



Nordic Council
of Ministers

NORDIC MEDIA LITERACY SURVEY

Contents

Preface	4
Summary of key results	6
Introduction	12
Adult survey	18
1.1 Understand Media and Social Media in a Democratic Society	19
1.2 Understanding How Media and Social Media Produce, Finance and Regulate Content	38
1.3 Responsible and Safe Use of Media and Digital Services	44
1.4 Critically Assessing Media Content	54
1.5 To Access, Use and Create Content in Media	58
1.6 AI: Use and Attitudes	75
Children and youth survey	90
2. Results From the Children and Youth Survey	91
2.1 Young People's Understanding of Media and Social Media in a Democratic Society	92
2.2 Young People's Understanding of How Media and Social Media Produce Content	106
2.3 Young People's Responsible and Safe Use of Media and Digital Services	112
2.4 Young People's Critical Assessment of Media Content	123
2.5 How Young People Use and Create Content in Media	130
2.6 AI: Use and Attitudes Among Young People	143
Nordic perspectives	156

3.1 Denmark: Media Literacy to Increase Safety and Resilience Across the Population	157
3.2 Finland: Strengthen Media Literacy to Empower Individuals	160
3.3 Iceland: Survey Results as a Call to Action	164
3.4 Norway: Support in Continued Media Literacy Work	166
3.5 Sweden: Continuous Update of Knowledge and Competencies Needed	169
4. Conclusions and Way Forward	172
Appendices	175
About this publication	203

This publication is also available online in a web-accessible version at:
<https://pub.norden.org/temanord2025-572>

Preface

The challenge of verifying what we see, hear, and read is not new. However, the task of distinguishing reliable information from misinformation and disinformation has become significantly more complex, amplified by digital technologies and, more recently, by the emergence of generative artificial intelligence. We are exposed to overwhelming volumes of information daily. Producing and disseminating misleading content has never been easier, while identifying and countering it has become increasingly difficult.

This reality raises urgent questions: How can we strengthen digital resilience? What skills and knowledge are needed to navigate safely in a media landscape that is global, fast-moving, and increasingly fragmented?

Media literacy is a critical part of the answer. In essence, it refers to the knowledge and competencies needed to engage confidently and responsibly with the media. This includes understanding the difference between editorial media and other information sources and applying a critical perspective to the content we consume, create, and share. Media literacy enables informed choices—and by extension, an informed population.

Improving media literacy is a key priority for the Nordic media authorities. To strengthen our shared knowledge base, authorities in all Nordic countries have joined forces to conduct a comprehensive survey on multiple dimensions of media literacy. We are grateful to the Nordic Council of Ministers for supporting this important initiative.

The survey explores key areas such as respondents' media consumption, perceptions of media roles and responsibilities, ethical standards, online safety, and interaction with AI services, among adults as well as children and youth. The findings provide valuable insight that can inform future policies, raise awareness, and support efforts to strengthen both digital resilience and democratic participation.

A well-functioning democracy depends on the populations' ability to engage in open, informed public discourse — and to do so safely. This is why media literacy is not only relevant, but essential.

The opportunity to view these issues from a cross-Nordic perspective is also of great value. Our countries share many similarities, a fact reflected in the survey results, though important differences also emerge. We hope this report will serve as a foundation for even deeper Nordic cooperation on knowledge development and targeted initiatives to advance media literacy and digital resilience.

Miriam Michaelsen, Medierådet for Børn og Unge, Denmark

Leo Pekkala, Kansallinen audiovisuaalinen instituutti (KAVI), Finland

Elfa Ýr Gylfadóttir, Fjölmiðlanefnd, Iceland

Mari Velsand, Medietilsynet, Norway

Jan-Olof Lind, Mediemyndigheten, Sweden

Catharina Bucht, project co-ordinator, Mediemyndigheten, Sweden

Summary of key results

The following report presents results from the Nordic Media Literacy Survey. The survey was conducted for the first time in early 2025 and is the result of a collaboration between the governmental media authorities in the Nordic countries: Denmark, Finland, Iceland, Norway and Sweden. The project was financed by the Nordic Council of Ministers.

Media literacy is an umbrella term including key competencies necessary to navigate the media landscape with awareness and to actively participate in a democratic society. It is about attitudes, skills and knowledge to find, evaluate and critically assess media content, as well as to be able to create and act using different forms of communication.

About the survey

The overarching goal of the Nordic Media Literacy Survey is to assess aspects of media literacy, and identify strengths and weaknesses, in the Nordic countries. The survey results will provide a knowledge base to be used in efforts to promote media literacy. Two complementary questionnaires targeting different groups in the population were developed for the survey. The first questionnaire addressed adults aged 16+ years in all five Nordic countries. The second questionnaire was adapted to children and youth aged 9 to 15 years and conducted in Denmark, Iceland, Norway and Sweden. The survey was conducted via web panels in each country. In the section [Nordic Perspectives](#), following the analysis, the survey is discussed and placed in each country's context in separate articles.

The survey questionnaires and the subsequent analyses presented in this report are structured around different aspects of media literacy based on key proficiencies identified in a model created by Professor Ulla Carlsson (Carlsson, 2023). The following is a summary of a few selected key findings relating to these proficiencies from each chapter of the report.

Key findings from the adult survey

1. Understand media and social media platforms in a democratic society

- Majorities view legacy media, such as TV news and daily newspapers, as credible and fair in depicting events, and as strengthening freedom of speech and democracy.
- Social media platforms are widely used by the younger age groups. They are by most age groups valued for diverse voices/opinions and for supporting free speech, but they score low on credibility and fair depiction of events.
- Trust in media is clearly linked to age. Older age groups almost invariably put higher trust in legacy media, regardless of which aspects are rated, e.g. in providing relevant information about current events and in being credible sources of information. With regard to news on television or in newspapers: The younger age groups are insecure rather than negative. Outright distrust in legacy media is low across all ages.
- Across the Nordic countries, the role of journalists – such as informing on current events, scrutinising power, enabling informed choice – is considered important and highly valued by respondents.

2. Understand how media and social media platforms work and provide content

- Misconceptions about financing and accountability are not uncommon. For example, among young adults (aged 25–34 years) about one in four believe Facebook has an editor-in-chief or a public service mandate, respectively.
- Inhabitants in the Nordic countries seem to have a general understanding of journalistic work ethics. Most respondents know that publishing rules require factuality, fair treatment of individuals, and privacy protection. For a media literate person, this may have a bearing on how journalistic content is assessed, compared to user generated content.
- The majority of respondents are aware of the possibility of reporting posts that violate the terms of use to social media platforms. Still, about one in three indicate being unaware of this possibility.

3. Responsible and safe use of media and digital services

- Respondents report a very high sense of personal responsibility to comply with regulations and recommended behaviour online. Online safety behaviour and actions to protect privacy are common but vary by country and age. Younger respondents are more aware and apply more strategies, for example to verify suspicious information, than the older respondents. This suggests that older citizens in particular may be in need of further knowledge about fact checking strategies.

4. Critically Assess Media Content

- In a test with a general search for a product, paid ranking of search results is recognised by a majority of respondents. Nonetheless, significant shares of the population lack awareness of such mechanisms and erroneously believe other principles organise search results. The same applies to identifying the source behind a post in a list of search results. Being aware of the source or sender is important to be able to assess the value of the information.
- When testing the respondents' ability to identify different types of content in an online news site, uncertainties were identified. Whether content is editorial or commercial in an online news site will have impact on how it will be assessed.

5. Use and Create Content in Media

- Fear of being attacked significantly limits participation online. About four out of ten participants refrain from posting or commenting on social media due to fear of attacks, at least once a month. More than one in ten refrains from participating in online discourse on a daily basis out of fear of repercussions.
- Confidence in one's own ability to operate online services is generally high. Most respondents also feel that they would be able to assist others with online tasks.
- A majority state that they often find the information they seek online, that they believe they can evaluate media trustworthiness, and that they evaluate news sources' factuality before sharing with others. However, at the same time only a third of participants feel they receive good information from people or accounts they follow on social media.
- The oldest and youngest age groups are both less confident in their ability to evaluate media trustworthiness or find information online.
- About one in three participants in the younger half of the study population (aged 16–44 years) find it difficult to stay up to date with news and/or to take in the news. Older respondents (55+ years) find it far easier.

6. AI – Use and Attitudes

- Close to half of the respondents have used an AI service in the last three months. There are clear age differences. In the youngest age group, almost three out of four respondents have been using AI services, while in the oldest group it is less than one in five.
- Younger adult respondents (16–54 years) more often see both positive and negative aspects of AI. Older adults (55+ years) are far more likely to say that they don't know, when it comes to attitudes towards AI, indicating significant uncertainty and/or a lack of understanding of AI services.

- Respondents who have used an AI service within the past three months generally hold a more favourable view of AI's positive contributions. However, both users and non-users share similar attitudes towards statements expressing negative concern, such as whether AI complicates discerning genuine information from falsehoods or the concern for its influence on media content and pace of development.

Key findings from the youth survey

1. Understand media and social media platforms in a democratic society

- Young people (aged 9 to 15 years) most often stay updated on news via social media and TV. Social media is their greatest source of news, yet their trust in social media as a source of information is low. In contrast, TV news is generally considered trusted and to be beneficial for democracy.
- Attitudes towards newspaper articles are generally positive, but many are unsure of their role and function. Although young people with opinions on this agree that newspapers support freedom of expression and provide important information, the share of respondents answering 'don't know' is high, ranging from 20 to 47 percent across the five countries.
- Quality journalism is widely endorsed by the Nordic youth. The majority agree that it is important that journalists scrutinise power and present diverse views. The respondents want to hold journalists to a high standard; for example, the majority strongly agree that journalists should ensure the accuracy of the information they report.

2. Understand how media and social media platforms work and provide content

- Common media financing models are generally well understood by the larger portion of the youth, but significant groups misattribute financing models or cannot provide answers. About half of respondents know that public service media are tax-funded and that commercial media are ad-funded. However, a significant portion of the respondents also believe that commercial media are tax funded.
- Social media use under the platforms' required age limits is common. Despite many platforms having an age limit of 13 years, daily use among 9–12-year-olds is substantial: About a third of them use Tiktok and Snapchat, respectively, on a daily basis.
- About two out of three respondents are aware of the possibility to report rule breaking content, but less than one in five say that they have done so.

3. Responsible and safe use of media and digital services

- Online safety and actions to protect privacy are common. Most young people do something to protect themselves, e.g. avoiding chatting with strangers and blocking accounts. Many also change privacy settings or delete search history. Still, about one in three of the Nordic youth have taken no protective action in the last three months.
- Most young people report having seen information they believe to be false in the last three months. Furthermore, about one in five answer that they are unsure whether they have, indicating difficulty distinguishing true from false. In the youngest age group (9–12 years), this proportion rises to about one in three.
- Judging authenticity is hard for most young people. Only one in five respondents find it easy or very easy to tell if information is genuine. To verify content or information, most of the respondents ask someone trusted, followed by online searches and comparing information with trusted news sources.

4. Critically Assess Media Content

- A majority correctly identified that paid content ends up at the top of listed search results. Yet significant shares (10–20 percent) of respondents fail to understand product search result rankings.
- Young people struggle to distinguish news from other editorial sections on news sites; uncertainty likely reflects limited newspaper reading.

5. Use and Create Content in Media

- Most youth rarely post or comment on social media – about one in four do either of these on a weekly basis. Almost as many, around one in five, refrain daily from commenting due to fear of being attacked.
- Operational confidence is strong, and more than half of respondents' state that they would be able to help others with basic digital communication tasks, such as posting on social media or sending an email.
- More of the young respondents agree than not that it is hard to judge which media sources they can trust and that it is difficult to stay up to date with the news. About one in four respondents say that they avoid the news altogether. Although young people are very familiar with social media, many state that it is difficult to determine who is behind a social account or profile.
- The majority report that they often find what they search for online, yet only a minority assess whether information is genuine before sharing it and an even smaller portion regularly visit multiple sources to verify information.

6. AI – Use and Attitudes

- About four in ten of the young people have used an AI service in the past three months, with a similar result across all countries. The older are more likely to have used AI: About half of the 13–15-year-olds and a third of the 9–12-year-olds have used an AI service.
 - A very high share of young respondents is unable to give an opinion regarding AI (i.e. a large share of 'don't know' -replies). Among those with opinions, young people tend to think AI is developing too fast and show limited confidence that AI provides accurate/trustworthy information or benefits democracy.
 - Recent users view AI more favourably while non-users are less prone to give an opinion. However, aligning with the result in the adult survey, both groups are similarly concerned about risks e.g. regarding influence on news and information.
-

Reference:

Carlsson, U. (2023). Medie- och informationskunnighet (MIK): Begreppet och kunskapen. In U. Carlsson, P.-M. Wehring, & K. Westling (Eds.), Medie- och informationskunnighet (MIK) för ett demokratiskt medborgarskap: Rapport från nationell MIK-konferens 2022 (pp. 37–46). Förvaltningen för kulturutveckling, Västra Götalandsregionen.

Introduction

Initiatives aimed to enhance media literacy are underway in all Nordic countries. At the same time, there is currently no standardised method to assess aspects of media literacy in the population. To be able to follow the development of media literacy over time, identify shifts and build knowledge to be used in planning future work, mapping of initiatives and activities in different areas is necessary. In addition to other indicators such as governance (political decisions, strategies, policies) and structure (actors and the development of effective interventions), data from the Nordic Media Literacy Survey can complement to the overall picture in each country, providing facts to the question; what do we know about the skills and knowledge in the population?

Media literacy includes key competencies needed to navigate with awareness in the media landscape and to facilitate active participation in the democratic society. It is about skills and knowledge to find, evaluate and critically analyse media content and be able to create and act using different forms of communication. Responsible media use is in focus, adapted for the current media landscape and beneficial for civic participation and democratic rights. Media literacy is to be seen as a complement to traditional literacy, like reading and writing, and since the media landscape is constantly evolving, we all need to learn and re-learn to have knowledge and skills useful to us when scrolling through social media content, or in search for a daily news update, and assessing the content we meet. Efforts to enhance media literacy are therefore constantly needed, for all ages.

In the activities aimed to stimulate this lifelong learning, a solid knowledge base is essential as a point of departure. Although facts about media use have been available for a long time in many Nordic countries, facts about people's attitudes towards and knowledge about different media have been rarer. At the same time, many civil society actors, authorities and NGOs are dedicating resources to enhance media literacy among different target groups. Relevant questions to ask are then – are we addressing the relevant topics in the current media environment? Are we meeting the questions at issue for people of different ages? Are our resources adapted to shed light on the blind spots of different target groups?

Through the results from the survey, we now know more. In the current report, a selection of findings from the first pan-Nordic media literacy survey will be presented. In separate articles, the results will be commented on and put into the context of the media authorities' work in the participating countries.

The Nordic Media Landscape

The Nordic countries are often seen from other parts of the world as a homogenous zone, something that is also reflected in many of the results from the survey. However, looking closer, there are differences in the media structure that may have an impact on respondents' answers or understanding of some of the topics or questions. More comments on this can be found in each country's article.

In all Nordic countries the public service companies have a strong presence in the media landscape. However, the way these companies are organised differ to some extent. Denmark has two public service companies owned by the government; one, DR, is financed through public funding (taxes), and the smaller TV 2, is mainly financed through commercial revenues. In Norway, the government has an agreement with the commercial channel TV2 to provide some public service content such as news and children's programmes (Nordicom, 2025). Bearing this in mind, comparisons of results between the countries on questions regarding public service funding should be made with caution.

The survey includes questions on media use, mainly to be used as background variables in regard to other questions. Some interesting facts and differences between the countries found in the survey could, however, be mentioned.

- Paid subscriptions to news services are quite common in most of the Nordic countries. About half of the respondents, 46 percent, have a subscription to a newspaper (paper or digital) or a news site.
- Newspapers seem to have managed the digital transition better in Norway where digital newspapers are more widely used to stay updated (63 percent daily), same share as social media. The corresponding data for digital newspapers in the other four countries varies between 30 to 46 percent daily.
- TV, social media and free news apps are the most common sources for the daily update in the four Nordic countries besides Norway.
- Whatsapp has its strongest presence in Finland with a share of 65 percent of daily users among the adult population, compared to 20 percent or below in the other four countries.
- Facebook is widely used, on average 66 percent daily in the Nordic countries, but particularly in Iceland where 79 percent use the platform daily. According to the survey the service Messenger also has most of their users in Iceland, 65 percent daily, compared to 42 percent on average.

For more data on media use, see [appendix III](#).

A questionnaire based on eight proficiencies within media literacy

To investigate the possibilities to construct a media literacy survey a feasibility study was conducted. The research group MEDLiE at the Norwegian University of Science and Technology was assigned the task by the media authorities in Denmark, Iceland, Norway and Sweden. The study recommends a media literacy survey that combine self-reporting and proficiency tests or task-based measurements (Schofield et al., 2021). See [appendix I About the project](#).

As guidance regarding which different aspects of media literacy to include in the survey, a model developed by Professor Ulla Carlsson was found useful (Carlsson, 2023). The choice of Carlsson's model is based on the critical discussion and remarks from the feasibility study.

This model, based on UNESCO's media and information literacy framework, consists of six overarching competence areas or domains:

- reading comprehension and writing skills,
- language comprehension,
- image comprehension,
- knowledge of basic school subjects,
- general knowledge, and
- critical thinking.

These domains interact with eight proficiencies included under the umbrella term media literacy.

PROFICIENCIES

- Understand how different content intermediaries in media and social media platforms work, and how content is produced, funded and regulated
 - Understand the meaning of freedom of expression, freedom of information and freedom of the media/press
 - Responsible use of media/information, ethical and legal
 - Apply digital security and privacy
 - Critically assess/evaluate content in media and social media platforms, quality and reliability
 - Use, creatively create and communicate information/content efficiently and effectively in social media platforms
 - Take part of content in media and social media platforms efficiently and effectively, through access, search technology, processing, assessment AI
 - Understand the role and functions of media and social media platforms in democratic societies and what conditions are required to fulfil these functions
-

In the current survey, the questions and statements have been constructed aiming to target these eight proficiencies. The following analysis of the results is structured around the eight proficiencies. Some of them overlap in the questionnaire or concern topics that are closely related, for example points 2 and 8 in the list above, about media freedom and the role of media and social media platforms in democratic societies and will thus be presented in the same section.

Comments on the development of a survey method

The survey focused on two key demographics: Adults aged 16 years and older, and children and youth aged 9 to 15 years. Data was collected through a digital questionnaire, and responses were gathered via an online web panel. In total, 12,744 responses were received, comprising 9,487 adults and 3,257 children.

The questionnaire has been developed in collaboration between experts within the Nordic media authorities. More information can be found in [appendix I About the project](#).

Constructing a questionnaire aimed at the general public to assess aspects of media literacy is a challenge. Firstly, because of the width and complexity of the concept of media literacy, including the mastering of tools and technology, as well as asking questions about more abstract features such as exercising judgement and critical thinking skills. The questionnaire also comprises questions about issues that are probably not foremost in mind on a daily basis, which may be demanding for the respondents, such as the role of journalists in a democratic society.

Secondly, assessing knowledge and skills may take the form of a school test. To avoid this, attitudes towards something were asked for instead of testing understanding, where alternative answers were in some cases provided rather than open questions. Certain sections comprised a number of statements for respondents to agree or not agree on. The different types of questions also made the completion of the survey more varied for respondents.

In a follow-up, it would be interesting to complement the study with thematic sections focusing on gaining a deeper understanding of a few aspects. Another development could be to find ways to test actual skills in larger groups of respondents instead of self-assessment questions given their drawbacks.

A note on social media

In order to be able to reproduce the survey over time and diminish its sensitivity to certain platforms, the questionnaire often uses 'social media' as a concept. Since different social media platforms have their own characteristics, it may be questionable to treat them as one entity. The use of broad definitions where some of the precision is lost may induce differences regarding what respondents are referring to. However, the platforms also have many traits in common. They provide a personalised content based on user data and algorithms; they usually allow for users to post and engage with other posts; they are quick and easy to use without any major costs or advanced equipment involved and are continuously updated. In public discussion and debate it is also quite common to refer to social media in general, not specifying the name of platforms.

When creating a questionnaire for a survey, with the aim to be sustainable over time, understood by many age groups and different nationalities, and by people with experiences from different walks of life, the lowest common denominator can still be useful.

References:

Carlsson, U. (2023). Medie- och informationskunnighet (MIK): Begreppet och kunskapen. In U. Carlsson, P.-M. Wehrling, & K. Westling (Eds.), *Medie- och informationskunnighet (MIK) för ett demokratiskt medborgarskap: Rapport från nationell MIK-konferens 2022* (pp. 37–46). Förvaltningen för kulturutveckling, Västra Götalandsregionen.

Nordicom (2025) Nordens 25 största medieföretag efter omsättning (2023) | Nordicom (accessed July, 2025)

The Norwegian Media Authority. (2024). *Kritisk medieforståelse i den norske befolkningen 2024*. The Norwegian Media Authority.

Ofcom. (2023a). *Adults' Media Use and Attitudes Report*. Ofcom.

Ofcom. (2023b). *Children and Parents: Media Use and Attitudes*. Ofcom

Schofield, D., Frantzen, V., & Kupiainen, R. (2021). *Towards a Nordic MIL-index. A feasibility study for a Nordic Media and Information Literacy Index*.

Adult survey



1.1 Understand Media and Social Media in a Democratic Society

With the rapid development of digital media, new consumption patterns and new conditions for communication are available for all citizens. The opportunities to express opinions and take part in public discussions are easily accessible, regardless of time and place, and there are more platforms than ever before allowing anyone to be both a media consumer and a media content creator.

At the same time, it has become increasingly difficult to assess the content that is constantly updated on such platforms. Inaccuracies and disinformation may spread quickly, and it can be difficult to examine the source or who is behind the content shared. Social media mainly provide a platform for their users, hence most of the content is published without passing an editor in chief or an editorial office. Consequently, greater responsibility lies on the user to evaluate and critically analyse the content. The importance of media literacy, in the sense of understanding the role and function of different media in a democratic society, has thus increased among media consumers. Another aspect is understanding the role and function of journalists and journalistic work in relation to user generated content.

Attitudes Towards Different Media and their Role in Society

The survey investigates how Nordic media users view the role and functions of the media and social media platforms in democratic societies and what conditions are required to fulfil these functions. Rather than testing knowledge, the questionnaire gathers information through respondents' attitudes to statements.

The respondents consider traditional (editorial) media such as television and newspapers, as providing current and relevant events. According to the survey results, 60 to 74 percent agree or strongly agree to this statement regarding television news programmes, about 51 to 69 percent regarding daily newspapers. About 40 to 57 percent also consider these media to show a diversity of people with different opinions.

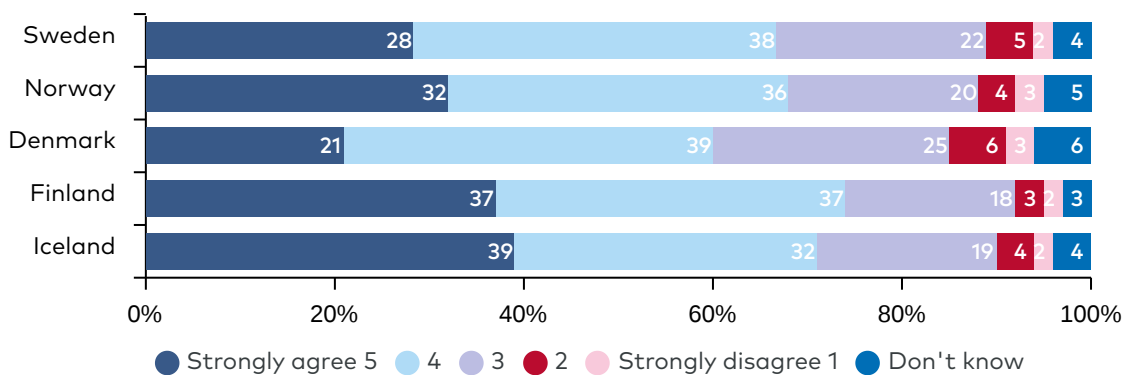
Television news programmes

There is consensus in the Nordic countries that television news programmes provide relevant and important information about current events. There is also a relatively high level of agreement that television programmes are credible sources of information, offer a fair depiction of events domestically and internationally, and strengthen freedom of speech and democracy, especially in Finland. However, the Icelandic respondents are less convinced compared to respondents in the other countries.

Figure 1.1.1. Attitudes towards television news programmes by country (percent)

Television news programmes

Provide me with relevant/important information
about current events in my country and abroad



Mean

Sweden: 3,9

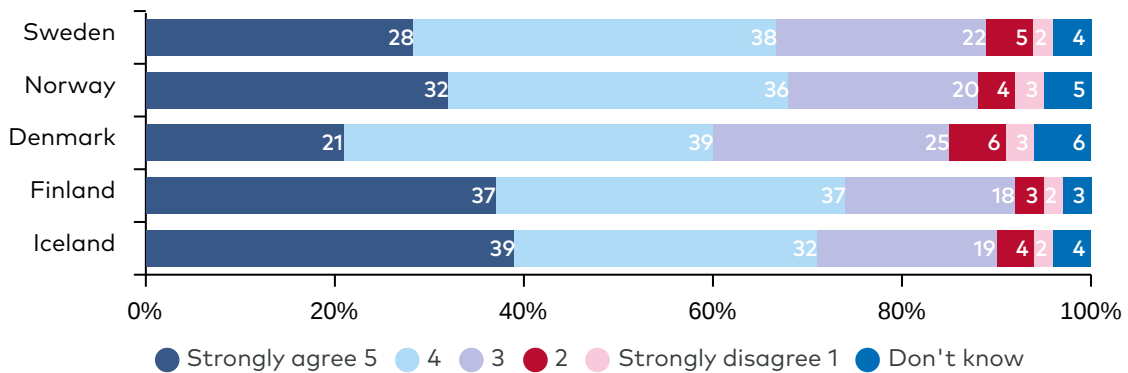
Norway: 4,0

Denmark: 3,7

Finland: 4,0

Iceland: 4,1

Provide me with relevant/important information about current events in my country and abroad



Mean

Sweden: 3,9

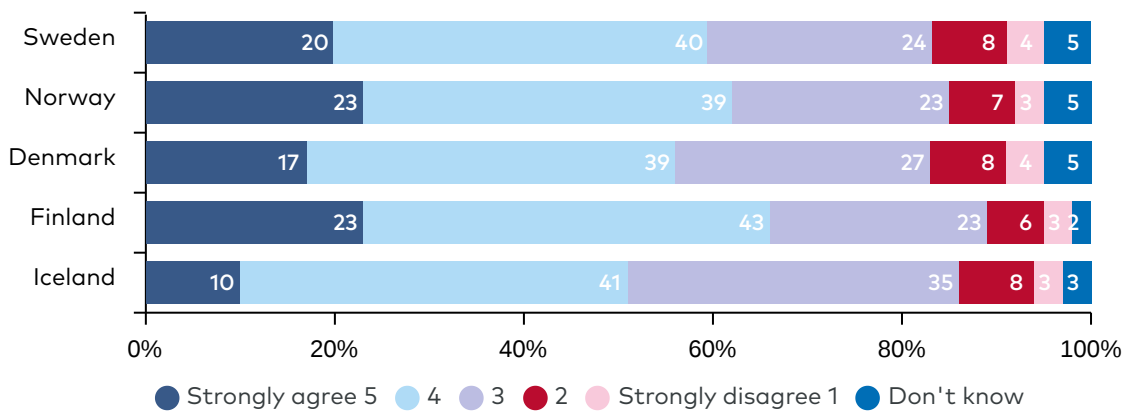
Norway: 4,0

Denmark: 3,7

Finland: 4,0

Iceland: 4,1

Are credible sources of information



Mean

Sweden: 3,7

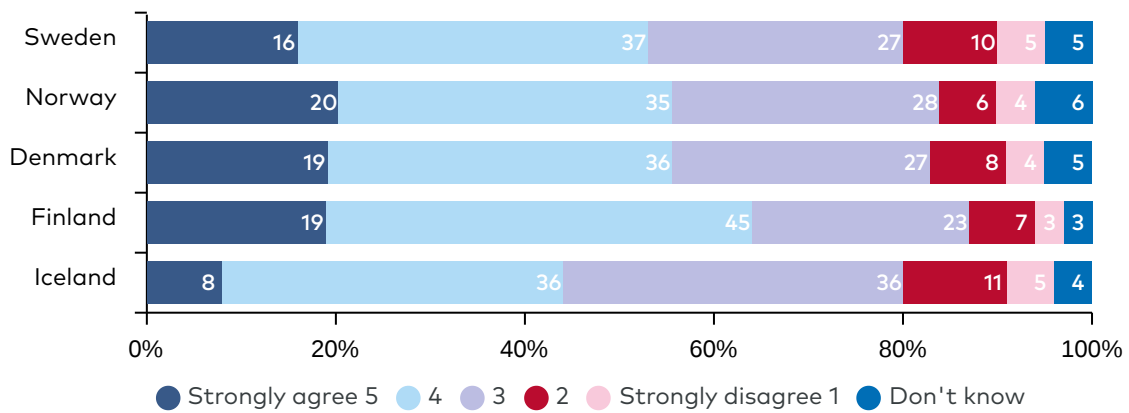
Norway: 3,8

Denmark: 3,6

Finland: 3,8

Iceland: 3,5

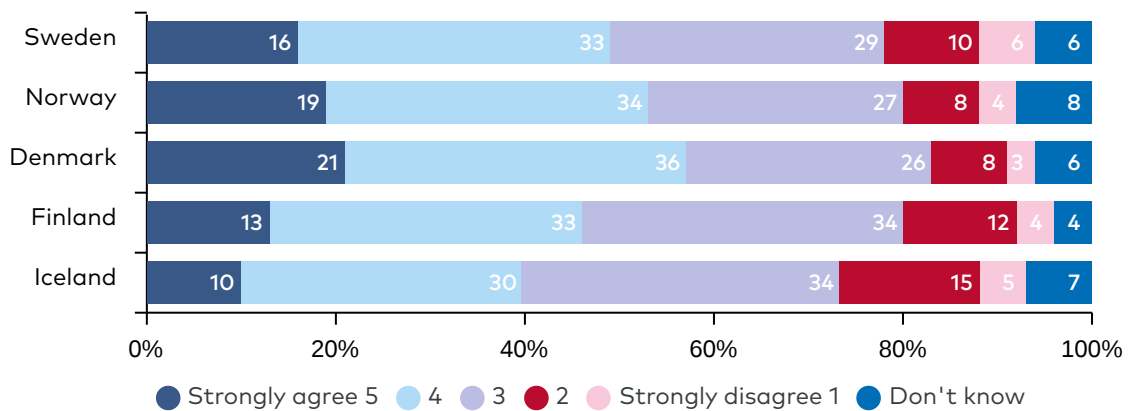
Provide a fair picture of events in my country and abroad



Mean

Sweden: 3,5
 Norway: 3,6
 Denmark: 3,6
 Finland: 3,7
 Iceland: 3,3

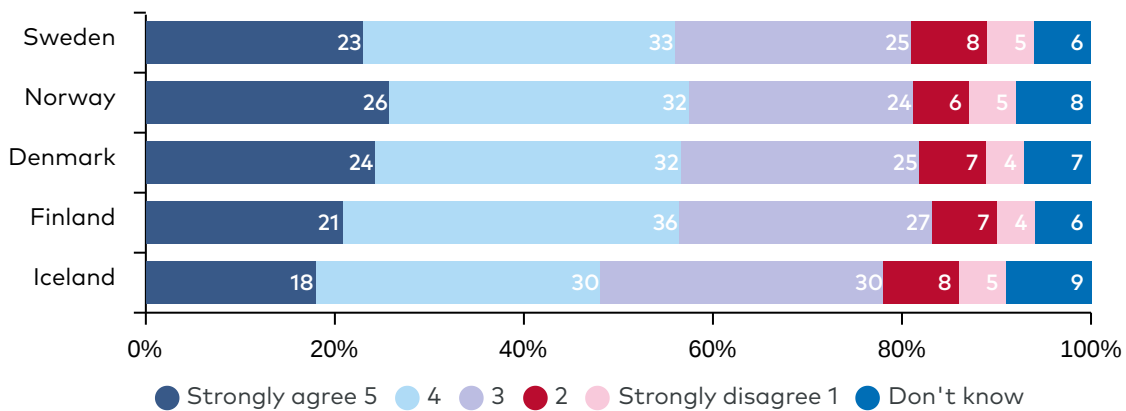
Provide a platform for different people and opinions



Mean

Sweden: 3,5
 Norway: 3,6
 Denmark: 3,7
 Finland: 3,4
 Iceland: 3,3

Strengthen freedom of speech and democracy



Mean

Sweden: 3,7

Norway: 3,8

Denmark: 3,7

Finland: 3,7

Iceland: 3,5

Different ages have different attitudes towards media

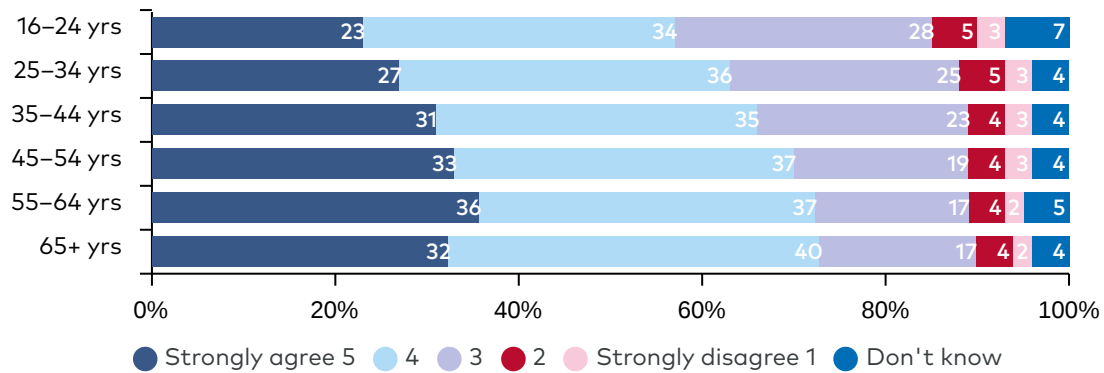
Age matters when it comes to use of different media, and, according to the survey, this is also reflected regarding attitudes towards their ability to provide information about current events. Respondents in the older age groups tend to agree more with statements regarding television news programmes compared to younger respondents. This is especially the case in providing relevant and important information about current events domestically and abroad. There are also relatively large differences between the youngest and the oldest in the view that television news programmes provide a fair picture of events and strengthen freedom of speech and democracy.

The older generations in the survey (45+ year-olds) have a high level of trust in that the media will manage to strengthen freedom of speech and democracy, about 60 percent agree or strongly agree to this statement. In the younger generations (16–44-year-olds), whose media habits differ from the older generations, about 50 percent express the same degree of trust. In summary, the share of respondents who disagree with the statements in all age groups is very small.

Figure 1.1.2. Attitudes towards television news programmes by age (percent)

Television news programmes

Provide me with relevant/important information about current events in my country and abroad



Mean

16–24 yrs: 3,7

25–34 yrs: 3,8

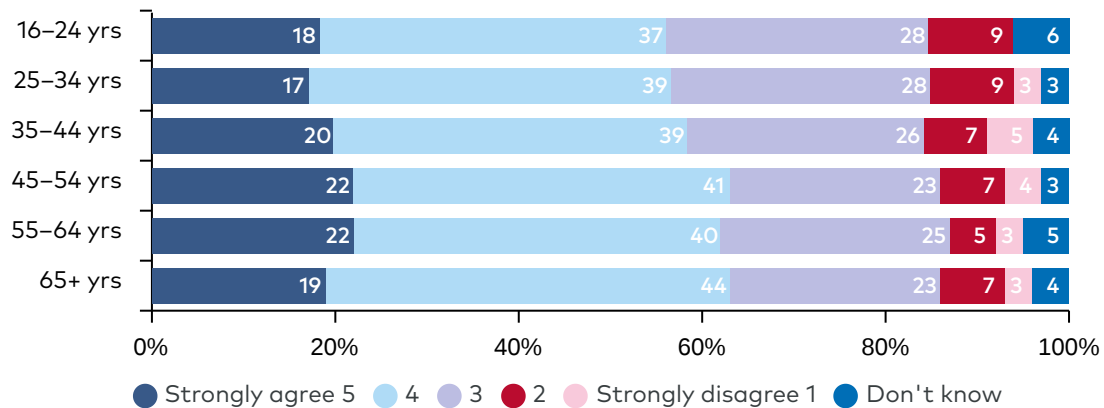
35–44 yrs: 3,9

45–54 yrs: 4,0

55–64 yrs: 4,1

65+: 4,0

Are credible sources of information



Mean

16–24 yrs: 3,6

25–34 yrs: 3,6

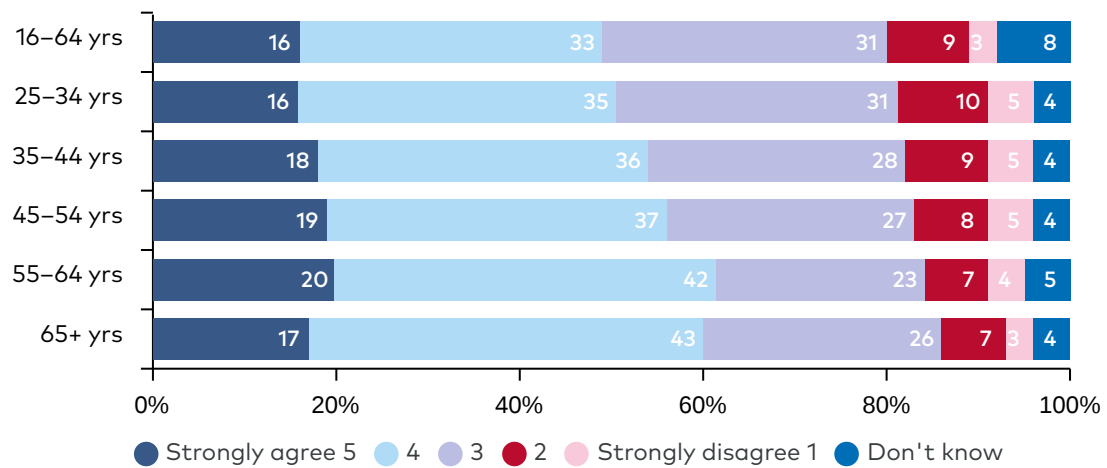
35–44 yrs: 3,7

45–54 yrs: 3,7

55–64 yrs: 3,8

65+: 3,7

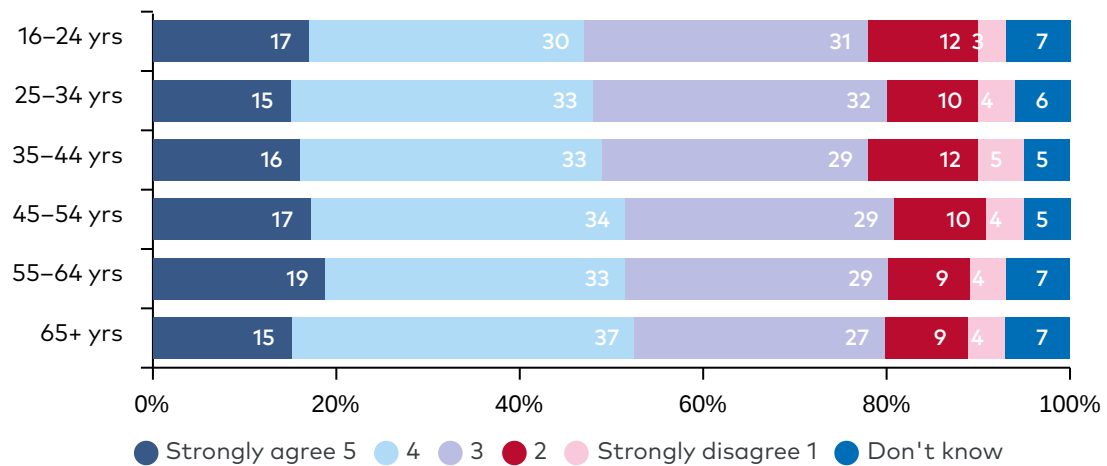
Provide a fair picture of events in my country and abroad



Mean

16-24 yrs: 3,5
 25-34 yrs: 3,5
 35-44 yrs: 3,5
 45-54 yrs: 3,6
 55-64 yrs: 3,7
 65+: 3,7

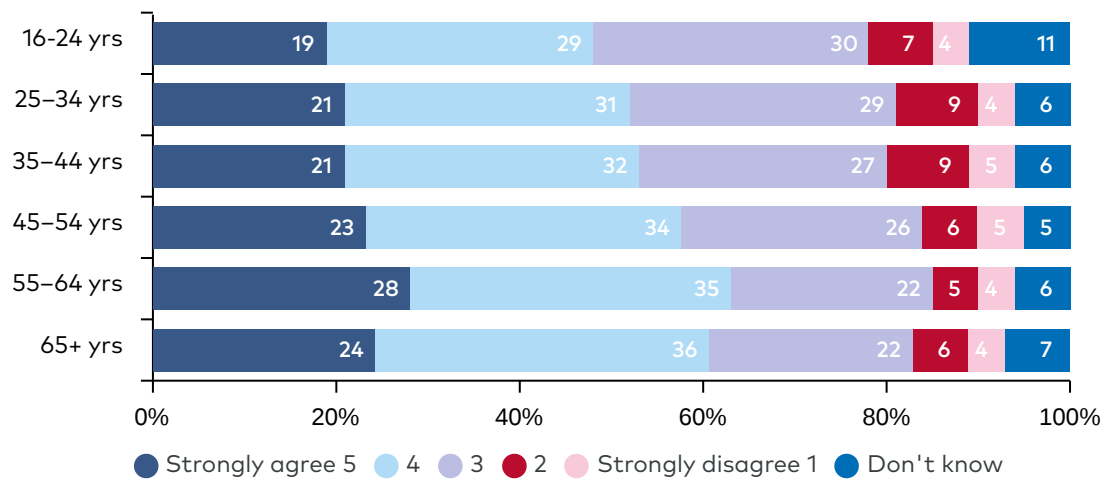
Provide a platform for different people and opinions



Mean

16-24 yrs: 3,5
 25-34 yrs: 3,5
 35-44 yrs: 3,5
 45-54 yrs: 3,5
 55-64 yrs: 3,6
 65+: 3,5

Strengthen freedom of speech and democracy



Mean

16-24 yrs: 3,6

25-34 yrs: 3,6

35-44 yrs: 3,6

45-54 yrs: 3,7

55-64 yrs: 3,8

65+: 3,8

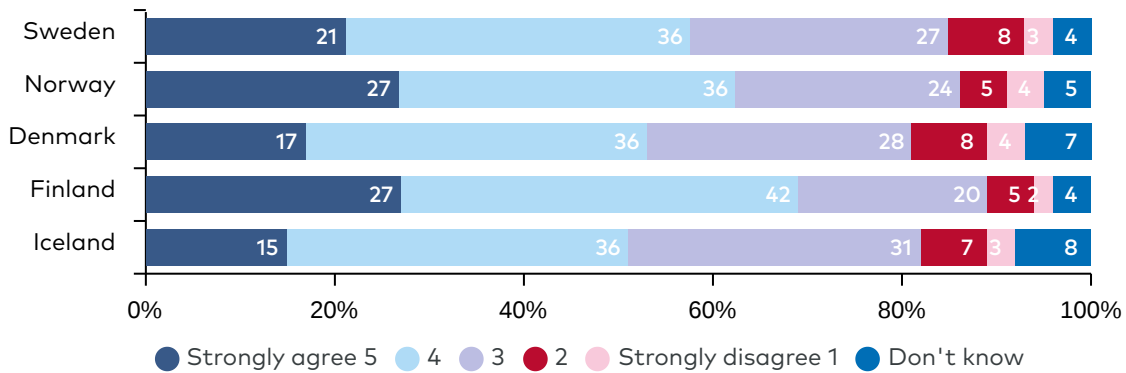
Daily newspapers

A majority of the respondents in the Nordic countries agree to the statement that news articles in daily newspapers provide relevant and important information on current events. This opinion is particularly strong in Norway and Finland, over six out of ten respondents agree to this.

Figure 1.1.3. Attitudes towards newspaper articles 16+ years by country, figure A

News articles published in daily newspapers:

Provide me with relevant/important information about current events in my country and abroad

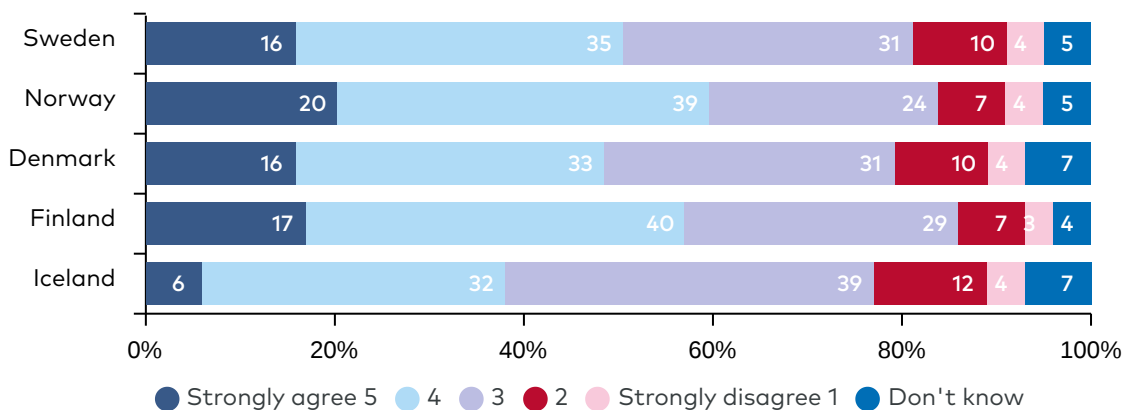


Trust in daily newspapers as credible sources of information is also similar in Norway and Finland (59 and 57 percent agree or strongly agree. In Iceland however, about 38 percent of the respondents consider this. For more data on attitudes to daily newspaper articles, see [appendix III](#).

Figure 1.1.4. Attitudes towards newspaper articles 16+ years by country, figure B

News articles published in daily newspapers:

Are credible sources of information



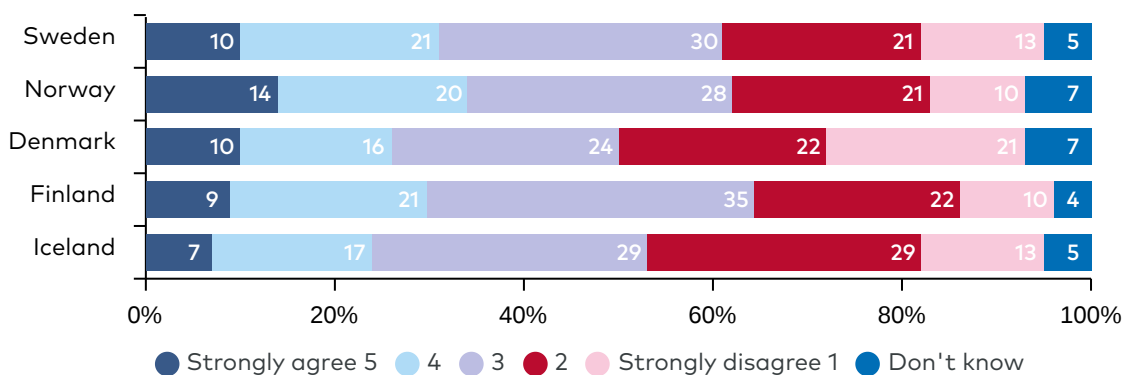
The trust in social media

According to the survey, many respondents in the Nordic countries do not view social media posts as credible sources of information or as offering a fair depiction of events domestically and internationally. There is also more disagreement than agreement between the countries to the statement that social media posts provide relevant and important information about current events. The two strongest features of social media is seen as providing a platform for diverse voices and opinions, in Iceland in particular, and to strengthen freedom of speech and democracy. The latter although to a lesser extent than television news programmes and news articles in daily papers.

