (Article 7), as violation of the dignity of a person or a group of people on any discrimination ground or aimed at violating the dignity of a person or creating a threatening, hostile, humiliating or intimidating environment, access or practice. The Law emphasizes inciting and encouraging discrimination (Article 9) and stipulates that discrimination shall also mean any activity whereby a person is directly or indirectly inciting, encouraging, guiding or supporting another person to discriminate. Article 24 of the Law stipulates the following competences for the Commission for Prevention of Corruption: acting upon complaints about discrimination and initiation of procedures in front of competent bodies on the basis of violations to the Law. The Law stipulates court protection against discrimination, exercised by motioning a lawsuit in front of a competent court by the person who believes that his/her rights have been violated by means of discrimination (Article 34 and others). Misdemeanour responsibility is anticipated for inciting or encouraging discrimination and aiding

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<sup>19</sup> Kambovski Vlado and Lazarova Trajkovska Mirjana, *Legal Analysis of the Concept of Criminal Act and Hate Speech* (OSCE, 2012)

discriminatory practice on any discrimination ground (Article 42) and for violation of the dignity of a person or creating threatening, hostile, humiliating or intimidating environment, access or practice.

The legal analysis indicated above refers to several instances in which the Broadcasting Council (now the Agency) has reacted to incitement of national, racial, gender and religious hatred by means of programme contents. On the other hand, the competent authorities, such as the Ministry of Interior and the Public Prosecution, have not taken any initiative to motion criminal or misdemeanour procedures against the organizers or participants in sports events which were characterized by hate speech, although the Law on Prevention of Violence and Indecent Conduct on Sports Events stipulates misdemeanour sanctions for such occurrences (Articles 13 and 14).

Any analysis of individual human rights must take into consideration the manner in which the given human right is regulated formally and its practical application, i.e., exercise. In Macedonia, there is a major discrepancy between the manner in which the issue of “hate speech” is regulated on paper and its practical exercise in the reality. Therefore, Macedonian media outlets find it difficult to assess when they are practicing freedom of expression and when they are inciting discrimination when covering diversity, especially on the basis of gender, sexual orientation or belonging to marginalized groups. Particularly difficult in terms of establishing hate speech is the fact that this speech is not necessarily manifested as hatred or emotions, but can be disguised in statements that, at first sight, might seem rational and normal. Greatest problems, prominent among the media, include frequent use of the term “marginalized group”.<sup>20</sup> Most often, when reporting on issues related to these groups, the media do not recognize the discrimination and social exclusion they are pursuing, and fail to recognize the fact that pundits accompanying these news reports and articles, most often in the form of nationalistic statements, homophobia, stereotypes and prejudices, are manifestations of hate speech. One of the recent burning issues in the media is the gay community, as hate speech can be identified in the numerous reports and articles for this community. Often, these groups are portrayed in highly stereotyped manner and have been denied their human rights because of their sexual orientation. These announcements further instigate hate speech in the social networks.

The Agency for Youth and Sports established the National Committee Against Hate Speech on the Internet, and together with the non-governmental organization *Centre for Intercultural Dialogue* implements the campaign “Against Hate Speech on the Internet”. This campaign is not a strategy that, in the long term, would identify and eliminate hate speech, but represents a cooperation effort between the civil society sector and state institutions aimed at determining the forms and perceptions about hate speech on the Internet. Project activities anticipate involvement of youth organizations and online activists in joint actions for capacity building and design of online tools for protection of human rights on the Internet, as well as establishment of a network of human rights activists and training for online campaign against discrimination on different grounds.

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<sup>20</sup> Strategy on Broadcasting Activity Development in the Republic of Macedonia (2013-2017) and the Action Plan

Annual Reports of the Commission for Protection Against Discrimination provide information on the number of complaints submitted to this Commission on different discrimination grounds, but none of them is directly related to hate speech. Recommendations<sup>21</sup> drafted by the Commission for Protection Against Discrimination imply the need for all competent authorities, in compliance with their competences, to ensure coordinated work towards suppression of media promotion of: hate speech, violence, intolerance and discriminatory attitudes, with special emphasis on the role of public broadcasting services and public enterprises. Instead, they are advised to act as promoters of equality, tolerance and non-discrimination, and by means of their actions to set examples and contribute to better awareness in the public and among all relevant actors in the society about the problem of discrimination, understanding the concept of non-discrimination, as well as to contribute to changes of social and cultural models based on stereotypes and prejudices towards minorities and marginalized groups in the society.

In the section explaining the manner in which citizens can submit a complaint to the Commission for Protection Against Discrimination, the Commission stresses that it is of crucial importance to work on changing citizens' awareness and on their education with a view to better understand the forms of discriminations, hate speech, harassment, maltreatment, etc.

Although there is no official strategy against hate speech, the Ministry of Labour and Social Policy developed the Strategy on Equality and Non-Discrimination on the Basis of Ethnicity, Age, Mental and Physical Disabilities and Gender,<sup>22</sup> which does not refer to cases of discrimination due to hate speech.

## **MEDIA CONTENT REGULATIONS**

Media contents is regulated by two laws: **Media Law** and **Law on Audio and Audio-Visual Media Services**. According to Article 2 of the Media Law, media contents includes all types of information (news, opinions, reports and other information) and copyright works published or broadcasted in the media.

Media contents is defined in Article 3, which governs freedom of expression and media freedoms. Accordingly, media freedoms include:

*"...freedom of expression of opinions; media independence; freedom to collect, research, publish, select and present information for the purpose of informing the public; media pluralism and diversity; free flow of information and media openness to different opinions, beliefs and diverse contents; access to public information; respect for human individuality, privacy and dignity;*

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<sup>21</sup> Commission for Protection Against Discrimination, 2012 Annual Report of the Commission for Protection Against Discrimination

<sup>22</sup> Government of the Republic of Macedonia, *National Strategy on Equality and Non-Discrimination on the Basis of Ethnicity, Age, Mental and Physical Disabilities and Gender* (2012)



*printing and distribution of press and other media in the country and abroad; production and broadcasting of audio/audio-visual programmes and other electronic media; autonomy of editors, journalists, authors or content-creators or programme associates and other persons, in compliance with the rules of their respective professions.”*

Media freedoms can be limited only in the cases stipulated in the Constitution of the Republic of Macedonia.

Media contents is the responsibility of the editor in chief who, according to the Law (Article 8), “runs the realization of contents being published or broadcasted and is responsible for all information published in the media, in compliance with the Law” and “in cases when the media publisher has appointed several editors, each of them is responsible for the contents published by the section he/she is heading”.

According to Article 4 of the Law: “The media are prohibited to publish or broadcast contents that endangers the national security, incites violent overthrow of the constitutional order in the Republic of Macedonia, calls to military aggression or armed conflict, encourages or supports discrimination, intolerance or hatred on the basis of race, gender, religion or nationality”, which indicates to the fact that the media are prohibited to publish or broadcast discriminating contents and contents inciting hate speech.

Another law that governs media contents is the Law on Audio and Audio-Visual Media Services, Article 48 of which stipulates special prohibitions as follows:

*“...audio and audio-visual media services may not contain contents that endangers the national security, incites violent overthrow of the constitutional order in the Republic of Macedonia, calls to military aggression or armed conflict, encourages or supports discrimination, intolerance or hatred on the basis of race, gender, religion or nationality”.*

As regards the protection of minors, Article 50 stipulates that “providers of audio and audio-visual media services may not broadcast programmes that might seriously harm the physical, psychological or moral development of minors, in particular programmes containing pornography or unnecessary violence”. This prohibition is also applicable in cases of other programmes that might harm the physical, psychological or moral development of minors, except in cases when their broadcast or reprise is time-defined and/or their broadcast or reprise implies a technical measure whereby minors would not be able to listen or view them in the usual manner. In cases when these programmes are broadcasted or reprised in non-encoded formats, the provider of audio-visual media services is obliged to announce their broadcast with an audio warning and visual sign that allow their recognition as programmes unsuitable for minor audiences.

According to paragraph 2 of Article 50:

*“Unnecessary violence shall mean broadcast of textual, verbal or visual message in time slots accessible to minor audiences, which glorify physical, verbal or psychological forms of sadism*



*and similar types of violence that represent an end to itself and in no way can be justified neither by the context of the genre in question nor by the dramatic action motives of the broadcasted programme.”*

One of the objectives pursued by the Law on Audio and Audio-Visual Media Services is to protect the interests of end users, especially the minor audiences.

**Rulebook on protection of minor audiences from programmes that might have harmful effect on their physical, psychological and moral development,**<sup>23</sup> accompanied by another document (Commentary to the Rulebook<sup>24</sup>), provides the media precise explanations of the parameters they need to use for the purpose of categorizing their programmes, audio and visual signs for different categories of programmes, as well as adequate time slots for broadcast of relevant programme categories.

Accordingly, programmes are divided into 5 categories:

- programmes of first category, which are broadcasted all day and all night (visual sign: green circle);
- programmes of second category, which are broadcasted in the period from 17:00 to 05:00 hours and can upset the minor audiences and for which parental supervision is recommended (visual sign: yellow circle);
- programmes of third category, which are broadcasted in the period from 21:00 to 05:00 hours and are not recommended for viewers under the age of 12 years, and which necessitate parental supervision (visual sign: orange circle);
- programmes of fourth category, which are broadcasted in the period from 22:00 to 05:00 hours and are not recommended for viewers under the age of 16 years, and which necessitate parental supervision (visual sign: blue circle);
- programme of fifth category, which are broadcasted in the period from 00:00 to 05:00 hours and are inadequate for viewers under the age of 18 years (visual sign: deep orange circle with X in the middle).

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<sup>23</sup> Broadcasting Council of the Republic of Macedonia, RULEBOOK on protection of minor audiences from programmes that might have harmful effect on their physical, psychological, and moral development (9.2.2007)

<sup>24</sup> Broadcasting Council of the Republic of Macedonia, COMMENTARY to the Rulebook on protection of minor audiences from programmes that might have harmful effect on their physical, psychological, and moral development

Article 53 of the Law prohibits audio-visual commercial communications implying or promoting discrimination on the basis of gender, race, ethnicity, nationality, religion or beliefs, disability, age or sexual orientation.

Audio-visual commercial communications for wine and beer are not considered to be directly targeting minor audiences, and should not depict minors consuming these products. This type of communications should not cause physical or moral harm to minor audiences. Moreover, commercial communications targeting minor audiences or including minors are not allowed to directly influence these audience to buy or rent products or services advertised relying on their inexperience or credulity; directly encourage minors to ask their parents or other persons to buy them the products or services advertised; abuse minors' special trust in their parents, teachers or other persons; and portray minors in dangerous situations.

Law on Audio and Audio-Visual Media Services regulates the operation of the public broadcasting service (MRT), where Article 110 stipulates that the public broadcasting service shall produce and broadcast programmes that contribute to respect and promotion of fundamental human rights and freedoms; privacy, dignity, and honour of individuals; understanding and respect for diversity, peace, justice, democratic values and institutions; protection of minors; gender equality; suppression of discrimination and civil society benefits.

### **MEDIA MONITORING**

Agency for Audio and Audio-Visual Media Services is the body responsible for programme monitoring, administrative and expert supervision and oversight.

Employees at the organization unit established within the expert service of the Agency for Audio and Audio-Visual Media Services are responsible to monitor programmes of broadcasters and providers of audio-visual media services at request, including monitoring of programme packages reprised by operators of public electronic communication networks, and their compliance with the media licenses, certificates of registration and other acts adopted by the Agency.

Administrative supervision concerns the operation of media publishers, especially in terms of establishing their compliance with the terms and conditions stipulated in the Media Law and specifically concern media operation in compliance with the terms and conditions stipulated in Articles 6, 7, 8, 10, 14 and 15 of the Media Law.

According to Article 6 of the Law, the Agency is obliged, by means of administrative supervision, to guarantee protection of minor audiences, as follows:

*(1) Printed media with pornographic contents must include a visible warning that their contents is of pornographic nature, that their distribution or sales to minors is prohibited and that they need to be packaged in see-through nylon foil.*

*(2) Publishers of electronic publications are obliged, with the assistance of technical means or adequate safeguard mechanism, to prevent access for minors to electronic publications with pornographic contents.*

*(3) Protection of minors in the course of broadcasting radio or television programmes shall be secured in the manner defined in the Law on Audio and Audio-Visual Media Services.*

Fines and penalties are imposed in cases of non-implementation of criteria governing media contents stipulated in Article 147 of the Law on Audio and Audio-Visual Media Services.

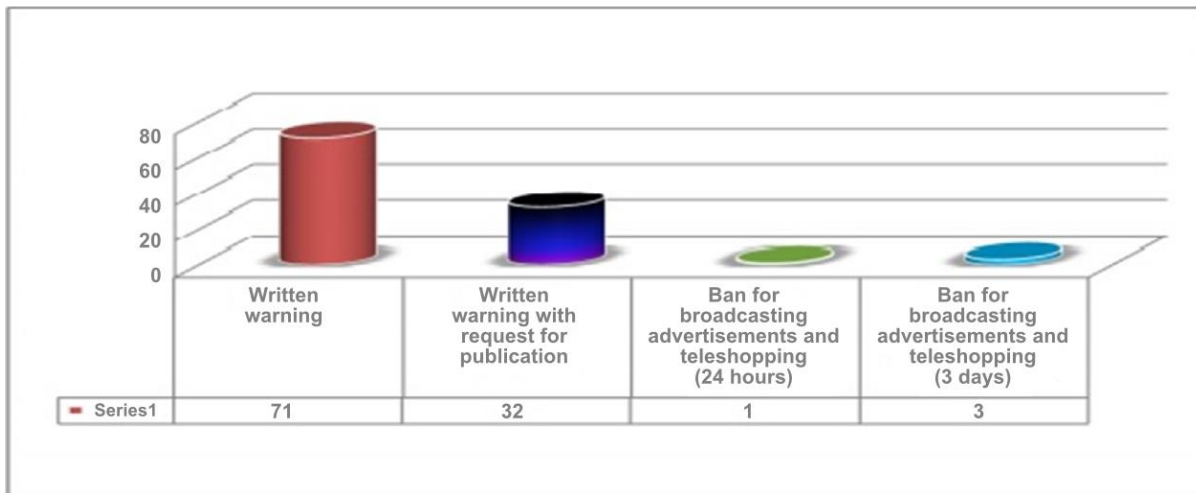
Most recent data on violations of the broadcasting activity kept by the Agency for Audio and Audio-Visual Media Services are from 2012 and concern the violation of articles/legal provisions from the old Broadcasting Law. In 2012, as part of its regular monitoring, ad hoc monitoring and monitoring upon complaints, the Broadcasting Council (now the Agency for Audio and Audio-Visual Media Services) has issued a total of 181 measures<sup>25</sup>, of which:

- 135 written warnings;
- 40 written warnings with request for publication;
- 3 temporary bans for broadcasting advertisements and teleshopping with duration of 24 hours; and
- 3 temporary bans for broadcasting advertisements and teleshopping with duration of three days.

*Figure 1: Graphic overview of measures issued by the Broadcasting Council, in the period 1 January – 30 June 2012*

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<sup>25</sup> Broadcasting Council, *Annual Report on the Operation of the Broadcasting Council of the Republic of Macedonia for the period 1.1.2012 - 31.12.2012* (March 2013)



The organizational structure of the media regulatory body (Agency for Audio and Audio-Visual Media Services) includes the Council, Director and expert service. The Council is responsible for awarding, withdrawing or extending television and radio broadcasting licenses. In that, it should be noted that youth are not officially represented in the Agency, because the conditions governing the appointment of members in the Council imply completed higher education and at least five years of working experience in the relevant field.

**3.**

**MEDIA ACCESS**

## 3. MEDIA ACCESS

Access to media has an important role in terms of provision of information for youth. Technology development affects media development and type of contents they offer. Therefore, this section of the research study inquires about the different devices and media formats used by youth to gain access to information.

### 3.1. ACCESS TO DIFFERENT MEDIA FORMATS

Access to media depends on the different devices owned and disposed by young people. Vast majority of respondents indicated that they own TV sets (95%) and personal computers (84%). Other types of devices commonly owned and disposed by youth include: radio (84%), laptops (77%) and smart phones (73%). On the other hand, very small share of youth aged 25 to 30 years own videogame consoles (19%), tablets (16%) and e-book readers (8%). Gender differences were noted in respect to answers provided on possession of videogame consoles, where 71% of respondents who indicate that they own such devices are male and 29% of them are female. Other demographic differences were not noted, except for the fact that higher shares of respondents who indicated that they own different types of devices come from urban areas and families with higher income.

As regards the manner and frequency of utilization of devices owned, the highest share of youth read electronic news (76%) and use the Internet (75%) on daily basis, while 67% of them use Internet on their mobile phones. Next most frequently indicated activities are watching TV (58%) and listening to the radio (40%). As high as 34% of youth never go to the cinema, but here it should be noted that many towns throughout Macedonia do not have functional cinema halls. Also, 24% of youth never play video or computer games, 14% of them never read printed media and 13% of them never read books. In terms of demographic differences, it should be noted that female respondents more frequently indicated that they read books, while male respondents more frequently indicated that they play video and computer games.

Due to the fact that this research inquires about the perceptions of several targets groups: youth, youth organizations and media organizations, answers provided by different groups of respondents allowed comparative analysis of their positions and attitudes. For example, on the question “Which media format is the most used one among youth?”, answers obtained by the media frequently indicated the Internet and social media. Television, as a media format, was indicated in small share of answers, while the answers indicating radio are insignificantly higher compared to those indicating television. Although youth most often use the Internet and social media, one must not undermine the share of answers indicating television (58% of them use television on daily basis) and radio (40% of them use radio on daily basis). This is particularly important in terms of production of youth contents for all media formats they use, especially knowing that, according to answers obtained by the media, contents has the greatest influence on youth’s preference for a particular media format, followed by youth’s habits.

## 3.2. MEDIA CONTENTS

Production of contents that is both interesting and acceptable not only for youth, but for general media audiences, requires adjustment to the different media formats broadcasting the contents in question. Youth, as target group, have different interests and needs and therefore this section of the research inquires about their access to production of media contents targeting young people.

### Youth

For adequate contents for youth to exist, they have to be involved in increasing the number of such contents. For example, when youth were asked what type of contents they have created, majority of them (54%) indicated that they have created multimedia contents, while 52% of them indicated that they have created written works (books, essays, poems, blog posts, columns, etc.). Low shares of youth indicated that they have written a letter to a newspaper (8%) and article for a magazine (13%). Higher shares of respondents that indicated creation of different types of contents are male.

According to the answers obtained from youth respondents, information and programmes that are of greatest interest for them and they would like to follow include: documentary films (62%), feature films (61%) and news programmes (54%). The least interesting programmes indicated by youth include: religious information (6%) and series/soap operas (9%).

The research inquired about youth's perceptions about the frequency and manner in which they are represented in specific media contents. Hence, youth believe that they are often represented in contents related to sports, fashion and entertainment, but are never or rarely represented in contents related to religion, business and politics. These research results can be correlated with the fact that youth indicated contents related to religion and economy as the least interesting contents for them. On the other hand, high share of youth believe that they are represented in education contents, which reflects their perception that the media portray young people as educated, but are not represented in economic contents and are thereby portrayed as dependent.

As regards the most useful media format, youth indicated the Internet for the purpose of education (77%), information (75%), entertainment (66%), communication and promotion (60%), membership in groups and expression (58%), recruitment (58%) and activism and mobilization (55%). Second most useful media format for these activities are the social media, while lower shares of answers indicated traditional media format which shows that youth are inclined to/prefer new media formats.

Analysis of the manner in which youth use the Internet and the type of contents they share on the Internet shows that 85% of them publish contents they have created (text, image, photograph, video or music), 33% of them participate with others in joint projects on contents production (for example, Wikipedia), and 25% of them have created their own websites and blogs. Again, higher shares of respondents that indicated these answers are male and are students or pupils.

### **Youth organizations**

Youth organizations' perceptions about youth's presence in the media shows that they believe youth are very little represented in contents related to economy, nature and environment, culture and education, but are highly represented in criminal overviews. Youth organizations are of the standing that youth are insufficiently represented in contents related to fashion, sports and entertainment.

On the other hand, high share of youth organizations have not secured funding to support young journalists, do not offer support for research journalism articles and have not delivered training for youth on creating media contents. The fact that youth organizations do not implement these types of activities contributes to the low level of youth's engagement in the media and partially contributes to youth's poor representation in the media.

### **Media**

High share of media representatives that filled-in the survey questionnaire indicated that youth are their direct target group. This means that they should produce or create special contents intended for youth or at least take youth's needs into consideration when planning the contents broadcasted or printed in the media. Most of surveyed media outlets referred to global trends and comments on social media as methods they use to determine the needs and interests of young people. Some of them also indicated that they engage experts to conduct surveys and research on determining youth's needs and interests and on the basis of these results they develop the contents intended for young audiences.

According to the media, youth are most interested in entertainment-related media contents, as majority of surveyed media representatives indicated this answer. Media contents related to economy, culture, environmental protection, religion and health were not indicated in the answers provided by the media and these results are closely correlated to answers provided by youth respondents who put these types of media contents on the bottom of their list of interesting contents.

As regards youth's involvement in creation of media contents, most media outlets indicated that they occasionally involve youth in production of media contents. This situation is explained by youth's answers on the question inquiring about their interest to get involved in media work, where the dominant answers implied sometimes.

On the question about the types of media contents directly targeting youth, media representatives frequently indicated education, fashion, environmental protection and health, while media contents related to politics, criminal overviews and religion do not include youth topics. These results correspond with youth's perceptions, but differ from youth organizations' perceptions about the type of media contents where youth is represented.

### **Media organizations**



Media organizations agree with the media that youth are sometimes involved in production of media contents and media work and that youth are sometimes interested to be the topic of contents offered to them. Moreover, they stress the fact that youth sometimes wish to be directly involved in any type of work with the media. These results provide the conclusion that media organizations believe that youth are partially interested in getting involved in creation of media contents and media work.

According to media organizations, the media most often target youth with contents related to entertainment and education. They stressed that very small number of media outlets create special programmes intended for youth and usually attempt to include youth by covering topics that are of interest for the general public, but directly involve young people, for example, in coverage of unemployment rates.