Figure 1.1.5. Attitudes towards social media posts by country (percent)

Social media posts:

Provide me with relevant/important information about current events in my country and abroad



Mean

Sweden: 2,9

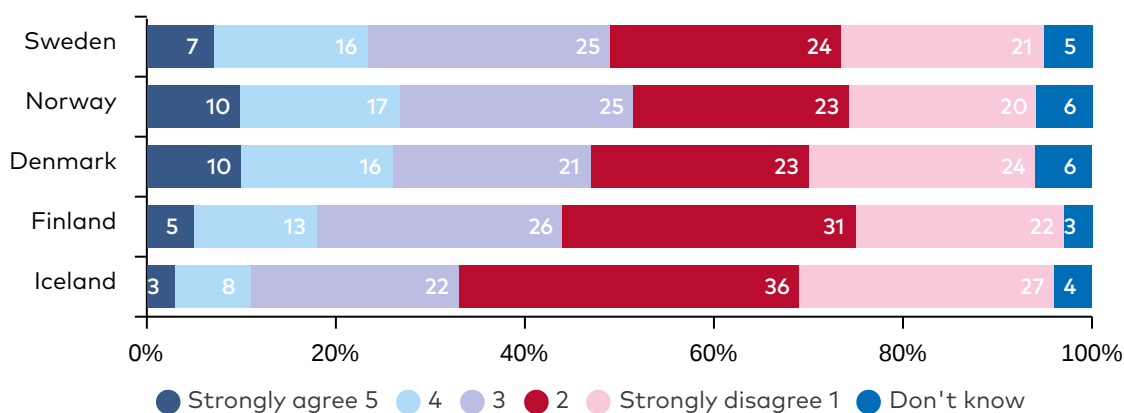
Norway: 3,1

Denmark: 2,7

Finland: 3,0

Iceland: 2,8

Are credible sources of information



Mean

Sweden: 2,6

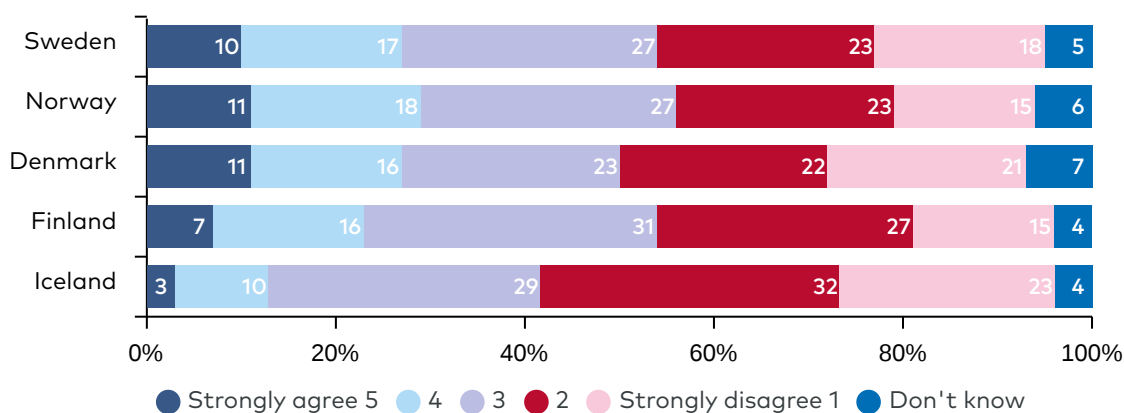
Norway: 2,7

Denmark: 2,6

Finland: 2,5

Iceland: 2,2

Provide a fair picture of events in my country and abroad



Mean

Sweden: 2,8

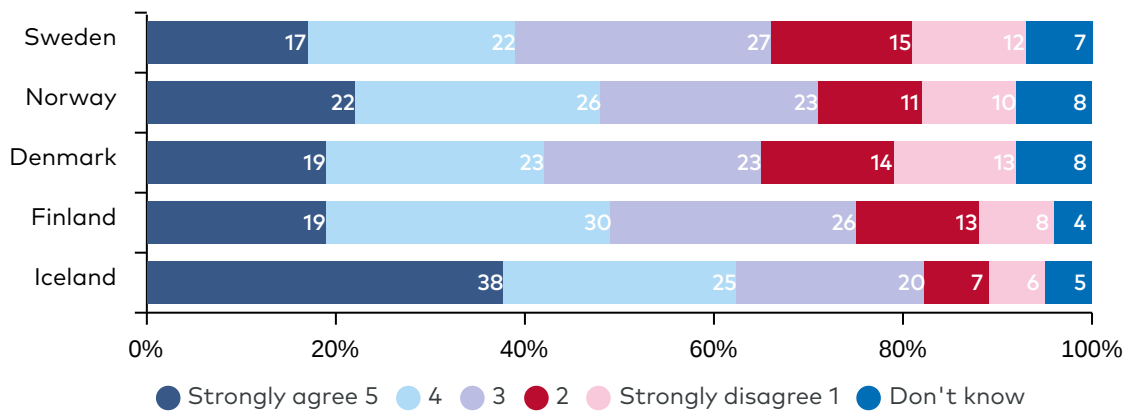
Norway: 2,9

Denmark: 2,7

Finland: 2,7

Iceland: 2,4

Provide a platform for different people and opinions



Mean

Sweden: 3,2

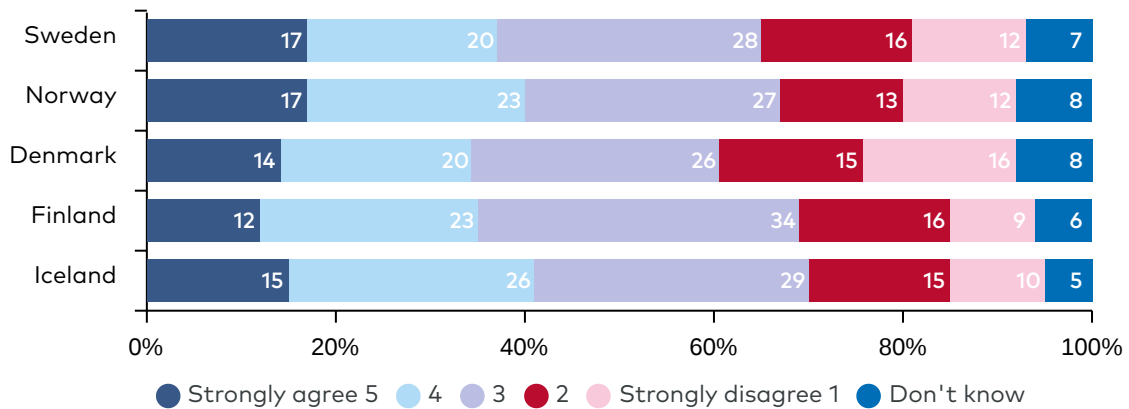
Norway: 3,4

Denmark: 3,2

Finland: 3,4

Iceland: 3,9

Strengthen freedom of speech and democracy



Mean

Sweden: 3,1

Norway: 3,2

Denmark: 3,0

Finland: 3,1

Iceland: 3,2

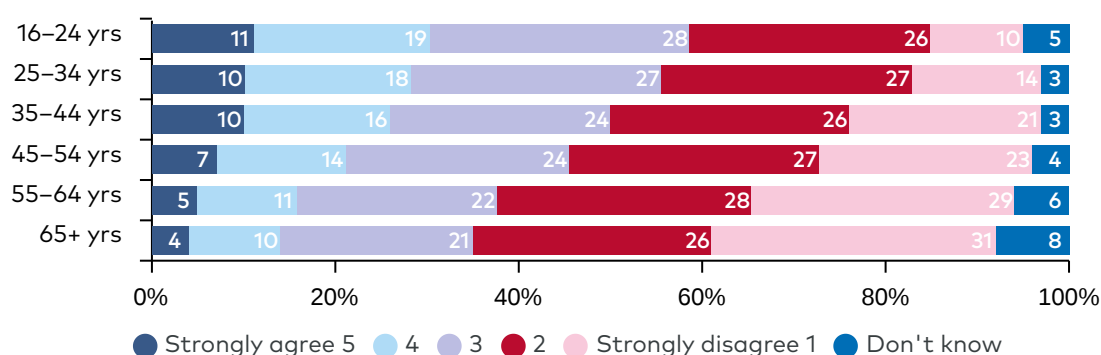
Younger respondents are more positive to social media

When it comes to social media posts' value as a news source, it is conversely the younger age groups that are the most positive. There are large differences between age groups, going from more agreement than disagreement in the younger groups, to the opposite among the older respondents. Respondents aged 55 years or older especially do not think that social media posts are credible sources of information or provide a fair picture of events.

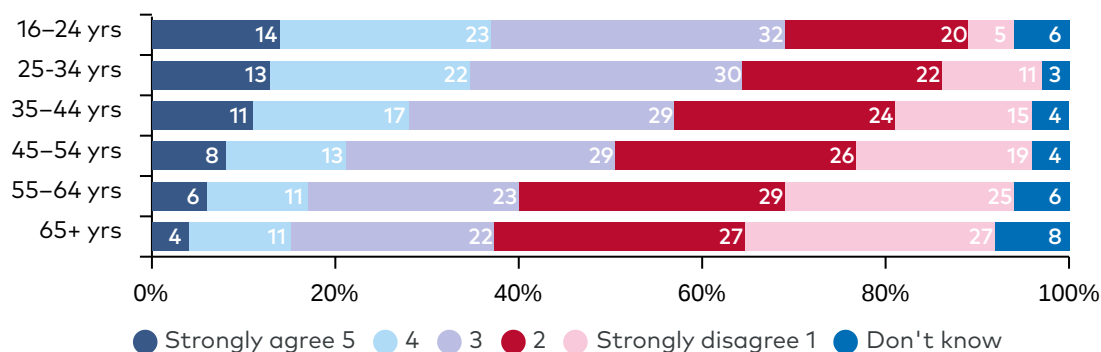
Figure 1.1.6. Attitudes towards social media posts by age (percent)

Social media posts:

Are credible sources of information



Provide a fair picture of events in my country and abroad



To be noted: The survey asked for a view of social media in general, there were no questions regarding specific accounts, or which accounts the respondents are following. For more data, see [appendix III](#).

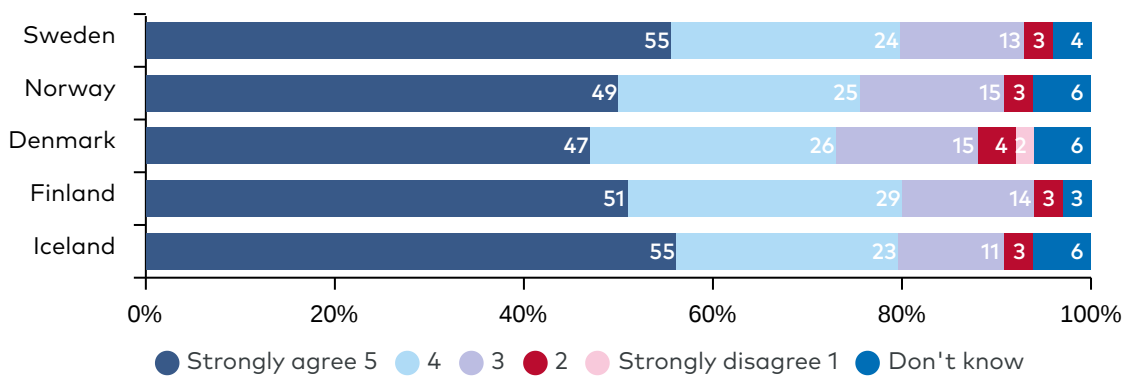
The roles and functions of journalists are highly valued

Understanding the role and function of media in a democratic society includes reflecting on the roles and functions that come with the journalistic profession such as informing about current events and scrutinising people in power. The content journalists produce is important for the opportunity to form opinions and facilitates conscious choices for the active citizen. The understanding of journalistic work in a population is thus an interesting aspect of media literacy.

With some minor variations, the role and function of journalists is highly valued across all the Nordic countries.

Figure 1.1.7. Attitudes towards the role and function of journalists by country (percent)

It is important that journalists scrutinise the people in power or those who take decisions in society



Mean

Sweden: 4,3

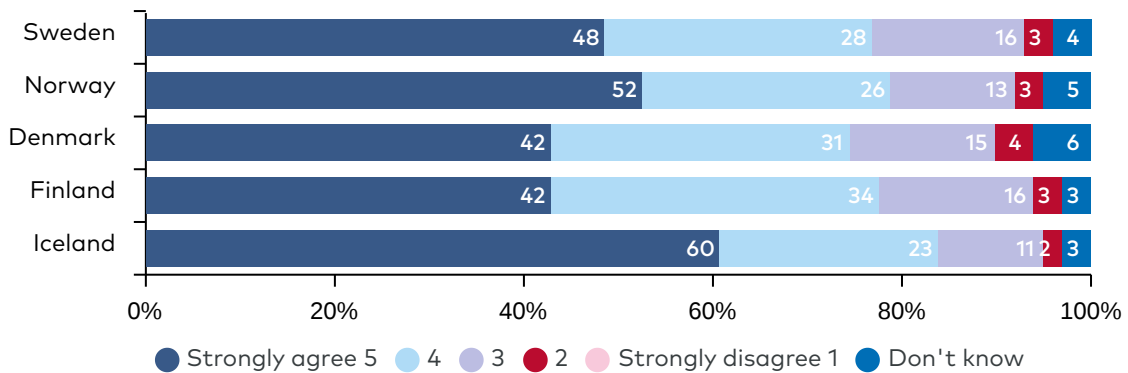
Norway: 4,2

Denmark: 4,2

Finland: 4,3

Iceland: 4,4

It is important that journalists deliver a broad spectrum of opinions and ideas from around society



Mean

Sweden: 4,2

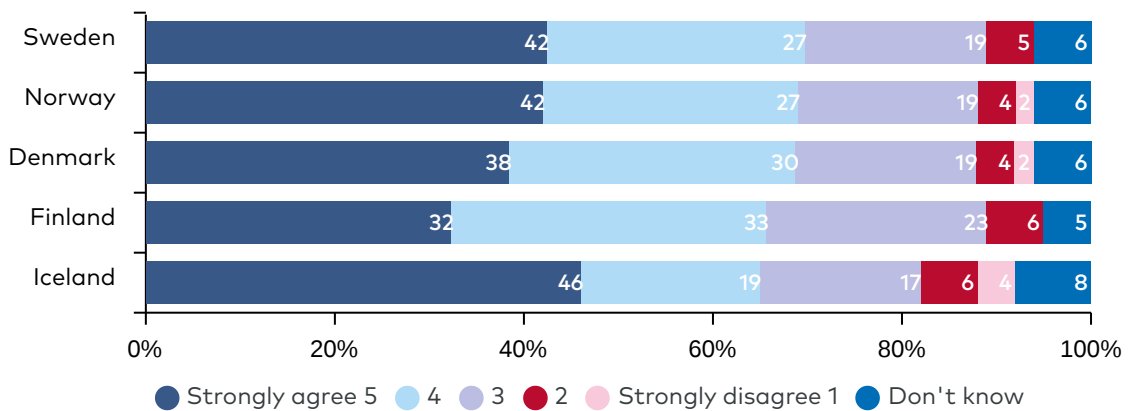
Norway: 4,3

Denmark: 4,1

Finland: 4,2

Iceland: 4,4

It is important that journalists protect their sources



Mean

Sweden: 4,1

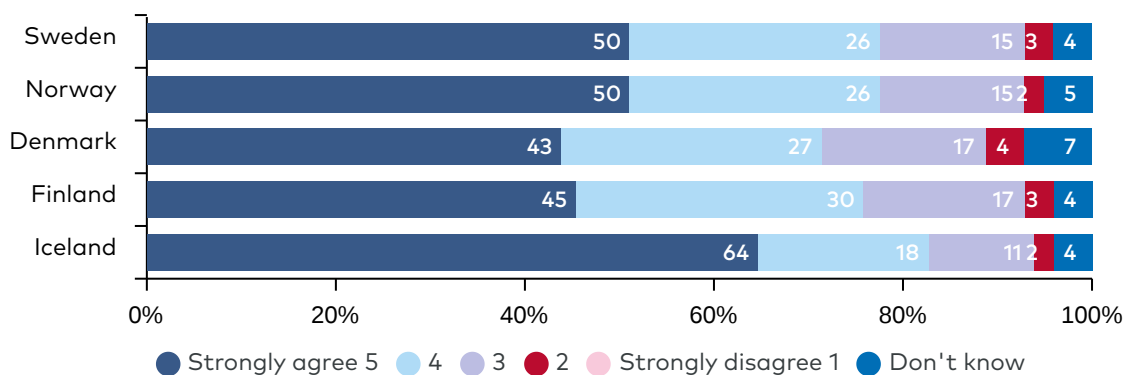
Norway: 4,1

Denmark: 4,0

Finland: 3,9

Iceland: 4,1

It is important that journalists do not take a stance/remain impartial when reporting the news



Mean

Sweden: 4,1

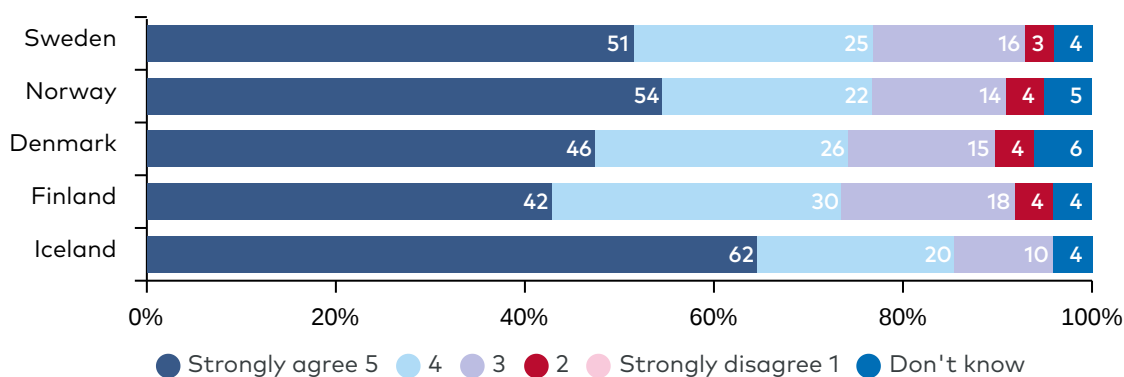
Norway: 4,1

Denmark: 4,0

Finland: 3,9

Iceland: 4,1

It is important that public authorities do not prevent journalists from carrying out their work



Mean

Sweden: 4,3

Norway: 4,3

Denmark: 4,2

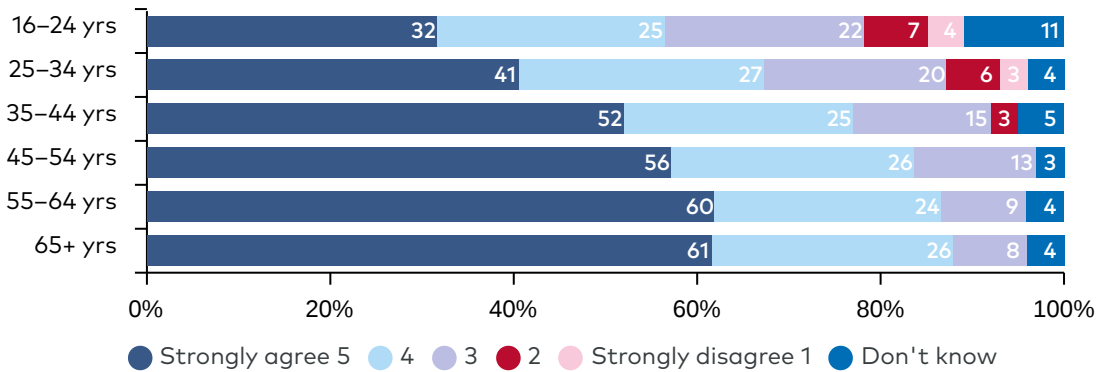
Finland: 4,1

Iceland: 4,5

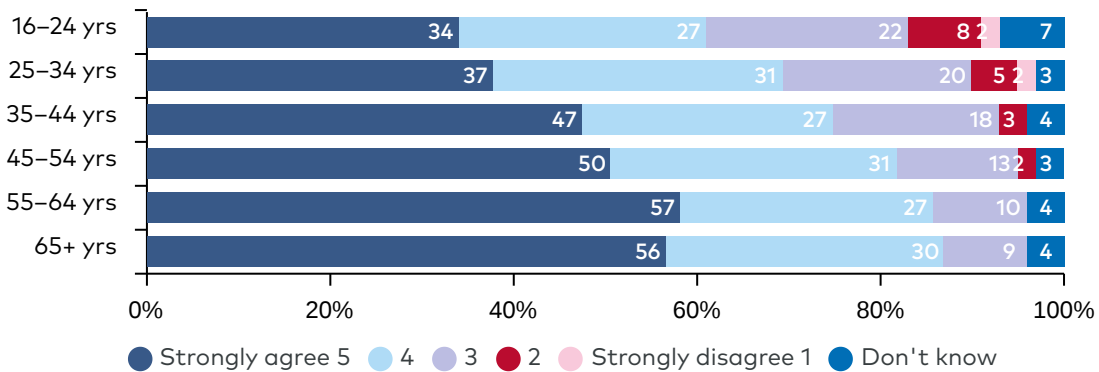
When studying opinions on the same statements in different age groups variations are clearly visible. Adults 45 years and older feel more strongly regarding the importance of the role and functions of journalists listed, compared to younger respondents. The perceived importance increases with age and is thus lowest among 16- to 24-year-olds.

Figure 1.1.8. Attitudes towards the role and function of journalists by age (percent)

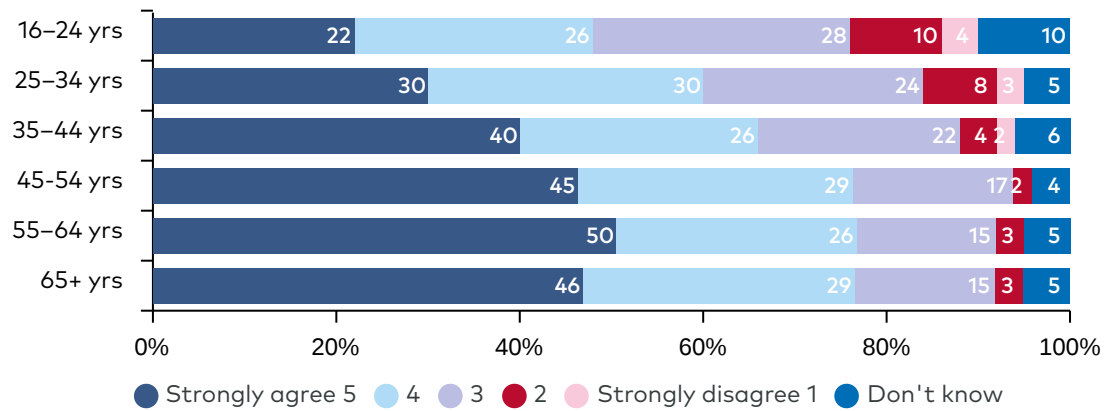
It is important that journalists scrutinise the people in power or those who take decisions in society



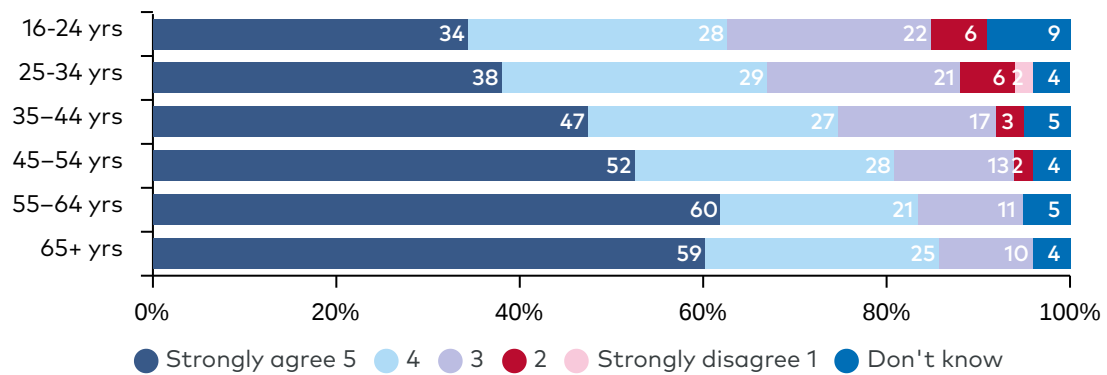
It is important that journalists deliver a broad spectrum of opinions and ideas from around society



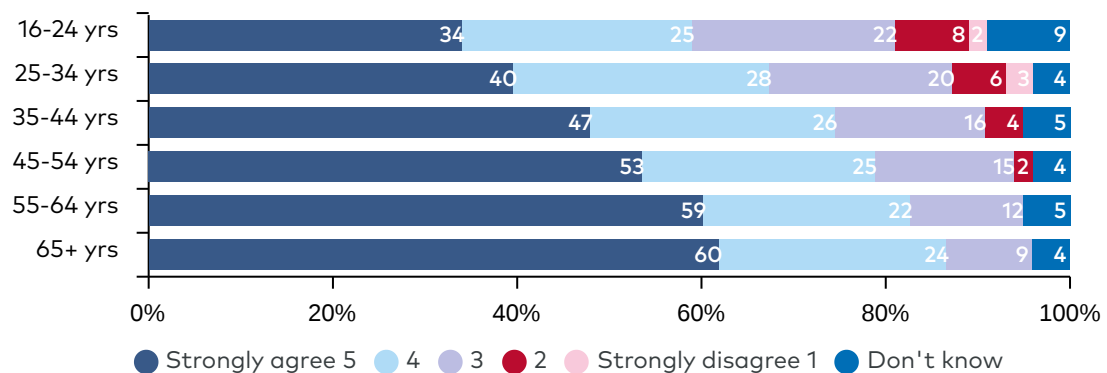
It is important that journalists protect their sources



It is important that journalists do not take a stance/remain impartial when reporting the news



It is important that public authorities do not prevent journalists from carrying out their work



Key insights

- **Legacy news media plays an important democratic role.** Majorities view TV news, and to a lesser extent daily newspapers, as credible and fair in depicting events (domestic and international), and as strengthening freedom of speech and democracy.
- **Trust in legacy media is clearly linked to age.** Older age groups almost invariably put higher trust in legacy media, in regard to their ability to e.g., provide relevant and important information about current events and being a credible source of information in general. However, younger groups are ambivalent rather than negative: Outright distrust in legacy media is low across all ages.
- **Social media platforms are seen as free forms of expression but with less credible information.** Social platforms are primarily valued for diverse voices/opinions and (to a lesser extent) for supporting free speech, but they score low on credibility and fair depiction. Older groups are especially sceptical; younger groups are more positive.
- **Core democratic functions of high-quality journalistic work are generally recognized.** Across the Nordic countries, the role of journalists (informing on current events, scrutinising power, enabling informed choice) is considered important and highly valued by the respondents. There is great variation depending on age, the importance placed on journalistic work very clearly rises with age.

1.2 Understanding How Media and Social Media Produce, Finance and Regulate Content

Being able to sort and evaluate the endless flow of information we meet on a daily basis is challenging. A general understanding about the difference between media in terms of working methods, models of financing, how content is created, and what laws and regulations apply is useful in the process of critically assessing media content. It is also an important prerequisite in being a mindful media user. There are some particularly important differences to be conscious about; one of them is the difference between editorial media and user-generated media.

Financing of the Media and Editorial Responsibility

In the Nordic region, public service media have a strong position, both in terms of audience and trust. Knowing about public service's special conditions can be considered fundamental for the population's media literacy.

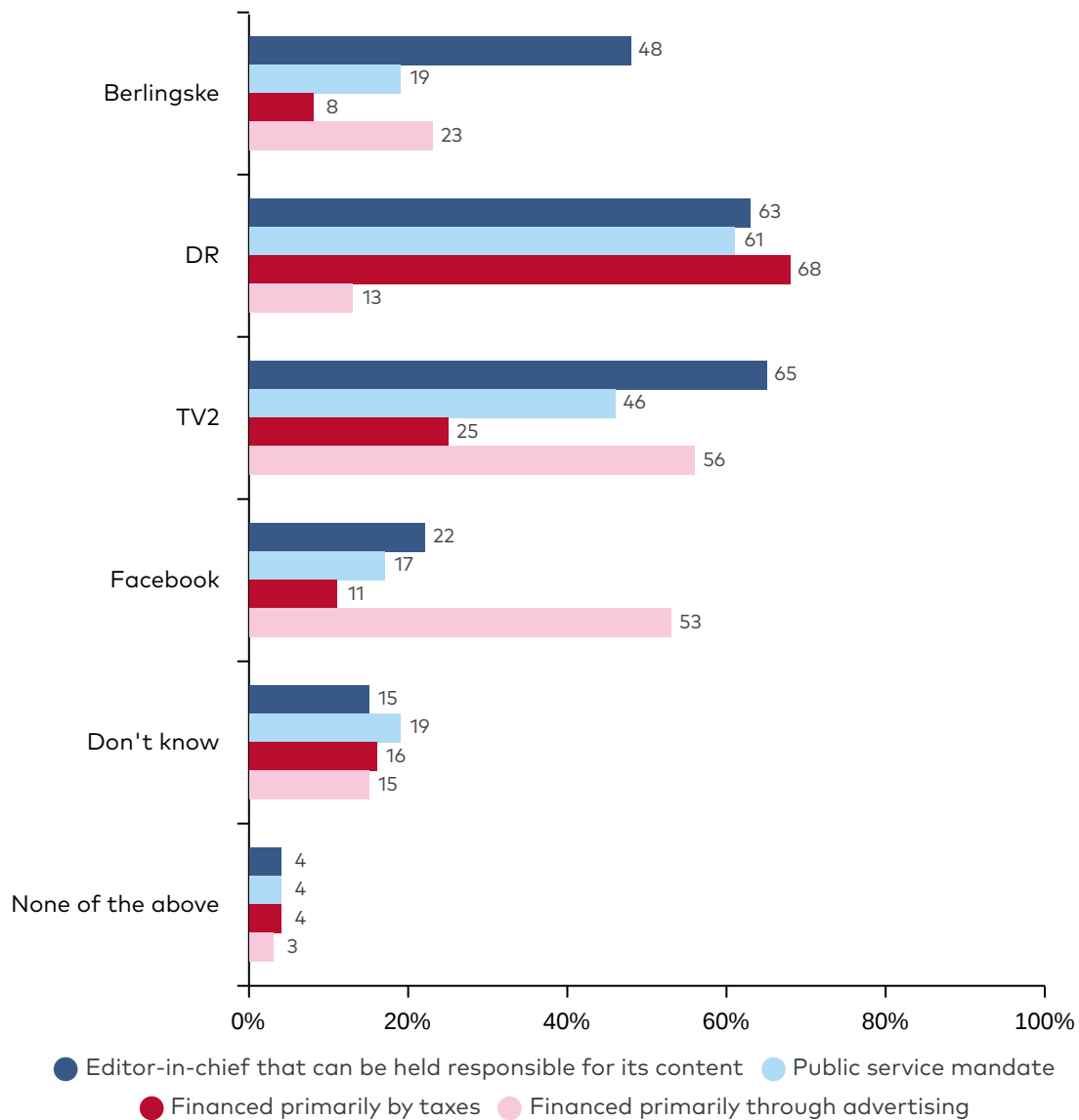
Following the model of financing there are conditions that vary between different media. Public service is mainly financed by tax revenues and has special requirements regarding its content. Commercial media are often financed partly by subscription revenues and partly by advertising revenues. A common denominator for editorial media, regardless of financing, is that they have a publisher or editor-in-chief who takes responsibility for the content published. Being aware of this as a user, in the process of evaluating and critically scrutinising media content, is important to be able to assess the quality of the information provided.

Public service and commercial media

Bearing in mind differences in the way the public service companies are organised in the Nordic countries, the public service mandate is generally quite well understood. Most adults in the Nordic countries also correctly believe that their nation's public service company, largest daily newspaper, and largest commercial TV channel have an editor-in-chief responsible for content. The result from the Danish respondents below is shown as an example. The remaining four countries' data can be found in [appendix III](#).

Figure 1.2.1. Public service and commercial media in Denmark, 16+ years (percent)

Which media/media compay has/is...?

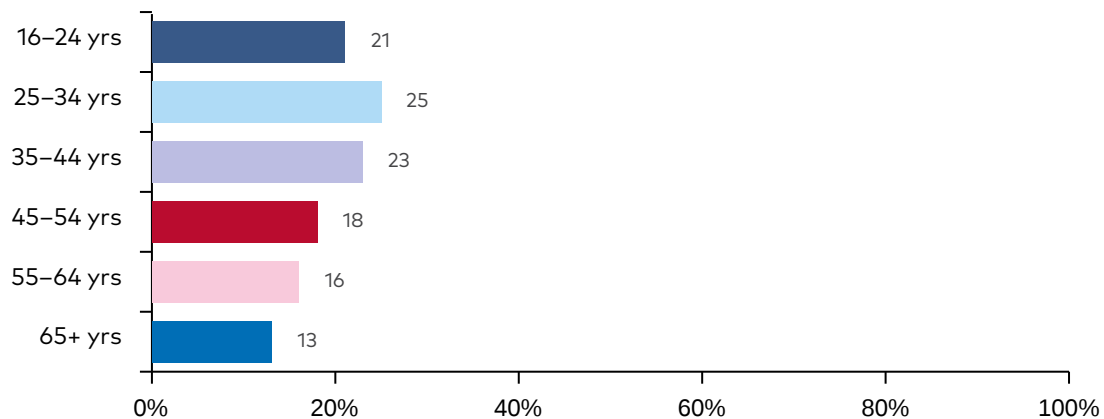


Facebook

An interesting result is found among the 25–34-year-olds (all countries in the figure below) where about one of four in the age group believe that Facebook has an editor-in-chief. This false belief decreases with increasing age. Being aware of one's own role in evaluating the content provided on social media is a central media literacy skill. It could however be discussed whether the result is based on a lack of understanding of the terms rather than a misconception of the conditions around which Facebook is built.

Figure 1.2.2. Awareness regarding whether Facebook have an editor-in-chief by age (percent)

Which media/media company has an editor-in-chief that can be held responsible for its content?



Most people are aware that public service companies and channels are financed through taxes, and majorities throughout the Nordic countries indicate that the biggest commercial TV channels are mainly financed through advertising. Most respondents also say that Facebook is primarily funded by advertising, with similar perceptions across all Nordic countries.

Publicist Rules and Ethical Guidelines

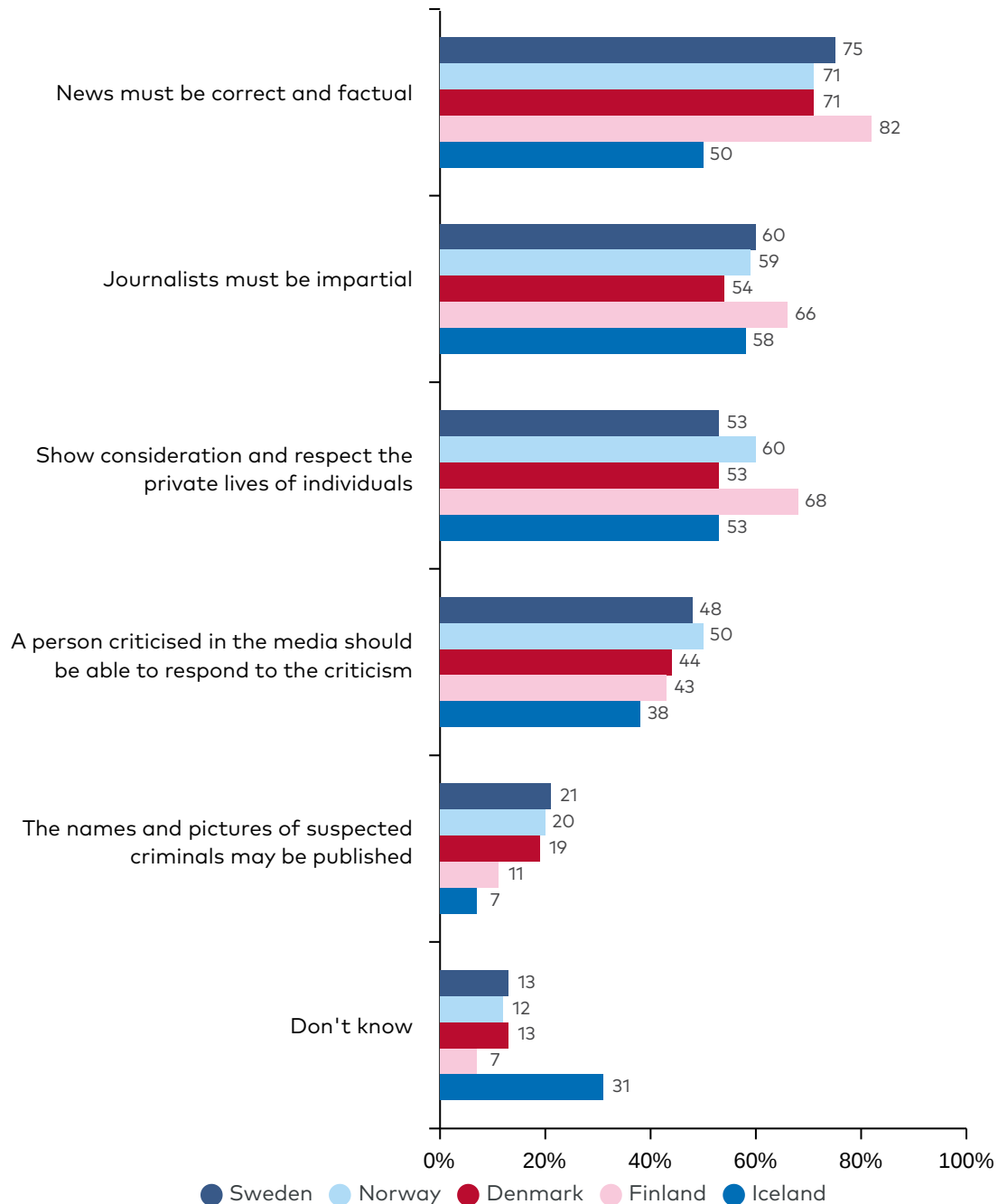
There is an expectation among the public that the media and journalists should be ethical in their way of working and follow guidelines. However, knowledge about the (voluntary) rules and ethical guidelines that apply to media and journalists requires a relatively high degree of awareness and interest in the field.

The survey results show there is a strong overall awareness that the assumed rules and ethical guidelines require news to be accurate and factual and ensure media respect individuals' private lives. Almost half of the respondents also agree on that a person criticised in the media should be able to respond to the criticism, with awareness being slightly higher in Sweden and Norway compared to the other countries.

Many respondents also believe that the rules and guidelines demand journalistic impartiality. Although 'letting both sides be heard' is good journalistic practice, which could be interpreted as being impartial, the only media that are actually obligated to be impartial are public service media.

Figure 1.2.3. Awareness of publicist rules and ethical guidelines by country (percent)

The media industry has voluntarily assumed publicist rules and ethical guidelines. Which of the following are included in the above?



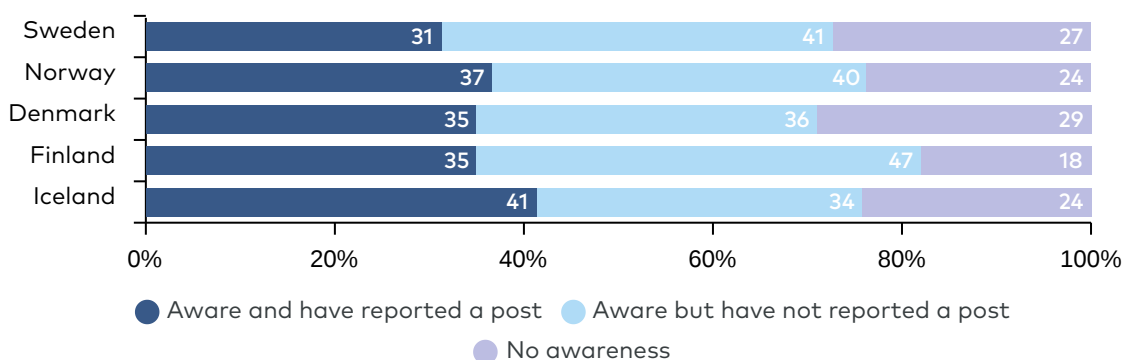
Awareness of Platforms Terms of Use

Social media platforms have made it easier to share all kinds of content and changed the way many people consume media. The content generated and published by the users of the service are not subject to the same rules and guidelines as for editorial media. Although there are rules regarding which content is allowed, the social media platforms do not have responsibility in the same way as editorial media. On the other hand, a greater responsibility for what is published lies on the users themselves. Social media platforms encourage a self-regulatory system by providing an opportunity for users to report infringements.

According to the survey, a majority of adults in the Nordic countries are aware of the possibility to report posts that violate a social media platform's term of use. Around one in three have taken the opportunity/have had reason to report. Almost one in three are not aware of the opportunity to do that, except in Finland where awareness is higher.

Figure 1.2.4. Awareness of the possibility to report content on social media by country (percent)

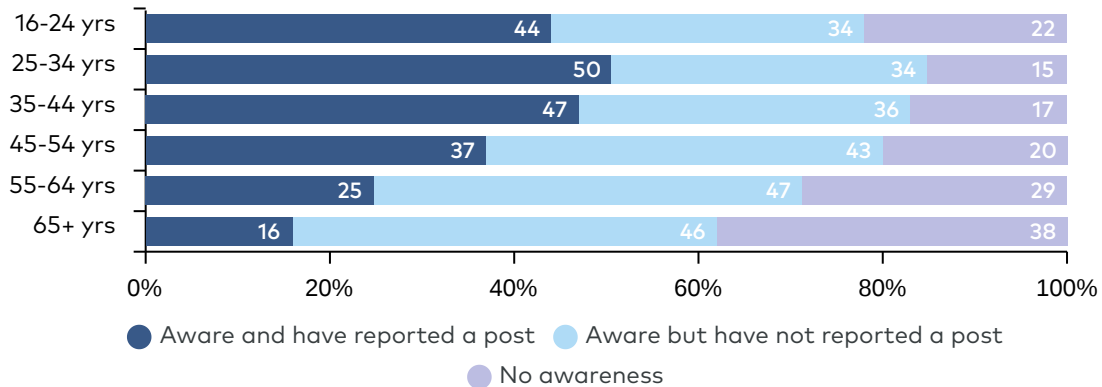
Are you aware of the right to report posts to a social media platform if they break a social media platform's terms of use? Examples of breaking the terms of use include spreading disinformation or illegal content.



Younger age groups are generally more aware of the right to report posts on social media platforms. A clear majority, about eight of ten, among the respondents younger than 45 years are aware of the possibility, and almost half of the respondents have also reported a post. Three to four out of ten among the two oldest age groups were not aware of this possibility.

Figure 1.2.5. Awareness of the possibility to report content on social media by age (percent)

Are you aware of the right to report posts to a social media platform if they break a social media platform's terms of use? Examples of breaking the terms of use include spreading disinformation or illegal content.



Key insights

- **Financing and accountability are broadly understood by the survey respondents.** Majorities recognize that public service is tax-funded and that media forms such as commercial TV and Facebook are ad-funded. Most respondents also know that major national outlets have an editor-in-chief accountable for content.
- **Misconceptions regarding accountability are not uncommon, especially among young adults.** About one in four aged 25–34 years believe Facebook has an editor-in-chief or a public service mandate. This misconception generally declines with age and is slightly lower in the younger age group (16–24 years).
- **Most respondents know that publicist ethical rules require factuality, a fair treatment of individuals and privacy protection.** Based on this result, the inhabitants in the Nordic countries seem to have a general understanding of journalistic work ethics. This may affect how produced content is evaluated.
- **Respondents' awareness of social media platform terms of use and the users' rights vary.** A majority know they can report violating posts and about one in three have done so, but almost as many are unaware of this possibility. Both the awareness and prior experience of exercising these rights decrease with age.

1.3 Responsible and Safe Use of Media and Digital Services

A couple of decades ago, most media content passed through an editor in chief who reviewed what was to be published. However, in today's digital media world, especially on social media, the users' knowledge about laws and regulations governing what may be shared and who is responsible has become more important.

In addition, the users' awareness of privacy and security issues and possible risks when sharing content online or on social media is another aspect of media literacy to consider. These risks include personal information being spread without consent or being victim of scams or phishing. Responsible and safe use is also about ethics, about considerate behaviour recommended online, so called 'netiquette', for example asking for permission before tagging a person on social media. Knowledge and understanding of responsible and safe use may give increased value and effectiveness in the use of media and digital services.

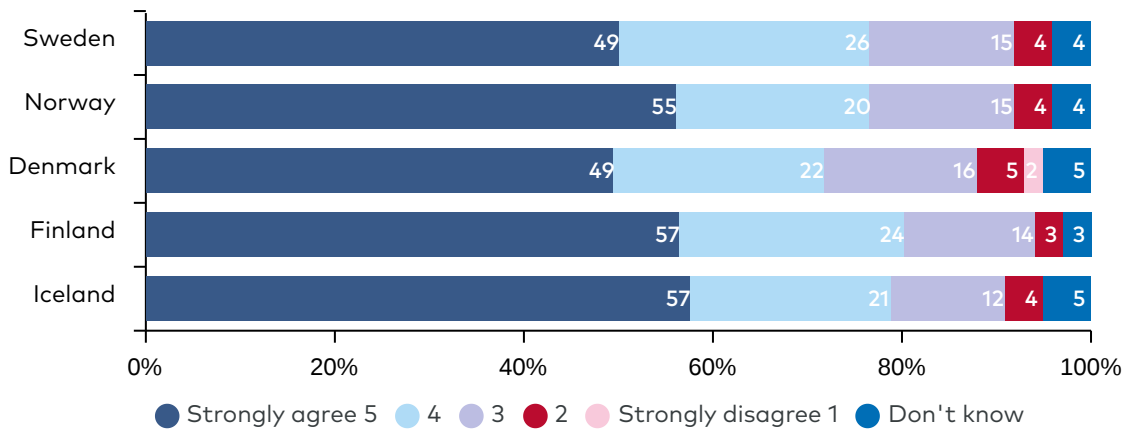
The results in this section of the survey are based on respondents' self-assessment in regard to safe and responsible use.

Personal Responsibility on Social Media

A large majority of respondents in the survey view it as their own responsibility to ensure their social media posts comply with regulations and laws, the mean result being close to or over 4.5 of maximum 5. Most respondents also believe they should seek permission before tagging family and friends or posting pictures or videos of others on social media. There seems to be a consensus between the countries about own social media behaviour.