Main problem indicated by the media organizations in terms of lack of media contents targeting youth is the public broadcasting service (MRT), which is obliged by law to offer educational contents. In this regard, it was emphasized that MRT often offers contents intended for children, but not for youth, and that this contents does not correspond to the dynamic and trends among youth. Moreover, media organizations referred to the need for production of national contents that would address youth's needs and would bring fresh contents.

**4.**

**MEDIA LITERACY**

## 4. MEDIA LITERACY

### 4.1. OVERVIEW

Media play a major role and have great influence on development of personality not only among youth, but the general population as well. Nevertheless, this influence is particularly important among young people. This fact was confirmed by the media, as high share of them reported that they are aware of the difference in their influence on youth compared to the general population. These results are indicative of the need for greater attention to be paid on media literacy among youth.

Media literacy is included in some primary education subjects with lessons on information in daily social life, mass media, media's influence, and media characteristics.

Research results show that youth organizations implement very little activities aimed at improving media literacy and almost half of them have never organized or implemented activities in this regard. Answers provided by youth organizations show that they offer a limited number of training for young journalists, and most of them do not offer support for production of research journalism stories and articles.

Media organizations stressed that media literacy among youth is on high level. One of the surveyed organizations has implemented a several-years project that directly involved youth and whose overall goal was to introduce media literacy as regular subject in the education curricula. Project activities included development of a Manual that was offered to the competent institutions as textbook for the proposed new subject. In addition, the project trained teachers in mother tongue for critical analysis of media contents and teaching students to be critical about media contents.

Almost all media organizations have implemented projects on increasing media literacy among youth. Knowing that this issue requires continuous efforts, they emphasized the need for a comprehensive media education integrated in the schools' curricula.

### 4.2. MEDIA USES AND CONTENT-CREATION SKILLS

Youth's use of media is on high level. On the basis of their answers, more than 50% of respondents use television, the Internet and social media on daily basis. Lower frequency of media uses was noted in terms of printed media and radio, where 20% of respondents use these media formats at least once a week, which again is indicative of high media interaction. The least used media formats among youth include printed media, where 22% of respondents indicated they use them at least once a month. Most dominant media format among youth is the Internet, as indicated by 75% of respondents, while 67% of youth indicated they use the Internet on their mobile phones.

Being the most dominant media format used by young people, the Internet is used for various activities, including: sending e-mails (95%), transferring files from one to another computer (82%), Internet-assisted telephone calls (78%) and creating websites (43%). High share of respondents who provided affirmative answers about the activities they pursue on the Internet shows their high level of skills and abilities to create and manage Internet contents. Hence, half of respondents have skills to create multimedia contents, such as writing texts.

High shares of youth use the Internet to watch television, films, and videos (98%), participate in social networks (95%), send messages (88%) and upload contents created by them (85%). The Internet is least used for creation of own websites and maintaining personal blogs (as indicated by 25% of respondents each) and creating Internet or videogame avatars (as indicated by 26% of respondents). Activities that imply civil activism, such as signing electronic petitions and expressing opinion about certain political or social issues are pursued by 56% and 27% of respondents, respectively.

Youth indicated the Internet as the most useful media format for pursuing activities related to education, entertainment, information, communication, activism and mobilization, membership in groups, recruitment and expression. Social media were indicated in significant shares of answers related to activities for activism and mobilization and membership in groups, while television, radio and printed media were indicated in low shares of answers for all categories of activities.

As regards acquisition of skills for media use and creation of media contents, youth organizations have implemented very little activities in the last 2 years. Very small share of them have delivered training for young journalists and training on media monitoring and analysis. High number of answers provided by youth organizations implied that they have organized and delivered training on media uses for youth.

On the other hand, media organizations stressed that they regularly deliver training for young journalists aimed at equipping them with skills for creation of media contents, especially for new media and the Internet. Some media organizations reported that involvement of young journalists is their strategic goal defined for the forthcoming period.

Relevant structures of media organizations do not necessarily involve youth. Although media organizations attempt to involve youth in their operation and activities, they have not adopted long-term strategic approach that would increase youth participation in media organizations.

### 4.3. CRITICAL THINKING

Critical thinking towards the media is of high importance in terms of media uses. Daily exposure to an array of different media formats and messages impact youth and that is why they need to be able to recognize truthful information.

Youth were asked to assess the objectivity of media, i.e. the extent to which they broadcast reliable and accurate information. They indicated television (17%) and social media (14%) as media formats that

broadcast unreliable and inaccurate information, while their answers on reliable and accurate media sources do not include any specific media format, as television, radio and social media were indicated by 6% of respondents each. In terms of youth's trust in the media, 26% of respondents indicated that they trust the radio as media format broadcasting reliable information.

When youth notice a difference in the manner in which information is reported, in most cases they would compare it against another source or would consult other people about their opinion. When they have identified irregularities in media contents youth would rarely share their concerns with the civil society sector, i.e. non-governmental organizations.

On the other hand, the media are aware of their different influence on youth compared to elderly audiences and majority of surveyed media representatives confirmed this fact. Media believe that they often influence youth in terms of social topics and their decisions (education, work, etc.) and they are certain that they influence youth's level of information about political events. Media are unsure about their influence in terms of youth's involvement in social and political developments in the country.

Positions expressed by interviewed media organizations show that, in their opinion, civil and political education of youth is very low. Although civil education is part of school's official curricula, evident is the need for additional activities aimed at improving these skills among young people. In that regard, media organizations stressed the fact that they implement activities on media literacy and on identification of propaganda and information manipulation in the media.

#### **4.3.1. HATE SPEECH**

As regards the critical attitude towards hate speech in the media, majority of youth responded that when receiving media contents they can recognize the intent behind the information to insult a particular group and can identify cases of hate speech. It is important to note that most youth organizations have never implemented activities aimed at explaining or deconstructing bias and hate speech.

According to media organizations, youth are rarely able to identify hate speech. On the other hand, when this question was addressed to youth, high shares of them responded that they sometimes (32%) or often (39%) recognize the fact that some media contents contain hate speech. Also, they indicated that such contents is intended to insult a particular group of people.

Media organizations stressed that they implement specific activities aimed at preventing hate speech. One of the interviewed media organizations reported that they have developed a detailed analysis of the situation concerning hate speech on the Internet in Macedonia, with reconsideration of specific examples of media coverage characterized by hate speech.

Last year marked the start of several campaigns against hate speech on the Internet, one of which is the National Campaign Against Hate Speech on the Internet implemented by the Agency for Youth and Sports, which includes almost all competent ministries and representatives from the civil society sector.

#### **4.3.2. MEDIA MESSAGES (PROPAGANDA, SPINS, MISINFORMATION, LIES)**

In cases they have noted differences in the manner particular information is covered in the media, youth partially believe the coverage and often (in 3/4 of cases) compare the information against other media sources. Also, youth indicated that they are often informed from media sources they trust. On the other hand, youth reported that they often think of particular information as incomplete or untruthful, which is an indicator of their skills to recognize hidden messages being transferred by the media.

This fact is reflected in the answers provided by youth about objective and impartial reporting on the part of the media, where 31% of them believe that the media rarely report in an objective manner. Youth believe that the media often provide false facts (47%), use language that encourages divisions (36%) and structure their news programmes in propagandist manner (33%).

On the other hand, research journalism and analytical stories are rarely present in the media, as indicated by 38% and 34% of youth, respectively.

Youth organizations contribute to improving the situation by implementing activities aimed at increasing media literacy, but unfortunately most of them have never implemented activities for identification and challenging propaganda.

Media organizations again stressed lack of media literacy as one of the key problems for youth's failure to recognize propaganda and hidden messages in media contents. Specific activities, such as introducing media literacy as mandatory school subject, will equip youth with skills to identify hidden messages being transferred by the media.

#### **4.3.3. PRIVACY POLICY**

On the issue of Internet privacy, 45% of youth responded that they are always careful in their communication with other people on the Internet. It should be noted that respondents from the age group 15 to 19 years are more careful when communicating with other people on the Internet compared to respondents from the age group above 20 years.

Half of youth organizations have adopted privacy policies, be it for their website or the organization itself, which is indicative of the fact that they take into consideration privacy protection of their members.

## 4.4. FREEDOM OF EXPRESSION

Youth's positions show that they do not fear to freely express their opinion. For example, 34% of youth never fear to comment on websites, with a noticeable difference in answers according to respondents' gender (68% of answers were provided by male respondents). 20% of youth rarely or never fear to comment on websites.

On the other hand, 29% of youth always feel uncomfortable and insecure to publish political views in all situations, while 18% of them often have these feelings. Significant differences in answers were not noted according to various demographic characteristics of the respondents.

**5.**

**YOUTH IN  
THE MEDIA**



## 5. YOUTH IN THE MEDIA

### 5.1. YOUTH'S PORTRAYAL IN THE MEDIA

According to youth, the media portray them as active, educated, curious, creative and political, but also as impolite, intolerant, dependent and violent. It is interesting to stress that these perceptions about youth's portrayal are shared by the media and youth organizations, which means that almost identical answers were obtained on the same question addressed to the media and youth organizations.

Youth organizations and their relations with the media influence the manner in which youth are portrayed in the media. However, youth organizations rarely organize and deliver training for media by means of which they familiarize them with youth issues and contribute to journalists' better understanding of youth's interests, which can ultimately result in improved image and portrayal of young people. Activities implemented by youth organizations primarily concerns establishment of relations with journalists, production of media contents and appearance in media programmes.

Analysis of types of contents by means of which the media target youth shows that these contents include entertainment, sports and education and provides the conclusion that the broader public is presented with a perception that youth are insufficiently serious in order to be represented in contents related to politics or economy, to name few. These topics were indicated by youth as media contents where they are rarely represented.

### 5.2. YOUTH'S PRESENCE IN THE MEDIA

In the opinion of youth, the types of media contents where they are often represented include sports, entertainment and fashion. On the other hand, they believe they are rarely represented in media contents related to environmental protection, religion and health, but never in media contents related to politics and economy.

On the question how often youth are represented in media contents, almost half of surveyed media representatives responded sometimes, and a smaller share of them indicated often. High share of media outlets cover youth issues and topics in contents related to education, culture and sports, and rarely in contents related to politics and criminal overviews. Media answers, to a large extent, overlap with youth's perceptions about media contents in which they are represented. Unfortunately, the media do not include youth in contents that are of great interest for them, such as documentary films, feature films and news programmes.

As regards youth's representation in different types of contents, high share of surveyed media representatives responded that they include youth in media contents related to entertainment and

fashion, but never in media contents related to economy, religion and politics. These positions and views correspond with the answers provided by youth and youth organizations.

According to media organizations, youth are rarely represented in contents offered by the media. As was the case with other groups of respondents, media organizations stressed sports, entertainment and education as dominant topics and contents used by the media to target young audiences.

Media organizations emphasized the fact that youth are always present in the social media and that they use the possibility for free expression offered by these media. Accessibility of social media enables young people to fast and easily publish their contents on topics of their interest. Media organizations indicated that the feedback youth receive on the social media is one of the reasons why youth are inclined to use these media formats, as well as the freedom to create contents that are not limited or restricted by journalistic standards.