Figure 1.3.1. Attitudes to social media behaviour and safety issues by country
(percent)

I believe you should ask for permission before tagging family or friends or before posting pictures or videos of other people on social media



Mean

Sweden: 4,2

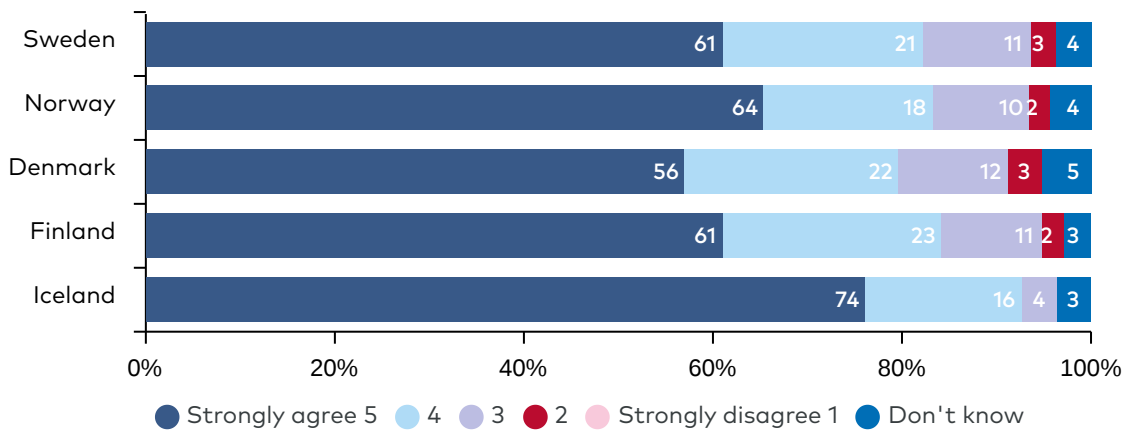
Norway: 4,3

Denmark: 4,2

Finland: 4,4

Iceland: 4,3

It is my responsibility to ensure that my social media posts follow regulations and the law



Mean

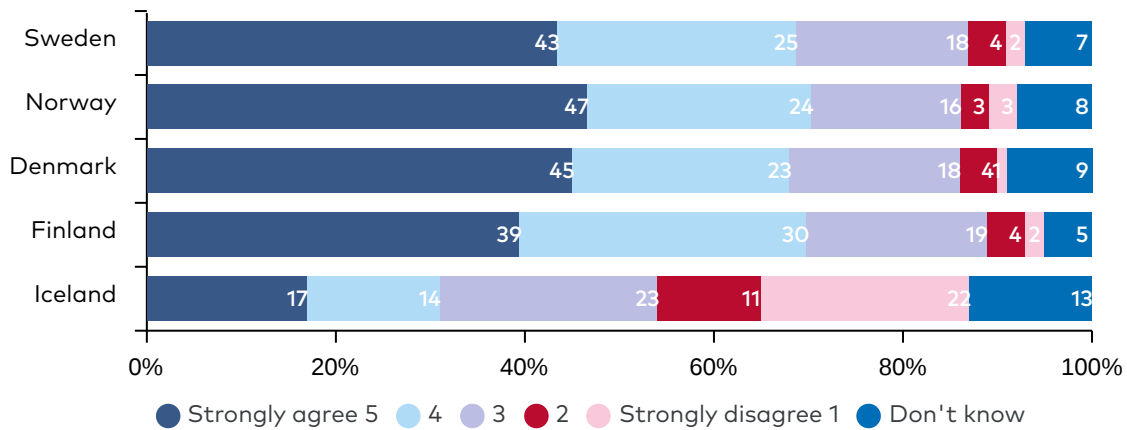
Sweden: 4,4

Norway: 4,5

Denmark: 4,4

Finland: 4,4

It is important to use the comments section to challenge social media posts/comments that bait or attack others



Mean

Sweden: 4,4

Norway: 4,5

Denmark: 4,4

Finland: 4,4

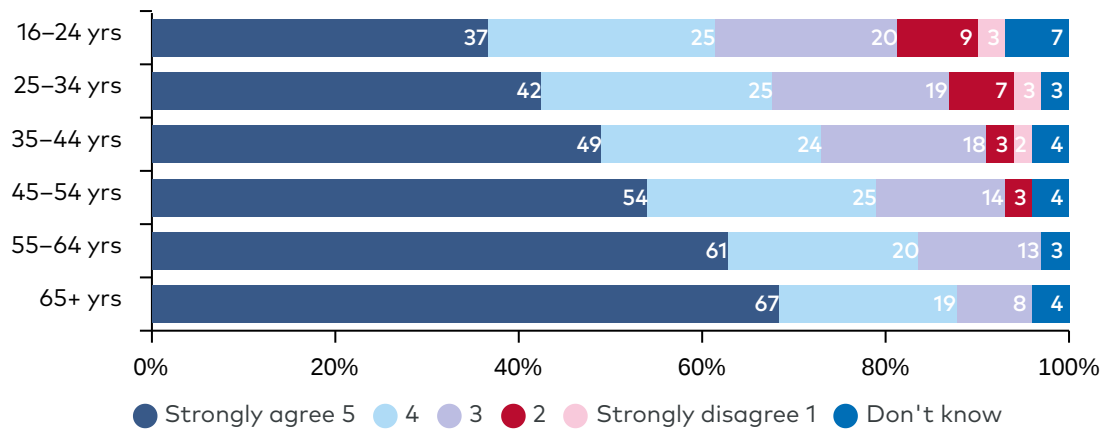
Iceland: 4,7

Attitudes to social media behaviour

The majority in all age groups tend to agree at least to a certain extent with the statements concerning social media behaviours, safety and personal responsibility, but younger adults do so to a lesser extent compared to older adults. The result shows that age matters, but whether this is a general shift towards less ethical behaviour in the years to come or if it is connected to respondents age remains to be said.

Figure 1.3.2. Attitudes to social media behaviour and safety issues by age (percent)

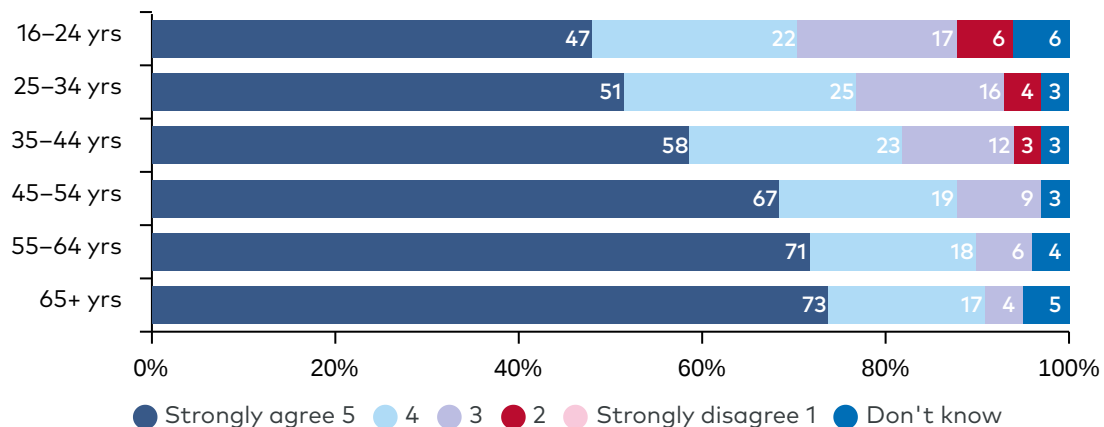
I believe you should ask for permission before tagging family or friends or before posting pictures or videos of other people on social media



Mean

16–24 yrs: 3,9
 25–34 yrs: 4,0
 35–44 yrs: 4,2
 45–54 yrs: 4,3
 55–64 yrs: 4,4
 65+: 4,6

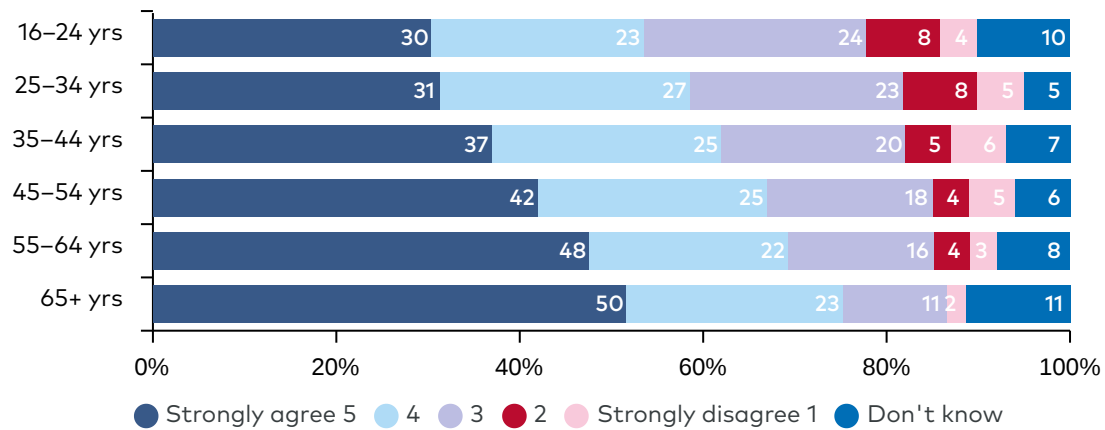
It is my responsibility to ensure that my social media posts follow regulations and the law



Mean

16–24 yrs: 4,1
 25–34 yrs: 4,2
 35–44 yrs: 4,4
 45–54 yrs: 4,6
 55–64 yrs: 4,6
 65+: 4,7

It is important to use the comments section to challenge social media posts/comments that bait or attack others



Mean

16–24 yrs: 3,7

25–34 yrs: 3,8

35–44 yrs: 3,9

45–54 yrs: 4,0

55–64 yrs: 4,2

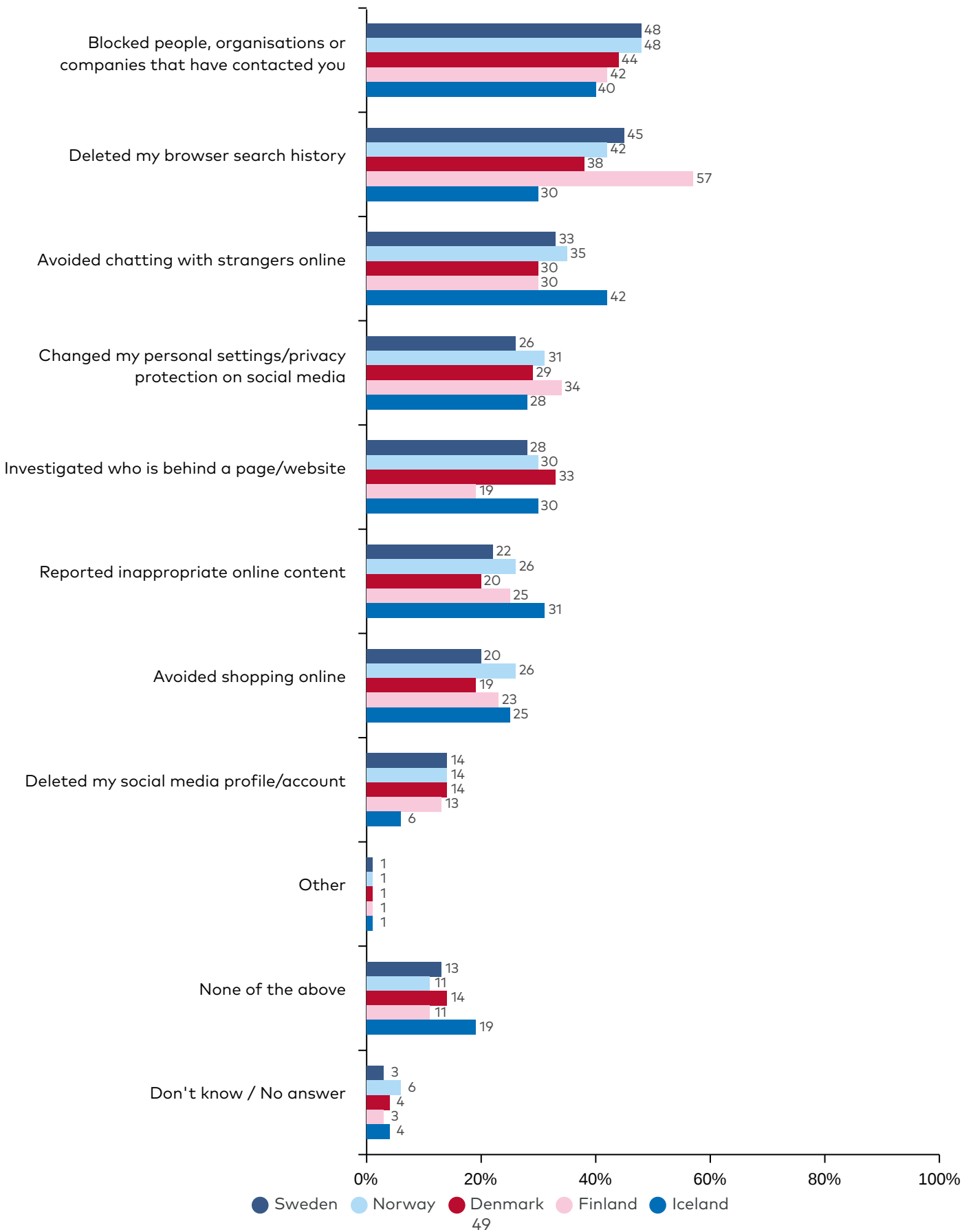
65+: 4,3

Actions to protect safety online

The most common action taken to protect online safety and privacy is blocking people, organizations, or companies. A relatively large share, four out of ten, has also deleted their browser search history. This seems to be particularly common in Finland, where almost six out of ten respondents have done the same. Avoiding chatting with strangers online is the next most common action taken to protect online safety and privacy, particularly in Iceland. More than one in five of the respondents (20–31 percent) have reported inappropriate content during the past three months prior to the survey which indicates a readiness to use the opportunities available.

Figure 1.3.3. Actions taken to protect online safety and privacy by country (percent)

In the past three months, have you done any of the following to protect your online safety and privacy?

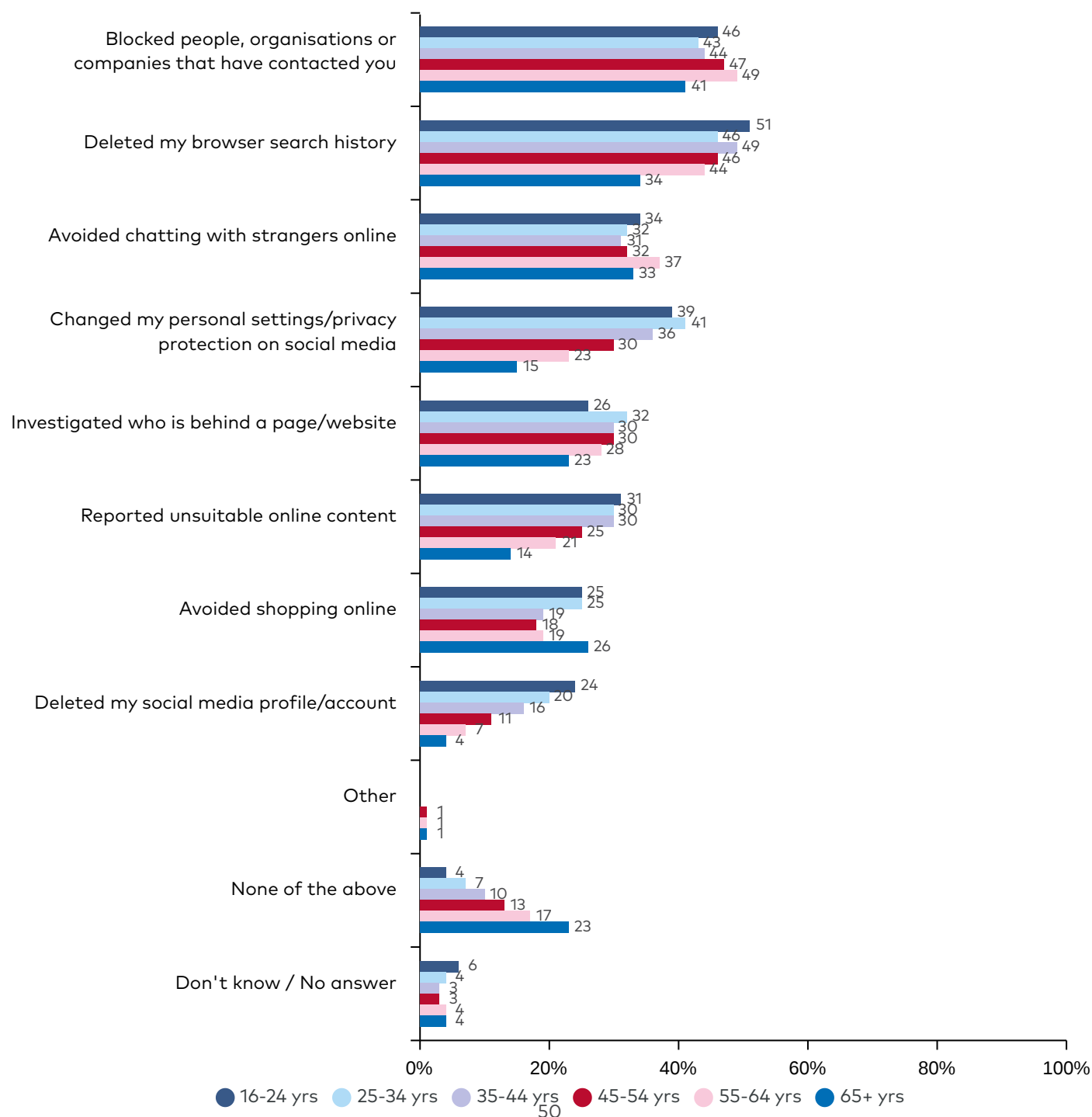


Respondents aged 65 years and older tend to have taken less of the listed actions to protect their online safety and privacy. The younger the person is, the more likely it is that they have taken at least some action. This is probably to be expected considering the differences in social media usage between age groups.

The greatest variation between age groups can be found when it comes to deleting social media profiles or accounts and in changing personal settings or privacy protection on social media.

Figure 1.3.4. Actions taken to protect online safety and privacy, by age (percent)

In the past three months, have you done any of the following to protect your online safety and privacy?

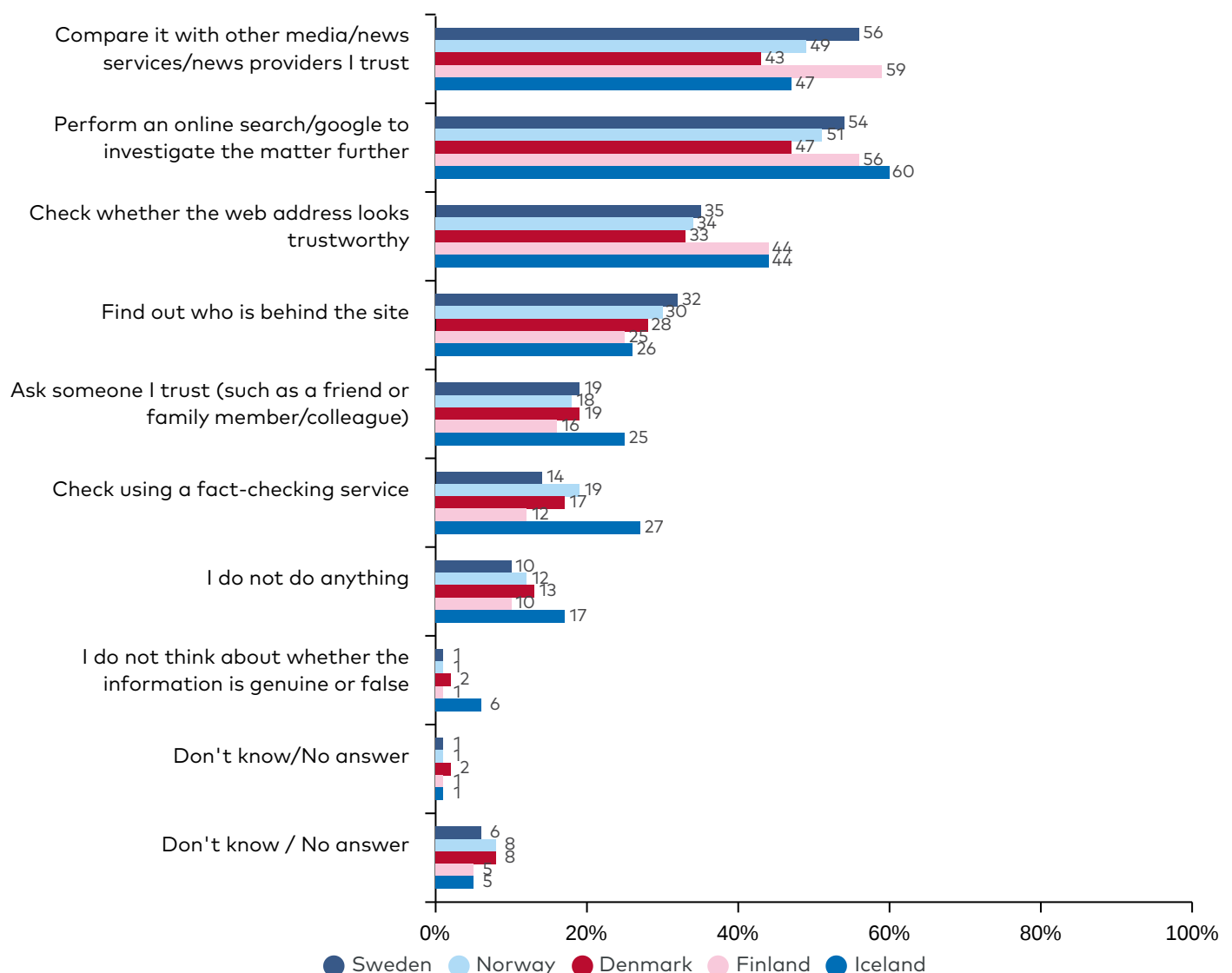


Encountering false information

Being media literate include to have strategies to apply when something questionable or suspicious occur. Mindful media use and performing safety actions may then reduce risk of falling victim of e.g. fraud. The survey result show that the most common action taken when suspecting information in an article, post, or news report to be false, is to compare it with other trusted media or news sources. This is applied in particular among respondents in Sweden and Finland. Performing an online search for further investigation is another strategy commonly used, especially in Iceland. Among Finnish and Icelandic respondents, it is also more common to check whether the web address looks trustworthy compared to in the other three countries.

Figure 1.3.5. Actions taken to check false information, by country (percent)

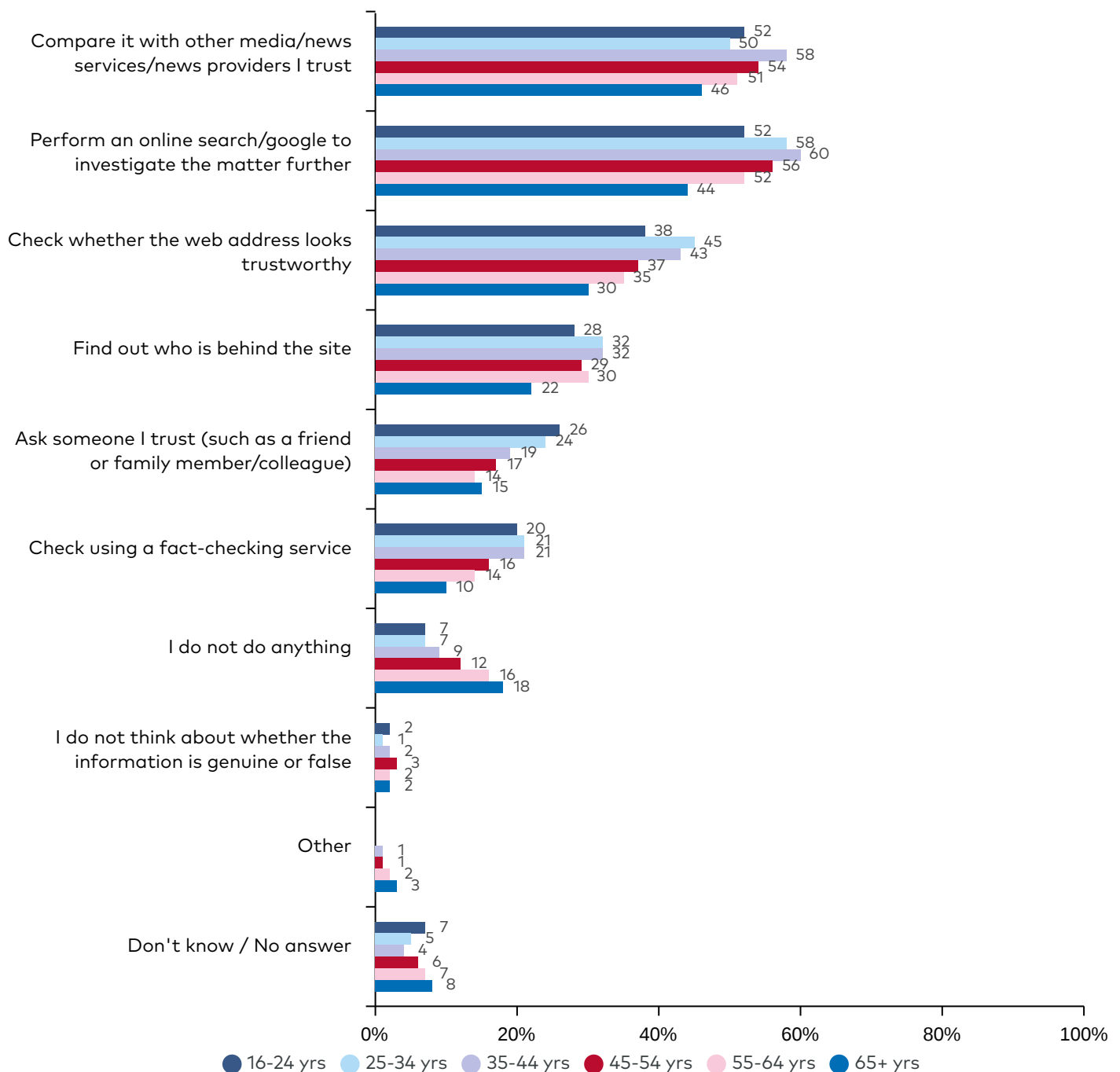
What do you do if you believe the information in an article/post/news report might be false?



Younger adults more often than older adults tend to ask someone they trust about information in an article, post or news report they suspect to be false. Several of the strategies for addressing possible false information are most commonly used by adults aged 25 to 44 years old, such as online search to investigate further and checking the web address. Almost one in five (18 percent) in the age group 65 years and over does not take any action at all.

Figure 1.3.6. Actions taken to check false information, by age (percent)

What do you do if you believe the information in an article/post/news report might be false?



Key insights

- **Personal responsibility for compliance and online etiquette is widely endorsed.** Respondents report a very high sense of personal responsibility to comply with laws/regulations on social media and broadly agree they should seek permission before tagging or posting images of others. Agreement is significantly lower among younger adults, although the majority in the youngest group still agree.
- **Security and privacy actions are common but vary by country and age.** The most frequent action is blocking people/organizations. Deleting browser history is also almost as widespread, but with large variations between countries. It is significantly less common to report inappropriate content, but about one in four respondents nonetheless did this during the last three months.
- **The use of safety and privacy actions decreases successively with age.** Younger adults are more active in general in regard to safety and privacy protection. The largest age gaps appear in deleting profiles/accounts, changing privacy settings, and reporting unsuitable content online.
- **Respondents generally rely on techniques to double-check information when encountering suspected false content.** The most common responses are to compare information with trusted news sources and to search online for more information. Another common strategy is to check whether the web address looks trustworthy.
- **Younger respondents are more likely to act on suspected false information.** Younger adults are much more likely to use at least one of the suggested strategies than older adults. They also are more likely to ask someone they trust compared to older respondents.

1.4 Critically Assessing Media Content

Navigating and sorting through the abundance of information can be challenging. When on social media, content from family and friends, media and companies, experts, influencers and more is mixed together. Awareness, critical assessment and evaluation of what the user see become aspects of media literacy that need to be applied constantly.

Algorithms to customise the content we see on social media and in search engines have significant influence over the information that each individual user is exposed to. While on one hand provide content that is deemed relevant to the user's target group, previous use and perceived preferences, algorithms can also be used to help spread disinformation.

With some knowledge or awareness about how algorithms are used, it becomes easier to evaluate or critically scrutinise the search result and question why something appears in the social media feed, web search or the online news page.

Tests to Assess Search Results and News

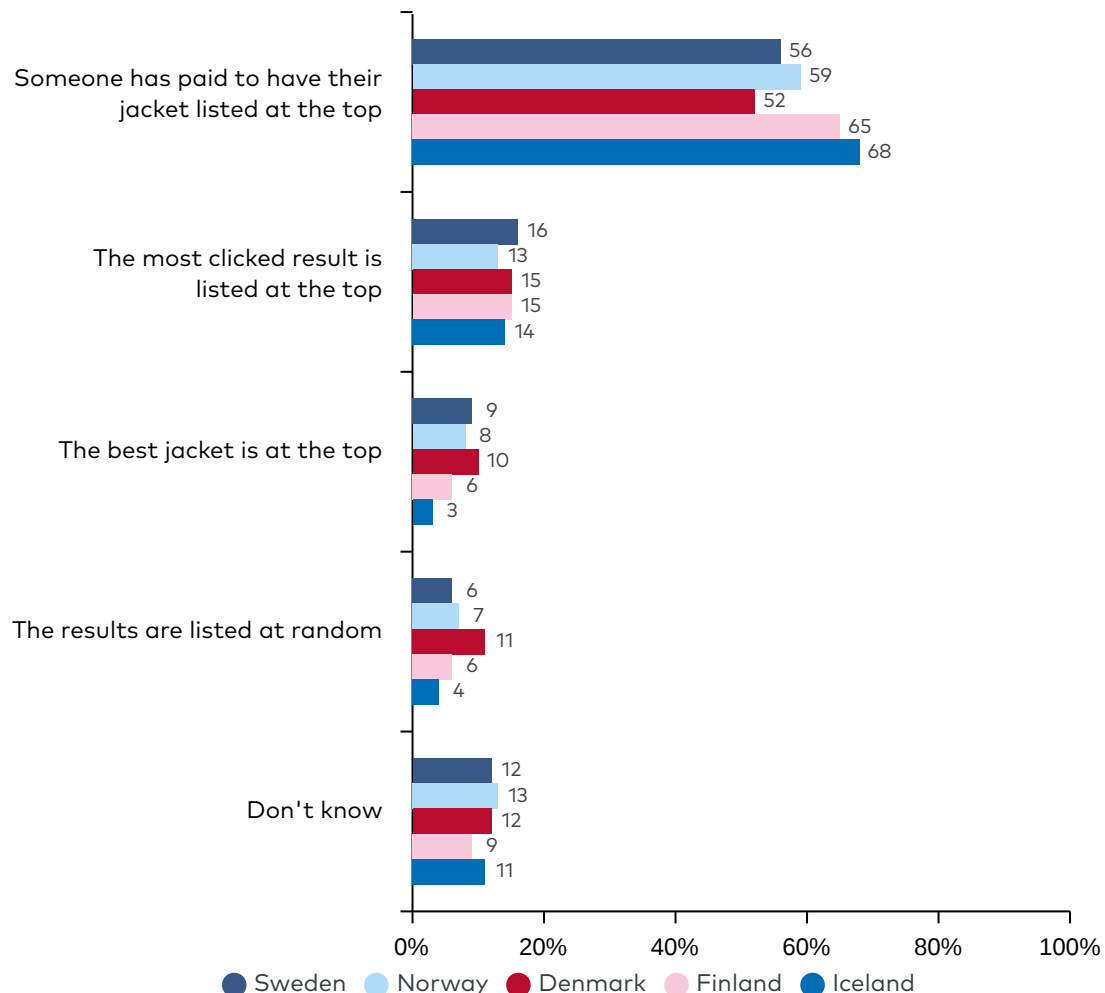
To answer three of the questions in this section, the respondents were shown images of online search results and realistic news sites where they had to identify different elements. The images were screen shots of online search results, one for a down jacket and one simple search on the current prime minister's name. The third question showed a mock-up screen shot of a major online news site. The images were separate for each country, in each country's language. Different elements of the images had reference numbers to connect to the survey question. For reason of space, examples of the images can be found in [Appendix III Data](#).

How is the online search results listed?

In the image of an online search for a down jacket, a majority of the respondents correctly stated that the order of search results is determined by someone having paid to have their jacket listed at the top. The largest share of respondents to believe this were found in Finland and Iceland. However, there is still about one in ten of the respondents in Sweden, Norway and Denmark who believe the jacket listed on top is "the best". When adding the result from two of the other options, listed at random or being unsure about the order of search results (don't know-option), the share of respondents is about two of ten in the same countries.

Figure 1.4.1. Evaluating search results (down jacket) 16+ years by country (percent)

The image shows the results from an online search. What determines the order in which results are listed?



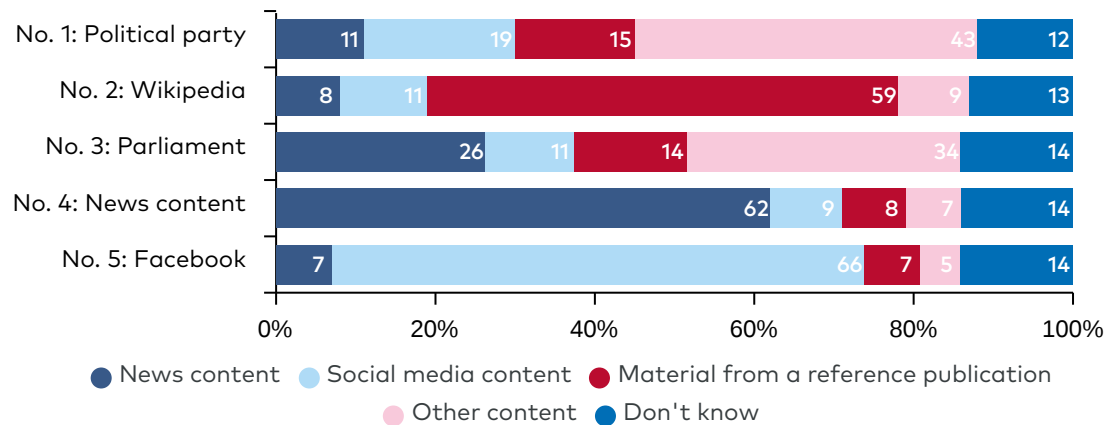
Identifying source of search results

In the test to categorise the result of a search on the current prime minister's name items are mostly correctly identified. Especially the results of social media content were identified, 50 to 70 percent of the respondents in each country made a correct categorisation. The same with news content and search hits from an encyclopaedia (Wikipedia). There are some uncertainties about how to classify search results from a political party's website or search result from the government or parliament, but many correctly categorise them under 'other content'. To be noted here is that the reply option 'don't know' is often relatively high, which indicates that assessing search results seems to have caused some difficulties for respondents. This may be something to consider in media literacy training.

The Swedish result is included below as an example. The correct category is listed in the column to the left.

Figure 1.4.2. Categorising search results (prime minister), 16+ years Sweden (percent)

The image shows an online search for your country's Prime Minister.
Which of the numbered search results in the image are...?



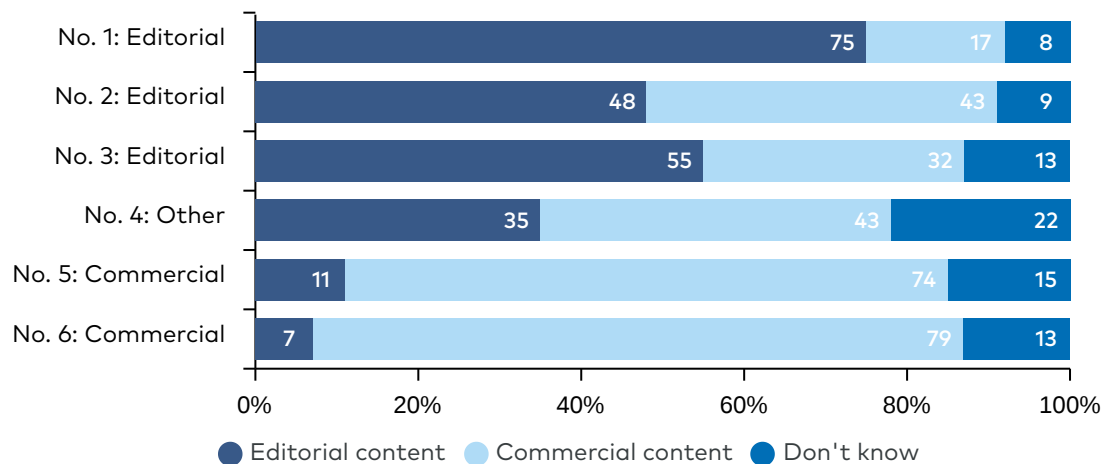
Assessing news media content

Editorial and commercial content is generally correctly identified in the mock-up news websites in all countries. However, it is not clear-cut for everyone what type of content the different sections of the newspaper website represent (news or other editorial content). Also, in this question, the reply option 'don't know' is often relatively high.

The Finnish result is included below as an example. The correct category is listed in the column to the left.

Figure 1.4.3. Categorising news media content 16+ years Finland (percent)

What types of content are the numbered parts in the image examples of?



Key insights

- Paid ranking of search results is recognized by a majority, but significant portions of the population lack awareness of such mechanisms.** In a test regarding ranking of online search results, most participants correctly identified that paid placements end up at the top of search results. Still, many respondents lack an understanding of search engine mechanisms. About one in four answered either that they believe that the top search result is to be considered as the best, that it is randomized, or that they don't know.
- Identifying sources or who posted content listed in an online search result is mostly correctly identified.** However, some categories seem to have raised more uncertainty, and the share of respondents indicating 'don't know' is above 10 percent. Being aware of the source or sender is important to be able to assess the value of the information.
- Discerning editorial from commercial content on news sites display uncertainties among respondents.** Whether content is editorial or commercial in an online news site will have impact on how it will be assessed.

1.5 To Access, Use and Create Content in Media

Our opportunities to make contact have changed with the digital technology. In addition to taking care of errands online such as banking, shopping, booking trips, etc., keeping in touch with friends and family has changed. For those who for different reasons do not use digital technology, exclusion is growing when public bodies become more digitalised. For many, however, the digitalisation of communications has increased opportunities to create content, stay in touch and make new contacts, as well as run errands.

The knowledge and skills needed to access and use different platforms, i.e., digital literacy, is a central aspect of media literacy. The lowered threshold when it comes to participation in debates, publishing posts and commenting on posts on social media has been seen as an opportunity for democracy to thrive and increase participation and engagement in society.

Online Communication

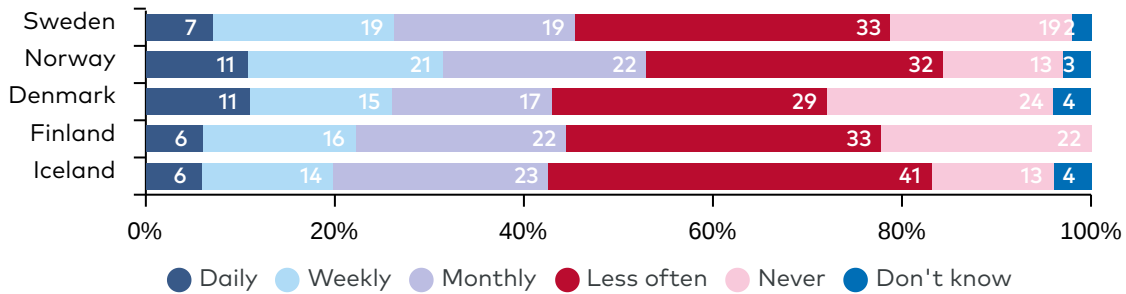
Out of the different services mentioned in the survey, sending emails is the most frequently used mode of communication. Five of ten of the respondents in four Nordic countries state that they post or comment on social media at least monthly, but it is almost as common to refrain from commenting due to fear of being attacked (see figure below). More than one in ten of the respondents in the Nordic countries (12–16 percent) state that they refrain from commenting for this reason daily, see figure below.

Several forms of online communication are less common in Iceland, particularly commenting on social media and contacting public authorities or community services.

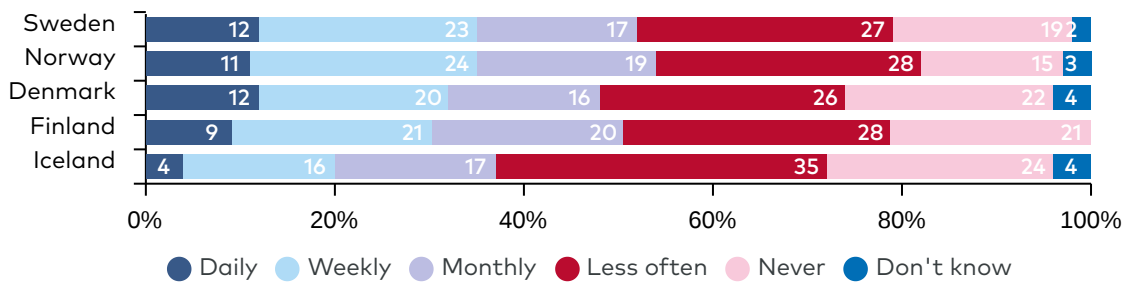
Figure 1.5.1. Online practices among 16+ year olds, by country (percent)

How often do you...?

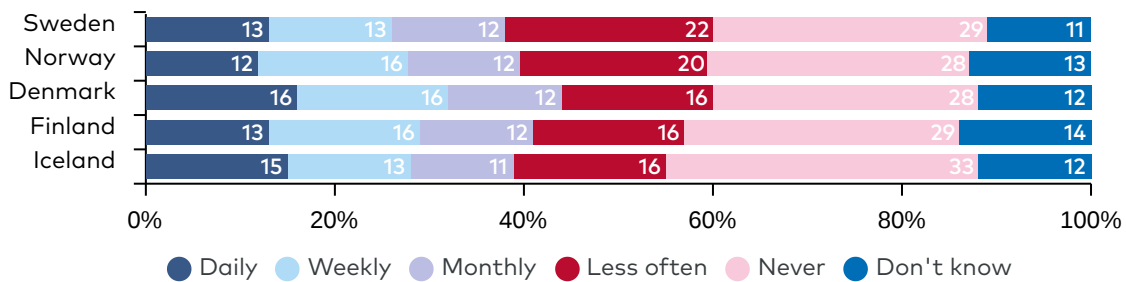
Post on social media (text, image or video)



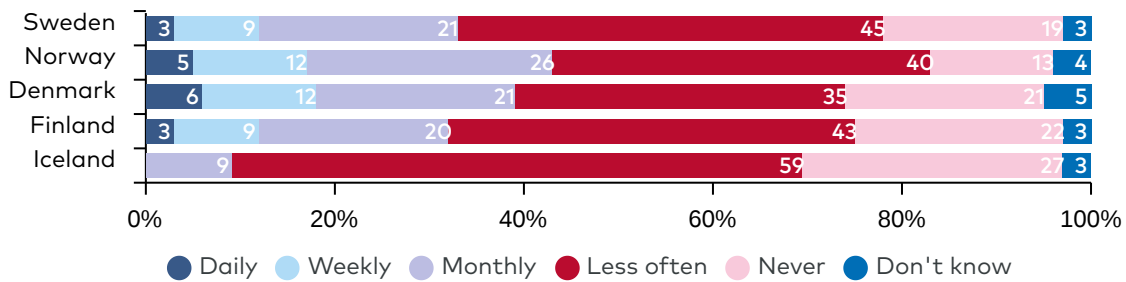
Comment on social media posts (Youtube, Facebook, Instagram, X/Twitter, etc.)



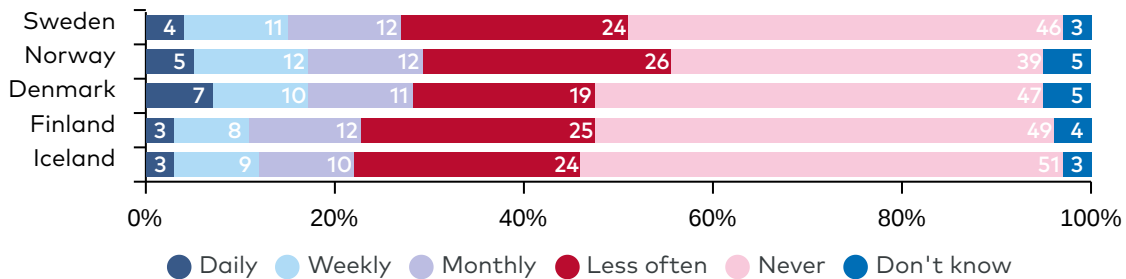
Refrain from commenting on a social media post for fear of being attacked



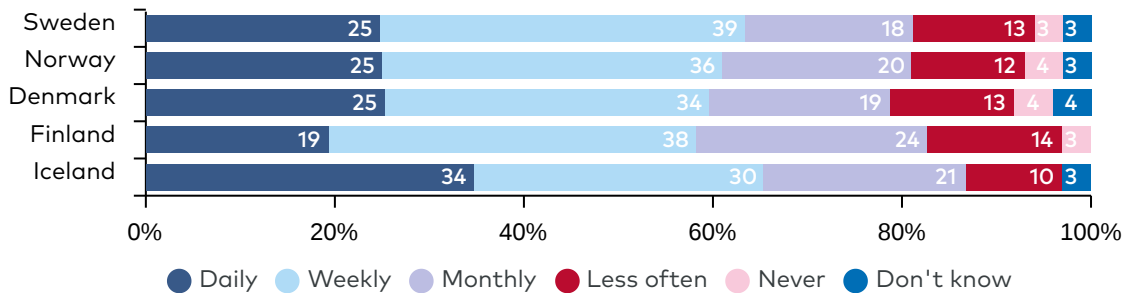
Buy/sell something through online trading sites/social media buying and selling platforms such as Blocket, Marketplace



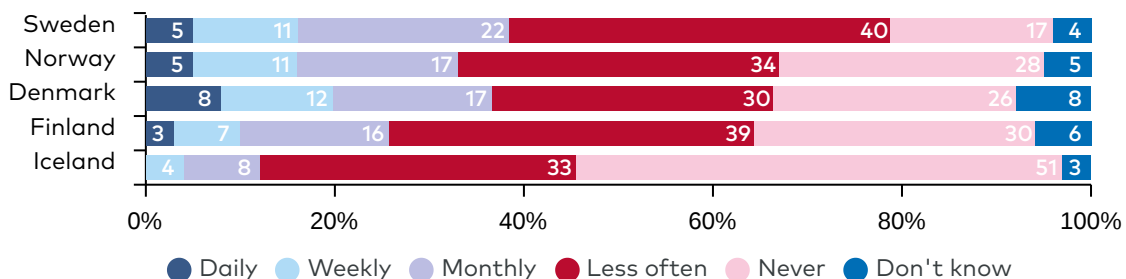
Create a meeting invitation on Zoom, Teams, Skype or other program for online meetings



Send an email



Contact a public authority or community service through a website (chat/chat bot) or social media



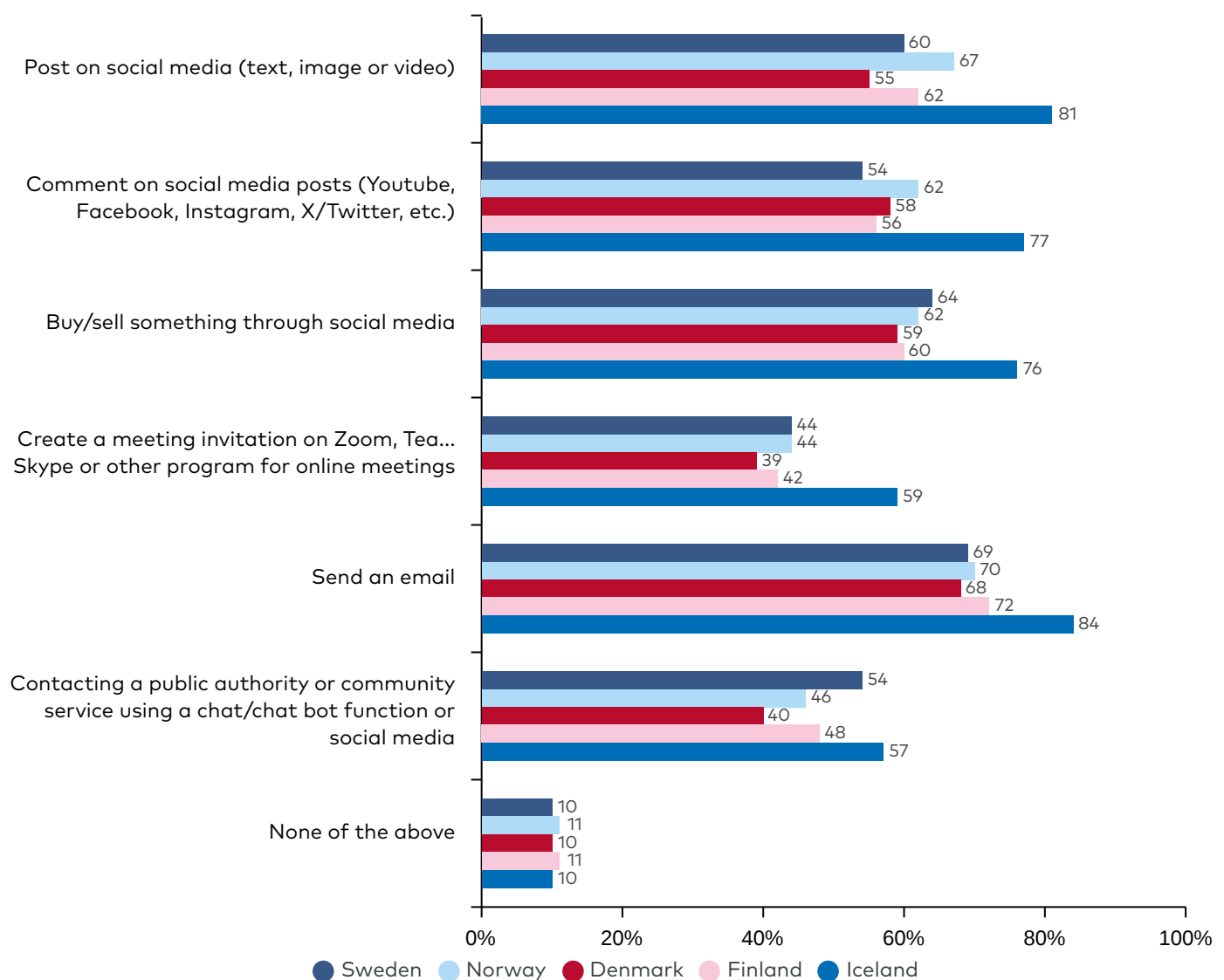
To capture the respondents' confidence in their own knowledge or skill needed to use a tool or means of communication, questions about ability to assist someone in their use were included in the survey.