### 5.3. CONTENTS IMPORTANT FOR YOUTH

Youth's portrayal in the media and adequacy of contents offered are just some of the aspects important for youth. According to their rank list of most interesting contents, documentary films come first, followed by feature films and news programmes. On the other hand, the media did not indicate specific examples of contents created especially for young audiences. Surveyed media representatives indicated that main topics where youth are represented include education, entertainment and sports. Nevertheless, these types of media contents are not high ranked by surveyed youth, although according to the frequency of answers indicating these contents they are in the middle of the rank list.

| Rank | Contents                     | Share |
|------|------------------------------|-------|
| 1    | Documentary films            | 62%   |
| 2    | Feature films                | 61%   |
| 3    | News programmes              | 54%   |
| 4    | Youth programmes             | 36%   |
| 5    | Computers/technology         | 36%   |
| 6    | Sports programmes            | 33%   |
| 7    | Music shows and music videos | 31%   |
| 8    | Entertainment programmes     | 28%   |
| 9    | Culture programmes           | 27%   |
| 10   | Nature and ecology           | 27%   |
| 11   | Business/finances            | 23%   |
| 12   | Talent shows                 | 19%   |
| 13   | Games/trivia                 | 15%   |
| 14   | Reality shows                | 13%   |

|           |                    |     |
|-----------|--------------------|-----|
| <b>15</b> | Fashion contents   | 13% |
| <b>16</b> | Series/soap operas | 9%  |
| <b>17</b> | Religion           | 6%  |

The major difference between media contents supply and demand may be the reason why youth are more inclined to use the Internet and social media compared to the traditional media.

**6.**

**YOUTH  
ORGANIZATIONS  
AND MEDIA**

## 6. YOUTH ORGANIZATIONS AND MEDIA

### 6.1. SKILLS FOR MEDIA USES

Youth organizations use different media for promotion and sharing information about their activities. All youth organizations that participated in the research use the social media and only one of them indicated the use of written media (newsletter, newspaper, magazine) as part of its activities. Most youth organizations have their own websites, while a small number of them also keep blogs or wiki pages.

Most used media formats maintained by youth organizations include social media and websites, as most of them indicated their use on daily basis, while television and radio are used less frequently. Here, it should be noted that high share of youth organizations responded that they never use micro-blogging services and bookmarking sites.

Youth organizations were asked to assess individual media formats against the various activities they find it as most useful. Thus, television was indicated as most useful for information purpose and least useful for networking and employment. Radio was indicated as most useful for education and information purposes and least useful for employment, fundraising and networking. In the opinion of youth organizations, printed media are most useful for information and education purposes and least useful for networking and communication. Moreover, they indicated the Internet and social media as useful for all purposes enlisted (education, information, communication, activism and mobilization, promotion, employment, expression, fundraising and networking).

On the other hand, youth organizations have the necessary skills to implement activities by means of which they target the media. For example, large number of them stressed that they use press releases, appearance in TV programmes, and establish contacts with journalists. Low number of youth organizations organizes training for journalists for the purpose of better understanding of youth issues.

Activities implemented by youth organizations and aimed at increasing media literacy are few in number, as many of them have never implemented activities of this type, while some of them have implemented activities of this type in the last 2 years. Worrying is the fact that 3/4 of surveyed youth organizations have never implemented activities aimed at identification of propaganda or bias.

As regards youth organizations' public relations, noticeable is that some of them comply with the rules and standards governing this area. Namely, most organizations employ a person responsible for communications and a high share of them keep a list of media outlets. Only half of youth organizations do press-clippings, have adopted a communication strategy and social media strategy. Although large number of youth organizations indicated that they develop relations with journalists and media outlets,

the conclusion is inferred that they are not pursuing this activity in compliance with previously adopted strategies and on institutional level.

Tools used by youth organizations to communicate with the media are diverse, but only small portion of them are used on regular basis. Most frequently used media communication tool are direct invitations to youth organizations' events, while media briefings are the least used tool. Youth organizations sometimes appear on television or radio and write newspaper articles. Most often they use the social media to communicate with their members and supporters.

Selection of social media as the main communication tool might be due to the fact that youth organizations consider this media format to be the most open and suitable for their needs. Television, radio, printed media and news portals are all categorized as partially open to cover topics that are of interest for youth organizations. However, a very important distinction must be made in this regard because all traditional media are based on editorial policy, while youth organizations are free to control the contents on their social media profiles. Another reason why all other media have been assessed as partially open can be identified in the fact that media outlets are insufficiently informed about all interests of youth and are therefore limiting their attention only to topics they know will be well accepted by this target audience.

In addition to social media, television is the second most effective tool for content promotion indicated by surveyed youth organizations. Also, half of them believe that radio and news portals could be effective in terms of promoting their activities.

Different coverage and reporting is a common situation and can be due to different reasons. On the question whether youth organizations react in cases when they have noted differences in media reports about their events, almost all of them provided affirmative answers. Namely, youth organizations react to such occurrences by publishing refutation in their media and writing letters and official complaints to the media outlet that has misrepresented their information. More rarely indicated actions in such situations include boycott of the media and informing other media about the unfortunate event, as well as initiating lawsuits. Lack of time is the most common reason indicated by youth organizations for their failure to react in cases of erroneous coverage and reports about their information in the media.

## 6.2. CREATION OF MEDIA CONTENTS

Media contents produced by youth organizations should be adequate to needs of young people. This section of the research analyses the attitude of youth organizations towards contents and the media they use.

Youth organizations were asked to assess the usefulness of enlisted media formats, such as television, radio, printed media, the Internet and social media against several purposes. According to their answers, youth organizations indicated the Internet and social media as most useful for all purposes enlisted.

Contents created by youth organizations is, to a large extent, published/uploaded on their websites. Almost all youth organizations responded that they do not have their own printed media (newsletter, newspaper, magazine) or wiki page. On the other hand, all youth organizations indicated that they use the social media. For example, youth who are on Twitter are less targeted by youth organizations as most of them do not use this service.

Although research results show that youth organizations do not have structured approach towards the media and strictly defined relations with them, when asked about their cooperation with youth and youth organizations most of the media outlets provided affirmative answers. However, on the question whether the media had been contacted by a youth organization for the purpose of future cooperation, only half of them provided affirmative answers and on the question whether the media outlet had contacted a youth organization for the same purpose the share of affirmative answers was lower, although in the range of around half of respondents. This shows that both the media and youth organizations make equal efforts to get youth issues covered, meaning that half of respondents from both groups have made efforts to establish direct contacts with the other group.

### **6.3. BARRIERS**

One of the reasons behind the non-existing good relations between youth organizations and the media is the fact that a low number of the former are organizing training for media representatives on understanding youth issues and needs. At the same time, reasons for low coverage of relevant youth topics are identified in the infrequent activities organized by youth organizations for the purpose of improving media literacy. Most youth organizations have never secured funds for young journalists in the form of scholarships and fellowships, but some of them have organized and delivered training for youth on media contents creation. Reasons for the low number of activities for media literacy cannot be identified and should be the subject of a new, more detailed research.

It is interesting to note that all youth organizations use the social media for promotion of their contents, but only half of them have adopted social media strategies. Moreover, only half of youth organizations have adopted communication strategies and this share corresponds with the share of youth organizations that indicated pursuit of activities to contact the media.

Youth organizations indicated the lack of interest on the part of the media as the biggest barrier/obstacle for having their contents covered. This result is directly correlated with the fact that only half of the media have contacted youth organizations for any kind of cooperation. Youth organizations assume portion of responsibility for this situation, as one third of them indicated that their contents are not covered because the organizations themselves do not recognize media's importance

for information dissemination. Another barrier identified by youth organizations is the lack of time among their staff and insufficient funds available to regularly engage in media relations. On the other hand, they do not see lack of activities on their part for identification of topics that should be offered to the media for joint cooperation as a barrier.

Youth organizations perceive television outlets and printed media as the most closed media formats for cooperation, while in their opinion news portals and social media are the most open for cooperation. Despite their assessment of television and radio outlets as most closed for cooperation, youth organizations consider them to be effective for communication and promotion purposes, but indicated the social media as the most effective media formats for these purposes.

One of the barriers preventing better cooperation between youth organizations and the media is the fact that only half of both respondent groups have taken steps to establish cooperation with the other group. Accordingly, half of respective respondent groups do not cover or promote relevant youth issues.



**7.**

# CONCLUSIONS

## 7. CONCLUSIONS

### 7.1. MAIN CONCLUSIONS

The present research study aims to analyse the situation with youth and media, inquire about youth's habits related to media uses and identify the most adequate contents for addressing youth issues. At the same time, the research attempted to assess the level of media literacy and critical attitude towards the media. Analysis of documents showed that certain strategies are in place and they enable or encourage cooperation between youth and media, which allowed the research team to draft specific recommendations for improving the observed situation.

Access to media among young people is on high level and majority of them own the most recent high-end technology devices. In addition to having access to the Internet, high share of youth also use the Internet on their mobile phones, which is indicative of a positive trend and increased number of this category of Internet users.

Results show that youth possess technical skills to create contents and most often they do this for the purpose of publishing their own works on the Internet or social media. Media literacy skills, such as recognizing hate speech, spins and propaganda are still on low level and there is a need for additional activities in order to improve the situation. Youth organizations should make greater efforts in this regard, especially knowing that they lack activities aimed at increasing media literacy among youth.

Involvement of youth and youth organizations in the media is on low level, but the reasons thereof are identified with both sides, as only half of both respondent groups indicated that they attempted to establish contacts with the other group. Due to the fact that cooperation between youth and media is low, youth's portrayal in the media includes certain negative features. For example, all respondents (youth, media representatives and youth organizations) agreed with the fact that media's portrayal of youth represents them as impolite, violent, dependent and intolerant, while the positive features emphasized about them include active, educated, curious and creative.

Media, and especially the traditional media, must demonstrate greater openness for cooperation with youth and youth organizations in particular, because these groups can best communicate to them the current issues affecting young people. By pursuing this type of cooperation, the media will be able to offer contents that are interesting for and accepted by young people.

## 7.2. RECOMMENDATIONS

### 7.2.1. RECOMMENDATIONS FOR THE MEDIA

In order to improve the cooperation between youth and media, but also enrich and increase contents offered to young audiences, the media need to:

- involve youth in their work, for the purpose of producing more adequate contents that addresses youth's needs and interests. This approach could result in change of youth's negative portrayal in the media;
- expand their media contents targeting youth and produce contents in areas where youth are underrepresented, such as politics, environmental protection, health, etc.;
- strengthen the cooperation with youth organizations, for the purpose of obtaining information about the latest trends among youth.

### 7.2.2. RECOMMENDATIONS FOR YOUTH ORGANIZATIONS

Youth organizations should implement activities aimed at cooperation with the media, opening themselves to youth and media literacy and education for youth, but they should also work on creating new contents. Specific recommendations for youth organizations include activities aimed at:

- increasing media literacy among youth, including segments on recognizing hate speech, spins and propaganda;
- training young journalists that would contribute to creation of contents relevant for young people;
- strengthening the cooperation with the media, for the purpose of increasing their visibility in the public and reaching out to more young people. In this regard, youth organizations must regularly organize and deliver training for journalists on specific topics that affect youth and distribute press releases to all journalists and media outlets about their work;
- creating own contents and publishing contents that are interesting for young people.

### 7.2.3. RECOMMENDATIONS FOR MEDIA ORGANIZATIONS

Media organizations can contribute to improved cooperation between youth and media by:

- advocating for institutionalization of media literacy. Introduction of media literacy as regular subject will bring the media closer to youth and will increase youth's interest in getting involved and following media work;
- conducting analyses of media contents and reacting to inadequate portrayal of youth. This is particularly important for the purpose of changing the negative portrayal of youth in the media;
- supporting youth-run media outlets;
- monitoring the situation and drafting recommendation for fight against hate speech (on the Internet).

### 7.2.4. RECOMMENDATIONS FOR RELEVANT INSTITUTIONS

Due to absence of key documents governing the cooperation between youth and media, the government and competent institutions need to:

- develop a strategy on improving the cooperation between youth and media. This strategy would encourage cooperation and involvement of youth in day-to-day operation of the media;
- provide institutional support for youth-run media outlets that enable them to express their positions and views;
- introduce the subject on media literacy as part of mandatory education curricula;
- implement a national campaign against hate speech on the Internet;
- Agency for Audio and Audio-visual Media Service should regularly monitor the media.

**8.**

**ANNEXES**

## 8. ANNEXES

### 8.1. SURVEY QUESTIONNAIRE FOR YOUTH

Table 1: Types of devices owned

|  | Yes | No  | Don't know |
|--|-----|-----|------------|
| TV   | 95% | 4%  | 1%         |
| PC   | 84% | 14% | 1%         |
| Laptop                                       | 77% | 22% | 0%         |
| Tablet                                       | 16% | 80% | 4%         |
| Videogame console                            | 19% | 76% | 5%         |
| Radio  | 79% | 18% | 3%         |
| DVD/Blu-ray recorder                         | 56% | 41% | 3%         |
| e-Book reader (e.g.: Kindle) on mobile phone | 8%  | 87% | 5%         |
| Smart phone                                  | 73% | 26% | 1%         |

Table 2: Media-related activities

|                                  | Daily almost every day | or every week | At least once a week | Several times a month | Once a month or almost once a month | Never | Don't know |
|----------------------------------|------------------------|---------------|----------------------|-----------------------|-------------------------------------|-------|------------|
| Watch television                 | 58%                    |               | 21%                  | 7%                    | 10%                                 | 3%    | 1%         |
| Go to the cinema                 | 1%                     |               | 2%                   | 9%                    | 43%                                 | 34%   | 10%        |
| Listen to the radio              | 40%                    |               | 20%                  | 14%                   | 14%                                 | 9%    | 2%         |
| Read printed media               | 22%                    |               | 25%                  | 15%                   | 22%                                 | 14%   | 2%         |
| Read electronic news             | 76%                    |               | 12%                  | 6%                    | 4%                                  | 2%    | 1%         |
| Read book                        | 20%                    |               | 16%                  | 14%                   | 32%                                 | 13%   | 6%         |
| Play video- or computer games    | 24%                    |               | 17%                  | 11%                   | 21%                                 | 24%   | 3%         |
| Use Internet on the mobile phone | 67%                    |               | 10%                  | 6%                    | 4%                                  | 11%   | 1%         |
| Use Internet on another device   | 75%                    |               | 5%                   | 3%                    | 3%                                  | 9%    | 4%         |

**Table 3: Activities on the Internet**

|   | Yes | No  | Don't know |
|---|-----|-----|------------|
| <b>Sending e-mails with attached files</b>                              | 95% | 4%  | 1%         |
| <b>Internet-assisted telephone calls</b>                                | 78% | 20% | 1%         |
| <b>Designing website</b>  | 43% | 54% | 2%         |
| <b>Maintaining blogs</b>  | 34% | 64% | 2%         |
| <b>Adjusting the privacy protection setting</b>                         | 91% | 7%  | 2%         |
| <b>Installing computer protection software (antivirus and the like)</b> | 85% | 13% | 2%         |
| <b>Transferring files from one to another computer</b>                  | 82% | 14% | 4%         |

**Table 4: Reliability and accuracy of information broadcasted by different types of media**

|                      | Completely unreliable and inaccurate |     |     |     | Completely reliable and accurate |
|----------------------|--------------------------------------|-----|-----|-----|----------------------------------|
|                      | 1                                    | 2   | 3   | 4   | 5                                |
| <b>Printed media</b> | 8%                                   | 21% | 46% | 21% | 5%                               |
| <b>Television</b>    | 17%                                  | 23% | 35% | 19% | 6%                               |
| <b>Radio</b>         | 7%                                   | 18% | 44% | 26% | 6%                               |
| <b>News portals</b>  | 7%                                   | 25% | 41% | 22% | 4%                               |
| <b>Social media</b>  | 14%                                  | 28% | 34% | 18% | 6%                               |

**Table 5: Actions taken in cases when there are differences in the manner in which particular information is reported by different media**

|  | Yes | No  | Don't know |
|--|-----|-----|------------|
| <b>Partially trust each information offered</b>        | 35% | 52% | 13%        |
| <b>Compare the information against other sources</b>   | 75% | 19% | 6%         |
| <b>Consult other people about their opinion</b>        | 63% | 26% | 11%        |
| <b>Share my concerns with the civil society sector</b> | 17% | 65% | 18%        |
| <b>Rely only on media sources I trust</b>              | 57% | 32% | 11%        |
| <b>No action</b>                                       | 26% | 49% | 26%        |

**Table 6: Perceptions when watching television, reading newspaper, browsing the Internet, playing videogames, listening to the radio...**

|  | Never | Rarely | Sometimes | Often | Always | Don't know |
|--|-------|--------|-----------|-------|--------|------------|
| <b>Purpose of the contents is to insult particular group of people</b> | 7%    | 17%    | 38%       | 32%   | 5%     | 2%         |
| <b>This is actually hate speech</b>                                    | 7%    | 14%    | 32%       | 39%   | 5%     | 3%         |
| <b>Information presented on this topic is incomplete</b>               | 4%    | 9%     | 26%       | 42%   | 14%    | 4%         |
| <b>This is not true</b>  | 3%    | 9%     | 30%       | 46%   | 8%     | 3%         |
| <b>Fear to comment on websites</b>                                     | 34%   | 20%    | 20%       | 13%   | 9%     | 4%         |
| <b>Don't feel comfortable/safe to publish my political views</b>       | 20%   | 12%    | 15%       | 18%   | 29%    | 7%         |
| <b>Cautious when communicating with people on the Internet</b>         | 5%    | 8%     | 17%       | 24%   | 45%    | 2%         |

**Table 7: Perceptions about the media in Macedonia**

|  | Never | Rarely | Sometimes | Often | Always | Don't know |
|--|-------|--------|-----------|-------|--------|------------|
| <b>Media present news in objective and unbiased manner</b>             | 21%   | 31%    | 22%       | 16%   | 7%     | 3%         |
| <b>Media present false information</b>                                 | 1%    | 7%     | 31%       | 47%   | 11%    | 2%         |
| <b>Media use weak/poor arguments in their reports</b>                  | 6%    | 26%    | 44%       | 19%   | 3%     | 5%         |
| <b>Media use language that stimulates divisions</b>                    | 5%    | 10%    | 26%       | 36%   | 18%    | 4%         |
| <b>Media use metaphors that do not promote human values</b>            | 4%    | 15%    | 32%       | 29%   | 10%    | 10%        |
| <b>Media broadcast/print investigative journalism articles/reports</b> | 9%    | 38%    | 25%       | 15%   | 4%     | 9%         |
| <b>Media broadcast/print analytical stories</b>                        | 6%    | 34%    | 31%       | 14%   | 4%     | 11%        |
| <b>News programmes are structured in propagandist manner</b>           | 3%    | 6%     | 19%       | 33%   | 31%    | 8%         |



**Table 8: Contents created by youth**

|   | Yes | No  | Don't know |
|---|-----|-----|------------|
| <b>Written works (books, essays, poems, blogs, columns, etc.)</b>                               | 52% | 46% | 2%         |
| <b>Video and audio material of any type (film, cartoon, video, clips, photograph, podcasts)</b> | 54% | 44% | 2%         |
| <b>Letter to newspapers</b>   | 8%  | 91% | 1%         |
| <b>News article or column in magazines</b>  | 13% | 86% | 2%         |

**Table 9: Internet use for specific purposes**

|   | Yes | No  | Don't know |
|---|-----|-----|------------|
| <b>Uploading own contents on the Internet (text, image, photograph, video, music) for the purpose of sharing (including the social media)</b> | 85% | 13% | 2%         |
| <b>Participation in social media (Facebook, Twitter, Tumblr, Pinterest, etc.)</b>   | 95% | 4%  | 1%         |
| <b>Cooperation with others on joint projects (e.g., creation of wiki contents)</b>  | 33% | 63% | 4%         |
| <b>Creation of Internet or videogame avatars</b>  | 26% | 72% | 2%         |
| <b>Creation of own websites</b>   | 25% | 74% | 1%         |
| <b>Signing electronic petitions</b>   | 56% | 41% | 3%         |
| <b>Express own views or opinions about political or social issues (posting comments)</b>  | 57% | 38% | 5%         |
| <b>Sending SMS or other messages</b>  | 88% | 11% | 1%         |
| <b>Watching television, films, videos</b>   | 98% | 1%  | 0%         |
| <b>Maintaining blogs</b>  | 25% | 72% | 3%         |

**Table 10: Information and programmes interesting for youth**

|                                     | Share |
|-------------------------------------|-------|
| <b>News programmes</b>              | 54%   |
| <b>Documentary films</b>            | 62%   |
| <b>Sports programmes</b>            | 33%   |
| <b>Youth programmes</b>             | 36%   |
| <b>Reality shows</b>                | 13%   |
| <b>Entertainment programmes</b>     | 28%   |
| <b>Talent shows</b>                 | 19%   |
| <b>Fashion contents</b>             | 13%   |
| <b>Series/soap operas</b>           | 9%    |
| <b>Feature films</b>                | 61%   |
| <b>Music shows and music videos</b> | 31%   |

|                            |     |
|----------------------------|-----|
| <b>Cultural programmes</b> | 27% |
| <b>Nature and ecology</b>  | 27% |
| <b>Business/finances</b>   | 23% |
| <b>Computer/technology</b> | 36% |
| <b>Games/trivia</b>        | 15% |
| <b>Religion</b>            | 6%  |

**Table 11: Most useful media formats for specific activities/purposes**

|                                  | Television | Radio | Printed media | Internet | Social media |
|----------------------------------|------------|-------|---------------|----------|--------------|
| <b>Education</b>                 | 12%        | 1%    | 8%            | 77%      | 2%           |
| <b>Entertainment</b>             | 8%         | 7%    | 0%            | 66%      | 19%          |
| <b>Information</b>               | 10%        | 2%    | 6%            | 75%      | 7%           |
| <b>Communication</b>             | 1%         | 1%    | 0%            | 60%      | 38%          |
| <b>Activism and mobilisation</b> | 8%         | 2%    | 3%            | 55%      | 32%          |
| <b>Membership in groups</b>      | 2%         | 1%    | 2%            | 58%      | 37%          |
| <b>Promotion</b>                 | 11%        | 1%    | 3%            | 60%      | 24%          |
| <b>Recruitment</b>               | 8%         | 2%    | 4%            | 57%      | 29%          |
| <b>Expression</b>                | 7%         | 2%    | 7%            | 58%      | 26%          |