Most respondents feel confident in their ability to help a friend or relative with different modes of online communication. The greatest difficulty was found in helping with creating an invitation to an online meeting using tools such as Zoom, Teams, or Skype. This result is not surprising, given the large share of respondents who never use these tools (39–51 percent, see figure above).

The share of people who feel capable of assisting others with online communication is generally higher in Iceland and lower in Denmark compared to the other three Nordic countries.

Figure 1.5.2. Assisting with online practices 16+ years, by country (percent)

Would you be able to help a friend/relative:



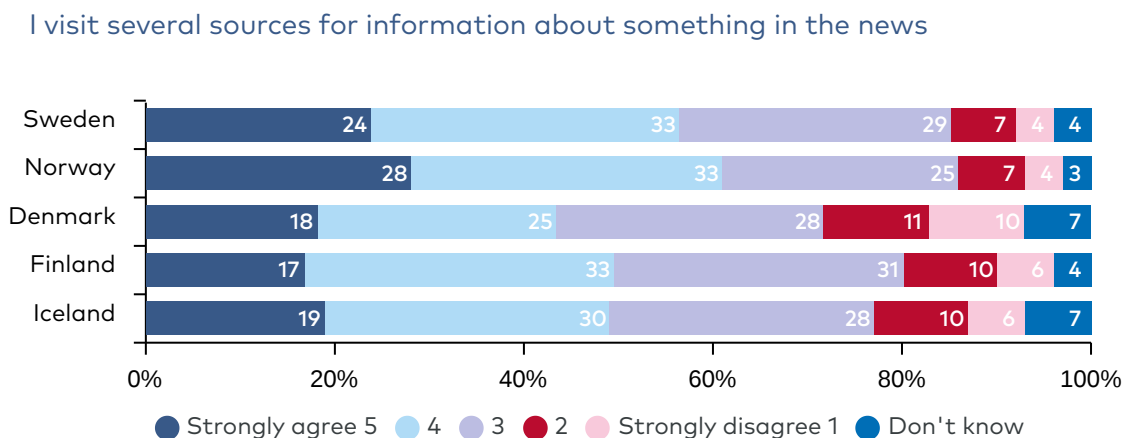
Searching for information online

In efforts to enhance media literacy, the questions about people's experiences and attitudes to their practices provide valuable facts. Knowledge regarding in which areas people have confidence or struggle will guide in the planning of future initiatives and better meet the needs.

Media literacy is becoming an increasingly important skill as more and more of the information the users encounter online is not deliberately sought after, but parsed, selected and presented to them from various actors online through algorithms. A critical mindset and techniques to assess content and sources will be helpful when evaluating content and information, e.g. to compare a news item with different sources.

The extent of some behaviours varies between countries, with higher level of agreement regarding visiting multiple sources to find information in Sweden and Norway. There is also a higher level of confidence in determining which media are trustworthy among respondents from Finland and Iceland. Overall, the share of respondents who do not agree to using the different techniques listed is low in four of the Nordic countries, Danish respondents being the exception. When assessing the quality of information received in social media the uncertainty is more prevalent.

Figure 1.5.3. Searching for information and news online 16+ year olds by country (percent)



Mean

Sweden: 3,7

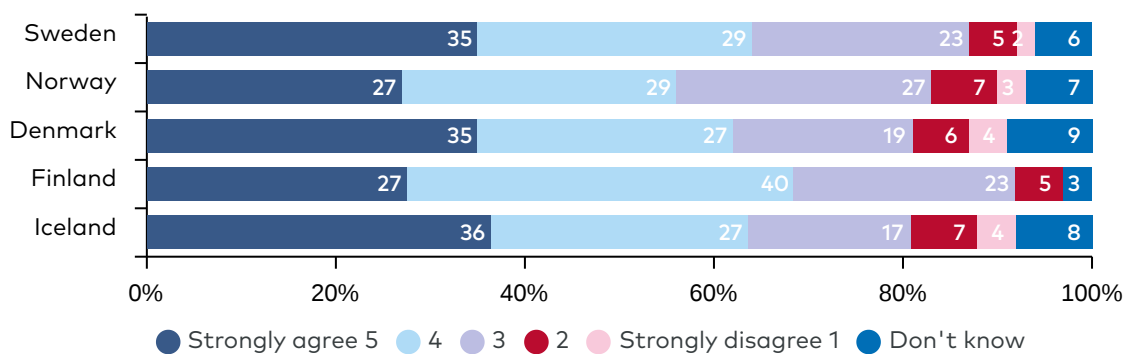
Norway: 3,8

Denmark: 3,3

Finland: 3,5

Iceland: 3,5

I evaluate whether the news topic is genuine or false before I share it with others



Mean

Sweden: 4,0

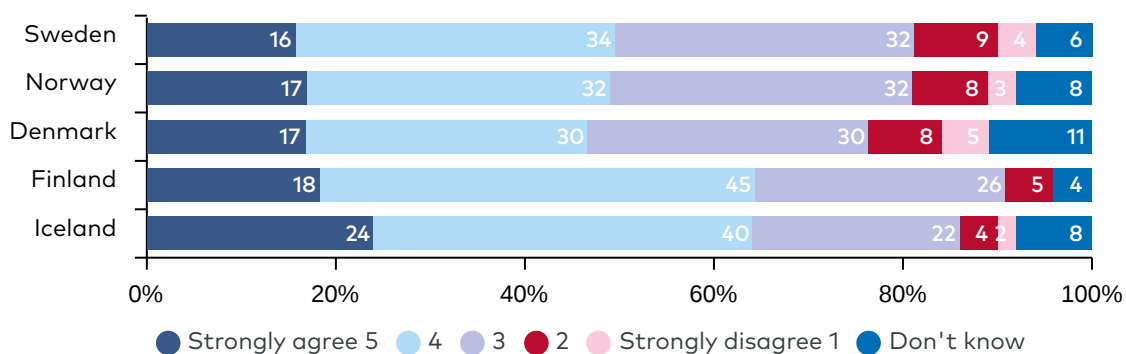
Norway: 3,8

Denmark: 3,9

Finland: 3,9

Iceland: 3,9

I can determine which media are trustworthy or which I can/cannot trust



Mean

Sweden: 3,5

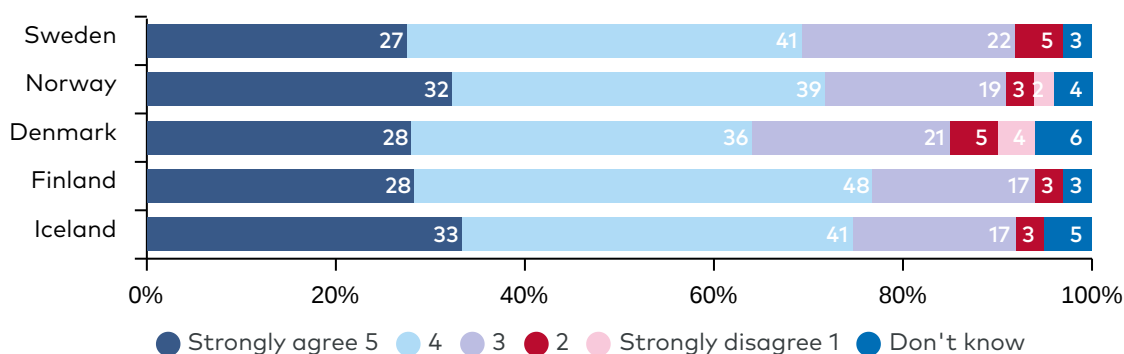
Norway: 3,6

Denmark: 3,5

Finland: 3,8

Iceland: 3,9

I often find the information I am looking for online



Mean

Sweden: 3,9

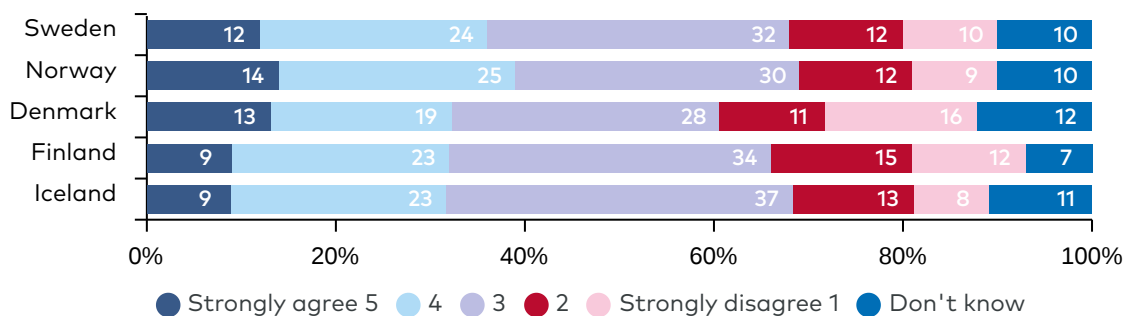
Norway: 4,0

Denmark: 3,9

Finland: 4,0

Iceland: 4,1

I often receive good information from people/accounts I am following on social media



Mean

Sweden: 3,2

Norway: 3,3

Denmark: 3,0

Finland: 3,0

Iceland: 3,1

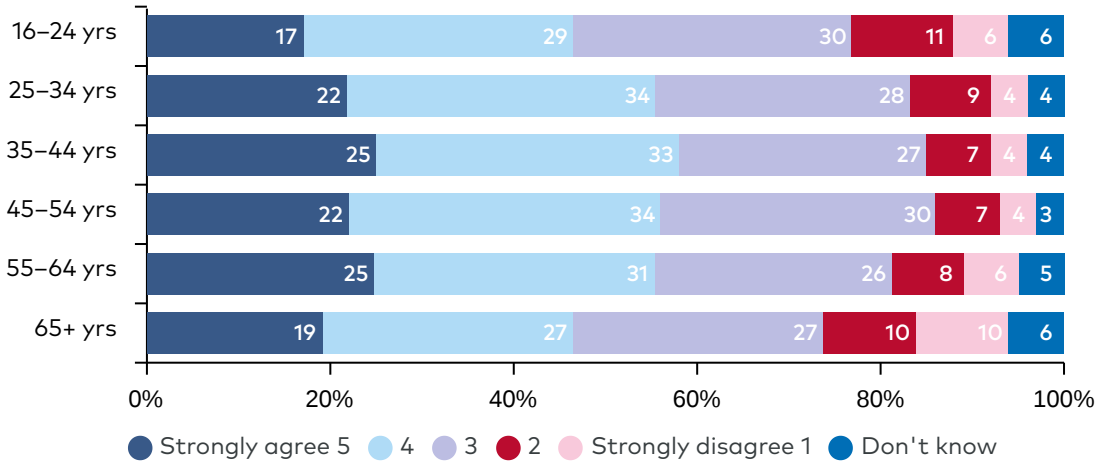
The result from the survey shows that the oldest age group of respondents as well as the youngest, do not report to check several sources for information about news to the same extent as other age groups. The oldest and youngest age groups also express more confidence in determining trustworthy media. In total, however, a majority of the respondents in the Nordic countries state that they review news content using multiple sources.

Age seems to be a factor at play when assessing information from people or accounts the respondent is following on social media. Younger adults report to a greater extent that they often receive good information (17 percent strongly agree to this) while respondents 45 years and older do so to a lesser extent (11 percent and less).

Respondents' own assessment of other digital literacy skills seems to be confident in all age groups; the vast majority often find the information they are looking for online, and most evaluate whether a news topic is genuine or false before sharing it with others.

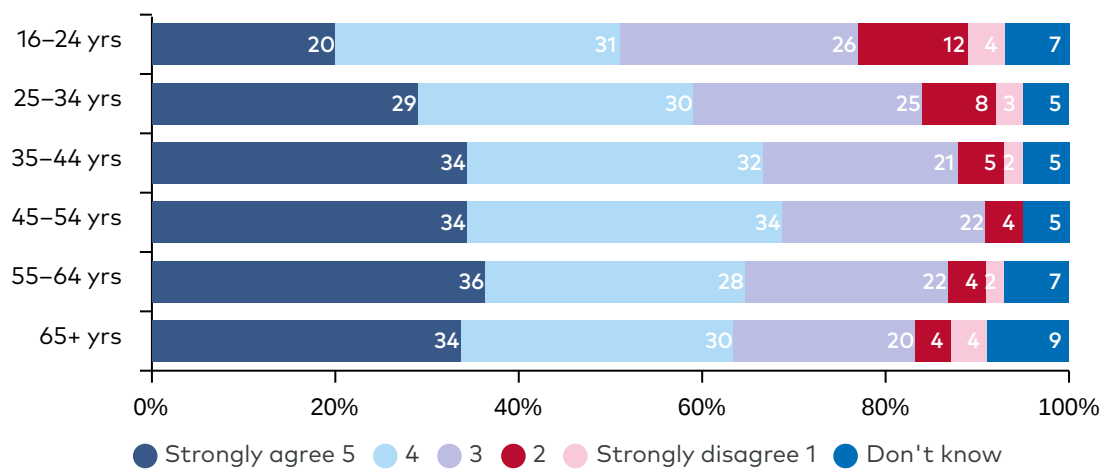
Figure 1.5.4. Searching information and news online 16+ year olds by age (percent)

I visit several sources for information about something in the news



Mean
16-24 yrs: 3,4
25-34 yrs: 3,6
35-44 yrs: 3,7
45-54 yrs: 3,6
55-64 yrs: 3,6
65+: 3,4

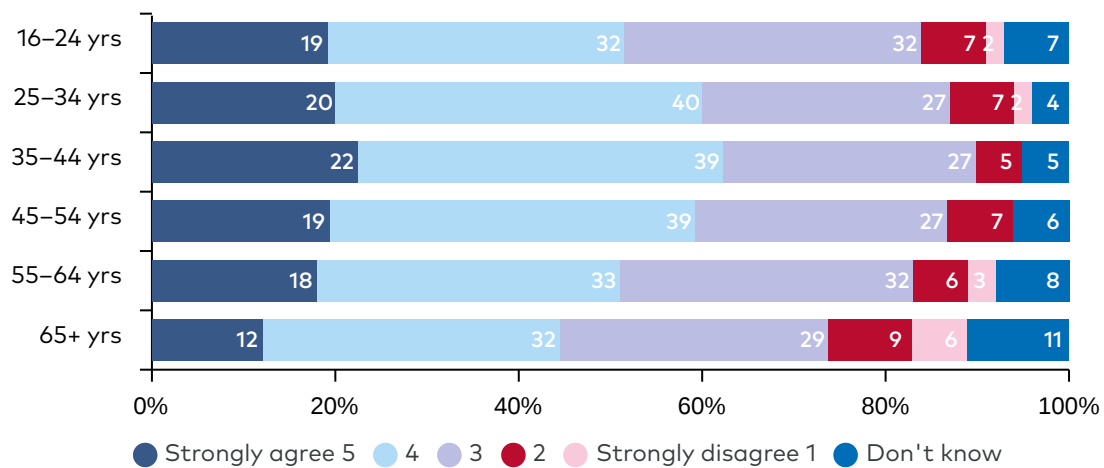
I evaluate whether the news topic is genuine or false before I share it with others



Mean

16-24 yrs: 3,6
 25-34 yrs: 3,8
 35-44 yrs: 4,0
 45-54 yrs: 4,0
 55-64 yrs: 4,0
 65+: 4,0

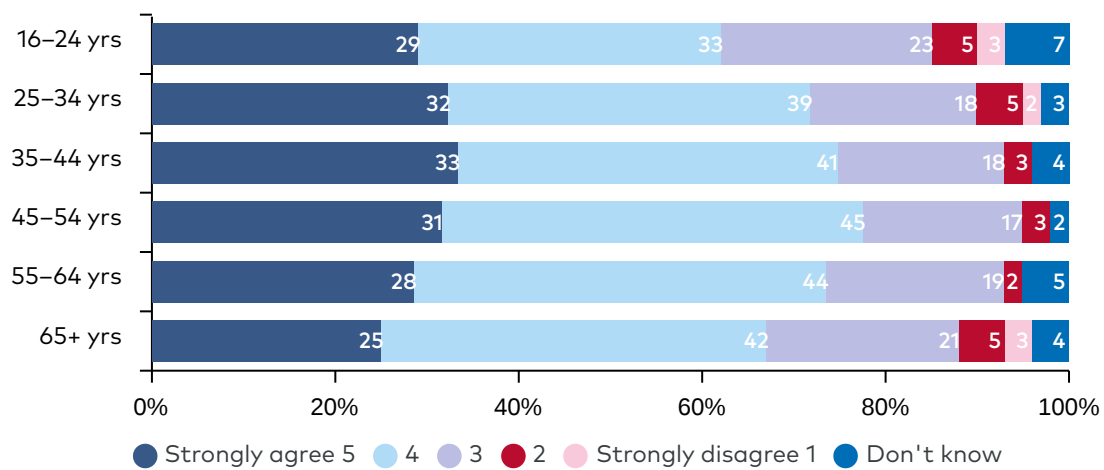
I can determine which media are trustworthy or which I can/cannot trust



Mean

16-24 yrs: 3,6
 25-34 yrs: 3,7
 35-44 yrs: 3,8
 45-54 yrs: 3,7
 55-64 yrs: 3,6
 65+: 3,4

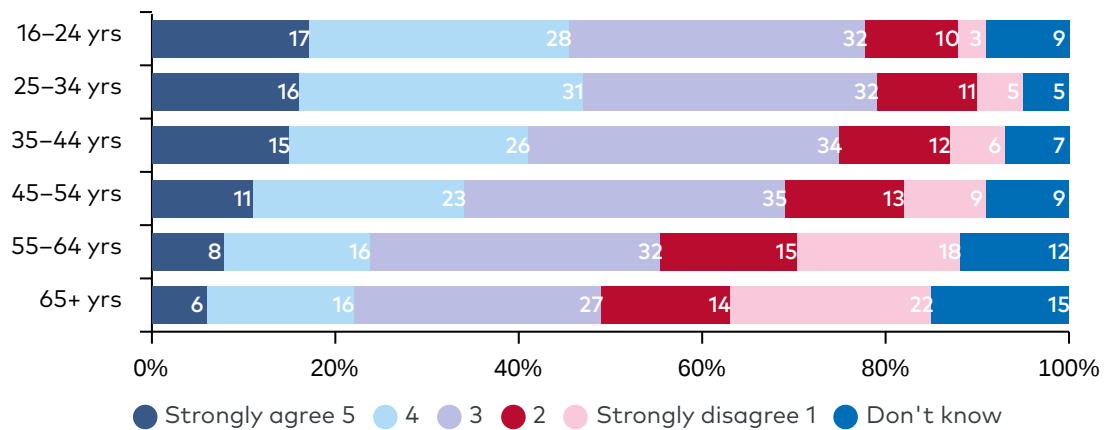
I often find the information I am looking for online



Mean

16-24 yrs: 3,9
 25-34 yrs: 4,0
 35-44 yrs: 4,1
 45-54 yrs: 4,0
 55-64 yrs: 4,0
 65+: 3,9

I often receive good information from people/accounts I am following on social media



Mean

16-24 yrs: 3,5
 25-34 yrs: 3,4
 35-44 yrs: 3,3
 45-54 yrs: 3,2
 55-64 yrs: 2,8
 65+: 2,6

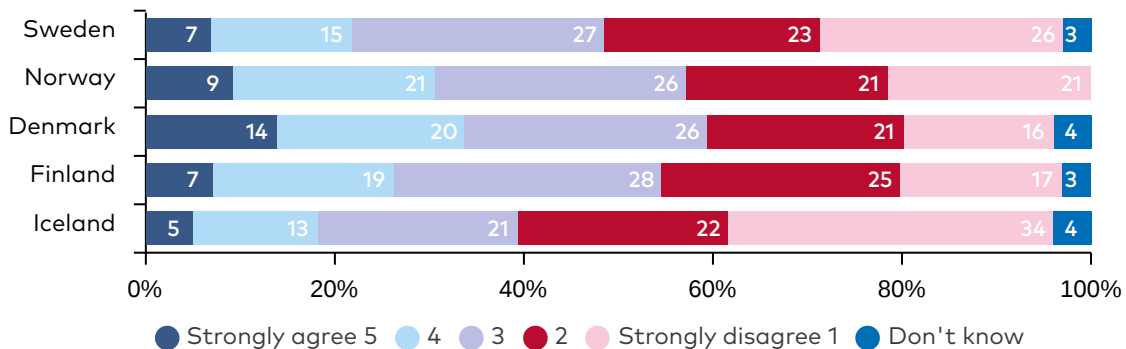
Attitudes to information online

The share of respondents who find it difficult to stay up to date with the news, or to determine which media or online search results are trustworthy, shed light on media literacy aspects to address. Between two (Iceland) and nearly four (Denmark) of ten respondents express difficulties. Many also find it difficult to determine who is behind a social media account or profile, close to half of the respondents. There is a greater variation between the countries but displaying a clear pattern where respondents in Norway, Denmark and Finland express slightly more difficulties.

Swedish and Icelandic respondents find it less difficult to take in the news, with the perceived difficulty level generally being lower for Iceland in all statements.

Figure 1.5.5. Attitudes to information and news online 16+ year olds by country (percent)

I think it is difficult to stay up to date with the news



Mean

Sweden: 2,5

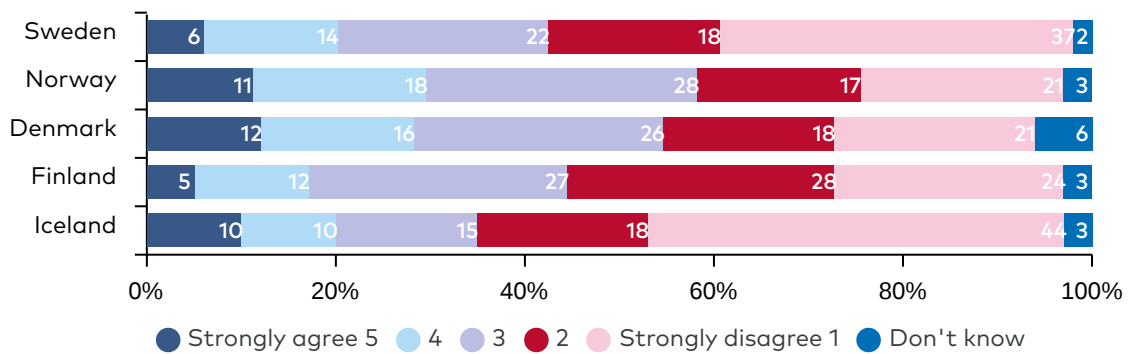
Norway: 2,8

Denmark: 2,9

Finland: 2,7

Iceland: 2,3

I think it is difficult to take in the news



Mean

Sweden: 2,3

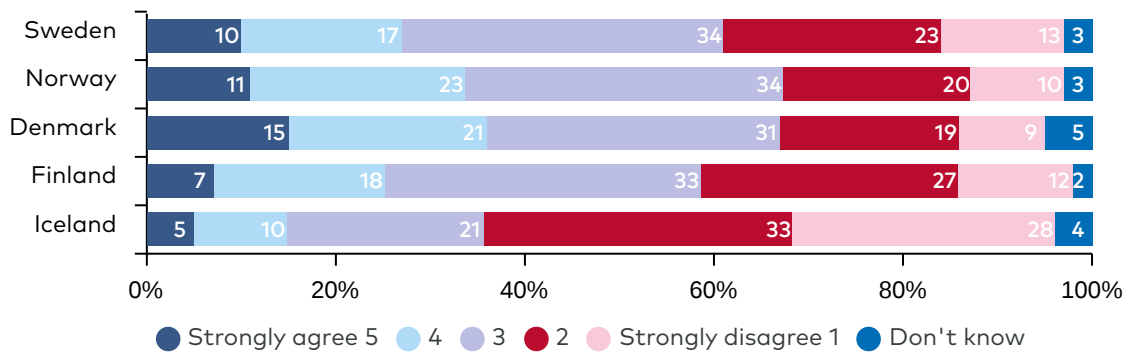
Norway: 2,8

Denmark: 2,8

Finland: 2,5

Iceland: 2,2

I think it is difficult to determine which media I can trust



Mean

Sweden: 2,9

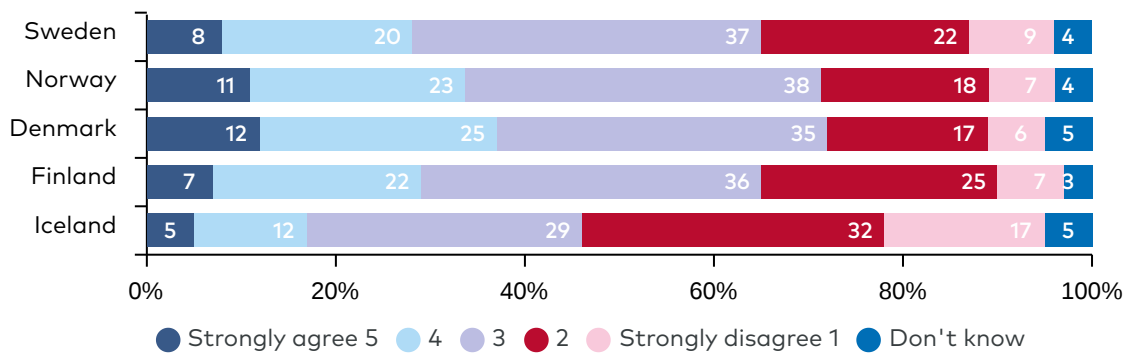
Norway: 3,1

Denmark: 3,1

Finland: 2,8

Iceland: 2,3

I think it is difficult to evaluate whether online search results are trustworthy



Mean

Sweden: 3,0

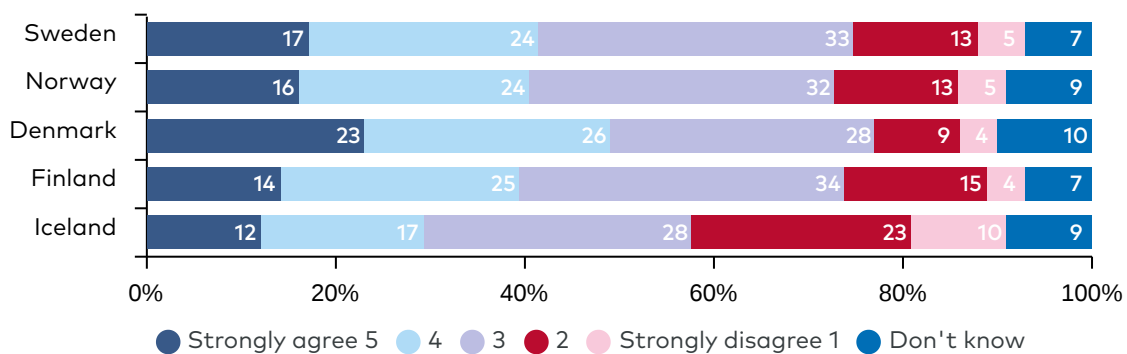
Norway: 3,1

Denmark: 3,2

Finland: 3,0

Iceland: 2,5

I think it is difficult to determine who is behind a social media account/profile



Mean

Sweden: 3,4

Norway: 3,4

Denmark: 3,6

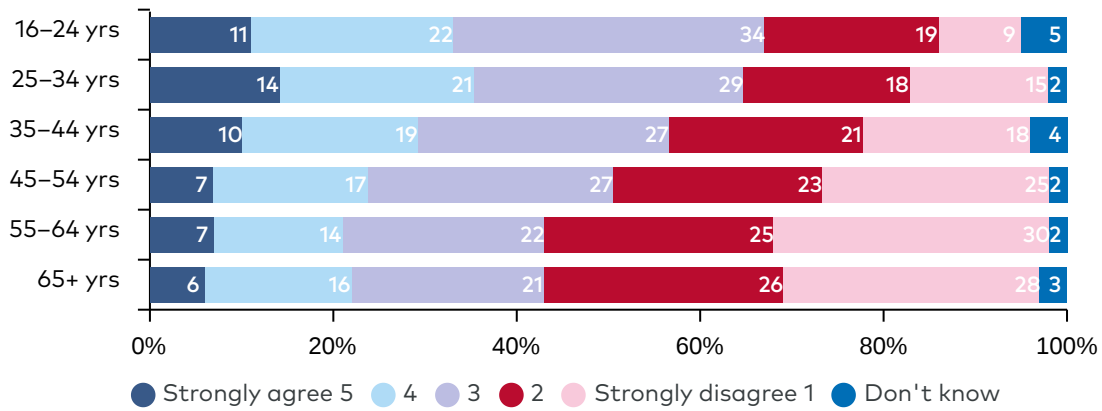
Finland: 3,3

Iceland: 3,0

The perceived difficulty to stay up to date with the news or to take in the news is more strongly expressed among the young compared to the older age groups. Among the younger half of the respondents, about one in three agree or strongly agree to these statements. The older half of the respondents on the other hand seem more confident and express a strong disagreement in the statements mentioning difficulties. Age seems to matter less in the statements regarding trust in media or in search results as well as validating a social media account where opinions are more evenly distributed.

Figure 1.5.6. Attitudes to information and news online 16+ year olds by age (percent)

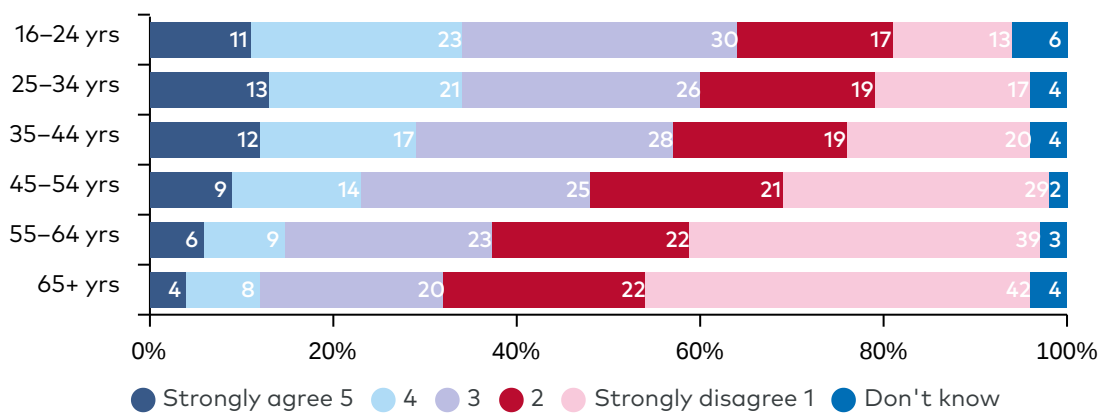
I think it is difficult to stay up to date with the news



Mean

16-24 yrs: 3,1
 25-34 yrs: 3,0
 35-44 yrs: 2,8
 45-54 yrs: 2,6
 55-64 yrs: 2,2
 65+: 2,1

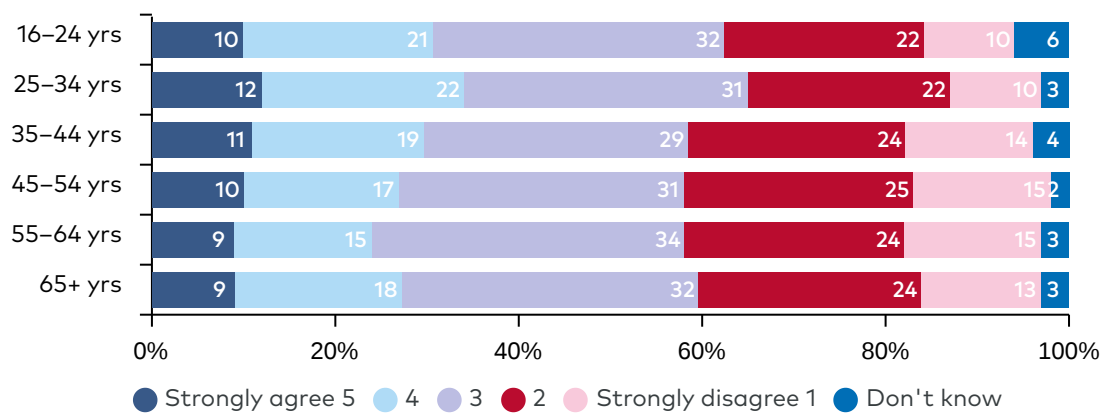
I think it is difficult to take in the news



Mean

16-24 yrs: 3,0
 25-34 yrs: 2,9
 35-44 yrs: 2,8
 45-54 yrs: 2,5
 55-64 yrs: 2,2
 65+: 2,1

I think it is difficult to determine which media I can trust



Mean

16-24 yrs: 3,0

25-34 yrs: 3,0

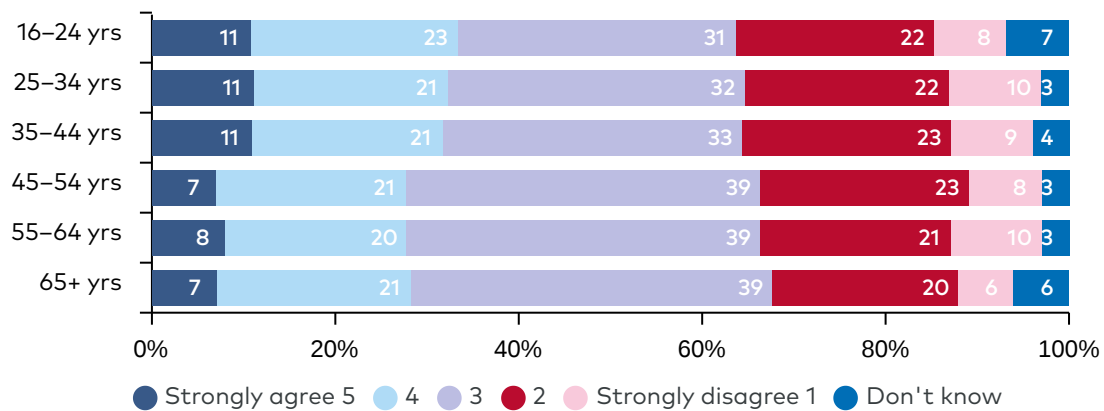
35-44 yrs: 2,9

45-54 yrs: 2,8

55-64 yrs: 2,8

65+: 2,9

I think it is difficult to evaluate whether online search results are trustworthy



Mean

16-24 yrs: 3,1

25-34 yrs: 3,0

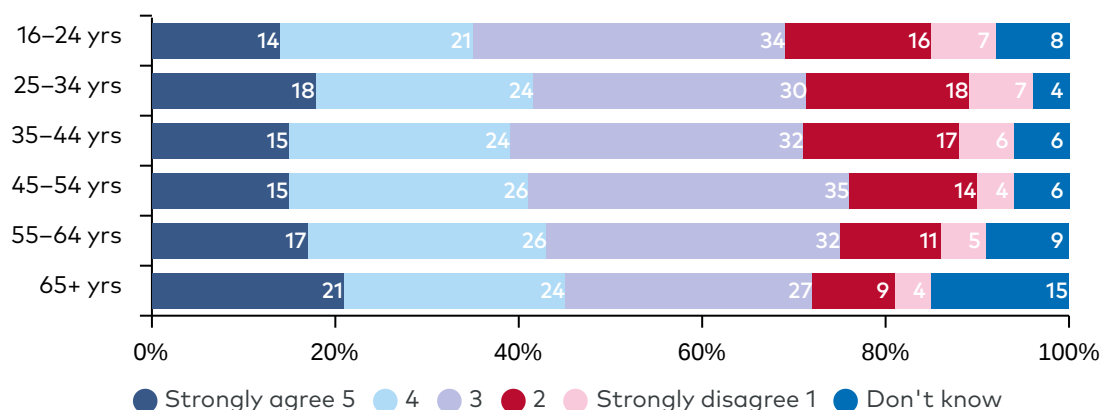
35-44 yrs: 3,0

45-54 yrs: 3,0

55-64 yrs: 3,0

65+: 3,0

I think it is difficult to determine who is behind a social media account/profile



Mean

16–24 yrs: 3,2

25–34 yrs: 3,3

35–44 yrs: 3,3

45–54 yrs: 3,3

55–64 yrs: 3,5

65+: 3,6

Key insights

- **Fear of being attacked significantly limits participation online.** About four out of ten respondents have refrained from posting or commenting online due to fear of being attacked at least monthly. More than one in ten refrains from participating in online discourse out of fear on a daily basis.
- **Experience and use of online services show clear age patterns: Aside from e-mail, older adults use most online modes far less.** The largest gaps are in buying/selling via platforms and creating online-meeting invites, both of which are more common among younger adults.
- **Confidence in own ability to operate online services is generally high.** Most respondents feel able to **assist others** with online tasks, such as posting/commenting on social media. The majority are less confident with two tasks: Creating online meeting invites and contacting public authorities/services using chat/chat bots or social media.
- **Respondents are generally confident in their own ability to find and evaluate information and news, but more sceptical about the quality of accounts they follow.** A majority say they often find information they seek online, that they believe they can evaluate medias' trustworthiness, and that they evaluate news sources' factuality before sharing with others. However, at the same time only a third of the participants feel they receive good information from people or accounts they follow on social media.

- **Verification: Habits and confidence vary by age.** The oldest and youngest age groups check multiple sources less and are less confident in their ability to evaluate media trustworthiness or find information online.
- **Younger respondents appear to trust online sources more.** There is a strong negative correlation between age and trust in others to provide good information on social media. The youngest age group is more than twice as likely to report that they receive good information from people/accounts that they follow on social media, compared to the oldest group.
- **Younger respondents struggle with news to a greater degree.** About one in three respondents in the younger half of the population (16–44 years) find it difficult to stay up to date with news and/or to take in the news. Older respondents (55+) find it far easier to take in the news.

1.6 AI: Use and Attitudes

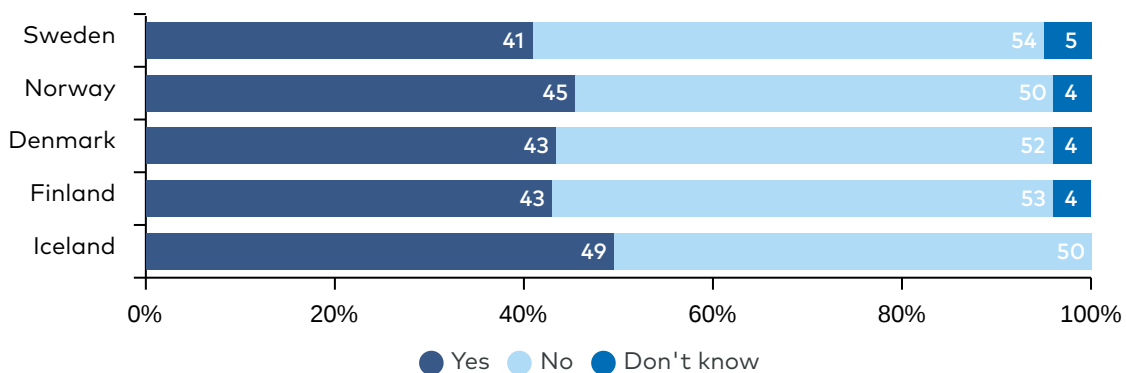
A current example of media literacy needing to be learned and re-learned continuously is AI in the context of media and information. Similar to the entrance of internet and the digitalisation of the media landscape, AI will call for development of new knowledge and new ways to approach and assess content.

According to the answers in the survey, there is a certain curiosity in all of the Nordic countries to test AI, but there is above all a great deal of hesitation towards the new technology.

Many in the Nordic countries have used an AI service in the past three months, almost half of the respondents reported to have done so (41–49 percent).

Figure 1.6.1. Use of AI service by country (percent)

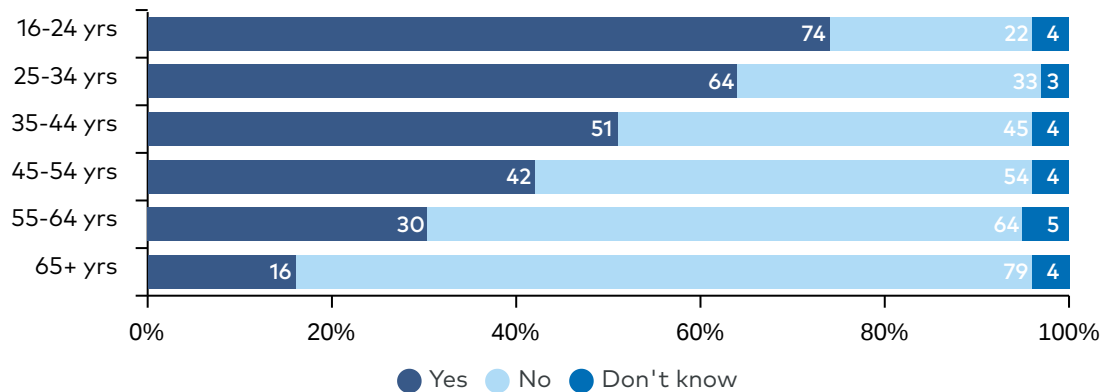
In the past three months, have you used an AI service? For example, ChatGPT, Dall-E or Copilot



It is the younger respondents in particular who have explored using AI as a tool. Having used an AI service is most frequent among 16- to 24-year-olds and decreases sharply with rising age.

Figure 1.6.2. Use of AI services by age (percent)

In the past three months, have you used an AI service? For example, ChatGPT, Dall-E or Copilot



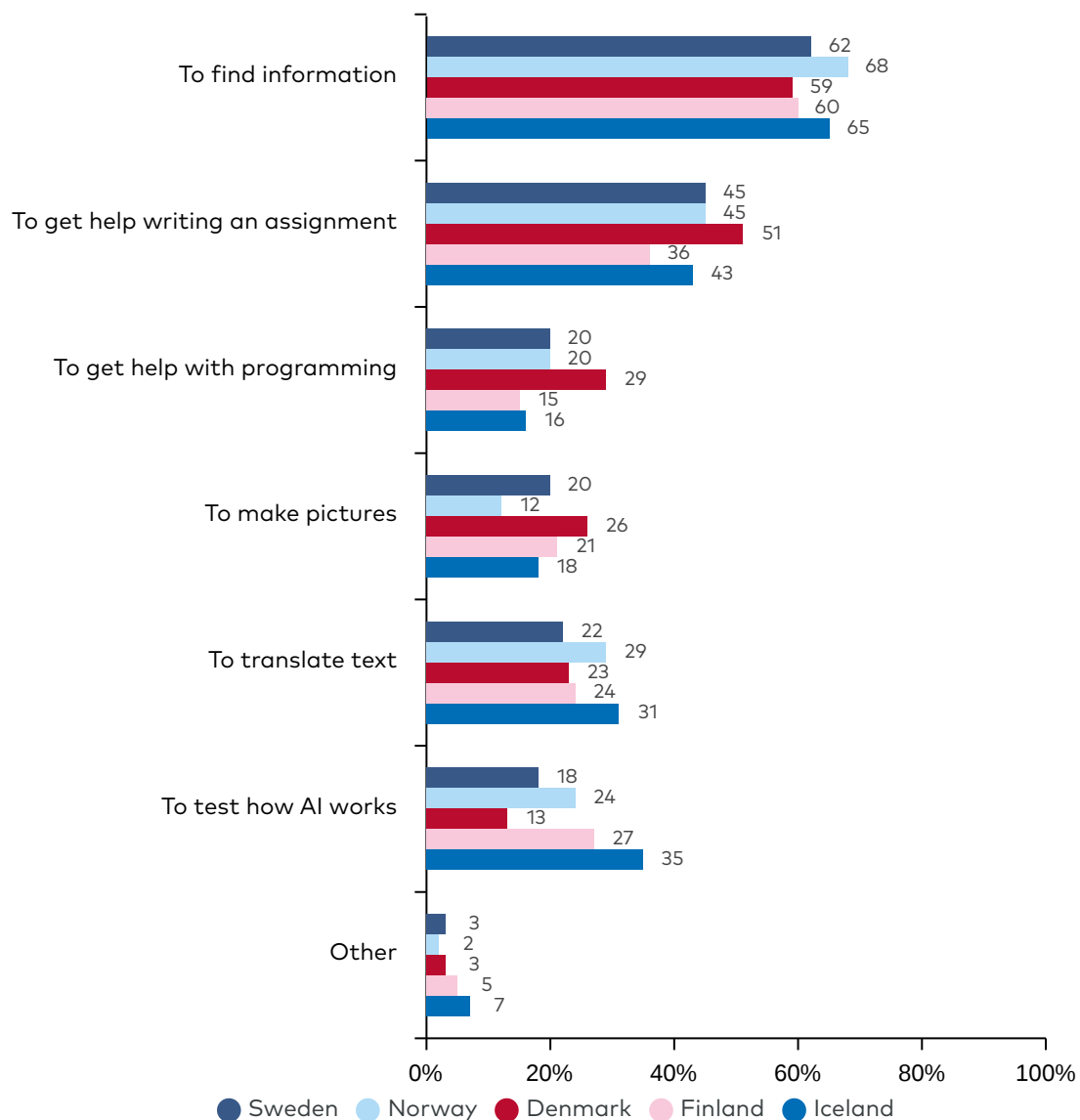
Areas of use

The uses of AI services are similar across the Nordic countries. However, Finnish and Icelandic respondents are slightly more likely to have used AI to test how it works, while Swedish, Norwegian, and Danish respondents more often use it for assignment writing assistance. The most common use of AI services is to find information, followed by assistance in writing assignments. From a media literacy perspective, using an AI service when searching for information raises questions regarding how the user relates to the information provided. Is it possible to identify the sources? Is it possible to and/or does the user double-check the information provided?

Younger adults, perhaps still within education, tend to more often use AI to get help writing an assignment or to get help with programming, while older adults more often use it just to test.

Figure 1.6.3. AI services, areas of use age 16+ year olds by country (percent)

If you think about the last time you used an AI service, what did you use it for?