**Table 12: Youth's presence in media contents, per area**

|                           | Never | Rarely | Sometimes | Often | Always | Don't know |
|---------------------------|-------|--------|-----------|-------|--------|------------|
| <b>Politics</b>           | 11%   | 30%    | 19%       | 30%   | 9%     | 2%         |
| <b>Economy/business</b>   | 14%   | 46%    | 26%       | 9%    | 2%     | 3%         |
| <b>Education</b>          | 5%    | 25%    | 36%       | 27%   | 6%     | 2%         |
| <b>Culture</b>            | 5%    | 26%    | 35%       | 27%   | 4%     | 2%         |
| <b>Sports</b>             | 1%    | 8%     | 20%       | 47%   | 22%    | 2%         |
| <b>Entertainment</b>      | 1%    | 4%     | 12%       | 44%   | 36%    | 2%         |
| <b>Fashion</b>            | 2%    | 9%     | 18%       | 45%   | 24%    | 2%         |
| <b>Nature and ecology</b> | 9%    | 35%    | 34%       | 14%   | 4%     | 4%         |
| <b>Religion</b>           | 16%   | 42%    | 23%       | 9%    | 3%     | 6%         |
| <b>Health</b>             | 8%    | 35%    | 35%       | 14%   | 4%     | 4%         |
| <b>Criminal overviews</b> | 9%    | 22%    | 28%       | 25%   | 8%     | 9%         |

**Table 13: Perceptions about youth's portrayal in the media**

|                    | 1   | 2   | 3   | 4   | 5   | 6   |              |
|--------------------|-----|-----|-----|-----|-----|-----|--------------|
| <b>Active</b>      | 11% | 12% | 31% | 18% | 15% | 13% | Passive      |
| <b>Educated</b>    | 12% | 21% | 28% | 22% | 11% | 6%  | Illiterate   |
| <b>Polite</b>      | 5%  | 13% | 28% | 25% | 18% | 12% | Impolite     |
| <b>Organized</b>   | 7%  | 13% | 26% | 26% | 17% | 11% | Disorganized |
| <b>Curious</b>     | 14% | 13% | 22% | 21% | 17% | 13% | Indifferent  |
| <b>Tolerant</b>    | 6%  | 10% | 25% | 24% | 19% | 16% | Intolerant   |
| <b>Creative</b>    | 14% | 18% | 29% | 20% | 13% | 7%  | Uncreative   |
| <b>Independent</b> | 7%  | 9%  | 21% | 22% | 19% | 23% | Dependent    |
| <b>Peaceful</b>    | 5%  | 8%  | 26% | 28% | 18% | 14% | Violent      |
| <b>Political</b>   | 24% | 20% | 23% | 16% | 9%  | 9%  | Apolitical   |

**Table 14: Age group**

|              | Share |
|--------------|-------|
| <b>15-19</b> | 31%   |
| <b>20-24</b> | 38%   |
| <b>25-30</b> | 31%   |

**Table 15: Gender**

|               | Share |
|---------------|-------|
| <b>Male</b>   | 61%   |
| <b>Female</b> | 39%   |

**Table 16: Completed education level**

|                            | Share |
|----------------------------|-------|
| <b>Primary education</b>   | 9%    |
| <b>Secondary education</b> | 40%   |
| <b>Higher education</b>    | 37%   |
| <b>Master studies</b>      | 13%   |
| <b>Doctoral studies</b>    | 1%    |

Table 17: Employment status

|                      | Share |
|----------------------|-------|
| <b>Student/pupil</b> | 53%   |
| <b>Employed</b>      | 29%   |
| <b>Unemployed</b>    | 18%   |

Table 18: Family monthly income

|                          | Share |
|--------------------------|-------|
| <b>0-5,000 MKD</b>       | 11%   |
| <b>5,000-10,000 MKD</b>  | 8%    |
| <b>10,000-15,000 MKD</b> | 10%   |
| <b>15,000-20,000 MKD</b> | 12%   |
| <b>20,000-25,000 MKD</b> | 13%   |
| <b>25,000-30,000 MKD</b> | 11%   |
| <b>&gt; 30,000 MKD</b>   | 36%   |

Table 19: Place of residence

|                   | Share |
|-------------------|-------|
| <b>Urban area</b> | 88%   |
| <b>Rural area</b> | 10%   |
| <b>Don't know</b> | 2%    |

## 8.2. SURVEY QUESTIONNAIRE FOR YOUTH ORGANIZATIONS

Table 20: Type of organization

|  | Yes | No  |
|--|-----|-----|
| <b>Youth-led organization (majority of members and board members are young people)</b> | 75% | 25% |
| <b>Organization for youth</b>  | 88% | 13% |
| <b>Organization doesn't work with or for youth</b>                                     | 7%  | 93% |

Table 21: Media used and maintained

|   | Yes  | No  |
|---|------|-----|
| Website   | 86%  | 14% |
| Blog  | 21%  | 79% |
| Printed media (newsletter, newspaper, magazine)   | 1%   | 99% |
| Wiki page   | 14%  | 86% |
| Radio   | 38%  | 62% |
| Social networks (e.g. Facebook, MySpace, Bebo, Google+)   | 100% | 0%  |
| Content-sharing sites (e.g. podcast, photo-sharing websites, such as Flickr, video hosting services, such as YouTube) | 70%  | 30% |
| Bookmarking sites (such as Delicious)   | 19%  | 81% |
| Micro-blogging services (such as Twitter, Weibo)  | 31%  | 69% |
| Television  | 35%  | 65% |

Table 22: Types of media formats used for project activities

|   | Daily | Weekly | Monthly | Quarterly | Never |
|---|-------|--------|---------|-----------|-------|
| Website   | 38%   | 32%    | 19%     | 5%        | 5%    |
| Blog  | 6%    | 6%     | 11%     | 11%       | 67%   |
| Printed media (newsletter, newspaper, magazine)   | 6%    | 11%    | 23%     | 40%       | 20%   |
| Wiki page   | 0%    | 9%     | 3%      | 3%        | 86%   |
| Radio   | 14%   | 11%    | 8%      | 25%       | 42%   |
| Social networks (e.g. Facebook, MySpace, Bebo, Google+)   | 81%   | 16%    | 3%      | 0%        | 0%    |
| Content-sharing sites (e.g. podcast, photo-sharing websites, such as Flickr, video hosting services, such as YouTube) | 8%    | 25%    | 19%     | 19%       | 28%   |
| Bookmarking sites (such as Delicious)   | 3%    | 9%     | 6%      | 11%       | 71%   |
| Micro-blogging services (such as Twitter, Weibo)  | 8%    | 16%    | 3%      | 8%        | 65%   |
| Television  | 4%    | 22%    | 7%      | 33%       | 33%   |

Table 23: Types of media formats used for communication/promotion

|  | Daily | Weekly | Monthly | Quarterly | Never |
|--|-------|--------|---------|-----------|-------|
| <b>Website</b>   | 46%   | 27%    | 16%     | 5%        | 5%    |
| <b>Blog</b>  | 14%   | 6%     | 11%     | 11%       | 57%   |
| <b>Printed media (newsletter, newspaper, magazine)</b>   | 8%    | 8%     | 25%     | 33%       | 25%   |
| <b>Wiki page</b>   | 3%    | 0%     | 3%      | 19%       | 75%   |
| <b>Radio</b>   | 14%   | 11%    | 9%      | 31%       | 34%   |
| <b>Social networks (e.g. Facebook, MySpace, Bebo, Google+)</b>   | 86%   | 8%     | 3%      | 3%        | 0%    |
| <b>Content-sharing sites (e.g. podcast, photo-sharing websites, such as Flickr, video hosting services, such as YouTube)</b> | 14%   | 14%    | 24%     | 22%       | 27%   |
| <b>Bookmarking sites (such as Delicious)</b>   | 6%    | 0%     | 9%      | 9%        | 77%   |
| <b>Micro-blogging services (such as Twitter, Weibo)</b>  | 14%   | 8%     | 8%      | 11%       | 58%   |
| <b>Television</b>  | 8%    | 11%    | 8%      | 33%       | 39%   |

Table 24: Media formats most useful for specific activities/purposes

| Television                       | 1   | 2   | 3   | 4   | 5   |
|----------------------------------|-----|-----|-----|-----|-----|
| <b>Education</b>                 | 11% | 11% | 38% | 8%  | 32% |
| <b>Information</b>               | 8%  | 5%  | 30% | 22% | 35% |
| <b>Communication</b>             | 30% | 19% | 30% | 11% | 11% |
| <b>Activism and mobilisation</b> | 14% | 19% | 22% | 32% | 14% |
| <b>Self-promotion</b>            | 14% | 11% | 24% | 27% | 24% |
| <b>Employment</b>                | 35% | 22% | 22% | 11% | 11% |
| <b>Self-expression</b>           | 30% | 19% | 27% | 19% | 5%  |
| <b>Fundraising</b>               | 24% | 16% | 16% | 24% | 19% |
| <b>Networking</b>                | 38% | 14% | 32% | 14% | 3%  |

| Radio                            | 1   | 2   | 3   | 4   | 5   |
|----------------------------------|-----|-----|-----|-----|-----|
| <b>Education</b>                 | 35% | 14% | 30% | 0%  | 22% |
| <b>Information</b>               | 30% | 11% | 24% | 14% | 22% |
| <b>Communication</b>             | 30% | 22% | 30% | 11% | 8%  |
| <b>Activism and mobilisation</b> | 27% | 24% | 14% | 30% | 5%  |
| <b>Self-promotion</b>            | 24% | 22% | 30% | 11% | 14% |
| <b>Employment</b>                | 49% | 19% | 16% | 11% | 5%  |
| <b>Self-expression</b>           | 19% | 27% | 38% | 14% | 3%  |
| <b>Fundraising</b>               | 41% | 14% | 22% | 14% | 11% |
| <b>Networking</b>                | 41% | 19% | 32% | 3%  | 5%  |

| Printed media                    | 1   | 2   | 3   | 4   | 5   |
|----------------------------------|-----|-----|-----|-----|-----|
| <b>Education</b>                 | 8%  | 14% | 35% | 19% | 24% |
| <b>Information</b>               | 11% | 27% | 24% | 16% | 22% |
| <b>Communication</b>             | 24% | 32% | 30% | 3%  | 11% |
| <b>Activism and mobilisation</b> | 19% | 22% | 32% | 24% | 3%  |
| <b>Self-promotion</b>            | 16% | 24% | 24% | 22% | 14% |
| <b>Employment</b>                | 14% | 24% | 24% | 19% | 19% |
| <b>Self-expression</b>           | 8%  | 22% | 35% | 19% | 16% |
| <b>Fundraising</b>               | 14% | 24% | 38% | 11% | 14% |
| <b>Networking</b>                | 30% | 24% | 35% | 3%  | 8%  |

| Internet                         | 1  | 2  | 3   | 4   | 5   |
|----------------------------------|----|----|-----|-----|-----|
| <b>Education</b>                 | 3% | 0% | 0%  | 27% | 70% |
| <b>Information</b>               | 3% | 0% | 3%  | 14% | 81% |
| <b>Communication</b>             | 3% | 0% | 3%  | 22% | 73% |
| <b>Activism and mobilisation</b> | 5% | 0% | 14% | 24% | 57% |
| <b>Self-promotion</b>            | 3% | 3% | 8%  | 38% | 49% |
| <b>Employment</b>                | 8% | 3% | 8%  | 30% | 51% |
| <b>Self-expression</b>           | 5% | 0% | 8%  | 32% | 54% |
| <b>Fundraising</b>               | 8% | 5% | 24% | 35% | 27% |
| <b>Networking</b>                | 5% | 0% | 8%  | 41% | 46% |

| Social media                     | 1  | 2   | 3   | 4   | 5   |
|----------------------------------|----|-----|-----|-----|-----|
| <b>Education</b>                 | 3% | 5%  | 14% | 11% | 68% |
| <b>Information</b>               | 3% | 0%  | 0%  | 19% | 78% |
| <b>Communication</b>             | 3% | 0%  | 3%  | 8%  | 86% |
| <b>Activism and mobilisation</b> | 3% | 0%  | 5%  | 14% | 78% |
| <b>Self-promotion</b>            | 5% | 0%  | 5%  | 14% | 76% |
| <b>Employment</b>                | 8% | 5%  | 16% | 38% | 32% |
| <b>Self-expression</b>           | 3% | 3%  | 8%  | 14% | 73% |
| <b>Fundraising</b>               | 8% | 14% | 16% | 30% | 32% |
| <b>Networking</b>                | 5% | 0%  | 5%  | 19% | 70% |

Table 25: Youth's presence in the media

|                               | Never (1) | Rarely (2) | Sufficiently (3) | Often (4) | Excessively (5) | Don't know |
|-------------------------------|-----------|------------|------------------|-----------|-----------------|------------|
| <b>Politics</b>               | 16%       | 54%        | 14%              | 11%       | 5%              | 0%         |
| <b>Economy/business</b>       | 14%       | 70%        | 14%              | 3%        | 0%              | 0%         |
| <b>Education</b>              | 0%        | 54%        | 27%              | 8%        | 11%             | 0%         |
| <b>Culture</b>                | 0%        | 57%        | 35%              | 5%        | 0%              | 3%         |
| <b>Sports</b>                 | 0%        | 16%        | 54%              | 8%        | 19%             | 3%         |
| <b>Entertainment</b>          | 0%        | 3%         | 43%              | 19%       | 35%             | 0%         |
| <b>Fashion</b>                | 3%        | 8%         | 51%              | 19%       | 19%             | 0%         |
| <b>Nature and environment</b> | 5%        | 62%        | 27%              | 5%        | 0%              | 0%         |
| <b>Religion</b>               | 22%       | 32%        | 30%              | 5%        | 0%              | 11%        |
| <b>Health</b>                 | 16%       | 46%        | 27%              | 8%        | 0%              | 3%         |
| <b>Criminal overviews</b>     | 5%        | 8%         | 32%              | 30%       | 14%             | 11%        |



**Table 26: Perceptions about youth's portrayal in the media**

|                    | 1   | 2   | 3   | 4   | 5   | 6   |              |
|--------------------|-----|-----|-----|-----|-----|-----|--------------|
| <b>Active</b>      | 3%  | 3%  | 46% | 14% | 22% | 14% | Passive      |
| <b>Educated</b>    | 14% | 14% | 43% | 24% | 5%  | 0%  | Illiterate   |
| <b>Polite</b>      | 5%  | 11% | 24% | 35% | 14% | 11% | Impolite     |
| <b>Organized</b>   | 0%  | 11% | 30% | 19% | 27% | 14% | Disorganized |
| <b>Curious</b>     | 0%  | 5%  | 27% | 22% | 38% | 8%  | Indifferent  |
| <b>Tolerant</b>    | 3%  | 8%  | 24% | 22% | 41% | 3%  | Intolerant   |
| <b>Creative</b>    | 3%  | 19% | 41% | 24% | 8%  | 5%  | Uncreative   |
| <b>Independent</b> | 5%  | 16% | 24% | 16% | 22% | 16% | Dependent    |
| <b>Peaceful</b>    | 3%  | 14% | 24% | 27% | 27% | 5%  | Violent      |
| <b>Political</b>   | 16% | 22% | 22% | 22% | 16% | 3%  | Apolitical   |

**Table 27: Activities targeting the media**

|   | Yes | No  |
|---|-----|-----|
| <b>Briefings</b>  | 42% | 58% |
| <b>Personal contacts with editors and journalists</b>                         | 73% | 27% |
| <b>Contribution to media contents</b>   | 94% | 6%  |
| <b>Press releases and press conferences</b>                                   | 88% | 12% |
| <b>No cooperation with the media due to disappointment</b>                    | 12% | 88% |
| <b>Appearances in television programmes</b>                                   | 70% | 30% |
| <b>Training for journalists for better understanding of issues we work on</b> | 39% | 61% |
| <b>Good cooperation in implementing campaigns</b>                             | 85% | 15% |
| <b>Media exercises as resource for training and workshops</b>                 | 76% | 24% |

**Table 28: Activities for media literacy**

|   | Yes, but not in the last 2 years | Yes, in the last 2 years | No, never |
|---|----------------------------------|--------------------------|-----------|
| <b>Training for young journalists</b>   | 6%                               | 18%                      | 76%       |
| <b>Media monitoring and analyses</b>  | 6%                               | 36%                      | 58%       |
| <b>Support for investigative journalism articles</b>                          | 9%                               | 30%                      | 61%       |
| <b>Securing funds for young journalists (scholarships, fellowships, etc.)</b> | 6%                               | 9%                       | 85%       |
| <b>Training for youth on media contents</b>                                   | 3%                               | 39%                      | 58%       |

|  |     |     |     |
|--|-----|-----|-----|
| creation (e.g. blogs)  |     |     |     |
| Training for youth on media uses                             | 6%  | 55% | 39% |
| Training for youth on identifying and challenging propaganda | 9%  | 21% | 70% |
| Activities aimed at increasing media literacy                | 12% | 42% | 45% |
| Activities aimed at explaining and deconstructing bias       | 12% | 15% | 73% |

Table 29: Public relations

|   | Yes | No  | Don't know |
|---|-----|-----|------------|
| PR officer  | 70% | 24% | 6%         |
| List of media outlets (list of journalists and media outlets for communication purposes)  | 85% | 12% | 3%         |
| Communication strategy  | 48% | 42% | 9%         |
| Regular activities for press-clippings (on youth organization's activities, events, etc.) | 55% | 33% | 12%        |
| Privacy policy (for the website, the organization, etc.)                                  | 52% | 27% | 21%        |
| Social media strategy   | 58% | 24% | 18%        |

Table 30: Communication tools used with the media

|   | Never | Rarely | Sometimes | Often | Always |
|---|-------|--------|-----------|-------|--------|
| Press releases                          | 6%    | 9%     | 39%       | 30%   | 15%    |
| Press conferences                       | 18%   | 36%    | 33%       | 9%    | 3%     |
| Media briefings                         | 30%   | 27%    | 27%       | 15%   | 0%     |
| Direct contacts (for columns)           | 18%   | 18%    | 36%       | 18%   | 9%     |
| Interviews/statements                   | 3%    | 6%     | 33%       | 45%   | 12%    |
| Television/radio appearances            | 9%    | 0%     | 55%       | 18%   | 18%    |
| Writing newspaper articles              | 3%    | 33%    | 39%       | 9%    | 15%    |
| Inviting media to organization's events | 9%    | 0%     | 27%       | 27%   | 36%    |
| Social media                            | 3%    | 6%     | 18%       | 15%   | 58%    |
| Comments                                | 9%    | 24%    | 33%       | 12%   | 21%    |

**Table 31: Barriers to media uses**

|  | No barrier | Minor barrier | Barrier | Major barrier | Great barrier |
|--|------------|---------------|---------|---------------|---------------|
| <b>Media's lack of interest</b>  | 12%        | 27%           | 24%     | 21%           | 15%           |
| <b>Organization's failure to recognize the importance of media</b>     | 33%        | 12%           | 33%     | 21%           | 0%            |
| <b>Lack of time among staff members</b>                                | 27%        | 21%           | 30%     | 18%           | 3%            |
| <b>Lack of support from the management bodies</b>                      | 45%        | 21%           | 21%     | 9%            | 3%            |
| <b>Lack of financial means</b>   | 15%        | 18%           | 21%     | 21%           | 24%           |
| <b>Inability to identify topics of common interests with the media</b> | 30%        | 39%           | 18%     | 9%            | 3%            |
| <b>Lack of information on services offered by the media</b>            | 27%        | 36%           | 24%     | 12%           | 0%            |

**Table 32: Media's openness to youth organizations**

|                      | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|----------------------|-----------|------------|---------------|-----------|------------|
| <b>Television</b>    | 10%       | 19%        | 35%           | 29%       | 6%         |
| <b>Radio</b>         | 10%       | 16%        | 35%           | 26%       | 13%        |
| <b>Printed media</b> | 6%        | 26%        | 58%           | 6%        | 3%         |
| <b>News portals</b>  | 3%        | 19%        | 39%           | 29%       | 10%        |
| <b>Social media</b>  | 3%        | 3%         | 6%            | 29%       | 58%        |

**Table 33: Most efficient media formats for communication and promotion**

|                      | Very inefficient (1) | Inefficient (2) | Neutral (3) | Efficient (4) | Very efficient (5) |
|----------------------|----------------------|-----------------|-------------|---------------|--------------------|
| <b>Television</b>    | 6%                   | 13%             | 10%         | 42%           | 29%                |
| <b>Radio</b>         | 10%                  | 10%             | 29%         | 45%           | 6%                 |
| <b>Printed media</b> | 6%                   | 10%             | 35%         | 35%           | 13%                |
| <b>News portals</b>  | 7%                   | 0%              | 23%         | 50%           | 20%                |
| <b>Social media</b>  | 6%                   | 0%              | 3%          | 13%           | 77%                |

**Table 34: Reaction in cases of differences in the manner in which organizations' information is presented in the media**

|            | Share |
|------------|-------|
| <b>Yes</b> | 96.8% |
| <b>No</b>  | 3.2%  |

**Table 35: If yes, what type of activities**

|  | Yes | No  | Don't know |
|--|-----|-----|------------|
| <b>Publishing a refutation in own media</b>                                  | 84% | 10% | 6%         |
| <b>Letter to the editor</b>  | 87% | 10% | 3%         |
| <b>Official complaint to the media for erroneous reporting</b>               | 70% | 7%  | 23%        |
| <b>Informing other media about the unfortunate event</b>                     | 48% | 28% | 24%        |
| <b>Sharing your concerns with other civil society organizations/partners</b> | 62% | 14% | 24%        |
| <b>Boycott of the media outlet</b>   | 14% | 52% | 34%        |
| <b>Initiation of lawsuits</b>  | 3%  | 41% | 55%        |

**Table 36: If no, what are the reasons**

|   | Yes | No  | Don't know |
|---|-----|-----|------------|
| <b>Do not want to get involved</b>          | 20% | 20% | 60%        |
| <b>Do not think it will change anything</b> | 33% | 50% | 17%        |
| <b>No time</b>                              | 40% | 40% | 20%        |