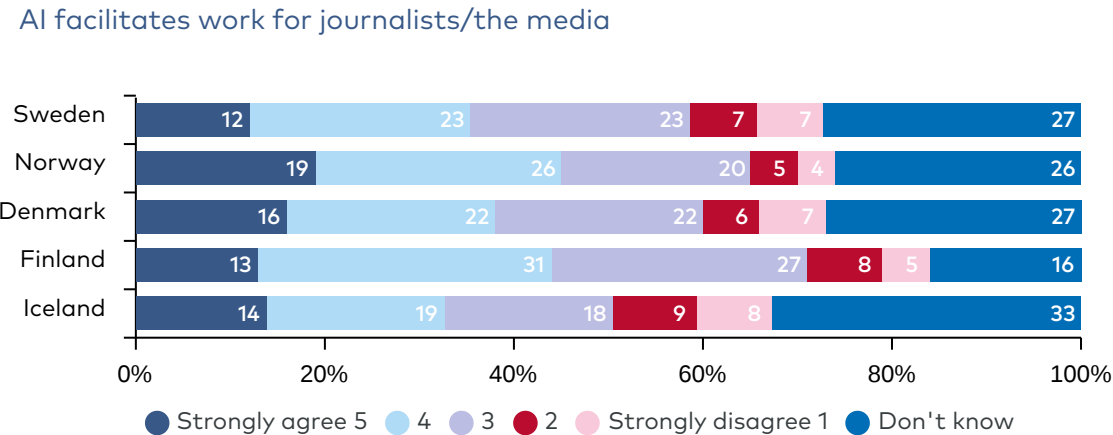
Attitude towards AI

Respondents were asked to give their opinion on various statements about AI. In Norway, Denmark and Finland AI is seen as a facilitating tool to a larger extent than in Sweden and Iceland. Results show however, that there is some concern in the Nordic countries that AI is developing too fast and that it is challenging to grasp the potential consequences. There is also concern about AI's influence on media content and respondents believe this will contribute to making it more difficult to determine what is genuine or false.

Generally, respondents are not convinced that AI services often provide accurate and trustworthy information or make a positive contribution to democracy. There seems to be a slightly more sceptical view of AI services among respondents from Sweden, Finland, and especially Iceland.

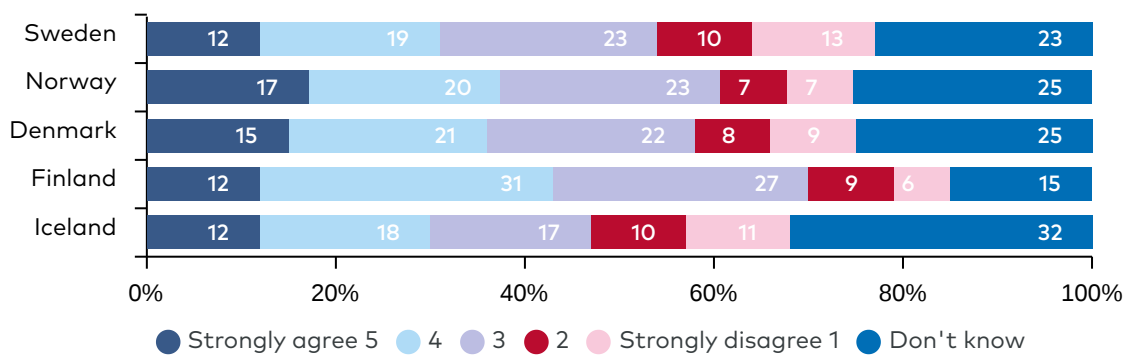
Noteworthy is, however, the large share of respondents who are unable to form an opinion about AI, about one in four in the first, more positive statements. In the last three statements, where a more problematic stance is expressed, about one in five have difficulties forming an opinion. The result displays respondent's uncertainty around AI and its implications. Given the fact that AI is a relatively new phenomena to the general public this could be expected. The share of don't know-replies are particularly high among Icelandic respondents. An exception in the other direction is Finland, where respondents are more prone to form an opinion (lesser share of don't know-replies).

Figure 1.6.4. Attitudes to AI 16+ year olds by country (percent)



Mean
Sweden: 3,3
Norway: 3,7
Denmark: 3,4
Finland: 3,5
Iceland: 3,3

AI makes it easier for me to search for and find information and news



Mean

Sweden: 3,1

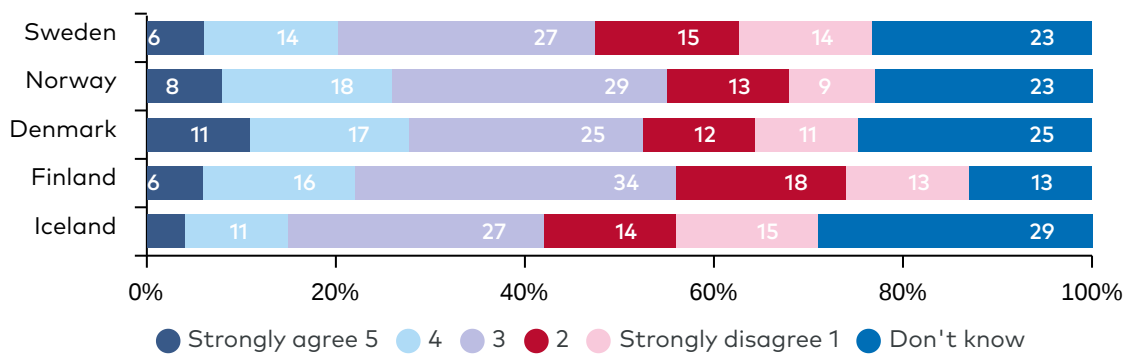
Norway: 3,4

Denmark: 3,4

Finland: 3,4

Iceland: 3,1

AI services often provide accurate and trustworthy information



Mean

Sweden: 2,8

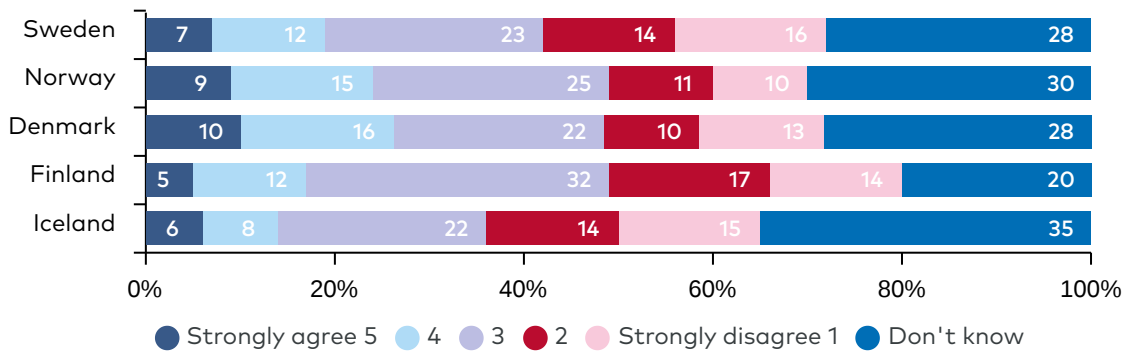
Norway: 3,0

Denmark: 3,1

Finland: 2,8

Iceland: 2,7

AI makes a positive contribution to democracy



Mean

Sweden: 2,7

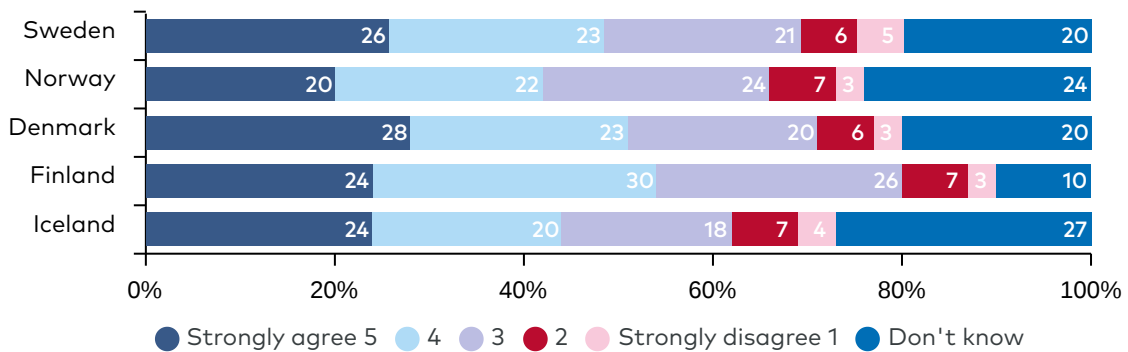
Norway: 3,0

Denmark: 3,0

Finland: 2,7

Iceland: 2,6

AI makes it harder to determine what is genuine or false



Mean

Sweden: 3,7

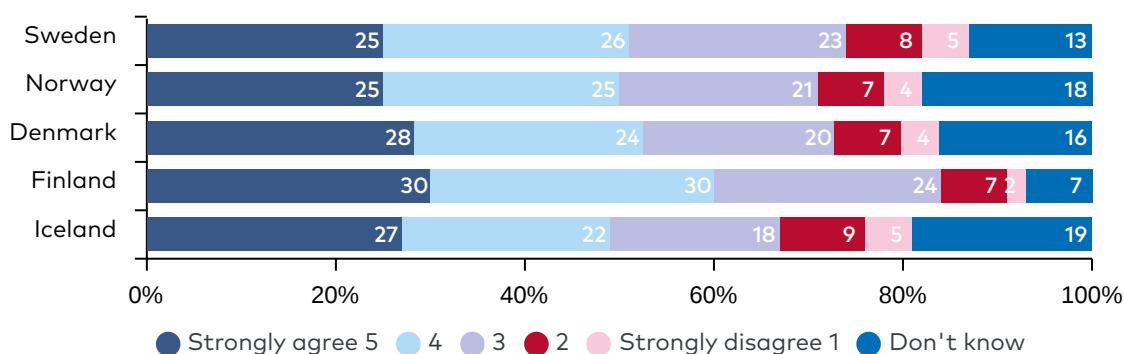
Norway: 3,6

Denmark: 3,8

Finland: 3,7

Iceland: 3,7

I am concerned about AI and its influence on media content



Mean

Sweden: 3,7

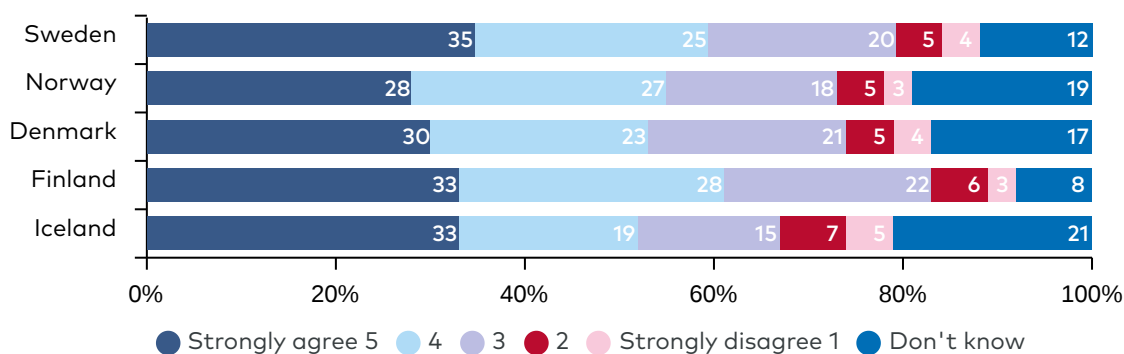
Norway: 3,7

Denmark: 3,8

Finland: 3,8

Iceland: 3,7

AI is developing too fast and it is hard to gain an overview of the potential consequences



Mean

Sweden: 3,9

Norway: 3,9

Denmark: 3,8

Finland: 3,9

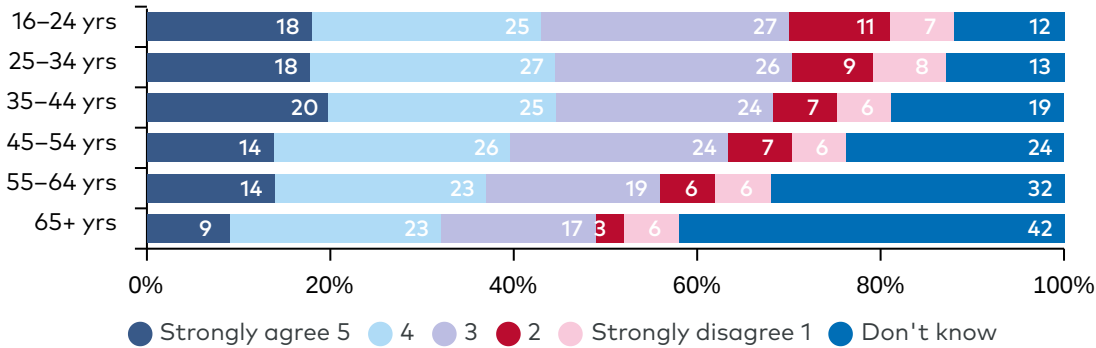
Iceland: 3,9

Younger adults agree to a larger extent in that AI facilitates work for journalists and media, makes it easier to search for and find information, provide accurate and trustworthy information and makes a positive contribution to democracy. Older adults are less optimistic about AI, but more often they do not have an opinion on the matter.

Figure 1.6.5. Attitudes to AI 16+ year olds by age (percent)

Below is a series of statements about AI and information/news/media.
Please indicate the extent to which you agree or disagree with each statement:

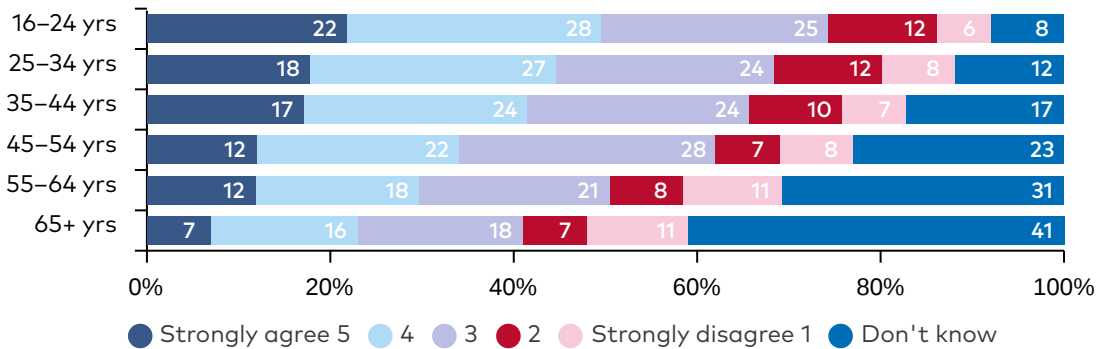
AI facilitates work for journalists/the media



Mean

16-24 yrs: 3,4
25-34 yrs: 3,4
35-44 yrs: 3,6
45-54 yrs: 3,5
55-64 yrs: 3,5
65+: 3,4

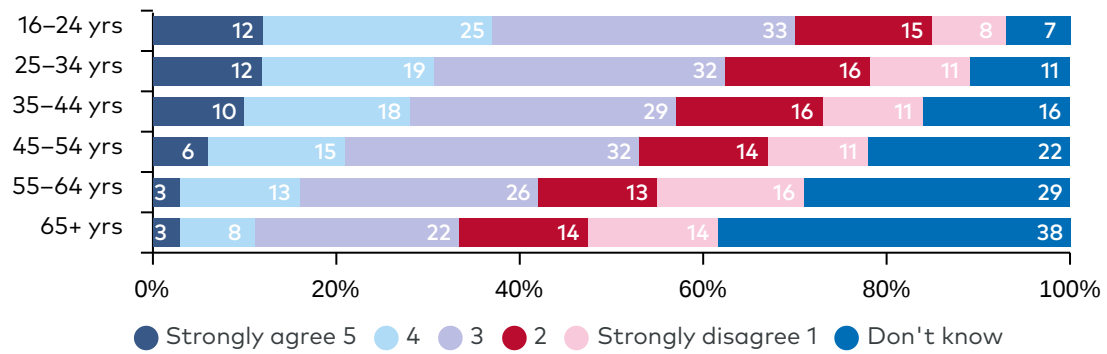
AI makes it easier for me to search for and find information and news



Mean

16-24 yrs: 3,5
25-34 yrs: 3,4
35-44 yrs: 3,4
45-54 yrs: 3,3
55-64 yrs: 3,2
65+: 3,0

AI services often provide accurate and trustworthy information



Mean

16-24 yrs: 3,2

25-34 yrs: 3,1

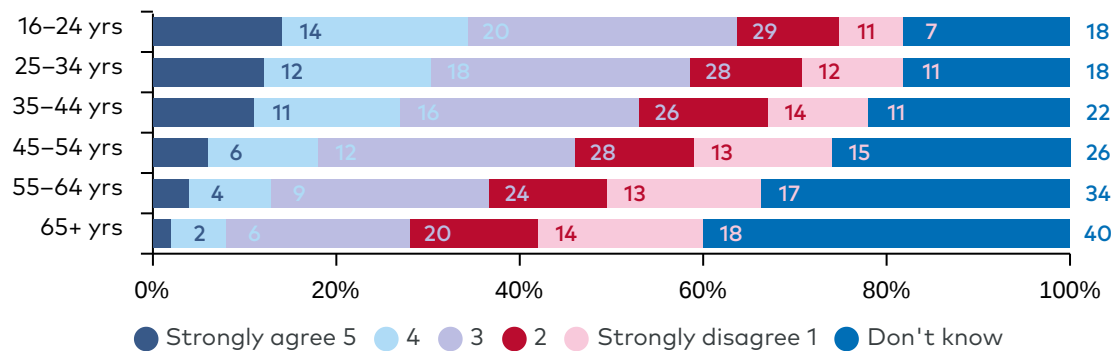
35-44 yrs: 3,0

45-54 yrs: 2,9

55-64 yrs: 2,6

65+: 2,6

AI makes a positive contribution to democracy



Mean

16-24 yrs: 3,3

25-34 yrs: 3,1

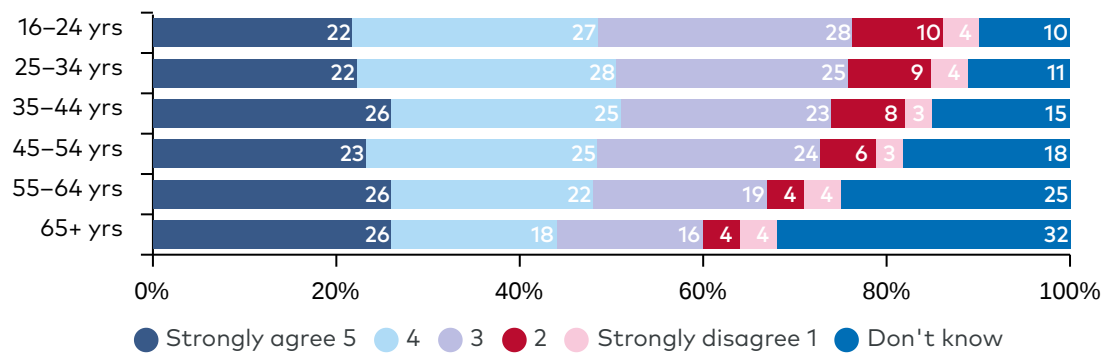
35-44 yrs: 3,0

45-54 yrs: 2,8

55-64 yrs: 2,5

65+: 2,4

AI makes it harder to determine what is genuine or false



Mean

16-24 yrs: 3,6

25-34 yrs: 3,6

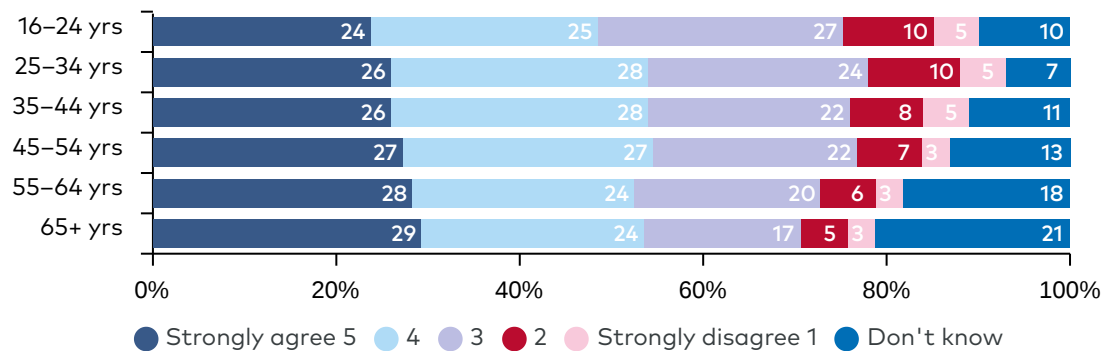
35-44 yrs: 3,7

45-54 yrs: 3,7

55-64 yrs: 3,8

65+: 3,9

I am concerned about AI and its influence on media content



Mean

16-24 yrs: 3,6

25-34 yrs: 3,7

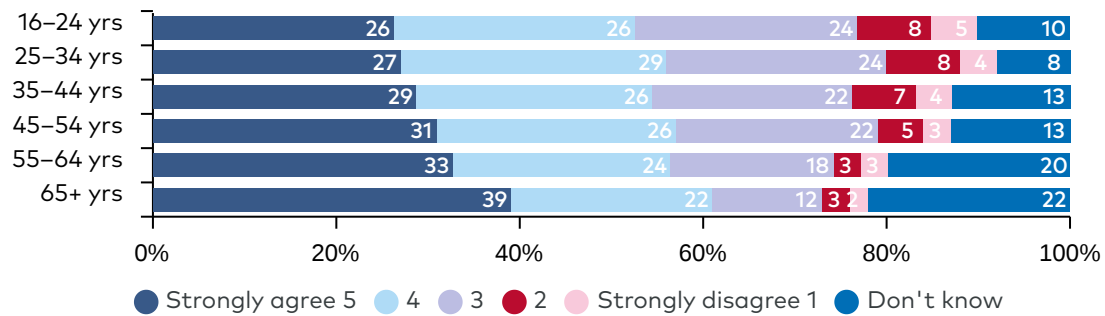
35-44 yrs: 3,7

45-54 yrs: 3,8

55-64 yrs: 3,8

65+: 3,9

AI is developing too fast and it is hard to gain an overview of the potential consequences



Mean

16-24 yrs: 3,7

25-34 yrs: 3,7

35-44 yrs: 3,8

45-54 yrs: 3,9

55-64 yrs: 4,0

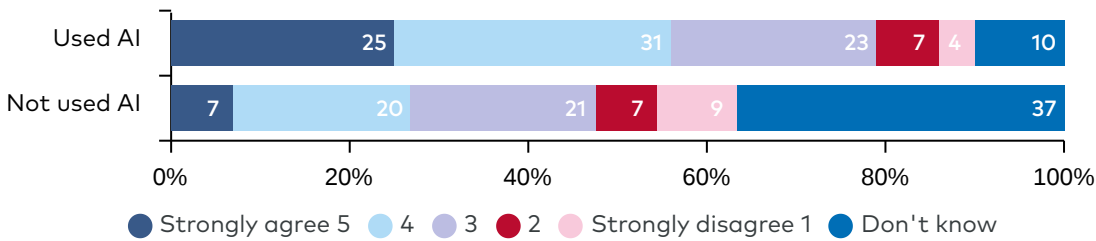
65+: 4,2

Attitudes by users and non-users of AI services

Respondents who have used an AI service within the past three months generally hold a more favorable view of AI as seen in the first statements in the table below. Particularly regarding the ability to simplify search for information and news, provide accurate and trustworthy information, and have a positive impact on democracy. In contrast, those who *have not* used an AI service within the past three months are more likely to respond with 'don't know' to these questions. Interestingly, the two groups share similar views on the last three statements, whether AI complicates discerning genuine information from falsehoods, the concern for its influence on media content and pace of development.

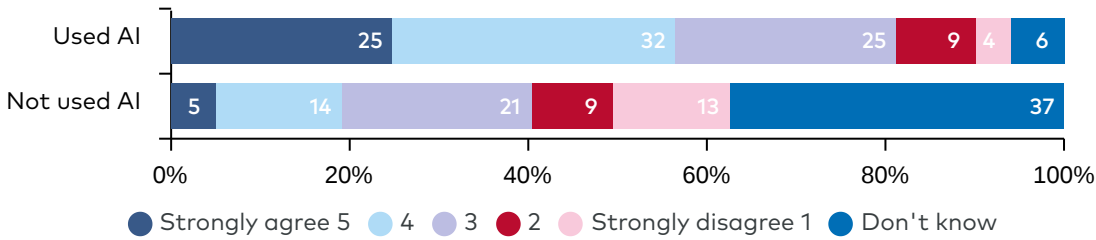
Figure 1.6.6. Attitudes to AI among users and non-users (percent)

AI facilitates work for journalists/the media



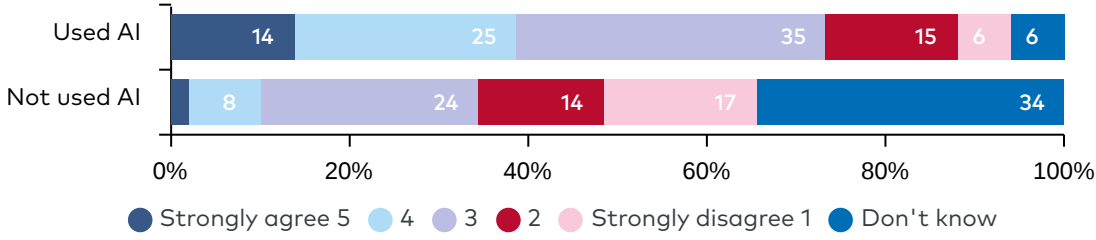
Mean
Used AI: 3,7
Not used AI: 3,2

AI makes it easier for me to search for and find information and news



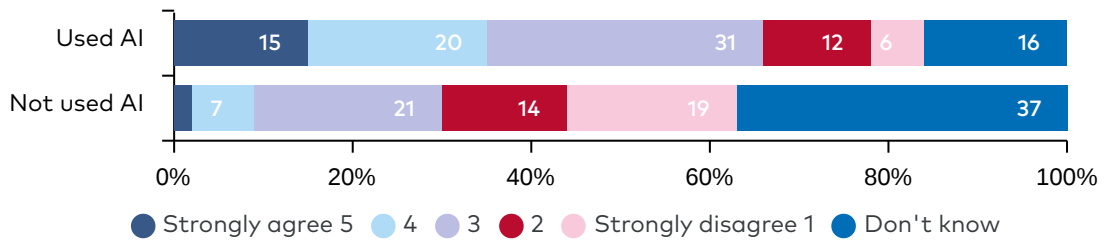
Mean
Used AI: 3,7
Not used AI: 2,8

AI services often provide accurate and trustworthy information



Mean
Used AI: 3,3
Not used AI: 2,5

AI makes a positive contribution to democracy

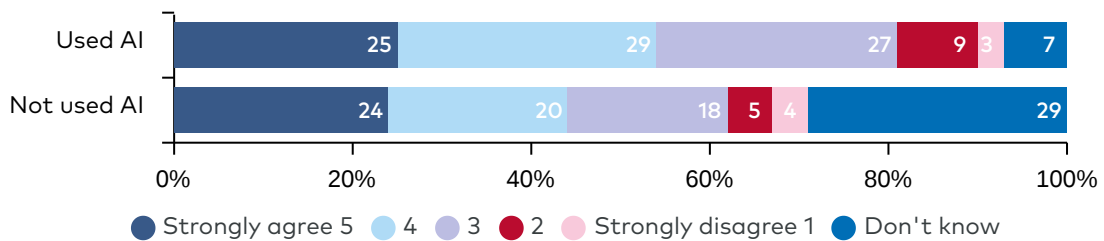


Mean

Used AI: 3,3

Not used AI: 2,3

AI makes it harder to determine what is genuine or false

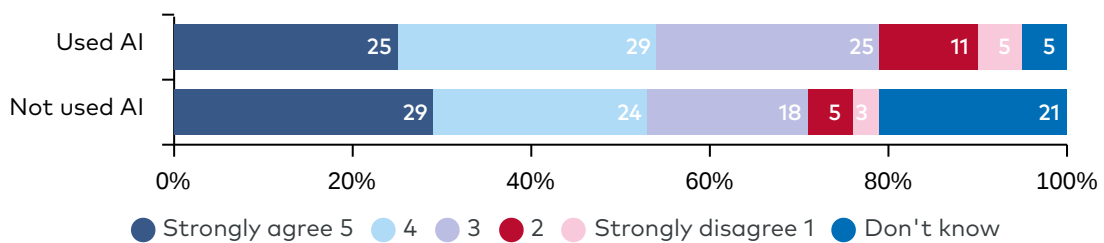


Mean

Used AI: 3,7

Not used AI: 3,8

I am concerned about AI and its influence on media content

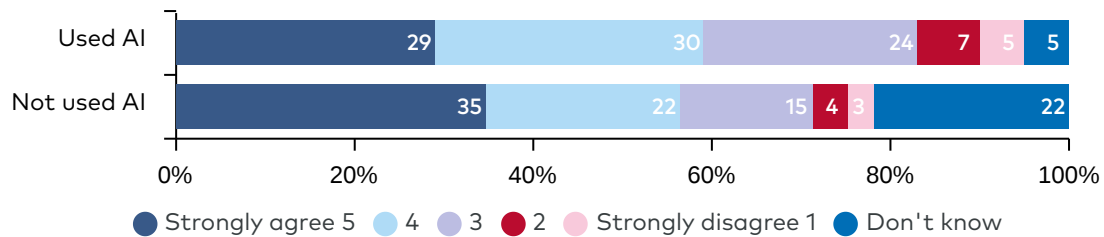


Mean

Used AI: 3,6

Not used AI: 3,9

AI is developing too fast and it is hard to gain an overview of the potential consequences



Mean

Used AI: 3,7

Not used AI: 4,0

Key insights

- **AI use is high among the young but declines sharply with age.** On average, close to half of the population have used an AI service in the last three months. Variations in age groups are large, in the youngest age group almost three out of four respondents have been using AI services, while in the oldest group it is less than one in five.
- **The most common use case of AI is to find information. When asked about their most recent use, the majority used an AI service in search of information.** This suggests that AI, to a significant extent, is replacing older methods of searching for information. The second most common use is to get help with writing an assignment.
- **The majority are concerned about AI and its impact on society. Most respondents** worry AI is **developing too quickly**, its impact on media content and that it will make it more difficult to tell genuine from false content. Only a small minority believes that AI services often provide accurate and trustworthy information, or that AI will make a positive contribution to democracy.
- **Younger respondents more often see both positive and negative aspects of AI.** Age has little impact on the three major concerns regarding AI, but younger respondents are far more likely to agree with positive statements, such as that AI contributes positively to democracy or that AI makes it easier to find good information. Furthermore, older adults are far more likely to say that they don't know. This proposition increases with age and in the oldest age group around two out of five answers that they have no opinion or don't know regarding the potential positive impacts of AI.

- Respondents who have used an AI service within the past three months generally hold a more favorable view of AI as a tool, e.g. for journalists or in search of information. However, both users and non-users share similar views on the statements expressing more concern, for example whether AI complicates discerning genuine information from falsehoods, the concern for its influence on media content and pace of development.

Children and youth survey



2. Results From the Children and Youth Survey

This part of the report presents the survey responses from children and young people aged 9 to 15 years. The survey was conducted in Denmark, Iceland, Norway and Sweden, Finland chose to not participate in this part.

Given the young population in this survey, a few things are important to consider:

- Considering the age of the respondents, it can be assumed that many of the youngest have received help from an adult when answering the survey. This may have affected their responses.
- Children under the age of 13 are not allowed to have an account on social media and therefore may lack direct experience. However, the age limit does not necessarily mean that they do not have an account or experience, or that they don't have opinions on social media.
- When assessing aspects of media literacy in a survey, some topics or questions may be abstract or complex for young respondents. Many have not yet learned about, nor have they formed an opinion regarding topics such as the role of the media in a democratic society. An observable effect from this is that in some cases there are large shares of respondents answering "don't know" to questions or statements, compared to the adult survey. This is especially evident in the youngest age group in the survey, 9- to 12-year-olds.

Within the framework of this project, as many aspects of media literacy as possible have been embraced. Similar questions were included in both the adult and the youth survey. However, given the large shares of 'don't know'-replies, some of the proficiencies included in the concept media literacy may be too demanding for a young person. Thus, this could also be seen as a result of the project; assessing aspects of media literacy with young people may require further review and adaption of the questionnaire. What could also be discussed is whether a survey aimed at children and young people requires a different method for assessment than a online survey.

2.1 Young People's Understanding of Media and Social Media in a Democratic Society

Knowledge about the role media and social media play in a democratic society as well as the conditions required for media to operate are central within media literacy. So also, is understanding the meaning of freedom of expression and media freedom. When analysing the theme in this section, a glance at young people's use of different media to stay updated on the news will help in understanding the result. Many young people do not have any opinions regarding the role of newspaper articles in regard to freedom of speech; the share of respondents choosing a 'don't know'-reply varies between a fourth to almost half of the respondents (23 to 47 percent, see graph further below). This may have to do with the fact that this age group does not have a particularly strong relationship with newspapers. The share responding that they never read a daily newspaper, print or digital, is very high. Whether this is related to their generation or to where they are in their life remains to be said. On the other hand, young people have a stronger relationship with social media as well as with news on television.

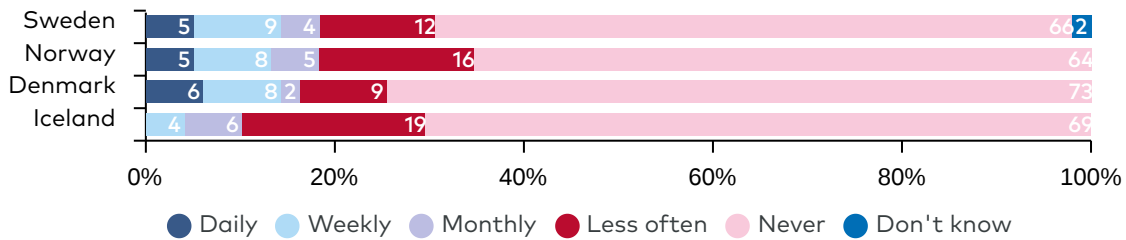
News Consumption

Social media and TV are the most frequently used sources for staying updated on the news among the 9 to 15 age group. A majority of respondents, in particular in Sweden, follow the news through social media. After tv, the next most common news sources are radio and free news apps. Compared to the other four Nordic countries, the largest share of daily readers of newspapers, print or digital, among young people 9 to 15 years can be found in Norway.

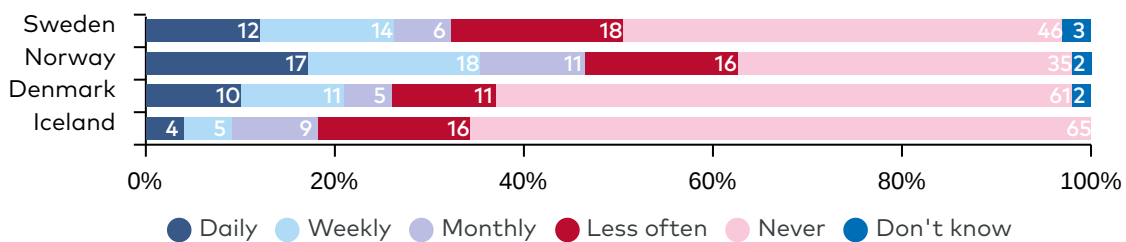
Figure 2.1.1. News consumption among 9- to 15- year-olds by country (percent)

How often do you use the following media to read the news about what is happening in your country and abroad?

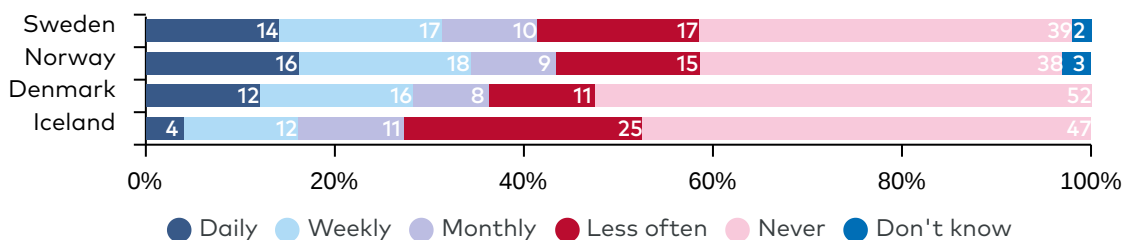
Daily newspaper (print)



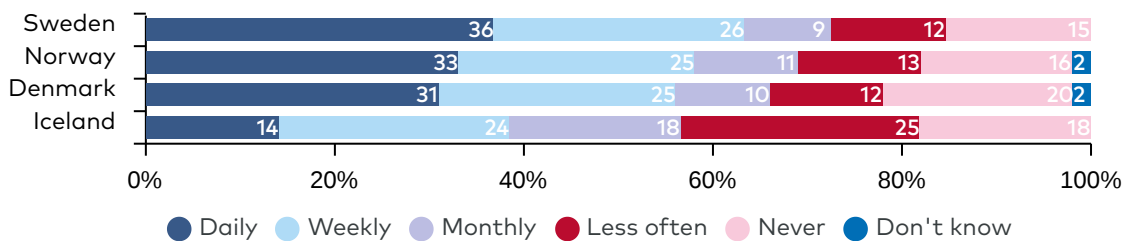
Daily newspaper (digital)



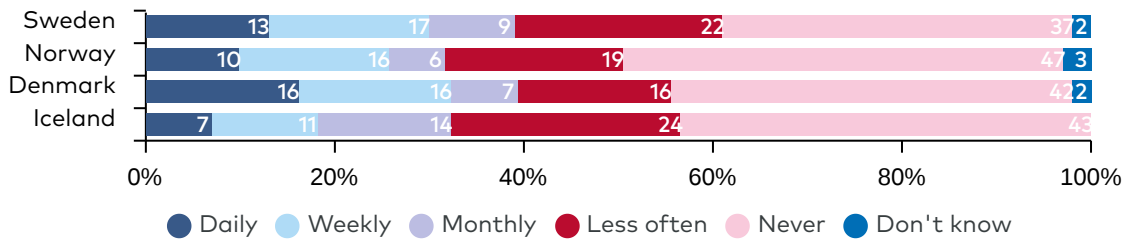
Free news apps



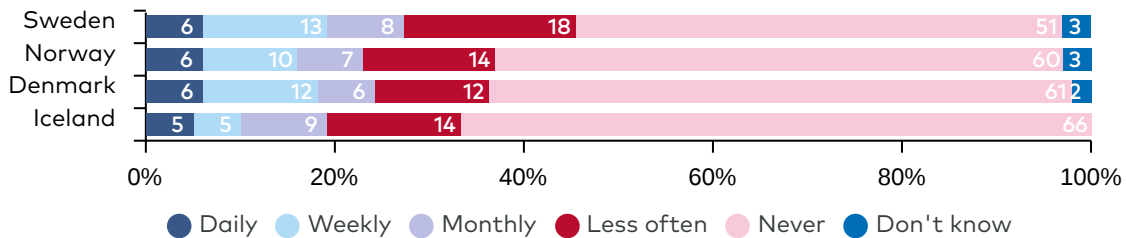
TV



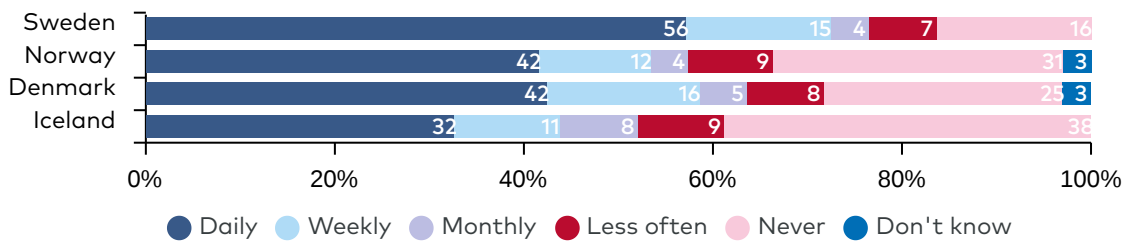
Radio



Podcasts



Social media

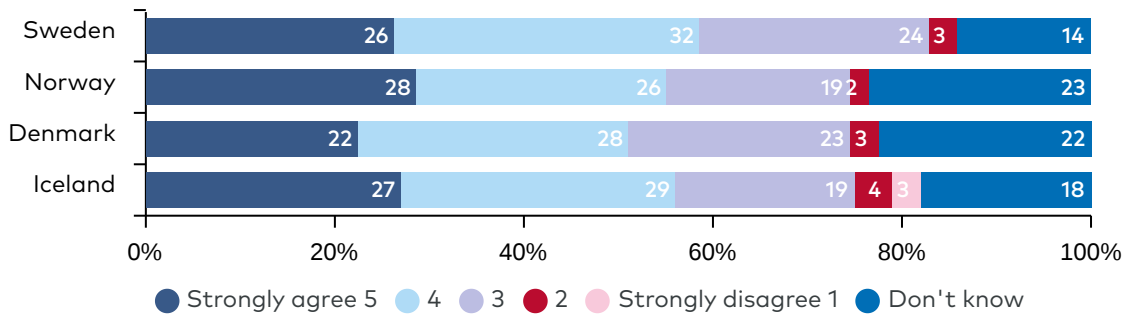


Television news programmes

Most of the respondents agree that television news programmes provide relevant and important information about current events. Many also agree that television news programmes are beneficial for freedom of speech and democracy; on average 50 percent agree or strongly agree, although this is slightly less pronounced in Iceland. There are differences among the young people in the four Nordic countries, but in general, there is more agreement than disagreement about the various aspects of the role of television news programmes.

Figure 2.1.2. Youths' attitudes towards television news programmes by country (percent)

Provide me with important information about ongoing events in my country and abroad



Mean

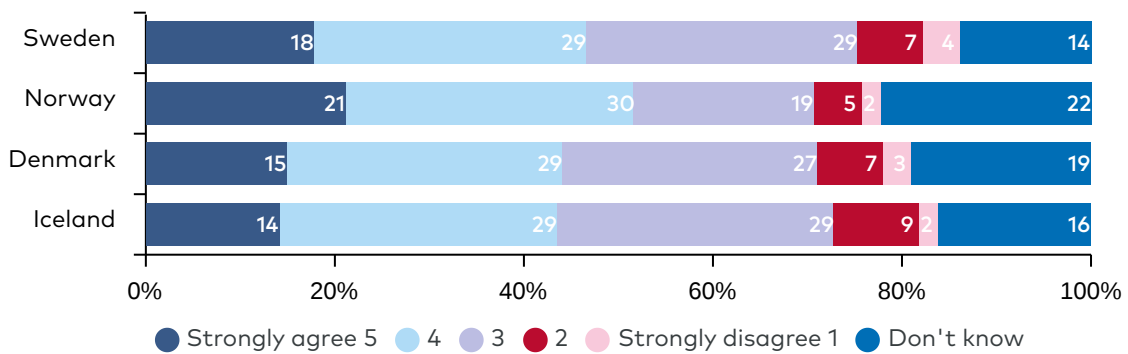
Sweden: 3,9

Norway: 4,0

Denmark: 3,6

Iceland: 3,9

Can be trusted



Mean

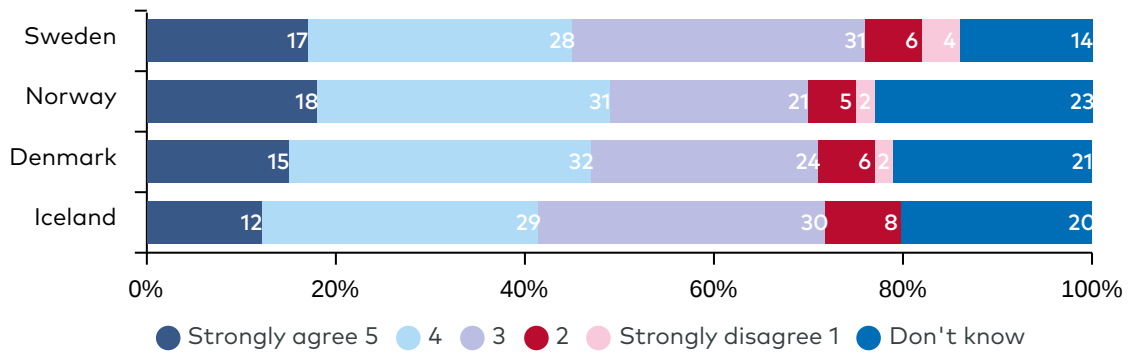
Sweden: 3,6

Norway: 3,8

Denmark: 3,6

Iceland: 3,5

Provide a fair picture of what is happening in my country and abroad



Mean

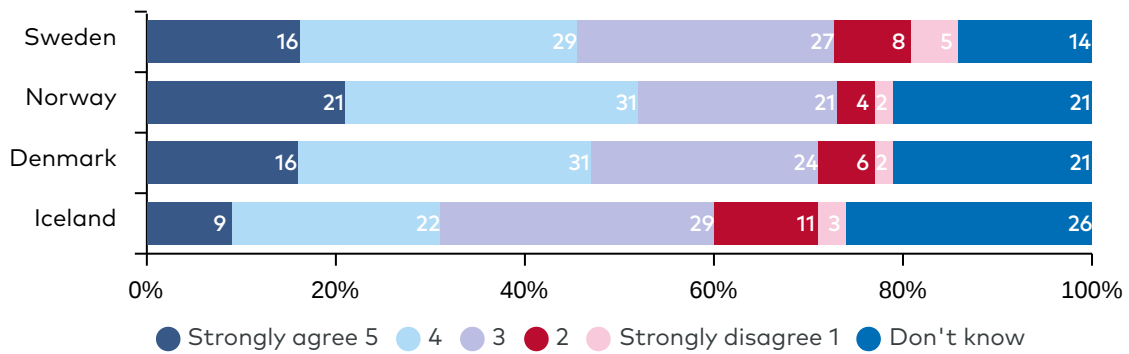
Sweden: 3,5

Norway: 3,7

Denmark: 3,6

Iceland: 3,5

Allow people to share their opinions



Mean

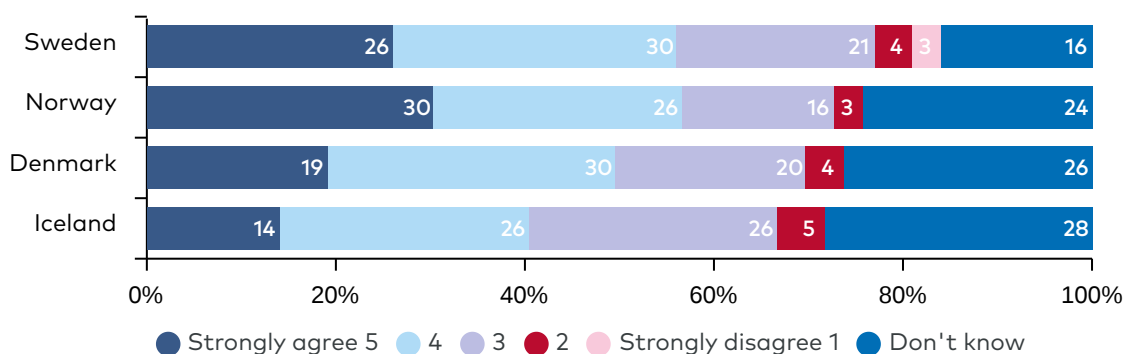
Sweden: 3,5

Norway: 3,6

Denmark: 3,7

Iceland: 3,3

Are good for freedom of speech and democracy



Mean

Sweden: 3,9

Norway: 4,1

Denmark: 3,8

Iceland: 3,6

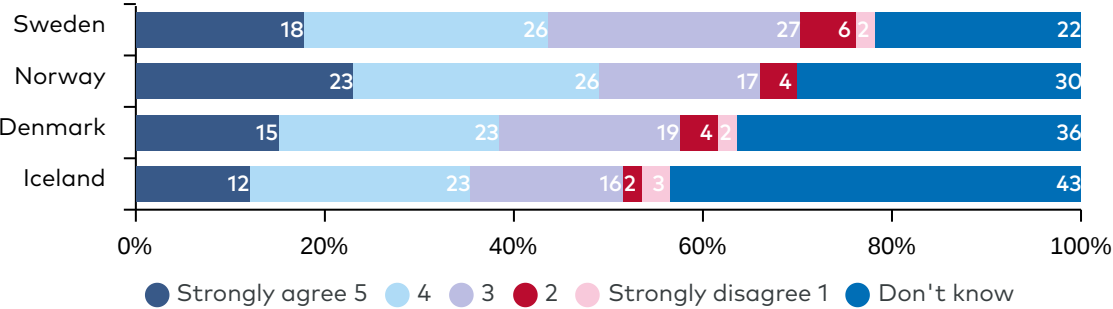
Newspapers

Generally, more respondents agree than disagree on the different statements regarding the role and function of newspaper articles. There is a similar pattern in the replies when comparing the countries, although newspapers have a stronger position among young people in Sweden and in Norway. The share of respondents without an opinion, answering 'don't know' is relatively high overall, but it is lowest in Sweden (23 percent) and highest in Iceland (47 percent).

Most of the respondents agree to a large extent that newspapers have an important role in protecting freedom of speech and democracy, especially in Norway and Sweden. However, the role of newspaper articles in regard to democracy and freedom of speech is at the same time the statement with largest share of 'don't know'-replies. This is probably because of the respondents' lack of own experience reading newspapers.

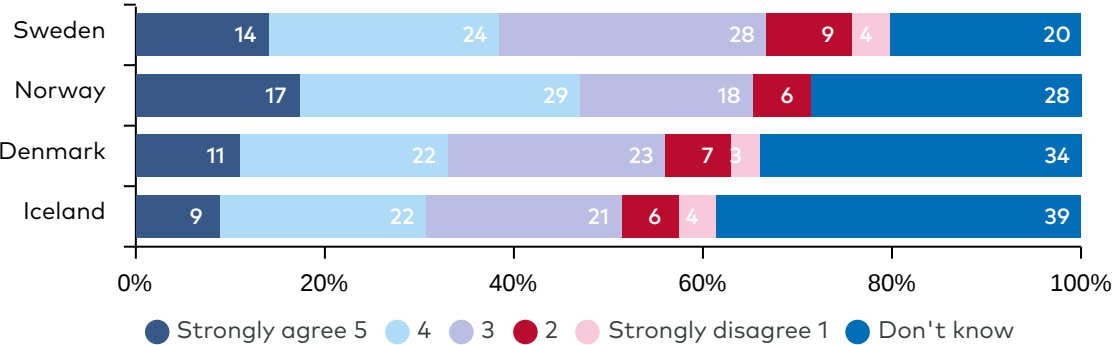
Figure 2.1.3. Youths' attitudes towards newspaper articles by country (percent)

Provide me with important information about ongoing events in my country and abroad



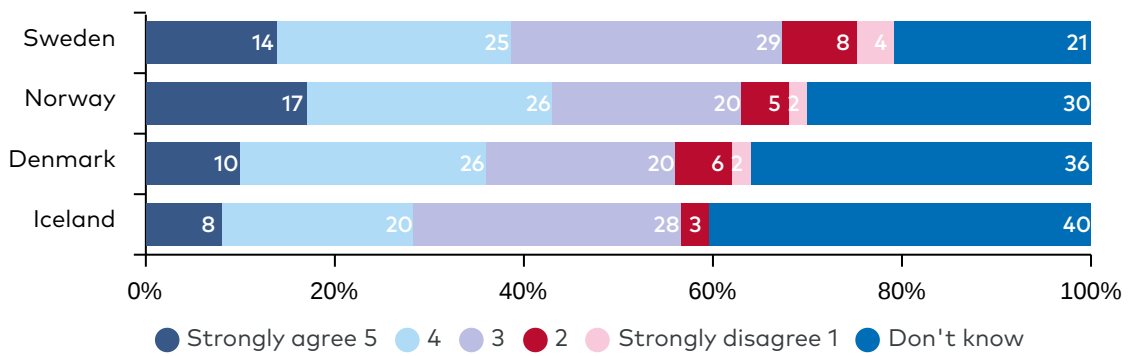
Mean
Sweden: 3,7
Norway: 3,9
Denmark: 3,7
Iceland: 3,7

Can be trusted



Mean
Sweden: 3,4
Norway: 3,7
Denmark: 3,5
Iceland: 3,5

Provide a fair picture of what is happening in my country and abroad



Mean

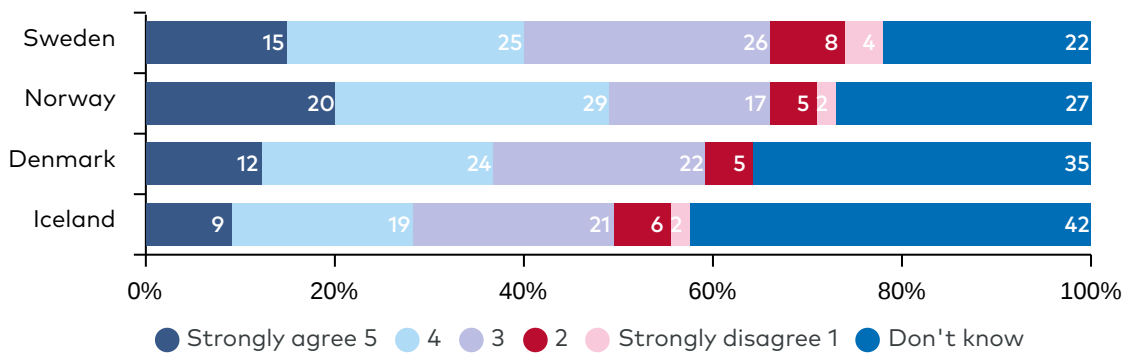
Sweden: 3,4

Norway: 3,7

Denmark: 3,5

Iceland: 3,5

Allow people to share their opinions



Mean

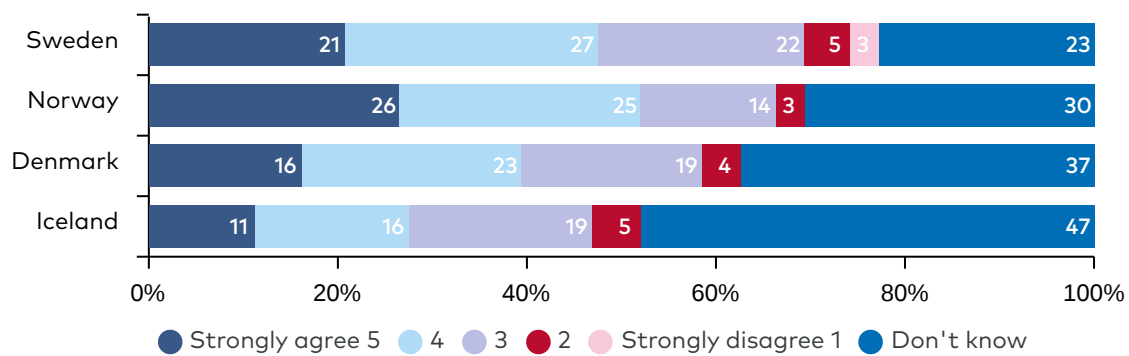
Sweden: 3,5

Norway: 3,8

Denmark: 3,6

Iceland: 3,5

Are good for freedom of speech and democracy



Mean

Sweden: 3,8

Norway: 4,0

Denmark: 3,8

Iceland: 3,6

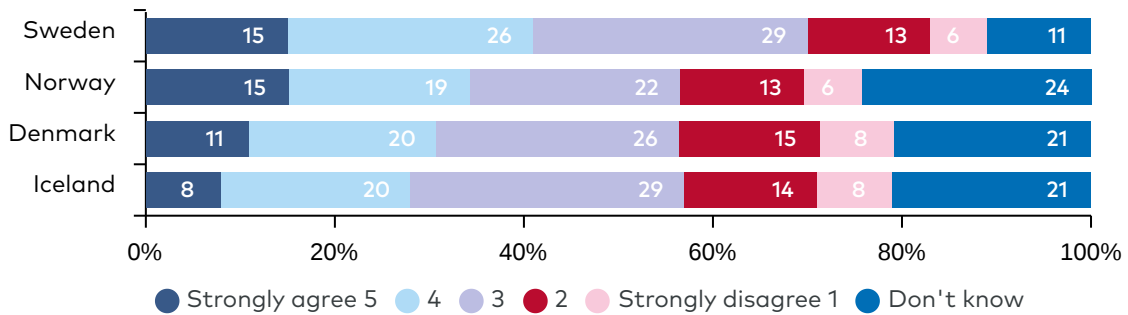
Social media posts

On average in the four Nordic countries, four of ten respondents 9 to 15 years old, 42 percent, use social media daily to read the news (see graph further above). Social media is seen by a large portion of the young population as a platform that allows people to share their opinions (41 to 50 percent agree or strongly agree), in particular among the young people in Norway and Iceland. Social media is also considered beneficial for freedom of speech and democracy (37 to 41 percent agree or strongly agree), although to a lesser extent in Denmark (28 percent).

At the same time, many in the 9 to 15 age group do not believe that social media posts can be trusted or that they offer a fair picture of events domestically and abroad. A majority disagrees to the statement that social media posts can be trusted, and 17 percent strongly disagrees.

Figure 2.1.4. Youths' attitudes towards social media posts by country (percent)

Provide me with important information about ongoing events in my country and abroad



Mean

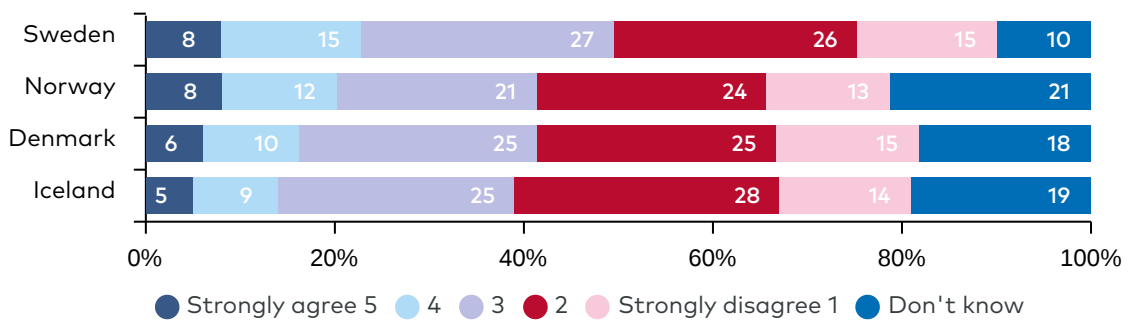
Sweden: 3,3

Norway: 3,3

Denmark: 3,1

Iceland: 3,1

Can be trusted



Mean

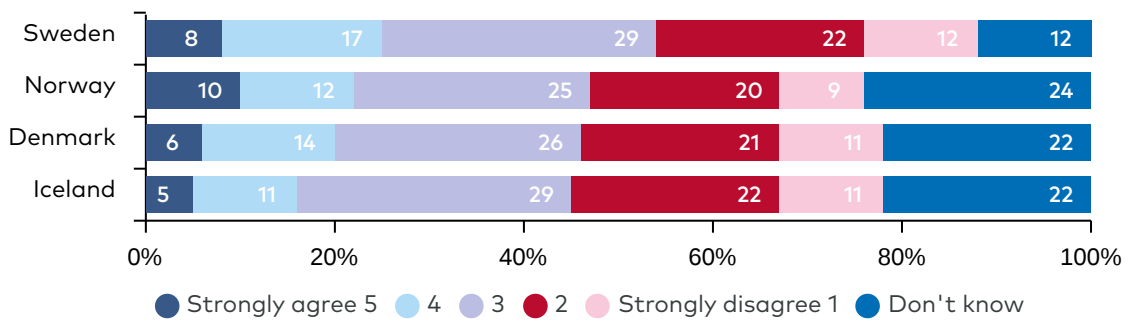
Sweden: 2,7

Norway: 2,7

Denmark: 2,6

Iceland: 2,5

Provide a fair picture of what is happening in my country and abroad



Mean

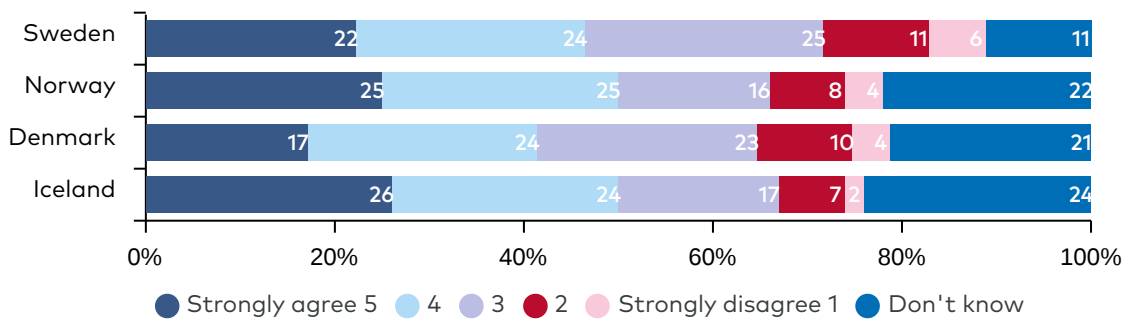
Sweden: 2,9

Norway: 2,9

Denmark: 2,8

Iceland: 2,7

Allow people to share their opinions



Mean

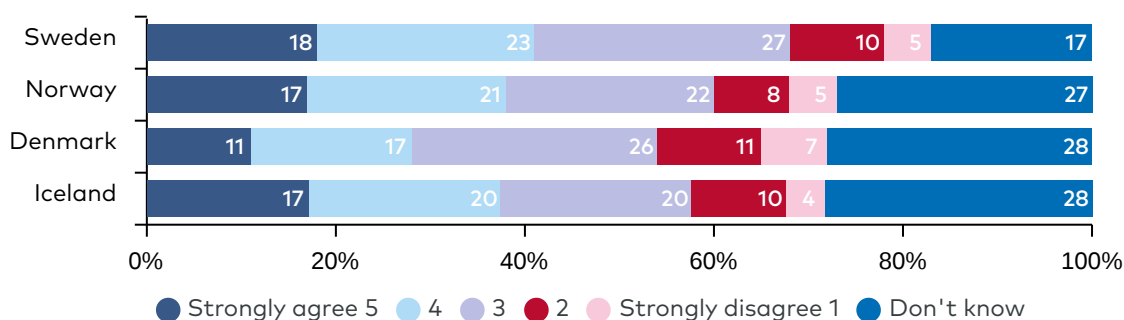
Sweden: 3,5

Norway: 3,7

Denmark: 3,5

Iceland: 3,9

Are good for freedom of speech and democracy



Mean

Sweden: 3,5

Norway: 3,5

Denmark: 3,2

Iceland: 3,5

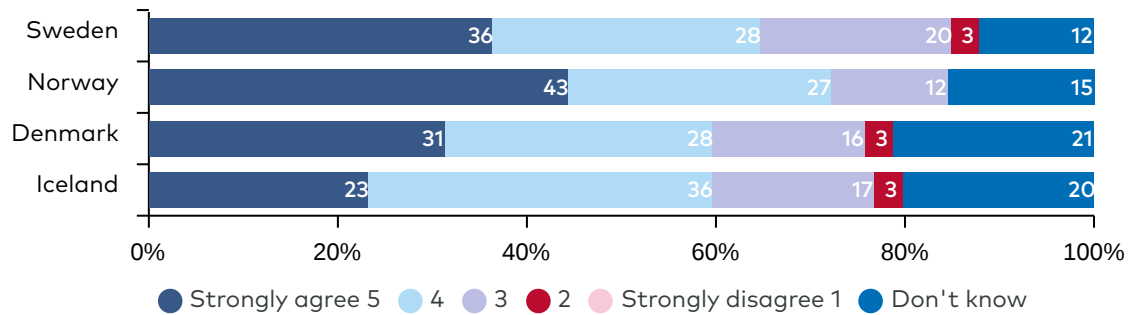
Attitudes to the role and function of journalists

The role of journalists is widely understood by young people across all the Nordic countries. Over half of the respondents agree or strongly agree on the importance of journalists reporting on people in power and that they deliver different opinions and ideas. The young people express that it is especially important that journalists ensure that the information they are reporting is true and accurate. A majority strongly agrees on that, between 52 and 66 percent.

There are no substantial differences between older and younger respondents when it comes to how they perceive the roles and functions of journalists. As with many questions in this survey, the share of 'don't know' responses are higher among 9- to 12- year-olds. In contrast, very few disagree to any extent on any of these statements, ranging between 1 and 4 percent. This indicates that the importance of journalistic work is strongly engrained in the Nordic youth and highly normative in the Nordic societies.

Figure 2.1.5. Youths' attitudes to journalists' roles by country (percent)

It is important that journalists report about the people in power/those who take decisions in society



Mean

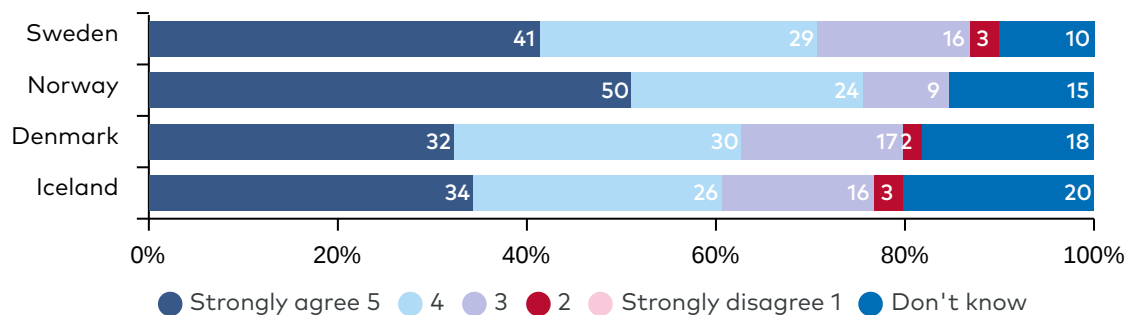
Sweden: 4,1

Norway: 4,3

Denmark: 4,1

Iceland: 4,0

It is important that journalists deliver different opinions and ideas from around society



Mean

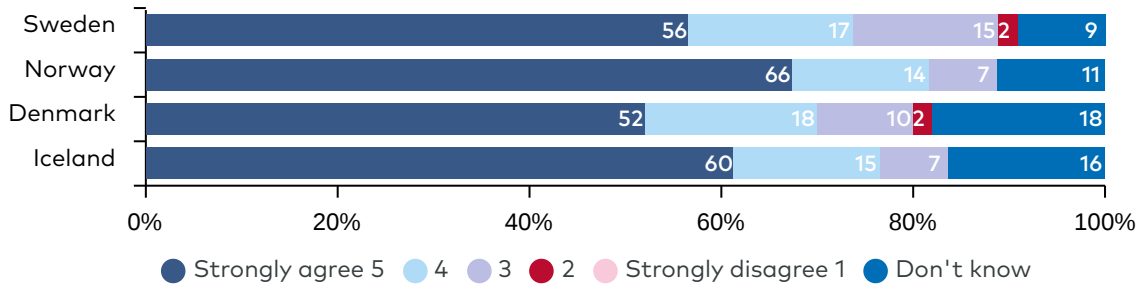
Sweden: 4,2

Norway: 4,4

Denmark: 4,1

Iceland: 4,1

It is important that journalists ensure that the information they are reporting is true and accurate



Mean

Sweden: 4,4

Norway: 4,6

Denmark: 4,4

Iceland: 4,6

Key insights

- **Young people most often stay updated via social media and TV.** Daily newspaper use is comparatively low (print and digital). The same is true for radio, podcast and news app reliance.
- **Television news is generally considered trusted and to be beneficial for democracy.** A larger share of respondents agrees rather than disagrees that TV news is beneficial, and a majority agrees to some extent that it provides important information and benefits freedom of speech and democracy.
- **Attitudes towards newspaper articles are generally positive, but many are unsure of their opinions.** More young people with opinions agree newspapers support freedom of expression and provide important information, but the proportion of respondents answering 'don't know' regarding newspaper articles is high, ranging from 20 to 47 percent depending on the question and country. This may be something for media education practitioners to address.
- **Social media is the greatest source of news yet trust in it is low.** Many young people agree that social platforms allow more people to share their opinions and that they support freedom of speech and democracy. However, more disagree than agree on positive statements such as that the content can be trusted or that it paints a fair picture of current events. This aligns with the result in the adult survey.
- **The importance of quality journalism is widely endorsed by the Nordic youth.** The majority agree on the importance of journalists scrutinizing power and present diverse views. The respondents want to hold journalists to a high standard, and the majority strongly agree that journalists should ensure the accuracy of the information they report. Very few respondents disagree with any of these statements, ranging from 1 to 4 percent.

2.2 Young People's Understanding of How Media and Social Media Produce Content

Having an understanding how media outlets are financed can be useful when assessing content or credibility. Funding, as well as media regulation, may influence content and how it is presented. Thus, in being media literate, understanding the framework or conditions different media are working under helps to critically examine media reporting and content production.

Media Financing

Questions about media financing were asked regarding leading newspapers/news sites, public service channel and commercial TV channels in each country. The survey shows that most young people in all the Nordic countries, on average half of the respondents, 51 percent, understand that public service companies and channels are financed through taxes. The share of young people who believe the biggest commercial TV channel is primarily funded by taxes is relatively low (16 percent).

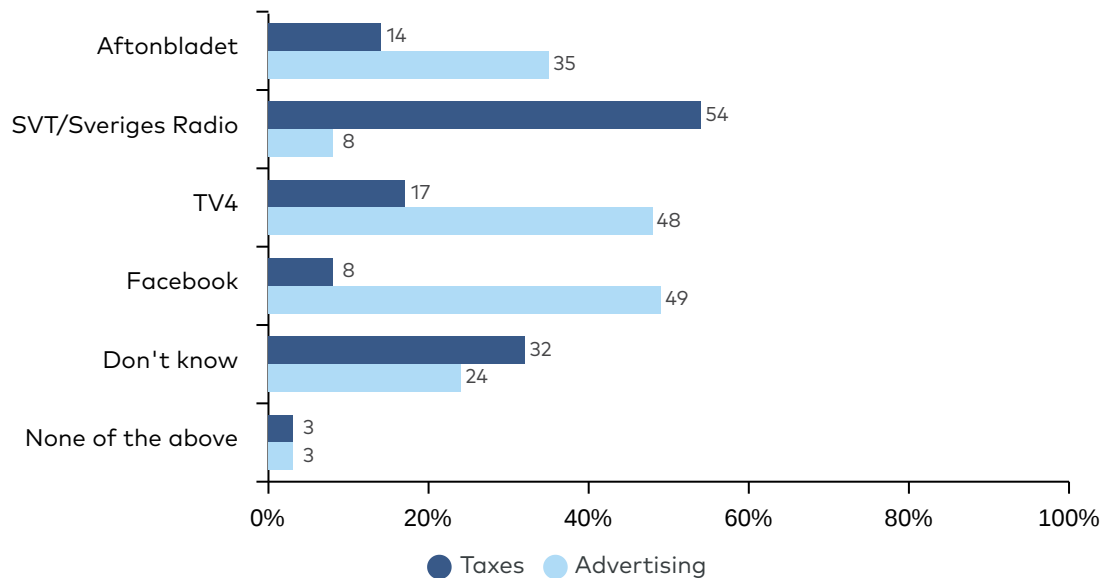
There is more uncertainty regarding how the daily newspaper is financed. On average, about a third of the young people believe that the biggest daily newspaper in their country is primarily financed through advertising. There is a greater share, almost half of the respondents who believe that Facebook is financed by advertising. One in ten believe that Facebook is financed through taxes.

Perhaps the most important result is that there is a relatively high share of respondents who say they don't know about the funding sources of different media/media companies, on average 38 percent, four out of ten.

To illustrate this question, the Swedish result will be used. The Swedish youth correctly state that SVT and Sveriges Radio receives most of their money through taxes, while TV4 and Facebook receives financing through advertising. The result is less clear in regards to the newspaper/news site Aftonbladet and about one third of the respondents, 28 percent, say that they don't know if media is financed by taxes or advertising.

Figure 2.2.1. Knowledge regarding media financing in Sweden among 9- to 15-year-olds (percent)

Which media/media company receive most of their money through...?



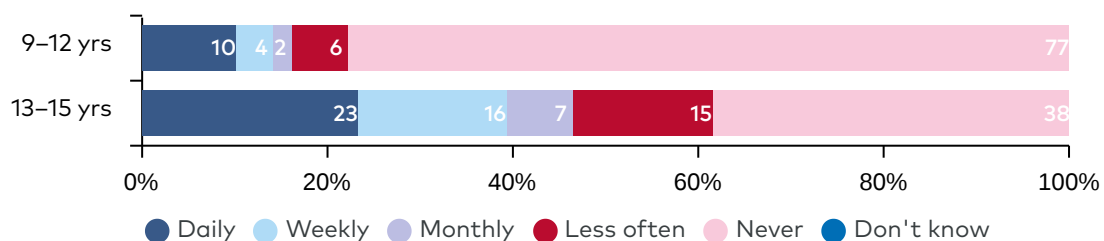
Social media platforms and terms of use

Most social media platforms have an age limit of 13 years, but about a third of the 9–12-year-old respondents answer that they use TikTok (27 percent) and Snapchat (33 percent) daily. YouTube reaches both age groups, more than half of the 9- to 15-year-olds daily. On a weekly basis almost nine of ten report to use YouTube.

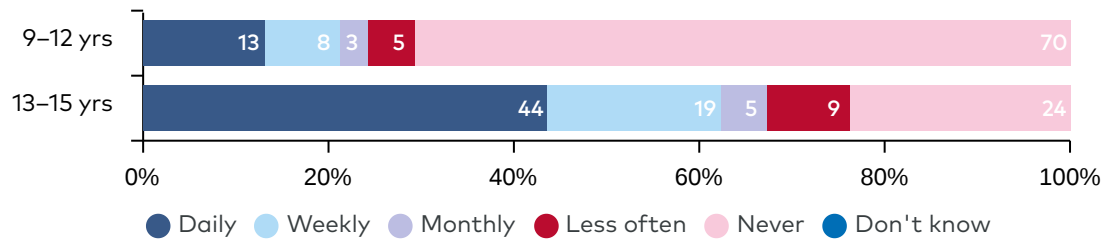
Figure 2.2.2. Youths' social media use by age and platform (percent)

Do you use any of the following social media platforms?

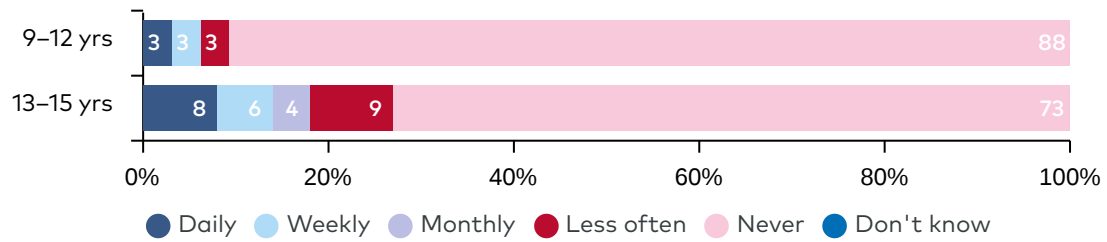
Facebook



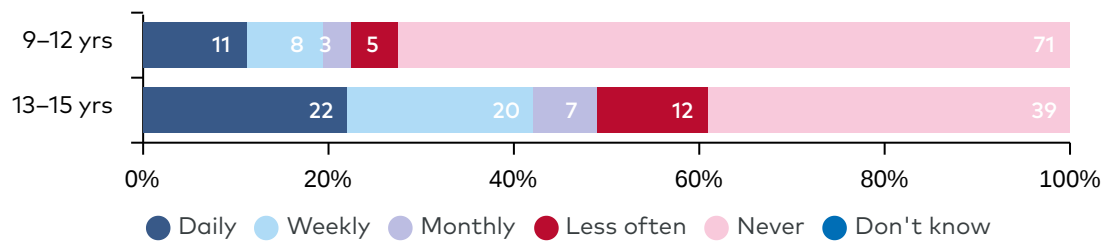
Instagram



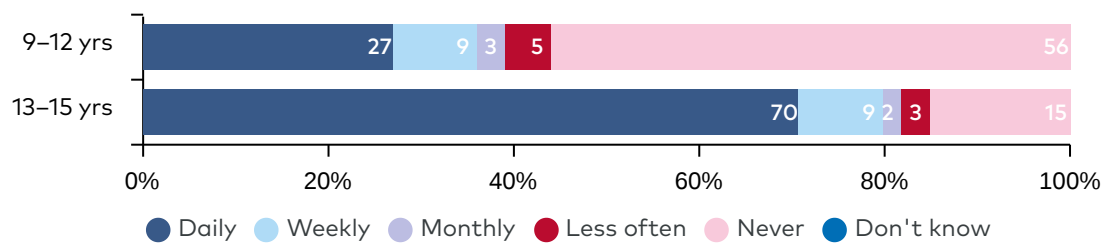
X/Twitter



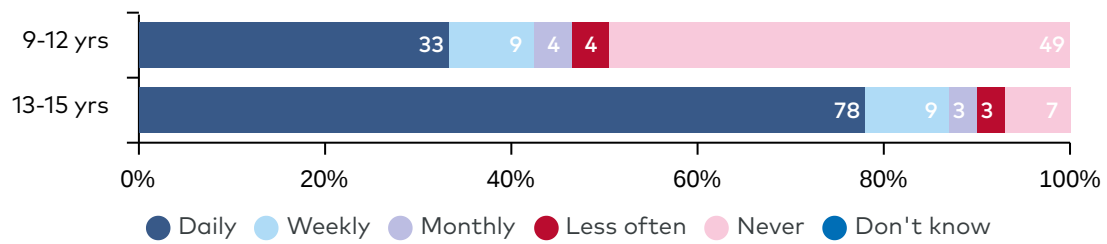
Messenger



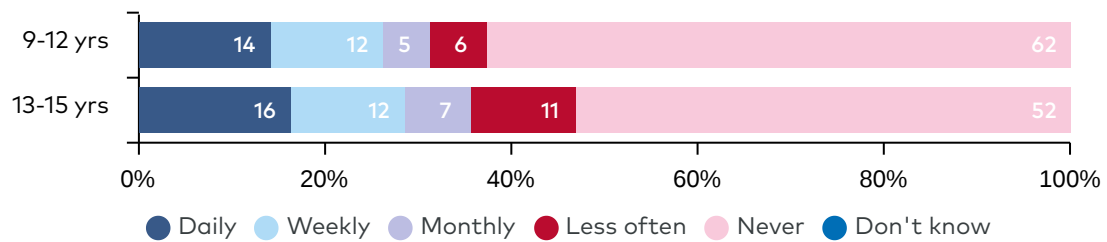
Tiktok



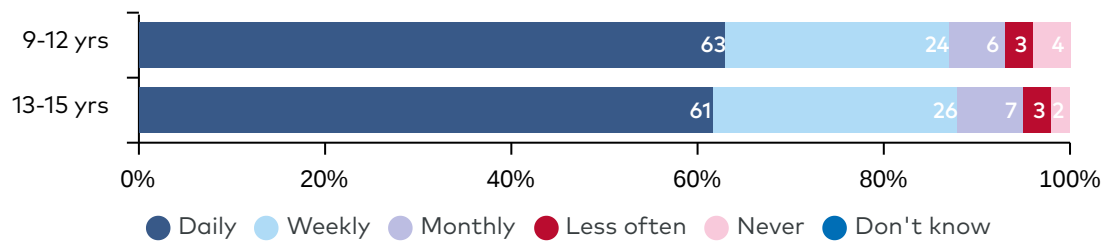
Snapchat



Whatsapp



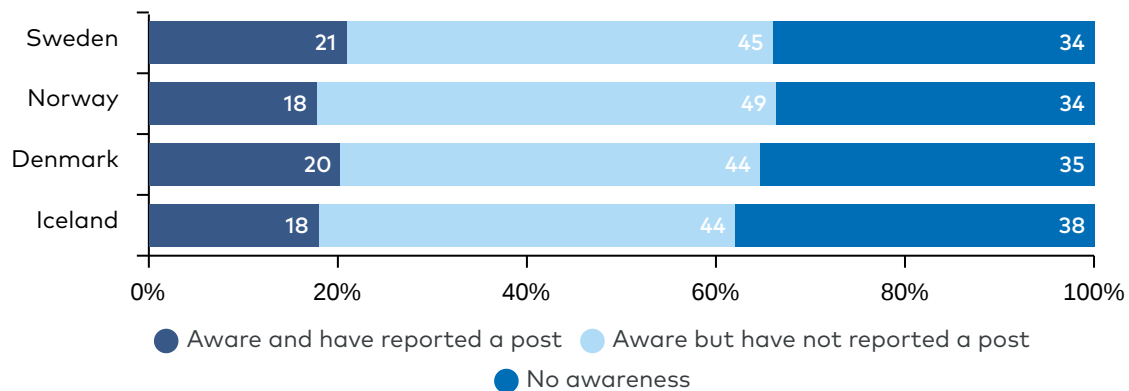
Youtube



A majority of youths in the Nordic countries are aware of the right to report posts that violate a social media platform's terms of use, 65 percent, and 20 percent have actually done so. The result is very similar in all four Nordic countries.

Figure 2.2.3. Youths' awareness of right to report posts on social media by country (percent)

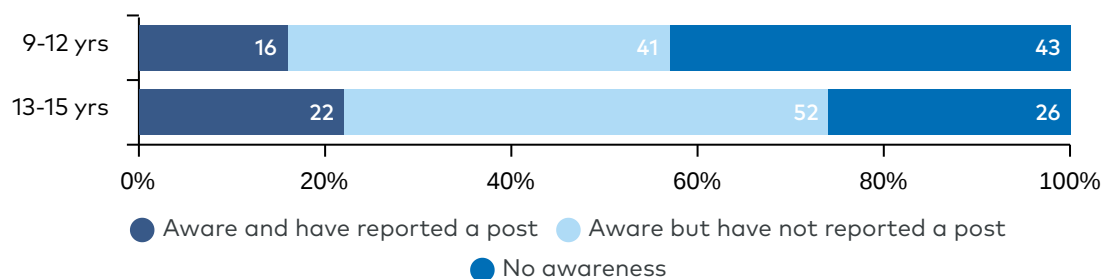
Did you know you have the right to report to a social media platform if you see posts that you believe break the rules (terms of use)? Examples of rule-breaking include spreading disinformation or illegal content



About two out of three respondents are aware of the possibility to report rule breaking content, but less than one in five has done so. Awareness and experience reporting content is somewhat higher in the older age group, 13–15 years.

Figure 2.2.4. Youths' awareness of right to report posts on social media by age (percent)

Did you know you have the right to report to a social media platform if you see posts that you believe break the rules (terms of use)? Examples of rule-breaking include spreading disinformation or illegal content



Key insights

- **Media financing models are correctly understood by the larger portion of youth, but significant groups misattribute financing models or cannot provide answers.** About half of the young people know public service is tax-funded and that commercial media is ad-funded, but many also believe that commercial media is tax-funded. A large share of 'don't know'-replies furthermore signal a broad knowledge gap in funding.
- **Some social media platforms are enormously popular among the Nordic youth.** In particular TikTok, Snapchat and YouTube have very high portions of daily use among the youth population, while platforms such as X/Twitter, WhatsApp, Messenger and Facebook are much less popular.
- **Social media use under the platforms' age limits is common.** Despite many platforms having an age limit of 13 years, daily use among 9–12-year-olds is substantial. About a third of them use TikTok and Snapchat respectively daily. YouTube usage is very high in both age groups (a clear majority use it daily).
- **The possibility to report content is generally known but modestly used.** About two out of three respondents are aware of the possibility to report rule breaking content, but less than one in five has done so. Awareness and experience reporting content is somewhat higher in the older age group, 13–15 years.

2.3 Young People's Responsible and Safe Use of Media and Digital Services

In terms of safety and privacy, there are more risks online than in traditional, editorial media. This includes personal information being spread without consent or being a victim of scams and other unlawful behaviour. There is also a risk of encountering misinformation and disinformation, toxic language and extremism.

The questions in this section look at the various ways young people manage these issues when encountering or experiencing them in an online environment.

Attitudes to Behaviour on Social Media

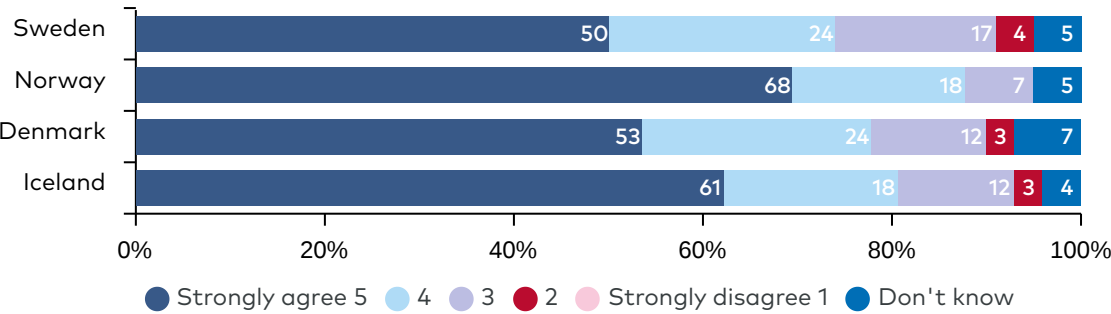
Many of the young respondents express awareness about responsibility online, both when it comes to following laws and rules and asking for consent before sharing pictures online. A large majority of the 9 to 15 age group in the Nordic countries, on average 58 percent, agree on the statement that you need to ask for permission before tagging family and friends or posting pictures or videos of others on social media. Most respondents (58 percent) also believe it is their own responsibility to ensure that their social media posts follow regulations and the law. Sweden and Denmark show similar results in regard to these statements, as do Norway and Iceland, see graph below.

Young people in the Nordic countries are aware of the right to report posts that violate a social media platform's term of use, on average 65 percent, about 20 percent have also reported at least one post (see [section 2, youth survey](#)).

Most of the respondents show quite strong opinions in this section compared to other sections in the survey; the share of 'don't know'-replies is smaller. There are many activities and a continuous discussion in the Nordic countries concerning young people's online behaviour. The discussion seems to have raised awareness and contributed to stronger opinions among many young people on how to be more responsible online. Most probably however, this result reflects that social media is a familiar place to many in their everyday life.

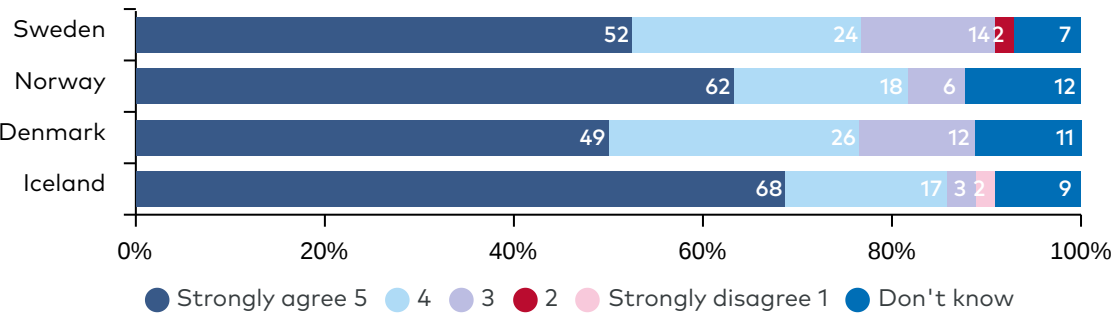
Figure 2.3.1. Youths' attitudes to social media behaviour and safety issues by country (percent)

I think you need to ask for permission before tagging family or friends or before posting pictures or videos of other people on social media



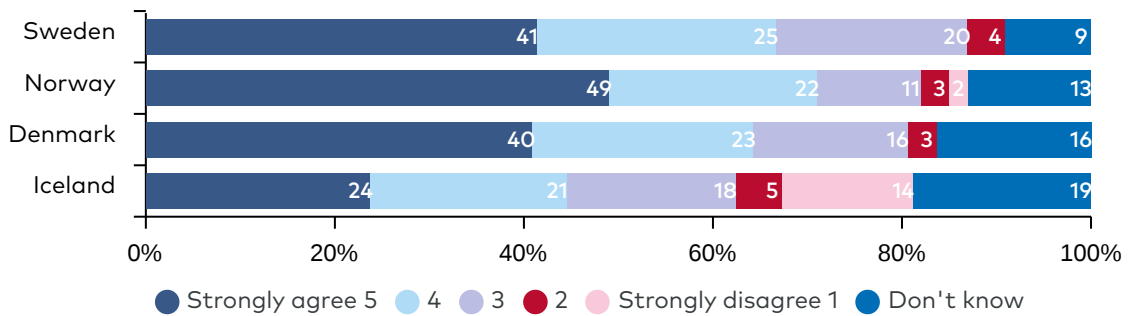
Mean
Sweden: 4,2
Norway: 4,6
Denmark: 4,3
Iceland: 4,4

It is my responsibility to ensure that my social media posts follow regulations and the law



Mean
Sweden: 4,3
Norway: 4,6
Denmark: 4,3
Iceland: 4,6

It is important to use the comments section to challenge social media posts/comments that bait or attack others



Mean

Sweden: 4,1

Norway: 4,3

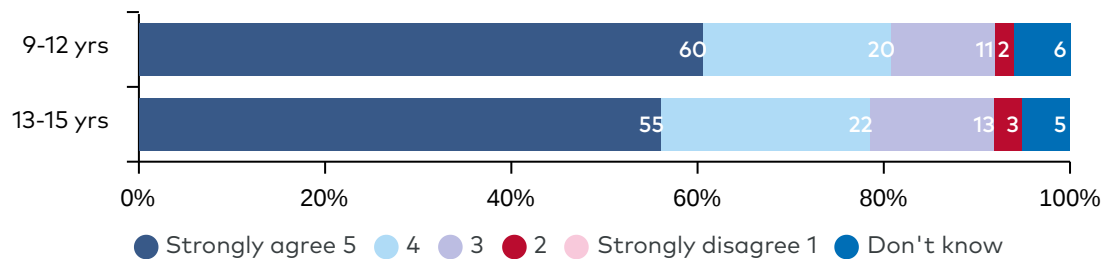
Denmark: 4,1

Iceland: 3,5

There is, overall, very little difference between 13 to 15 years, and the younger age group, 9- to 12-year-olds, in how they view personal responsibility regarding social media behaviour and safety.

Figure 2.3.4. Youths' attitudes towards social media behaviour and safety issues by age (percent)

I think you need to ask for permission before tagging family or friends or before posting pictures or videos of other people on social media

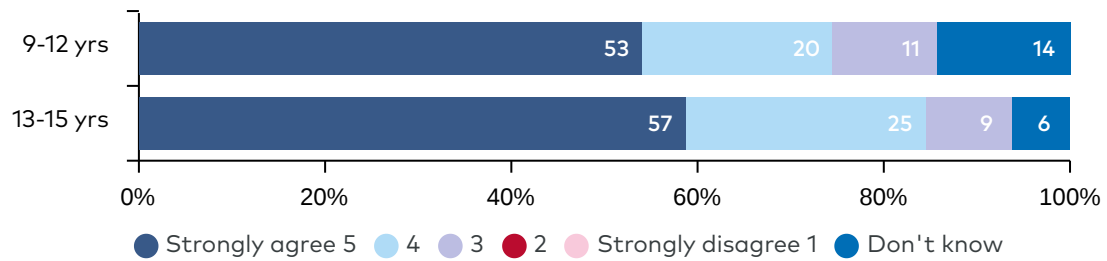


Mean

9-12 yrs: 4,4

13-15 yrs: 4,3

It is my responsibility to ensure that my social media posts follow regulations and the law

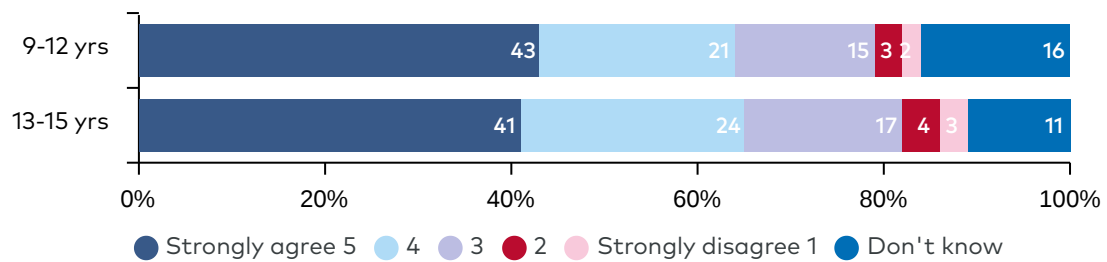


Mean

9-12 yrs: 4,4

13-15 yrs: 4,5

It is important to use the comments section to challenge social media posts/comments that bait or attack others



Mean

9-12 yrs: 4,2

13-15 yrs: 4,1

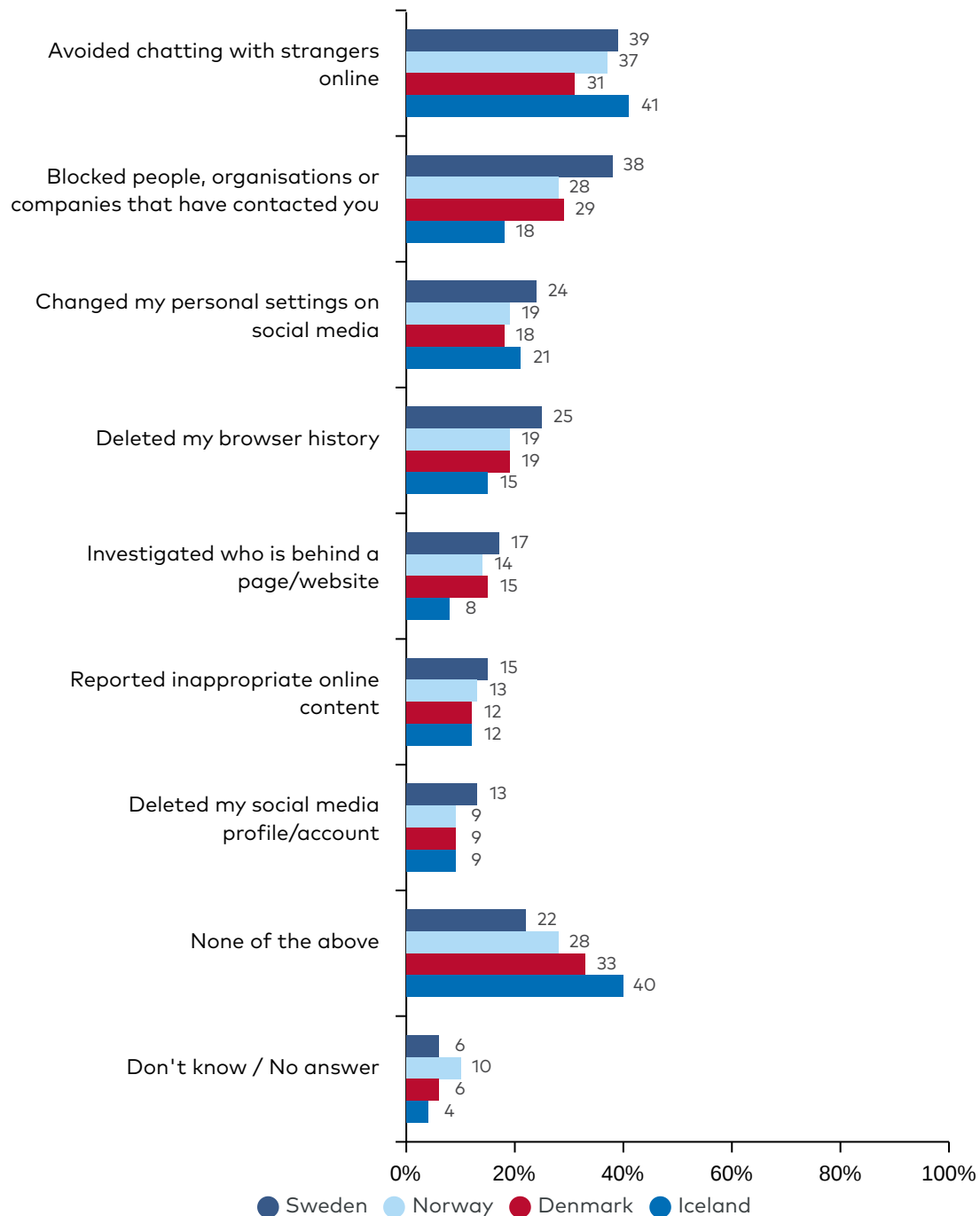
Actions to stay safe online

The most common actions young people had taken to protect online safety and privacy in the past three months were avoiding chatting with strangers online and blocking people, organisations, or companies that made contact.