**Table 37: Annual budget**

|                            | Share |
|----------------------------|-------|
| <b>&lt; 2000 USD</b>       | 20.0% |
| <b>2-5,000 USD</b>         | 0.0%  |
| <b>5-10,000 USD</b>        | 23.3% |
| <b>10-25,000 USD</b>       | 6.7%  |
| <b>25-50,000 USD</b>       | 10.0% |
| <b>50-100,000 USD</b>      | 13.3% |
| <b>100,000-150,000 USD</b> | 0.0%  |

|                     |       |
|---------------------|-------|
| 150,000-250,000 USD | 6.7%  |
| 250,000-500,000 USD | 3.3%  |
| > 500,000 USD       | 6.7%  |
| No budget           | 10.0% |

Table 38: Geographical coverage

|               | Share |
|---------------|-------|
| Local         | 46.7% |
| Regional      | 20.0% |
| National      | 23.3% |
| European      | 3.3%  |
| International | 6.7%  |

### 8.3. SURVEY QUESTIONNAIRE FOR THE MEDIA

Table 39: Are youth defined as direct target group of the media?

|     | Share |
|-----|-------|
| Yes | 52.2% |
| No  | 47.8% |

Table 40: What is the most frequently used media format among youth?

|               | Share |
|---------------|-------|
| Printed media | 0.0%  |
| Radio         | 2.9%  |
| Television    | 1.4%  |
| Internet      | 55.1% |
| Social media  | 40.6% |

Table 41: Factors influencing youth's preference for the media

|                                | Share |
|--------------------------------|-------|
| <b>Contents</b>                | 46.4% |
| <b>Accessibility</b>           | 15.9% |
| <b>Financial accessibility</b> | 4.3%  |
| <b>Youth's habits</b>          | 30.4% |
| <b>Other (please indicate)</b> | 4.3%  |

Table 42: Areas of interest for youth

|                              | Share |
|------------------------------|-------|
| <b>Politics</b>              | 2.9%  |
| <b>Economy/business</b>      | 0.0%  |
| <b>Education</b>             | 1.4%  |
| <b>Culture</b>               | 0.0%  |
| <b>Sports</b>                | 4.3%  |
| <b>Entertainment</b>         | 78.3% |
| <b>Fashion</b>               | 2.9%  |
| <b>Ecology</b>               | 0.0%  |
| <b>Religion</b>              | 0.0%  |
| <b>Health</b>                | 0.0%  |
| <b>Other (please enlist)</b> | 10.1% |

Table 43: Youth's presence in media contents

| Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|-----------|------------|---------------|-----------|------------|
| 1%        | 22%        | 41%           | 33%       | 3%         |

Table 44: Youth's involvement in production of media contents and other types of engagements in media work

| Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|-----------|------------|---------------|-----------|------------|
| 9%        | 23%        | 43%           | 20%       | 4%         |

**Table 45: Youth's interest to be involvement in media contents or being targeted by the media**

| Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|-----------|------------|---------------|-----------|------------|
| 3%        | 30%        | 36%           | 23%       | 7%         |

**Table 46: Youth's interest to be directly involved in media work**

| Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|-----------|------------|---------------|-----------|------------|
| 4%        | 28%        | 41%           | 23%       | 4%         |

**Table 47: Cooperation with youth or youth organizations**

|            | Share |
|------------|-------|
| <b>Yes</b> | 69.4% |
| <b>No</b>  | 30.6% |

**Table 48: Has the media been contacted by youth organizations for any type of cooperation?**

|            | Share |
|------------|-------|
| <b>Yes</b> | 55.6% |
| <b>No</b>  | 44.4% |

**Table 49: Has the media contacted youth organizations for any type of cooperation?**

|            | Share |
|------------|-------|
| <b>Yes</b> | 41.7% |
| <b>No</b>  | 58.3% |

Table 50: Media contents targeting young audiences

|                    | Direct and intentional inclusion of youth topics | Indirect and unintentional inclusion of youth topics |
|--------------------|--|--|
| Politics           | 19%  | 81%  |
| Economy/business   | 44%  | 56%  |
| Education          | 92%  | 8%   |
| Culture            | 86%  | 14%  |
| Sports             | 83%  | 17%  |
| Fashion            | 75%  | 25%  |
| Ecology            | 67%  | 33%  |
| Religion           | 42%  | 58%  |
| Health             | 64%  | 36%  |
| Criminal overviews | 17%  | 83%  |
| Media literacy     | 50%  | 50%  |
| Politics           | 19%  | 81%  |

Table 51: Youth's presence in media contents, per area

|                  | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|------------------|-----------|------------|---------------|-----------|------------|
| Politics         | 17%       | 58%        | 17%           | 3%        | 6%         |
| Economy/business | 22%       | 50%        | 25%           | 0%        | 3%         |
| Education        | 0%        | 14%        | 33%           | 33%       | 19%        |
| Culture          | 3%        | 17%        | 42%           | 33%       | 6%         |
| Sports           | 6%        | 6%         | 28%           | 47%       | 14%        |
| Entertainment    | 0%        | 0%         | 11%           | 47%       | 42%        |
| Fashion          | 0%        | 6%         | 19%           | 44%       | 31%        |
| Ecology          | 14%       | 25%        | 31%           | 17%       | 14%        |
| Religion         | 19%       | 39%        | 19%           | 19%       | 3%         |
| Health           | 14%       | 33%        | 36%           | 3%        | 14%        |
| Politics         | 17%       | 54%        | 11%           | 6%        | 3%         |



**Table 52: Perceptions about youth’s portrayal in the media**

|                    | 1   | 2   | 3   | 4   | 5   | 6   |              |
|--------------------|-----|-----|-----|-----|-----|-----|--------------|
| <b>Active</b>      | 6%  | 19% | 36% | 17% | 8%  | 14% | Passive      |
| <b>Educated</b>    | 17% | 17% | 28% | 22% | 14% | 3%  | Illiterate   |
| <b>Polite</b>      | 8%  | 17% | 22% | 33% | 8%  | 11% | Impolite     |
| <b>Organized</b>   | 6%  | 11% | 33% | 22% | 14% | 14% | Disorganized |
| <b>Curious</b>     | 17% | 17% | 19% | 17% | 17% | 14% | Indifferent  |
| <b>Tolerant</b>    | 8%  | 8%  | 31% | 25% | 17% | 11% | Intolerant   |
| <b>Creative</b>    | 11% | 25% | 33% | 11% | 14% | 6%  | Uncreative   |
| <b>Independent</b> | 6%  | 8%  | 33% | 14% | 8%  | 31% | Dependent    |
| <b>Peaceful</b>    | 6%  | 17% | 25% | 25% | 17% | 11% | Violent      |
| <b>Political</b>   | 22% | 14% | 22% | 14% | 17% | 11% | Apolitical   |

**Table 53: Differences in the media’s influence on youth and elderly audiences**

|                   | Share |
|-------------------|-------|
| <b>Yes</b>        | 82.4% |
| <b>No</b>         | 5.9%  |
| <b>Don’t know</b> | 11.8% |

**Table 54: Media’s influence on youth in specific situations**

|  | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|--|-----------|------------|---------------|-----------|------------|
| <b>Media influence youth’s perceptions about social issues</b>                                 | 6%        | 24%        | 15%           | 29%       | 26%        |
| <b>Media influence youth’s decisions (education/university, employment, etc.)</b>              | 3%        | 15%        | 32%           | 38%       | 12%        |
| <b>Media influence youth’s information about political events</b>                              | 0%        | 12%        | 24%           | 24%       | 41%        |
| <b>Media influence youth’s involvement in social and political developments in the country</b> | 9%        | 18%        | 38%           | 21%       | 15%        |

Table 55: Technical performance

|   | Share |
|---|-------|
| <b>Analogue television</b>                                    | 0.0%  |
| <b>Digital television</b>                                     | 24.2% |
| <b>Analogue and digital television</b>                        | 3.0%  |
| <b>Online television</b>                                      | 12.1% |
| <b>Cable television</b>                                       | 6.1%  |
| <b>Satellite television</b>                                   | 3.0%  |
| <b>Printed newspaper – free distribution</b>                  | 9.1%  |
| <b>Printed newspaper - subscription</b>                       | 3.0%  |
| <b>Printed newspaper – subscription and free distribution</b> | 12.1% |
| <b>Online newspaper – free distribution</b>                   | 9.1%  |
| <b>Online newspaper - subscription</b>                        | 0.0%  |
| <b>Online newspaper - subscription and free distribution</b>  | 3.0%  |
| <b>Analogue radio</b>   | 6.1%  |
| <b>Digital radio</b>  | 9.1%  |
| <b>Analogue and digital radio</b>                             | 24.2% |
| <b>Online radio</b>   | 18.2% |
| <b>Cable radio</b>  | 0.0%  |
| <b>Satellite radio</b>  | 12.1% |
| <b>Internet media - subscription</b>                          | 6.1%  |
| <b>Internet media – free distribution</b>                     | 48.5% |
| <b>Internet media - subscription and free distribution</b>    | 6.1%  |

Table 56: Ownership structure

|                  | Share |
|------------------|-------|
| <b>Private</b>   | 72.7% |
| <b>Public</b>    | 21.2% |
| <b>No answer</b> | 6.1%  |

**Table 57: Geographical coverage**

|                      | Share |
|----------------------|-------|
| <b>Local</b>         | 48.5% |
| <b>National</b>      | 30.3% |
| <b>International</b> | 21.2% |

**Table 58: Social media used for contents' promotion**

|                              | Share |
|------------------------------|-------|
| <b>Bebo</b>                  | 0.0%  |
| <b>Delicious</b>             | 0.0%  |
| <b>Facebook</b>              | 90.9% |
| <b>Flickr</b>                | 12.1% |
| <b>Flixster</b>              | 0.0%  |
| <b>Foursquare</b>            | 15.2% |
| <b>Spotify</b>               | 6.1%  |
| <b>StumbleUpon</b>           | 3.0%  |
| <b>Friends Reunited</b>      | 0.0%  |
| <b>Google+ (Google Plus)</b> | 24.2% |
| <b>Habbo</b>                 | 0.0%  |
| <b>Hi5</b>                   | 3.0%  |
| <b>Last.fm</b>               | 3.0%  |
| <b>LinkedIn</b>              | 21.2% |
| <b>Tumblr</b>                | 6.1%  |
| <b>Twitter</b>               | 60.6% |
| <b>Mixx It</b>               | 0.0%  |
| <b>MySpace</b>               | 3.0%  |
| <b>Ning</b>                  | 0.0%  |
| <b>Piczo</b>                 | 0.0%  |
| <b>Pinterest</b>             | 9.1%  |
| <b>Reddit</b>                | 3.0%  |
| <b>YouTube</b>               | 69.7% |
| <b>No social media</b>       | 3.0%  |
| <b>Other (please enlist)</b> | 9.1%  |

**Table 59: Employment of youth (aged 15-30 years) in the media**

|            | Share |
|------------|-------|
| <b>Yes</b> | 81.8% |
| <b>No</b>  | 18.2% |

**Table 60: Volunteers or interns (aged 15-30 years) engaged in the media**

|            | Share |
|------------|-------|
| <b>Yes</b> | 66.7% |
| <b>No</b>  | 33.3% |