A relatively large share of the 9 to 15 age group has also changed their personal settings on social media or deleted their browser search history.

Figure 2.3.3. Youths' actions to protect online safety and privacy by country (percent)

In the past three months, have you done any of the following?

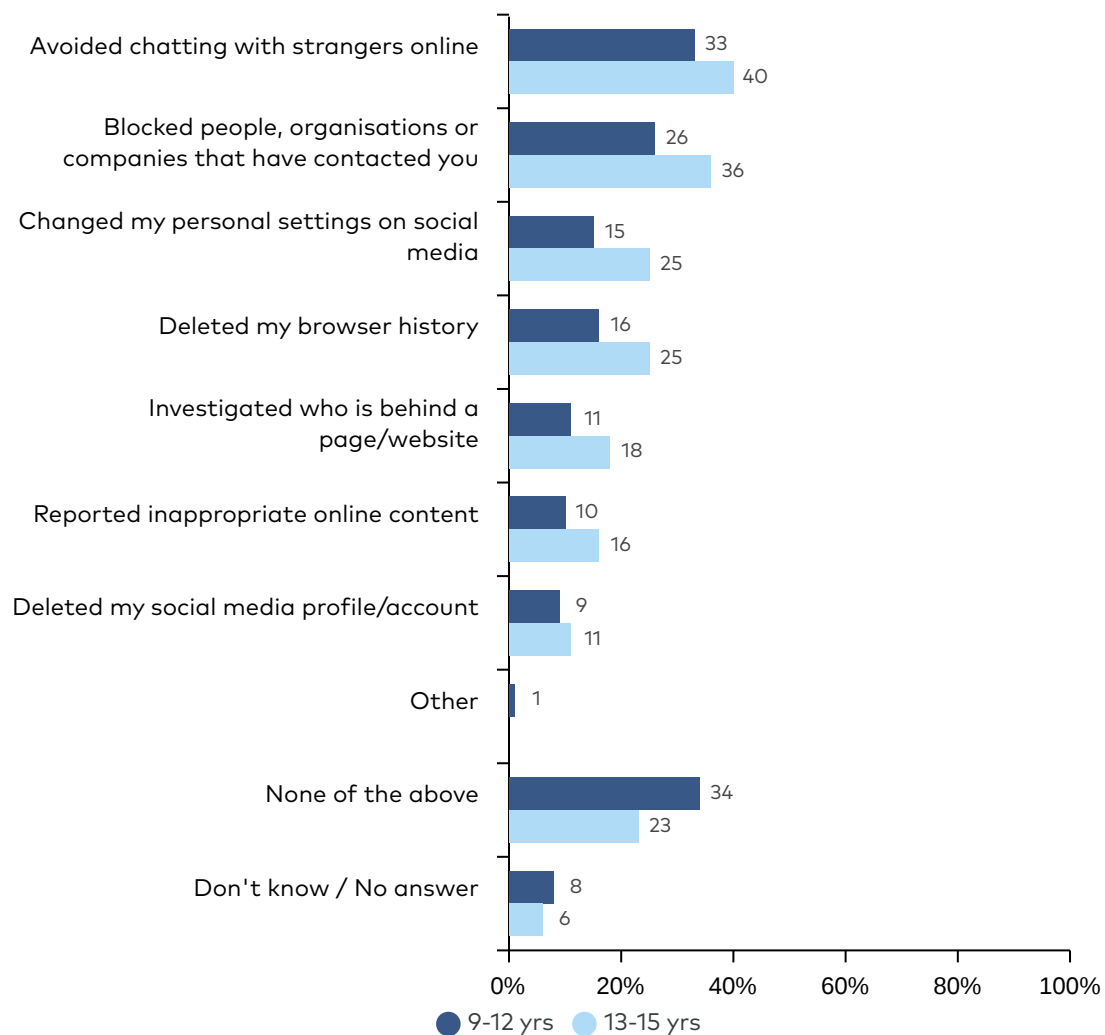


Overall, 13- to 15-year-olds tend to have done more of the listed actions to protect their online safety and privacy in the recent past compared to the younger respondents. The share is especially higher regarding blocking and changing personal settings on social media. Since this age group is more active online, the result could be expected.

There is, however, also a significant share of respondents who have not done any of the listed actions, about one third (29 percent).

Figure 2.3.4. Youths' actions to protect online safety and privacy by age (percent)

In the past three months, have you done any of the following?

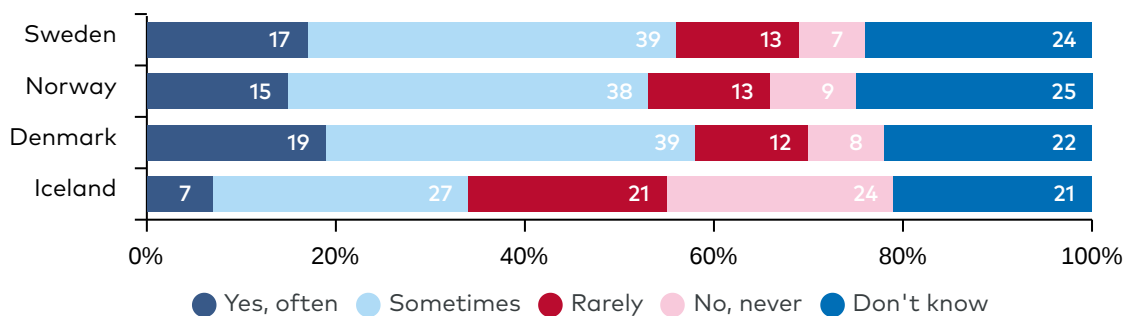


Encountering false information

Most young people in the four Nordic countries have, at some point in the past three months, encountered news reports or information they believed to be false. The share of young people who say they have never seen what they believe to be false information is larger in Iceland compared to the other three Nordic countries, but there is a significant share of uncertainty among the respondents in all four countries, about one in five or one in four.

Figure 2.3.5. Youths' encounter with false information by country (percent)

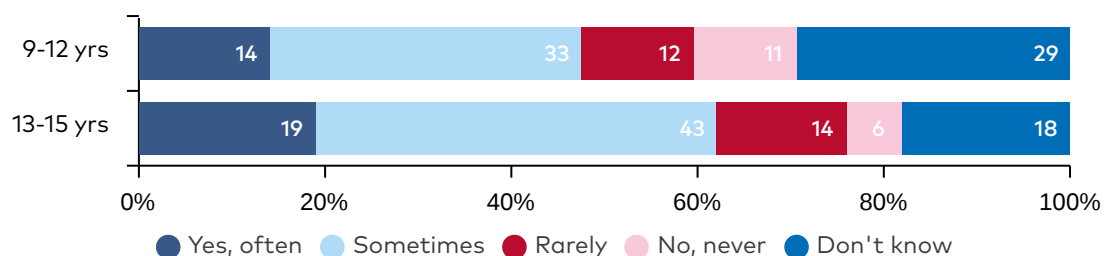
In the past three months, have you seen any news reports or information that you believed were false?



Thirteen to 15-year-olds tend to slightly more often encounter news reports or information they believe to be false, compared to 9- to 12-year-olds. A probable cause is the more extensive use of media and social media in the older age group. For the younger respondents, it is also more difficult to know if news or information is false or not.

Figure 2.3.6. Youths' encounter with false information by age (percent)

In the past three months, have you seen any news reports or information that you believed were false?

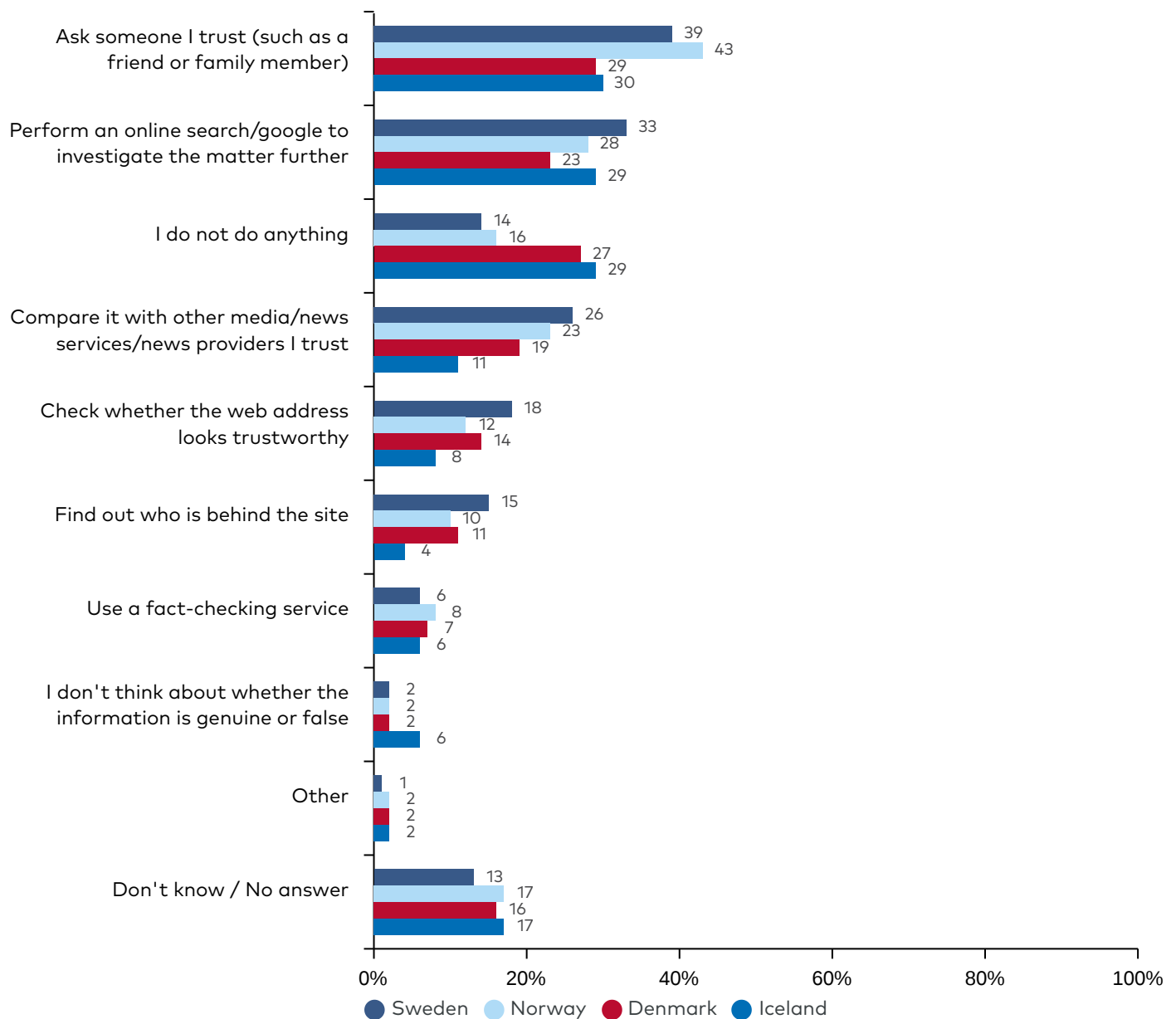


The most common action when suspecting that information in an article, post, or news report is false is to ask someone trusted, like a friend or family member. It is also relatively common to perform an online search for further investigation.

Danish and Icelandic respondents are more likely to not take any action, while Swedish and Norwegian respondents often compare it with other trusted media or news sources.

Figure 2.3.7. Youths' actions to check false information by country (percent)

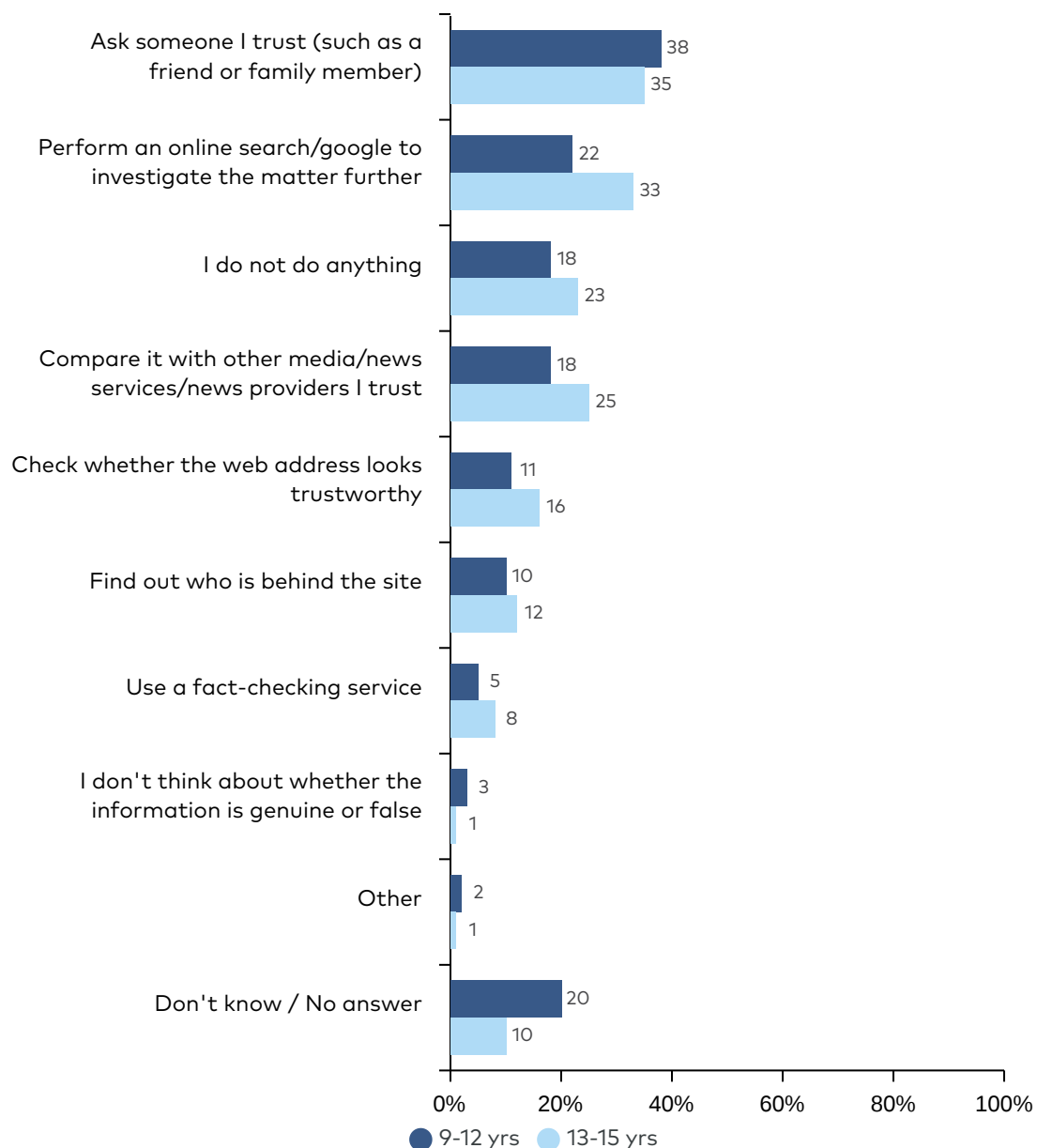
What do you do if you believe the information in an article/post/news report might be false?



When encountering something they suspect to be false, both age groups would most commonly ask someone they trust about it. Older youths are more likely than younger ones to search online to investigate further or compare with other media or news services providers they trust. At the same time, a larger share of the 13- to 15-year-old respondents would not do anything at all. The share who replies that they don't know is higher among 9- to 12-year-olds.

Figure 2.3.8. Youths' actions to check false information by age (percent)

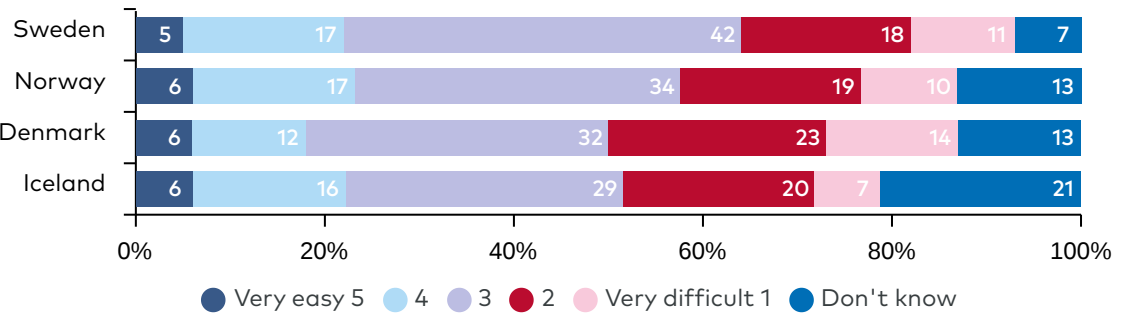
What do you do if you believe the information in an article/post/news report might be false?



Only about a fifth of the respondents find it easy or very easy to be able to evaluate whether the information they see online is genuine or false. Differences between countries are mainly due to varying levels of respondents who say they don't know.

Figure 2.3.9. Youth assessing false information by country (percent)

How easy or difficult do you think it is to be able to tell whether the information you see online is genuine or false

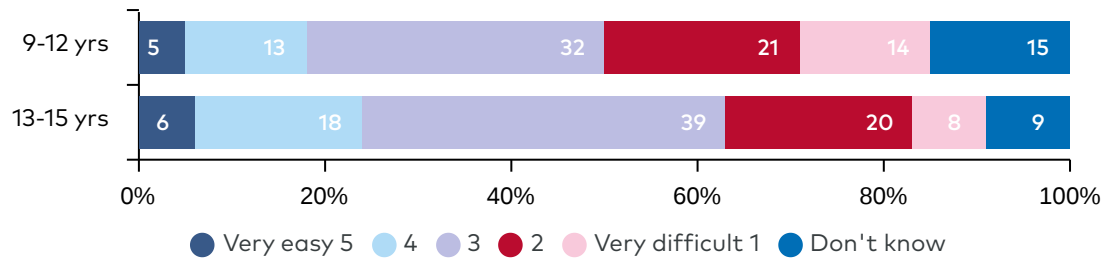


Mean
Sweden: 2,9
Norway: 2,9
Denmark: 2,7
Iceland: 2,9

Nine to 12-year-olds find it slightly more difficult to tell whether the information they see online is genuine or false, but both age groups have a larger share who find it somewhat or very difficult than the share who find it somewhat or very easy.

Figure 2.3.10. Youth assessing false information by age (percent)

How easy or difficult do you think it is to be able to tell whether the information you see online is genuine or false



Mean

9-12 yrs: 2,7

13-15 yrs: 2,9

Key insights

- Online safety and privacy actions are common, and most young people do something to protect themselves.** Most-cited actions in the last 3 months are avoiding chats with strangers and blocking accounts. Many also change privacy settings or delete search history. Still, about one in three Nordic youths have taken no protective action in the last three months.
- Age correlates with more safety practices.** Thirteen- to 15-year-olds generally take more protective steps than 9-12-year-olds.
- False news or information is frequently encountered, but many express uncertainties in this regard.** Most young people have seen information they think is false recently ('often' or 'sometimes' in the last three months). However, 21-25 percent answer that they don't know if they have encountered false information online, indicating difficulty distinguishing true from false. In the younger age group (9-12 years), this proportion rises to 29 percent.
- Judging authenticity is hard for most young people.** Only one in five respondents find it easy or very easy to tell if information is genuine. Both age groups more frequently report that it is more difficult than easy, but a large portion ends up in the middle of the scale.
- Verification of information relies on trustworthy people first, tools second.** The top response regarding actions taken to verify is asking someone trusted, followed by online searches, comparing information with trusted news sources, and checking whether the web address looks trustworthy.

2.4 Young People's Critical Assessment of Media Content

Algorithms customise the content on social media and in search engines and have significant influence over the information that each individual user is exposed to. When evaluating or critically scrutinising the search result, or question why something appears in the social media feed or in the online news page, some knowledge about algorithms can be helpful.

Assessing Online Content

To survey skills in evaluating content in practice, the respondents were shown images of online search results and media content where they had to identify different elements. The images were the same screen shots of online search results as in the adult survey, one for a down jacket and one search on the current prime minister's name. A third question showed a mock-up screen shot of a well-known online news site, separate images for each country in each country's language. Different elements in the images had reference numbers to connect to the survey question. For reason of space, only one country's image will be included as an example to illustrate the tests.

Ranking of Online Search Results

A majority of the 9 to 15 age group, on average 59 percent, correctly stated that the search order of results is determined by someone having paid to have their jacket listed at the top. Many respondents answer that they don't know, between 11 and 20 percent, which may indicate both uncertainty and that they never reflected on how search results are ranked.

Figure 2.4.1. Example of web search for down jacket, Iceland

SEARCHCOPILOTWORKSHOPPINGIMAGESVIDEOSMAPSNEWS

About 4,540 results

temu.comwww.temu.com

Dúnúlpur | Dúnúlpur Á sölu | Dúnúlpur Sendur heim að dyrum

Sponsored Hættu að strjúka niður skjáinn. Allt að 90 afsláttur af vörum okkar hér! Aðeins í dag, njóttu **Dúnúlpur** Allt að 90% afsláttur af kaupum þínum. Verslaðu núna.

Site visitors: Over 1M in the past month

Sérstök ÚtsalaUmsagnir Viðskiptavina

Heit SalaTemu Útsala

Hvar Að KaupaVal Okkar

ZO•ON Icelandhttps://zo-on.is/collections/dunulpur

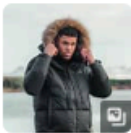
DÚNÚLPUR - ZO•ON Iceland

Skagi Dúnvesti Unisex. Skagi dúnvestið er fullkomið vesti fyrir allar árstíðir! Vestið er fyll...

Icewearhttps://www.icewear.is/is/vetrarfatnadir

Hljýjar úlpur og dúnjakkar frá Icewear | Icewear

Léttan jakka með dúnfyllingu er gott að nota fyrir styttri ferðir eða í bílinn, en sumir kjósa alltaf parka úlpu til að halda á sér hita. Icewear býður einnig úrval af úlpum og jökkum með Thermore® Ecodown® einangrun, sem er 100% ...



hlaupar.ishttps://hlaupar.is/product-category/domur/jakkar1/dunulpur

Dúnúlpur – HLAUPÁR

MILLET Dúnúlpa – Unisex. 69.900 kr. SKOÐA. Fá tilboð og fréttir. UM OKKUR. Hlaupár er verslun og vefverslun sem býður uppá fría heimsendingu á öllum pöntunum innanlands. Opnunartími. ...

66°Northhttps://www.66north.com/is/konur-yfirhafnir

Konur - Yfirhafnir | 66°Norður IS - 66°North

Yfirhafnir. Dúnn er eitt hlýjasta efni sem völ er á. Það hentar jafnvel í ys og þys borgarinnar eins og uppi á hálendi. Vandaðu valið á úlpunni því þú verður í henni allt árið. Vesti eru frábær ...

Hjá Hrafnhildihttps://hjahrafnhildi.is/collections/ulpur

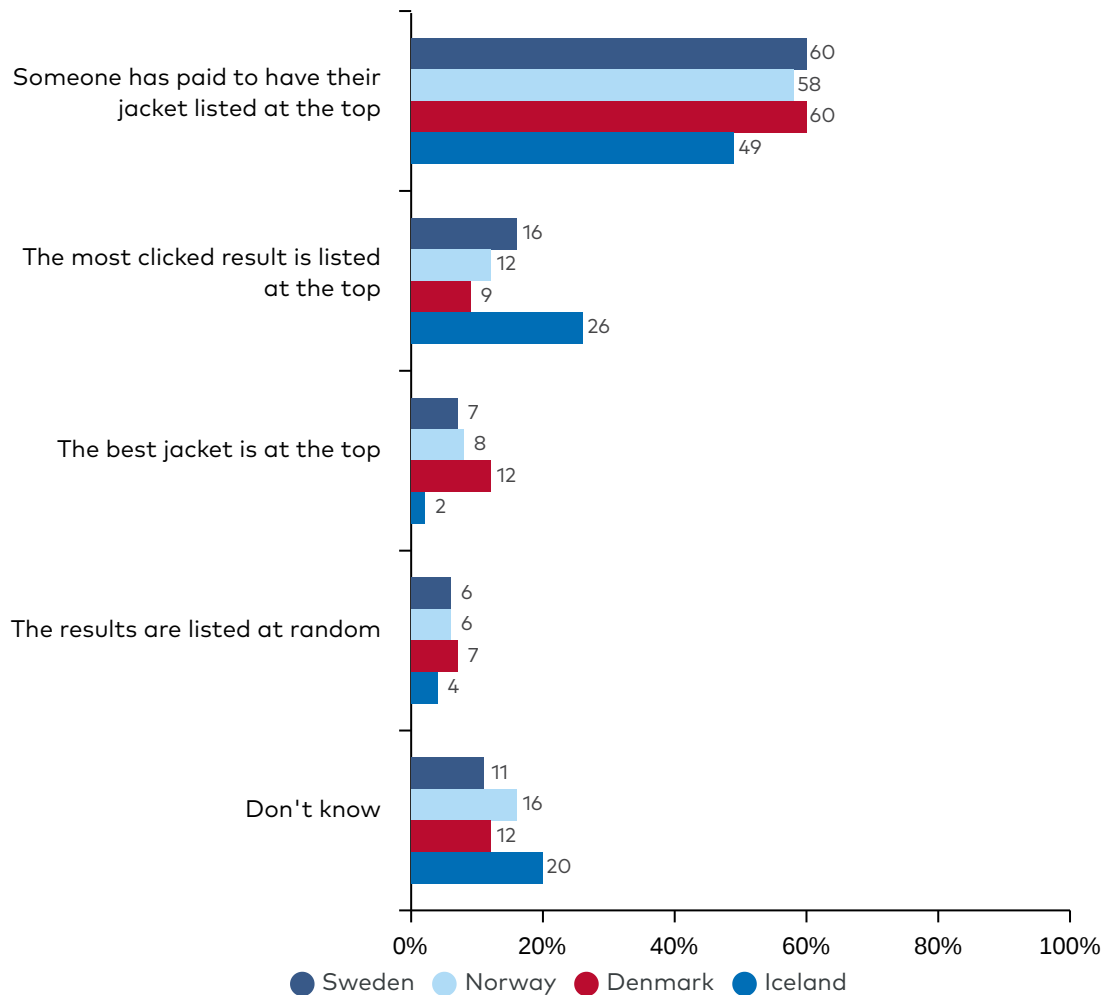
Úlpur - Hjá Hrafnhildi

Kylin Coat. Greenstone dúnúlpa með hettu. Nánari lýsing: "This down coat with faux fur collar is

124

Figure 2.4.2. Youths' ranking of search results by country (percent)

The image shows the results from an online search. What determines the order in which the results are listed?



Categorising search results

Categorising the search results by type of source in a web search on the current prime minister's name is mostly correctly identified by youth, especially results of social media content, news content and from a reference publication. It should be noted here that for all countries, the reply option 'don't know' is often relatively high.

Figure 2.4.3. Example of web search for prime minister, Norway

**Regjeringen.no**
<https://www.regjeringen.no> › smk › organization-map ›

Prime Minister Jonas Gahr Støre (Labour Party)
Jonas Gahr Støre was born on 25 August 1960. He is married to Marit Slagsvold and they have three children. Mr Støre underwent naval officer training at the ...

**Instagram · jonasgahrs**
76.3K+ followers ›

Jonas Gahr Støre (@jonasgahrs)
Statsminister i @regjeringen og partileder for @arbeiderpartiet. · 781 posts · 76,283 followers · 170 following ...

**Wikipedia**
https://en.wikipedia.org/wiki/Jonas_Gahr_Støre ›

Jonas Gahr Støre
a Norwegian politician who has served as the 36th and current Prime Minister of Norway since 2021. He has been Leader of the Labour Party since 2014.



**Facebook · Jonas Gahr Støre**
214.3K+ followers ›

Jonas Gahr Støre
Jonas Gahr Støre. 212 422 liker dette · 3 549 snakker om dette. Statsminister og leder i Arbeiderpartiet.



**Dagsavisen**
<https://www.dagsavisen.no> › nyheter · [Translate this page](#) ›

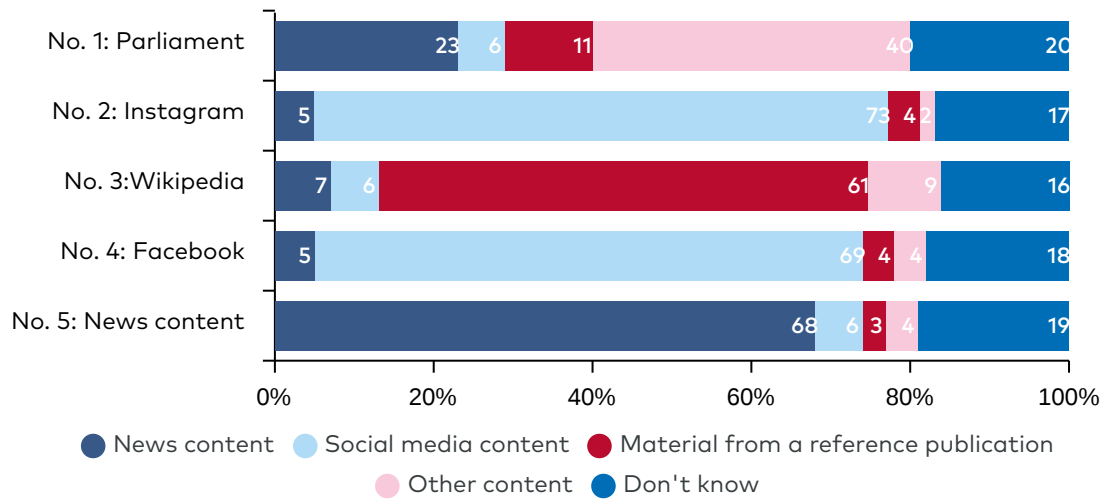
Statsminister Jonas Gahr Støre har snakket med Donald ...
3 days ago — Statsminister Jonas Gahr Støre har snakket med USAs påtroppende president Donald Trump.

**VG**
<https://www.vg.no/tag/jonas-g...> · [Translate this page](#) ›

Jonas Gahr Støre
Les alle nyheter og artikler om Jonas Gahr Støre på VG.

Figure 2.4.4. Categorising search results Norway (percent)

Which of the numbered search results in the image are...?



Assessing news media content

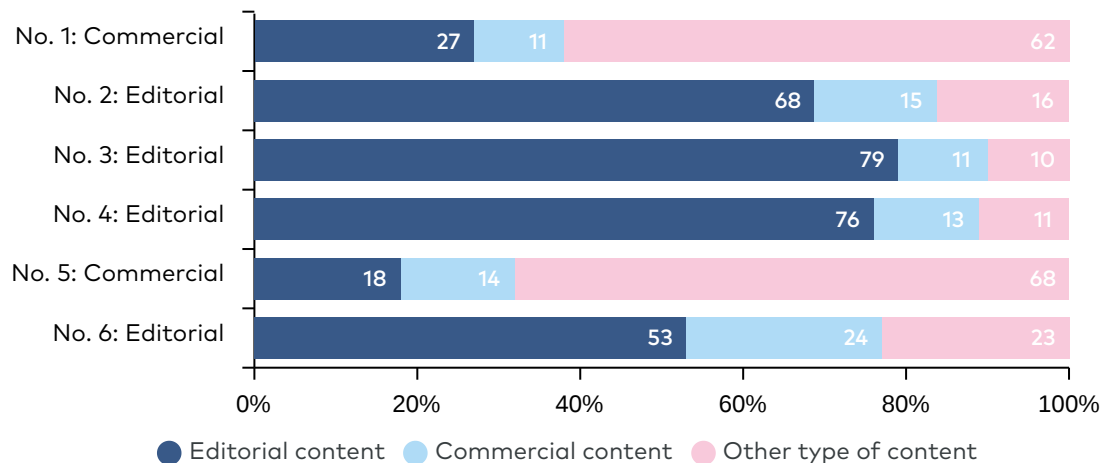
A third image test showed a mock-up news site. Editorial and commercial content was generally correctly identified by youth respondents in all countries. However, discerning content and categorising different sections of the newspaper website (news or other editorial content) was more difficult. This may be explained by young people being unaccustomed to reading newspapers. Here also, the reply option "don't know" is often relatively high.

Figure 2.4.5. Example image of news site (Sweden)



Figure 2.4.6. Categorising news site content Sweden (percent). The correct category is listed in the column to the left.

Which of the numbered parts of the image are...?



Key insights

- Most young people are aware of how the ranking of online search results are determined but understanding is partial.** A majority correctly identified that paid content ends up at the top of search results. Yet significant shares of the respondents fail to understand product search result rankings, for example by thinking that the most popular or best product is shown first, or by answering that they don't know. The result may indicate both uncertainty and that they never reflected on how search results are ranked. How algorithms work and how they are used both in search engines and in social media could be relevant in media literacy training.
- Young people struggle to distinguish news from other editorial sections on (mock) news sites; uncertainty likely reflects limited newspaper use.** Many young people use social media to stay up to date with the news and are unaccustomed to reading newspapers and using their websites. Being able to separate news from ads or commercials and categorise different editorial content may be relevant to address in media literacy training to increase perceived value.

2.5 How Young People Use and Create Content in Media

Most young people today use some social media platform, about half of the respondents use TikTok and Snapchat daily, but to post or comment on other posts is not done very often. There are more people who never post anything, 32 percent, than do it daily, 12 percent, or weekly, 20 percent. This also includes commenting on other people's posts. However, few post or comment on any social media on a daily or even weekly basis. This discrepancy suggests that a large portion of the young population, the majority, passively consumes content on these platforms most of the time, rather than actively engage in interaction or creativity.

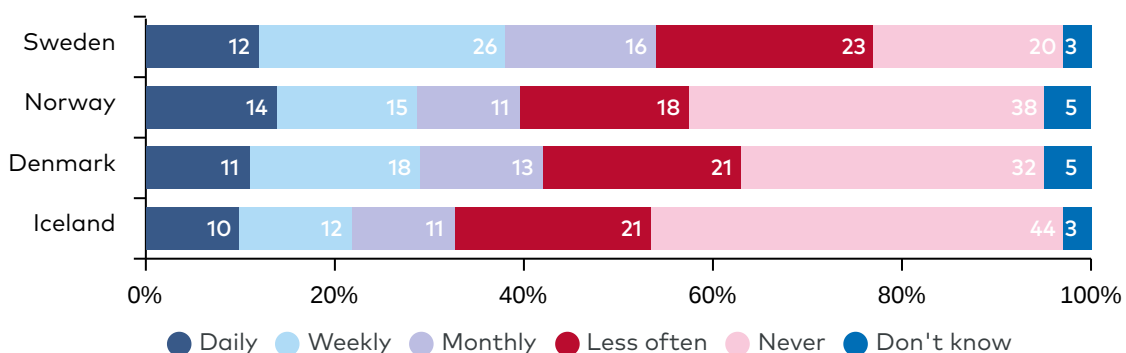
Similar to the result in the adult survey, it is quite common that young respondents refrain from commenting due to fear of being attacked. There is also a higher share of respondents selecting the 'don't know' option to this statement.

The result varies between the countries. Online communication in the modes in the survey tends to be most frequent among the Swedish and Danish youth and least frequent among the Icelandic youth.

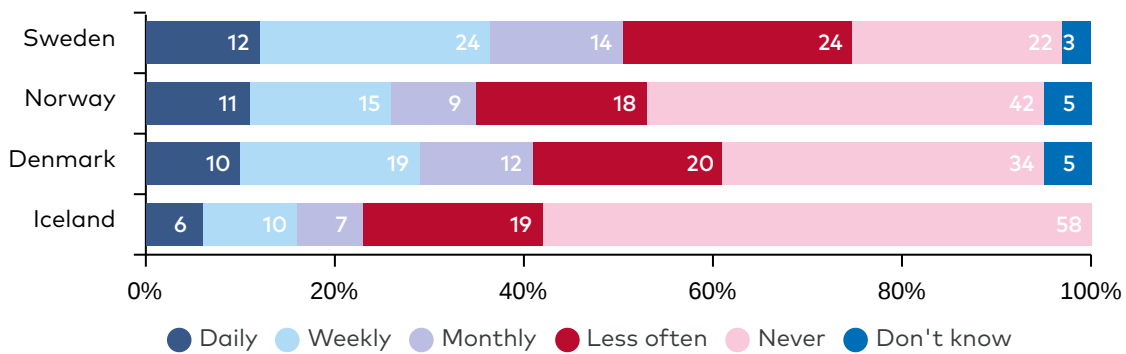
Figure 2.5.1. Youths' online communication by country (percent)

How often do you...?

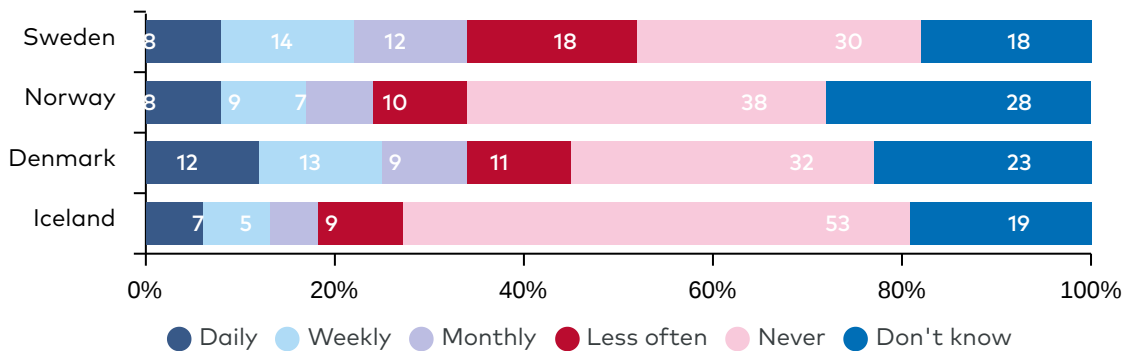
Post on social media (text, image or video)



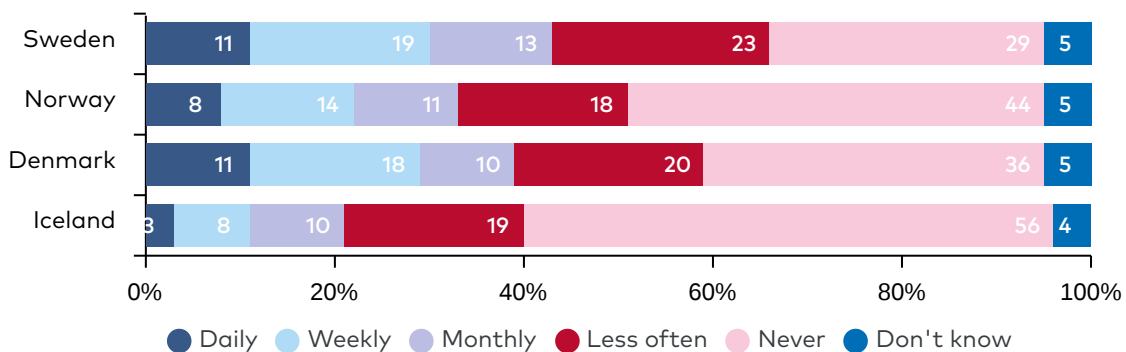
Comment on social media posts (YouTube, Facebook, Instagram, X/Twitter, etc.)



Skip commenting on a social media post for fear of being attacked



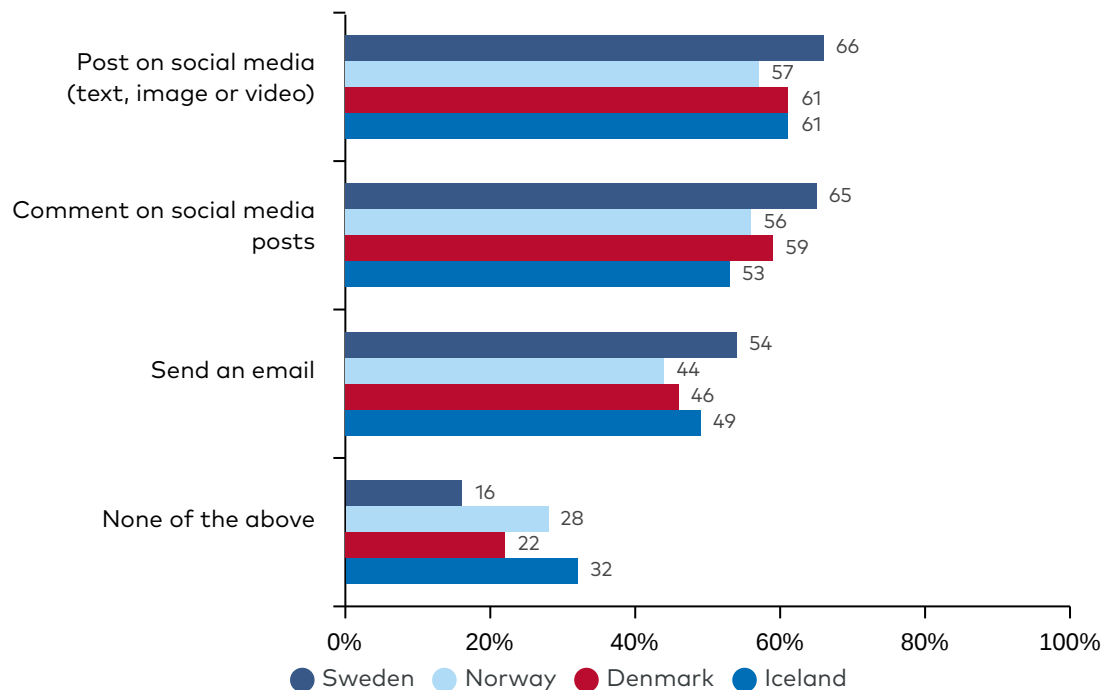
Send an email



Most of the Nordic youth feel confident in using digital and social media, as expressed in their ability to help a friend or relative; many also say they would be able to help with sending an email. The share of the 9- to 15-year-olds who feel capable of assisting others with online communication is generally higher in Sweden and slightly lower in Norway. The Swedish respondents seem to have more confidence when it comes to helping a friend or a relative.

Figure 2.5.2. Youths' assisting in online communication by country (percent)

Would you be able to help a friend/relative:



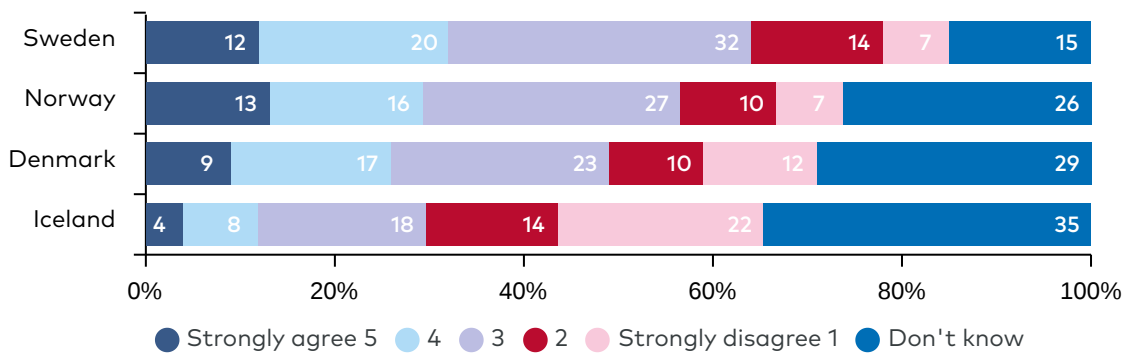
Accessing and assessing information

This part of the survey examines if, and where applicable, how, young people ensure that the information they encounter is credible. Similarly to adults, most young people state that they often find the information they are looking for online. However, opinions among the young people vary more regarding how they verify information. A fairly large share does not check with multiple sources for news information, so-called lateral reading.

Overall, in this section, the share of respondents with no opinion is relatively high, varying between countries, with Iceland having the highest share and Sweden the lowest.

Figure 2.5.3. Youths' search for information and news online by country (percent)

I visit several places (sources) for information about something in the news



Mean

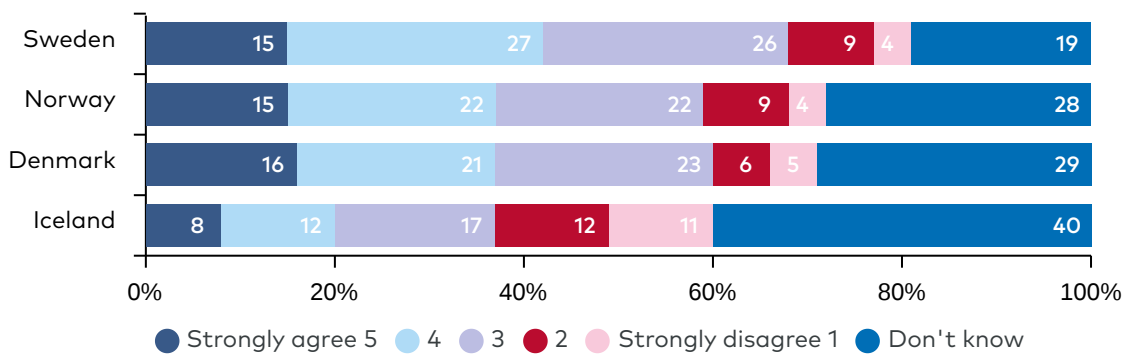
Sweden: 3,2

Norway: 3,2

Denmark: 3,0

Iceland: 2,4

I assess whether the news item is genuine or false before I share it with others



Mean

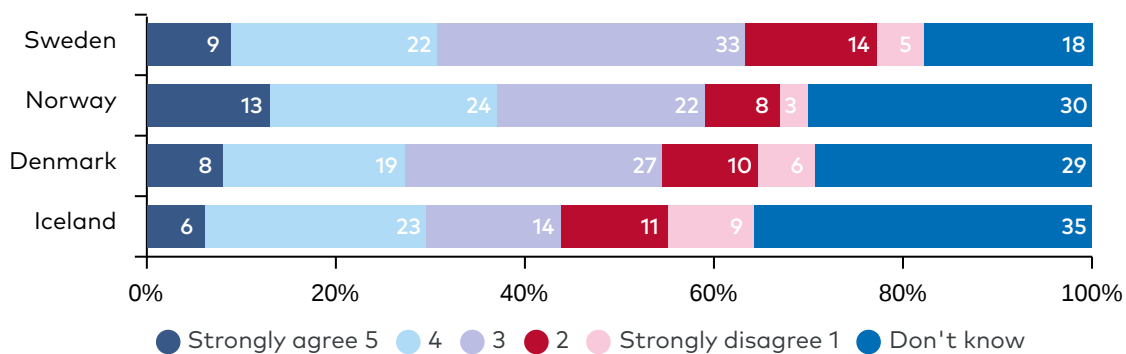
Sweden: 3,5

Norway: 3,5

Denmark: 3,5

Iceland: 2,9

I can figure out which media can be trusted



Mean

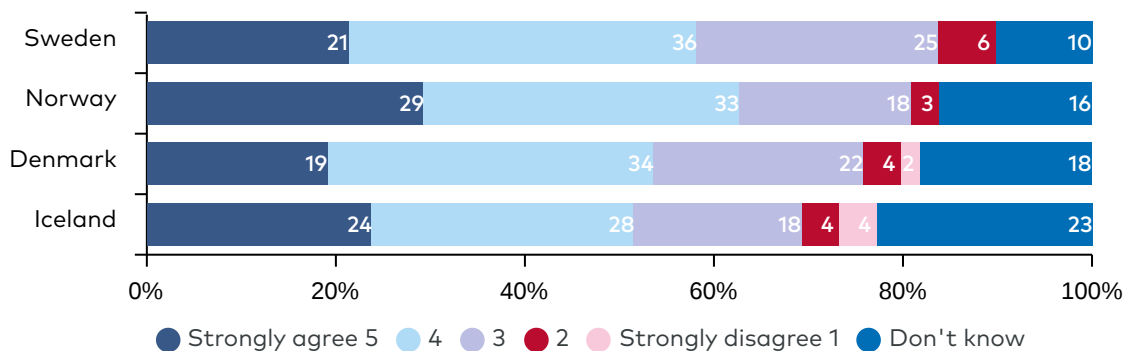
Sweden: 3,2

Norway: 3,5

Denmark: 3,2

Iceland: 3,1

I often find the information I am looking for online



Mean

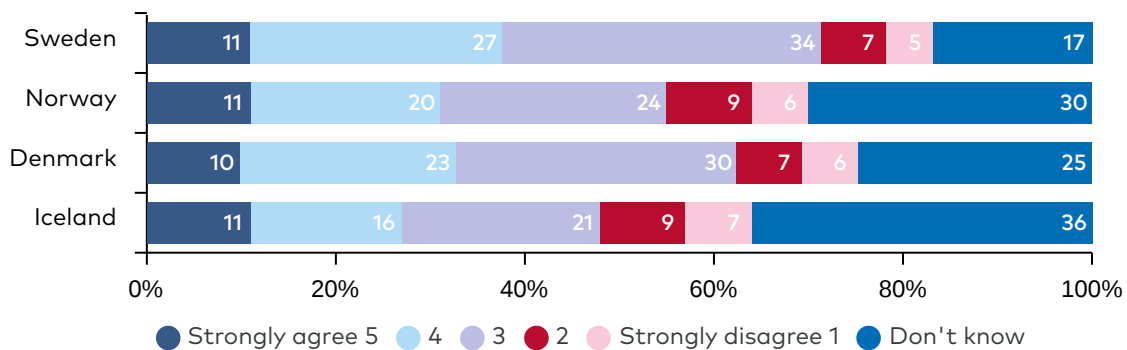
Sweden: 3,8

Norway: 4,0

Denmark: 3,8

Iceland: 3,8

I often receive good information from people/accounts I am following on social media



Mean

Sweden: 3,4

Norway: 3,3

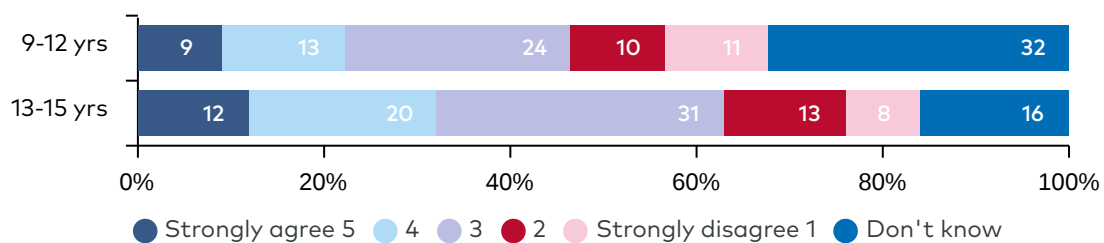
Denmark: 3,3

Iceland: 3,2

The older age group, 13 to 15 years old, tend to apply more of the different actions involved in seeking information and they especially feel more equipped to figure out which media can be trusted compared to their younger counterparts.

Figure 2.5.4. Youths' search for information and news online by age (percent)

I visit several places (sources) for information about something in the news

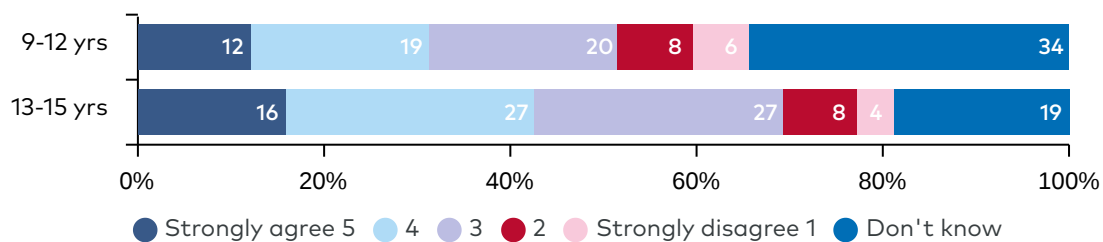


Mean

9-12 yrs: 3,0

13-15 yrs: 3,2

I assess whether the news item is genuine or false before I share it with others

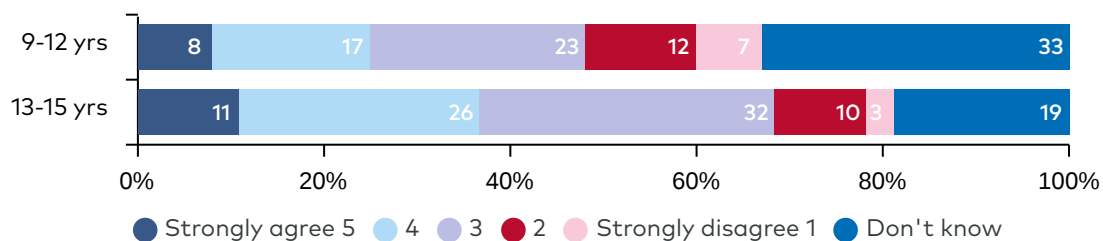


Mean

9-12 yrs: 3,4

13-15 yrs: 3,5

I can figure out which media can be trusted

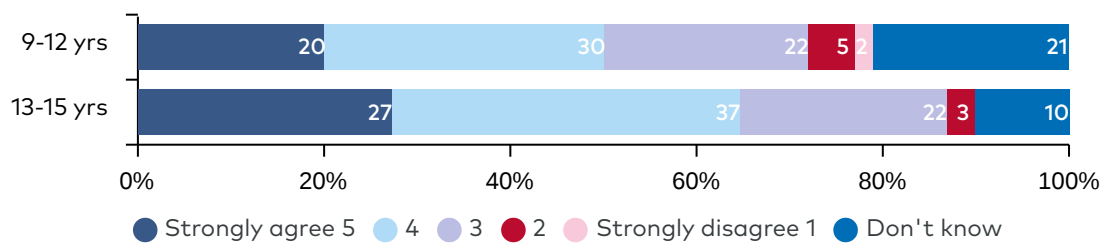


Mean

9-12 yrs: 3,1

13-15 yrs: 3,4

I often find the information I am looking for online

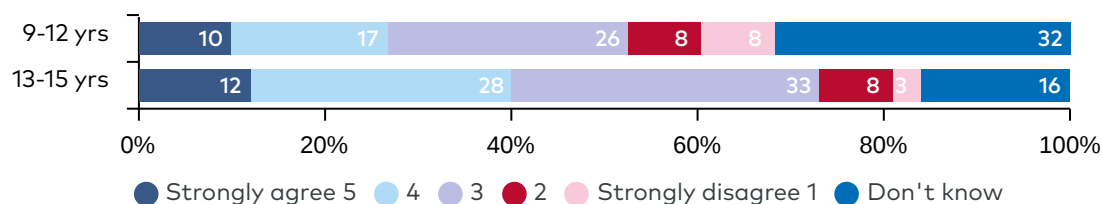


Mean

9-12 yrs: 3,8

13-15 yrs: 4,0

I often receive good information from people/accounts
I am following on social media



Mean

9-12 yrs: 3,2

13-15 yrs: 3,4

Youths' attitudes to the news

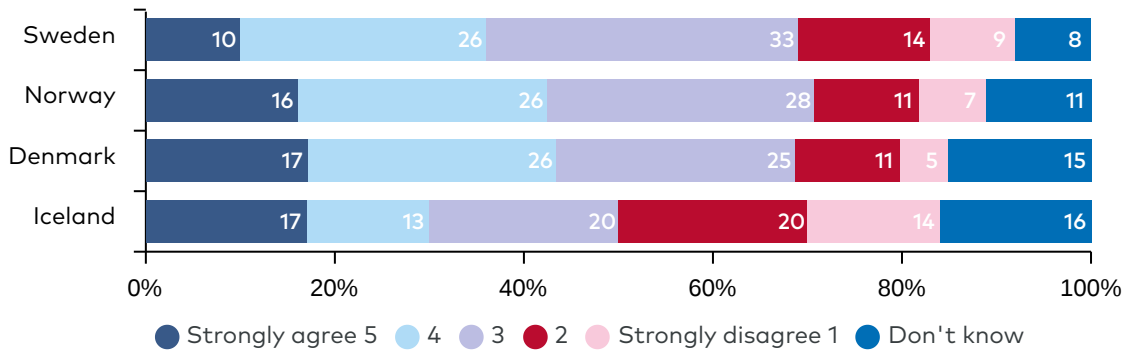
Challenges in media consumption vary among the 9 to 15 age group, but a significant share of the youth have little to no difficulty staying up to date on the news and do not avoid reading, listening or watching the news.

There is a larger share agreeing to difficulties in determining which media or online search results they can trust or who is behind a social media account/profile than the share who disagrees with these statements.

The perceived difficulty level is generally lower for Iceland in all statements compared to the other three countries.

Figure 2.5.5. Youths' attitudes towards information and news online by country (percent)

I think it is difficult to stay up to date with the news



Mean

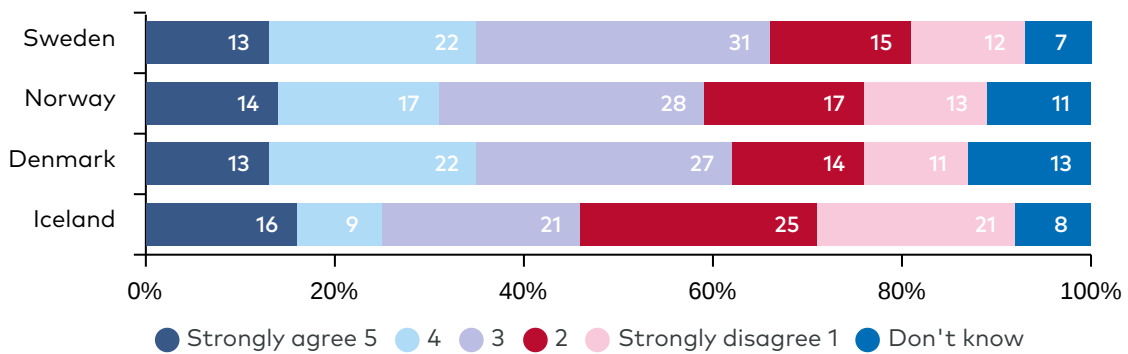
Sweden: 3,2

Norway: 3,4

Denmark: 3,5

Iceland: 3,0

I avoid reading, listening to or watching the news



Mean

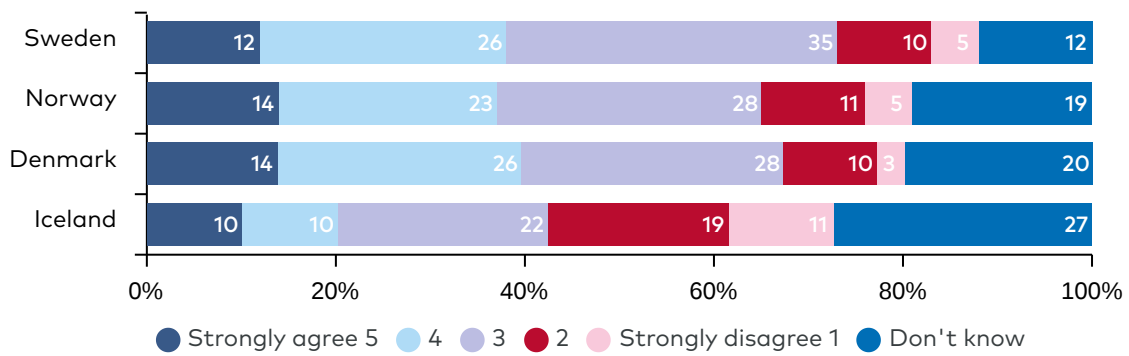
Sweden: 3,1

Norway: 3,0

Denmark: 3,1

Iceland: 2,7

I avoid reading, listening to or watching the news



Mean

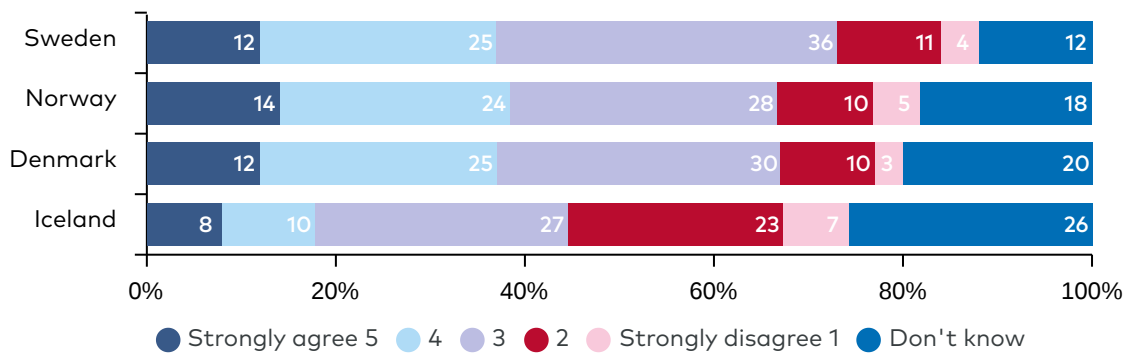
Sweden: 3,3

Norway: 3,4

Denmark: 3,5

Iceland: 2,8

I think it is hard to tell whether I can trust online search results



Mean

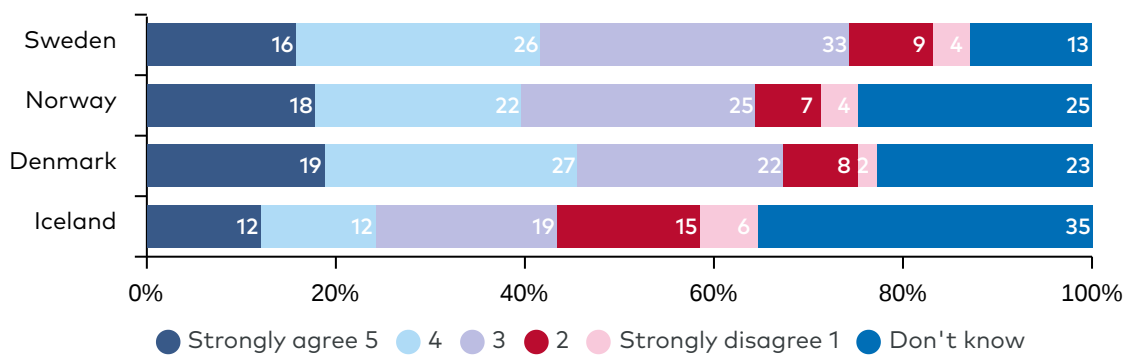
Sweden: 3,3

Norway: 3,4

Denmark: 3,4

Iceland: 2,9

I think it is difficult to determine who is behind a social media account/profile



Mean

Sweden: 3,5

Norway: 3,6

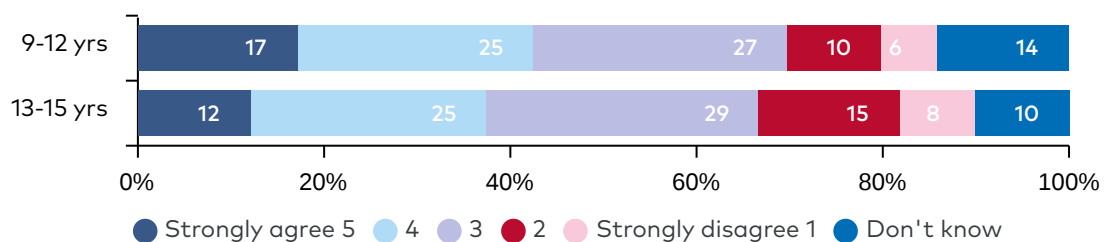
Denmark: 3,7

Iceland: 3,1

The younger age group tend to experience a slightly higher degree of difficulty with staying up to date with the news compared to the older group, but the difference is small. The share of respondents stating 'don't know' is, however, often more than double among the 9- to 12-year-olds compared to older group.

Figure 2.5.6. Youths' attitudes towards information and news online by age (percent)

I think it is difficult to stay up to date with the news

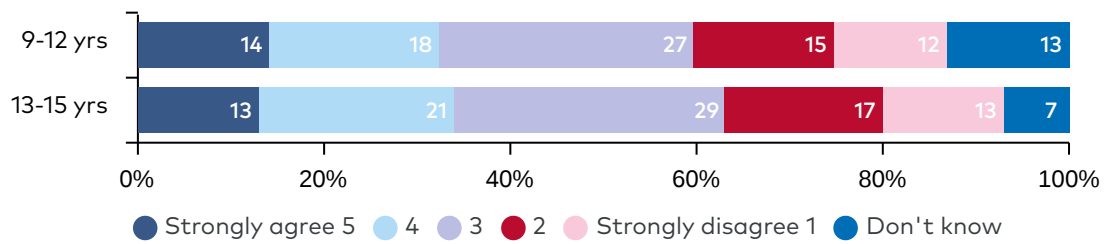


Mean

9-12 yrs: 3,4

13-15 yrs: 3,2

I avoid reading, listening to or watching the news

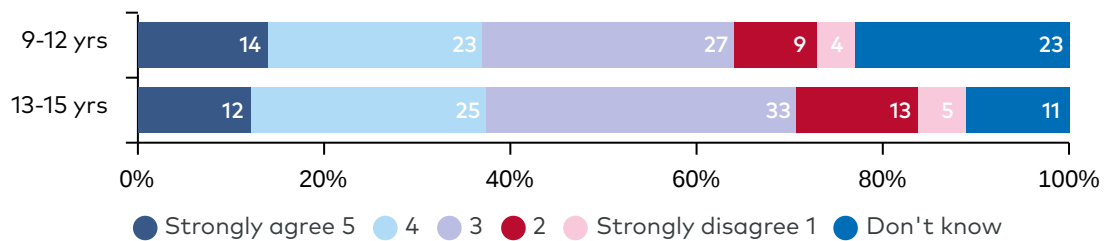


Mean

9-12 yrs: 3,1

13-15 yrs: 3,1

I think it is difficult to determine which media I can trust

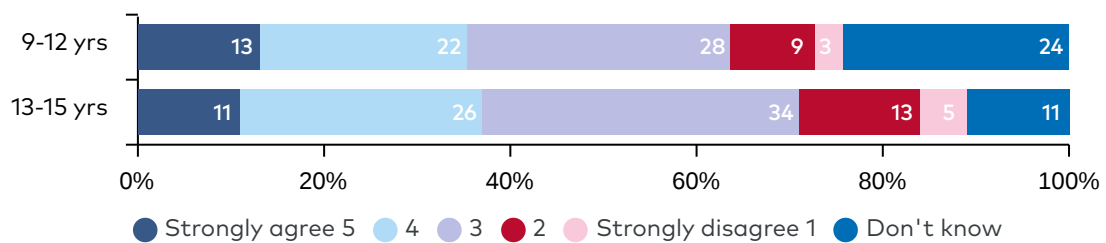


Mean

9-12 yrs: 3,4

13-15 yrs: 3,3

I think it is hard to tell whether I can trust online search results

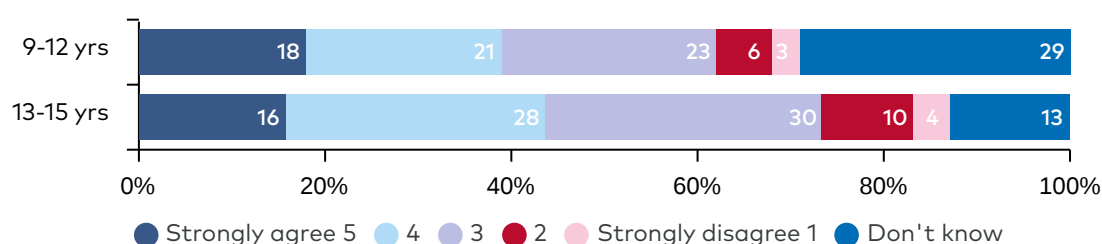


Mean

9-12 yrs: 3,4

13-15 yrs: 3,3

I think it is difficult to determine who is behind a social media account/profile



Mean

9-12 yrs: 3,6

13-15 yrs: 3,5

Key insights

- A minority of the youth actively participate in social media, and some are inhibited by social risks online.** Most youth rarely post or comment on social media – about one in four do either of this on a weekly basis. Almost as many, around one in five, refrain from commenting due to fear of being attacked daily. It is noteworthy that a high portion of youth answer “don't know” on this question, suggesting that it is hard to define what feelings or risks inhibit participation.
- Operational confidence is strong but far from completely saturating the young population.** Most young respondents state that they would be able to help others with basic digital communication tasks, such as posting or commenting on social media, or sending an email. However, a fairly large portion of the young population would not be able to help someone with one or more of these tasks.
- Lateral reading is not routine among most of the Nordic youths.** The majority report that they often find what they search for online, yet only a minority assess whether information is genuine before sharing it and an even smaller portion regularly visits multiple sources to verify information, so-called lateral reading. However, for all items relating to information and news search, many of the respondents' answer “don't know,” indicating that their approaches may vary in practice.
- Ambivalent attitudes towards news about trust and digestibility.** More agree than disagree that it is hard to judge which media sources they can trust, or that it is difficult to stay up to date with the news. And although young people are very familiar with social media, many state that it is difficult to determine who is behind a social account or profile. About one in four respondents 9 to 15 years old say that they avoid contact with news altogether.

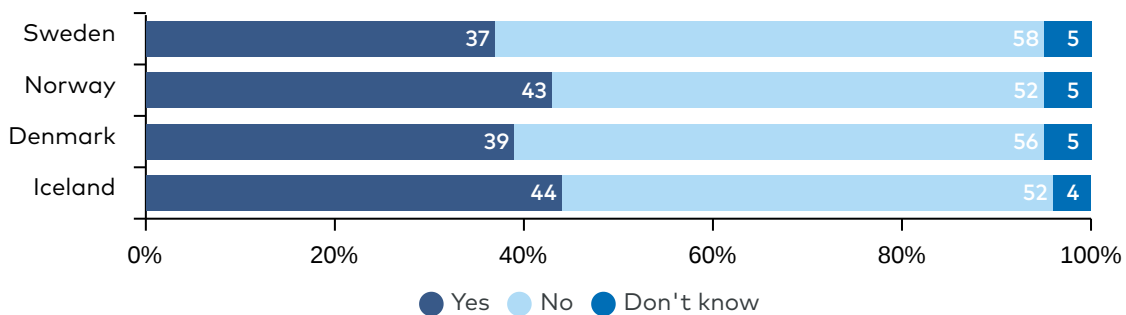
2.6 AI: Use and Attitudes Among Young People

To critically assess media content, to evaluate quality and credibility includes relating to AI. Different AI services or tools can also be used to produce own content as well as for creative expressions. With AI still being a relatively new aspect of media literacy, the statements in the questionnaire are very general and focus on possible influence on the media and information environment.

On average, four of ten young people in the Nordic countries have used an AI service in the past three months (between 37 to 44 percent). The result is very similar in all four participating countries with a slightly higher share in Norway and Iceland.

Figure 2.6.1. Use of AI services among 9- to 15-year-olds, by country (percent)

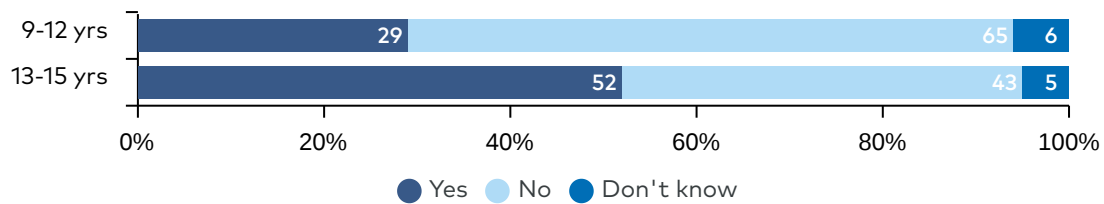
In the past three months, have you used an AI service, for example, ChatGPT, Dall-E or Copilot?



The share who has used an AI service in the past three months is significantly higher among 13- to 15-year-olds compared to 9- to 12-year-olds.

Figure 2.6.2. Use of AI service among 9- to 15-year-olds, by age (percent)

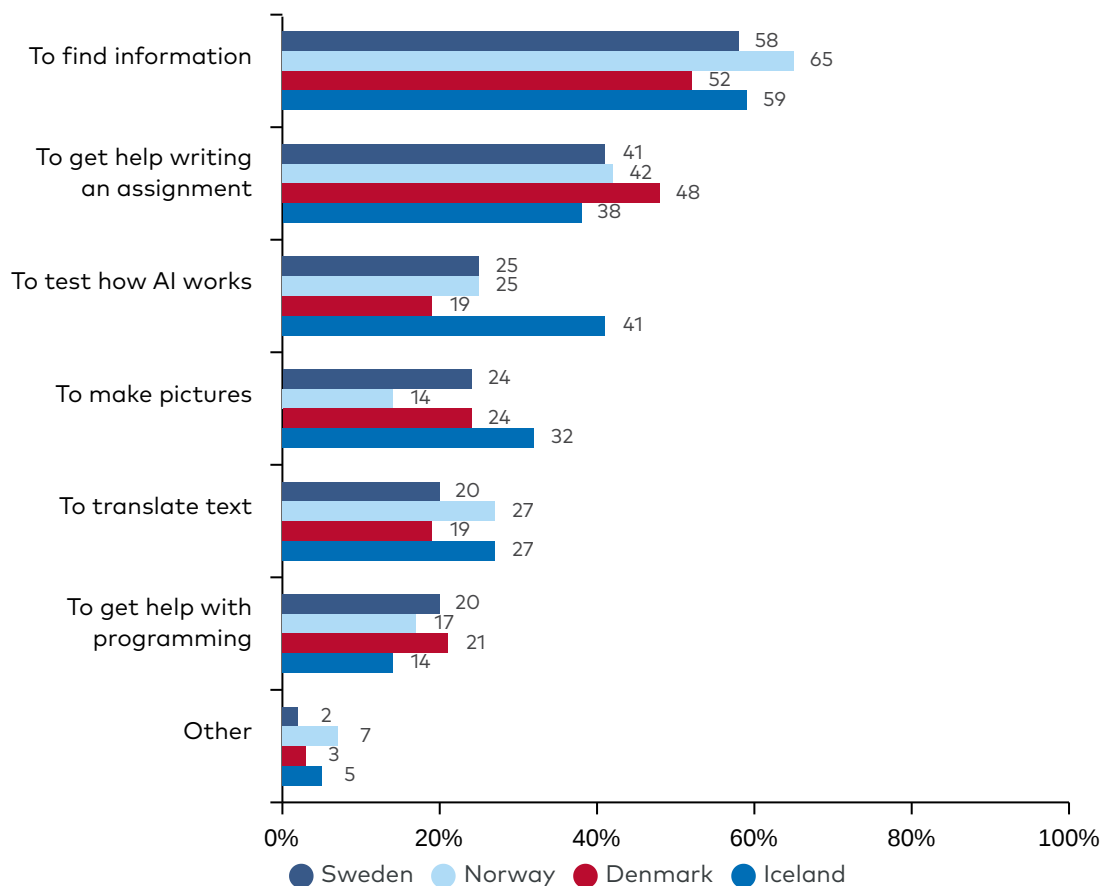
In the past three months, have you used an AI service, for example, ChatGPT, Dall-E or Copilot?



The most common use of AI services among the youth is to find information (58 percent), followed by assistance in writing assignments (43 percent). The uses for AI services are similar across the Nordic countries. However, Icelandic respondents are far more likely to have used AI to test how it works and to make pictures.

Figure 2.6.3. Areas of use of AI services among 9–15-year-olds, by country (percent)

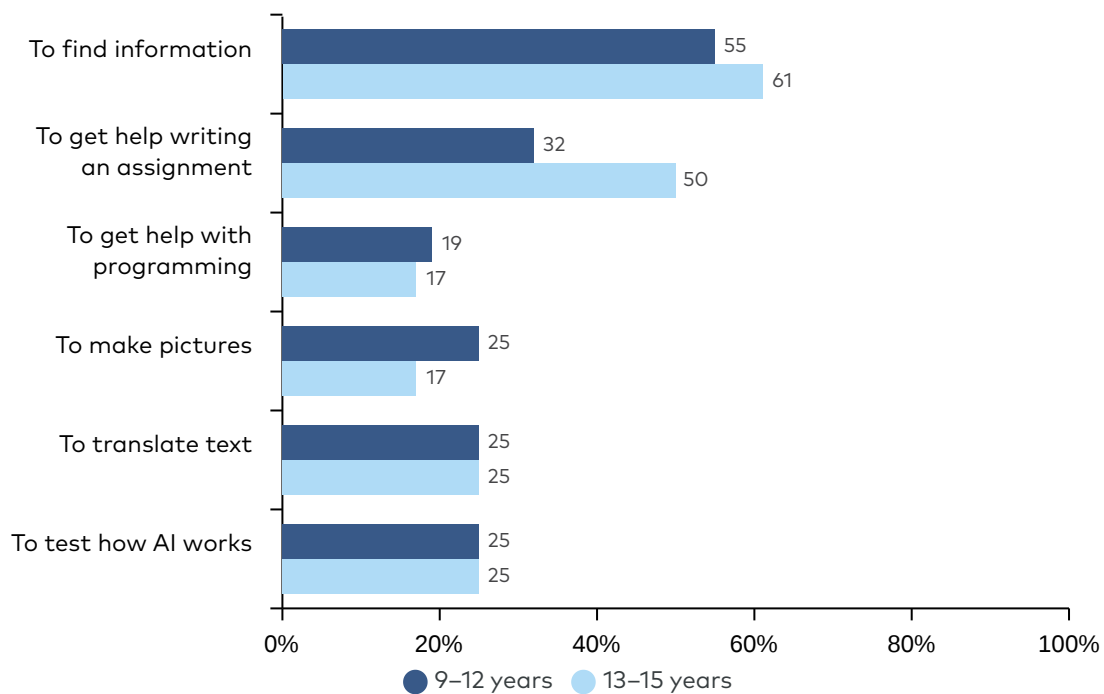
If you think about the last time you used an AI service, what did you use it for?



Thirteens- to 15-years-old tend to have used AI mainly with the purpose of finding information or receiving help writing an assignment. The 9- to 12-year-olds used it to make pictures to a larger extent than the 13- to 15-year-olds. A quarter of the respondents (25 percent) in both age groups used it to test how AI works.

Figure 2.6.4 Areas of use of AI services among 9–15-year-olds, by age (percent)

In the past three months, have you done any of the following?

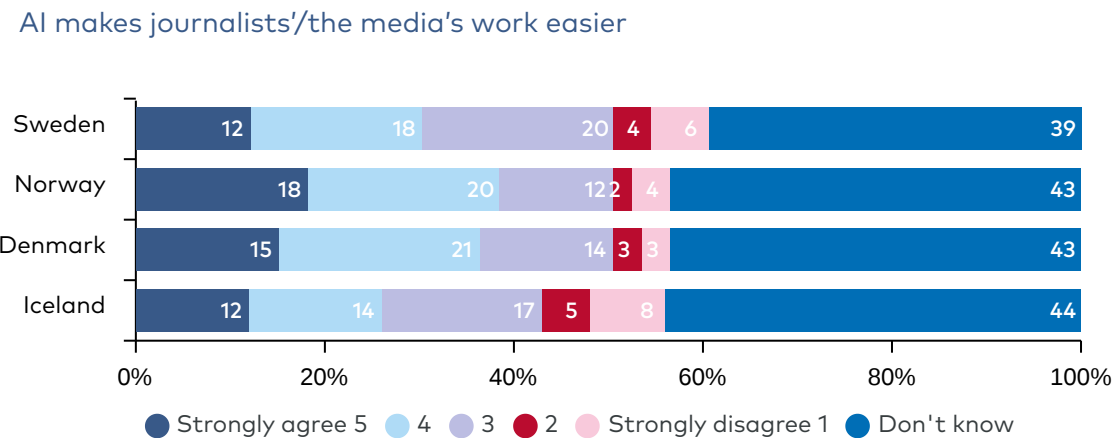


Young people's opinions about AI

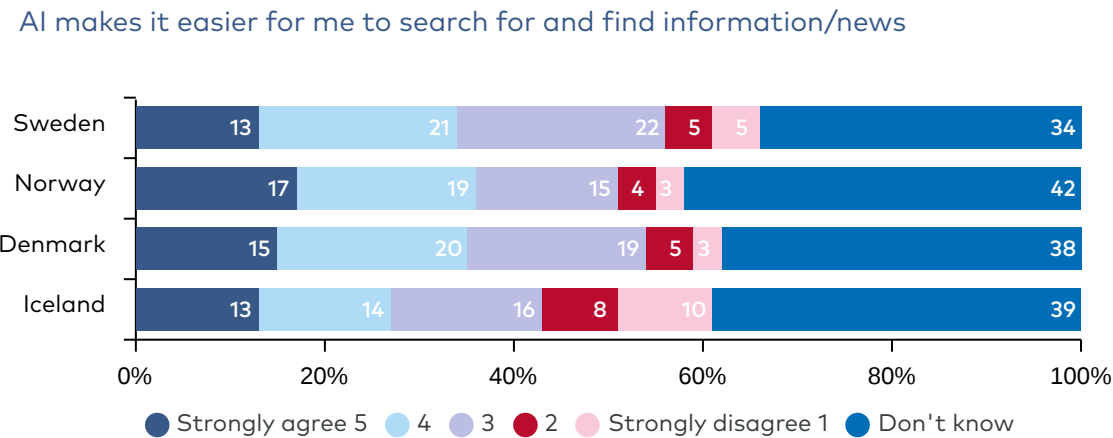
Overall, many in the 9 to 15 age group express uncertainty in opinions about AI's influence on democracy, media and information with a very high share of respondents selecting the reply "don't know". This could both indicate the lack of an actual opinion as well as that they find this topic difficult.

Among those who *do* have an opinion, attitudes are similar to the result in the adult survey. Young people also feel AI is developing too quickly and there is little confidence in AI services providing accurate information or being beneficial for democracy. However, the Icelandic youth are not as concerned about AI and its influence on news and information compared to young people in the three other countries.

Figure 2.6.5. Youths' attitudes towards AI by country (percent)

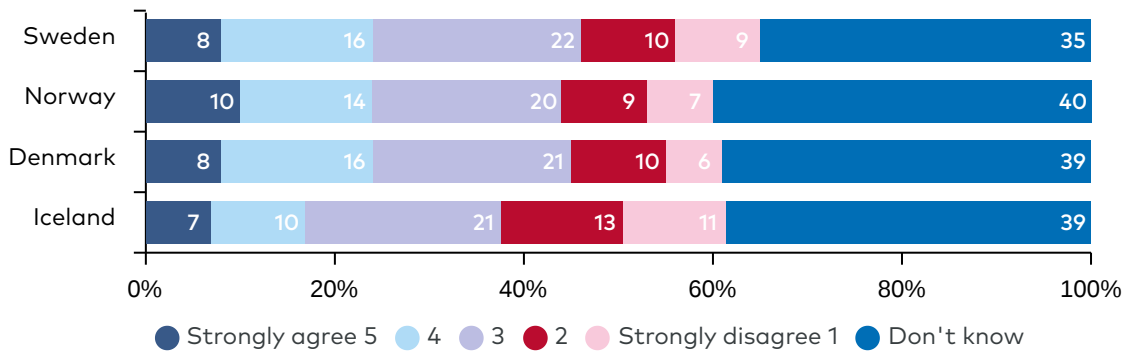


Mean
Sweden: 3,4
Norway: 3,8
Denmark: 3,7
Iceland: 3,3



Mean
Sweden: 3,5
Norway: 3,7
Denmark: 3,6
Iceland: 3,2

AI services often provide correct information that can be trusted



Mean

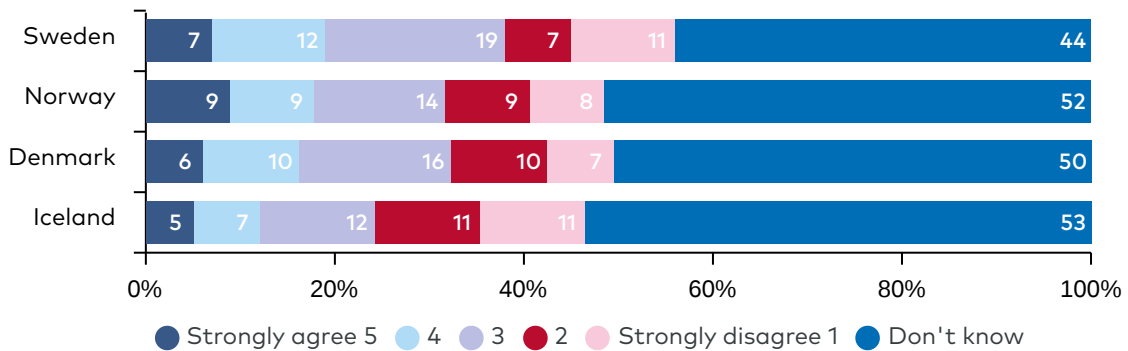
Sweden: 3,1

Norway: 3,2

Denmark: 3,2

Iceland: 2,8

AI is good for democracy



Mean

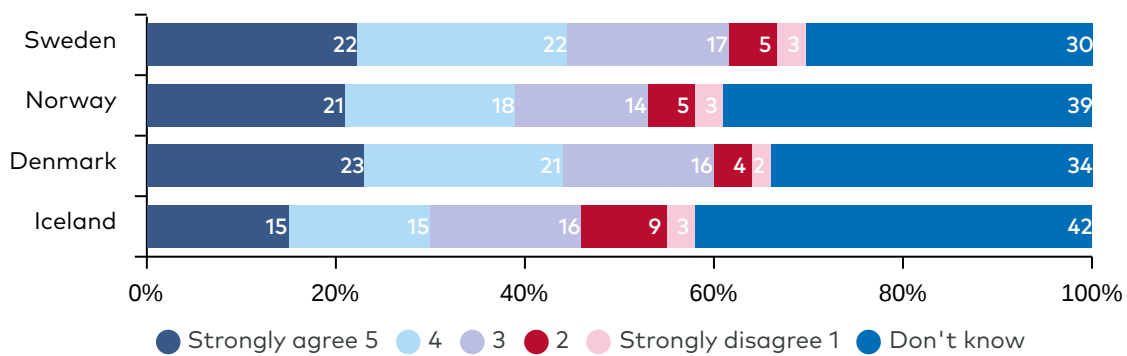
Sweden: 3,0

Norway: 3,0

Denmark: 3,0

Iceland: 2,6

AI makes it harder to figure out what is genuine or false



Mean

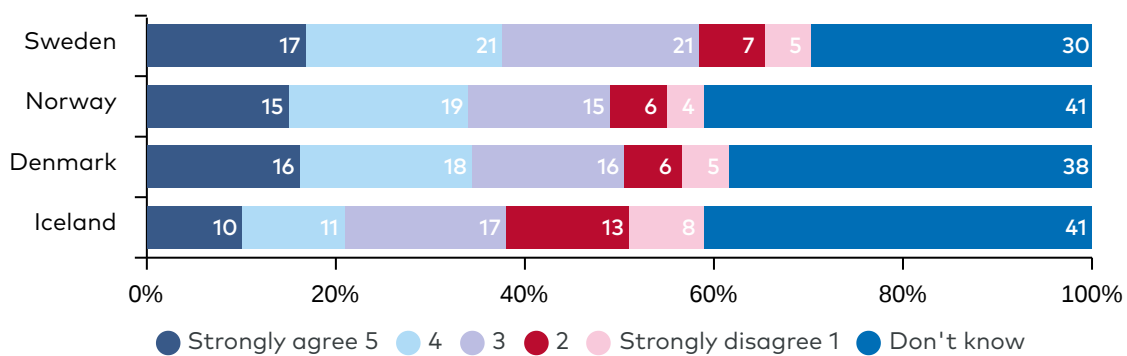
Sweden: 3,8

Norway: 3,8

Denmark: 3,9

Iceland: 3,5

I am worried about AI and how it influences the news and information



Mean

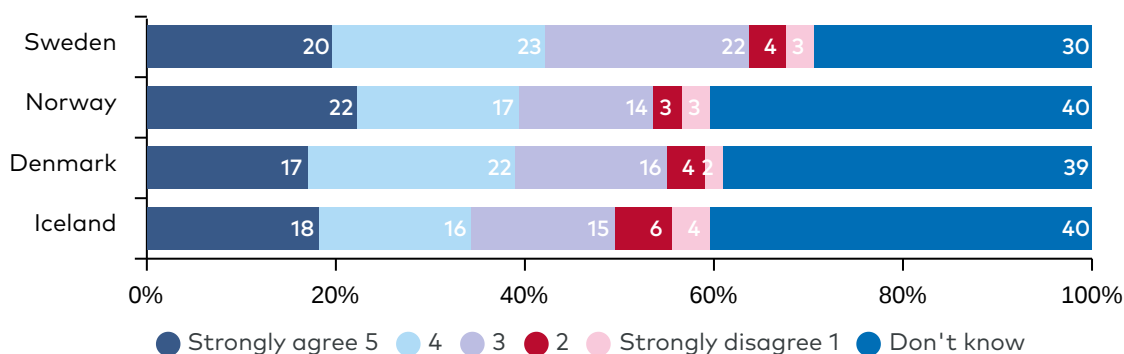
Sweden: 3,6

Norway: 3,6

Denmark: 3,6

Iceland: 3,0

AI is developing too fast and it is hard to know what might happen



Mean

Sweden: 3,8

Norway: 3,9

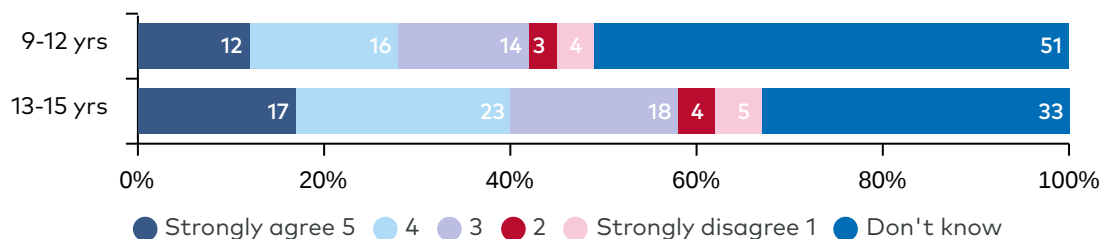
Denmark: 3,8

Iceland: 3,6

In the group of 9- to 12-year-olds there is a significantly higher share of respondents who are unable to give an opinion on the statements about AI. Of those that *do* have an opinion, in both groups, there are no greater differences in their attitudes towards AI (see mean for reference).

Figure 2.6.6. Youths' attitudes towards AI by age (percent)

AI makes journalists'/the media's work easier

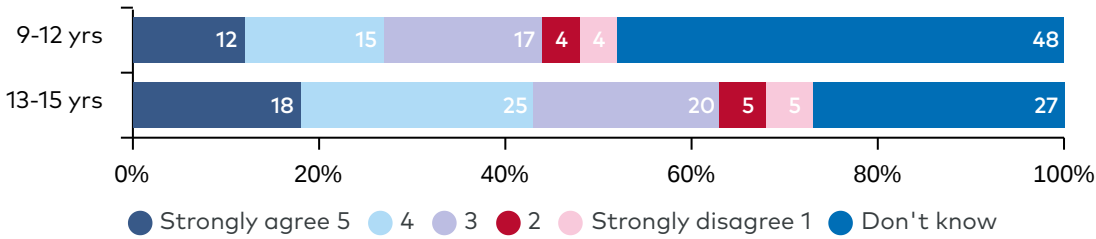


Mean

9-12 yrs: 3,6

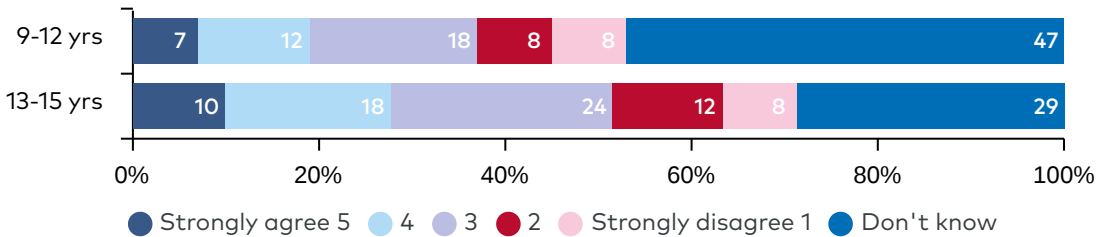
13-15 yrs: 3,6

AI makes it easier for me to search for and find information/news



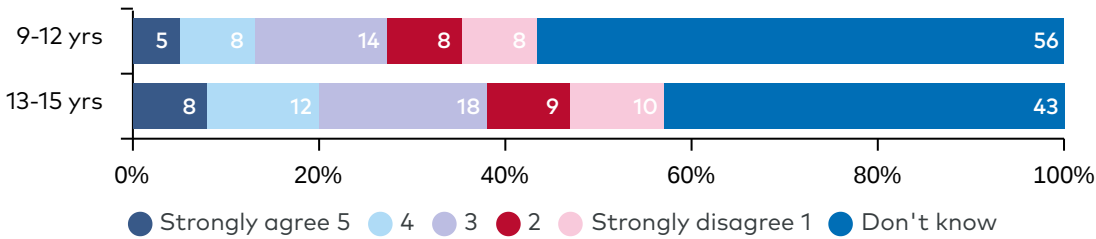
Mean
9-12 yrs: 3,5
13-15 yrs: 3,6

AI services often provide correct information that can be trusted



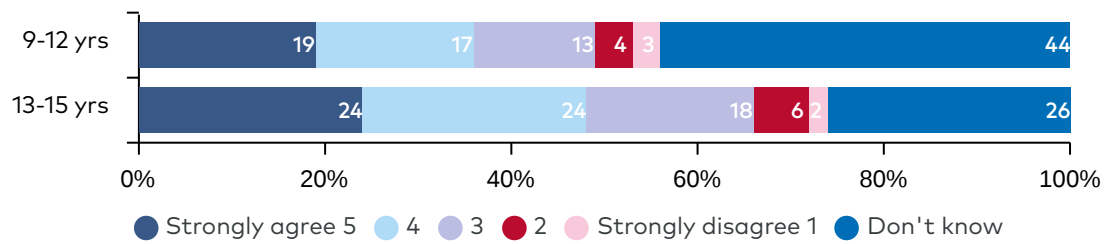
Mean
9-12 yrs: 3,0
13-15 yrs: 3,1

AI is good for democracy



Mean
9-12 yrs: 2,9
13-15 yrs: 3,0

AI makes it harder to figure out what is genuine or false

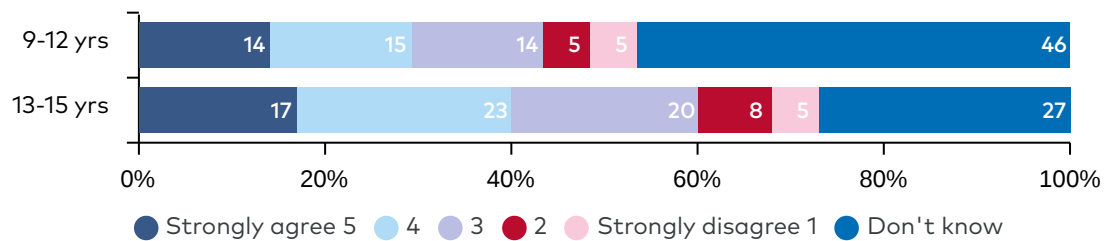


Mean

9-12 yrs: 3,8

13-15 yrs: 3,8

I am worried about AI and how it influences the news and information

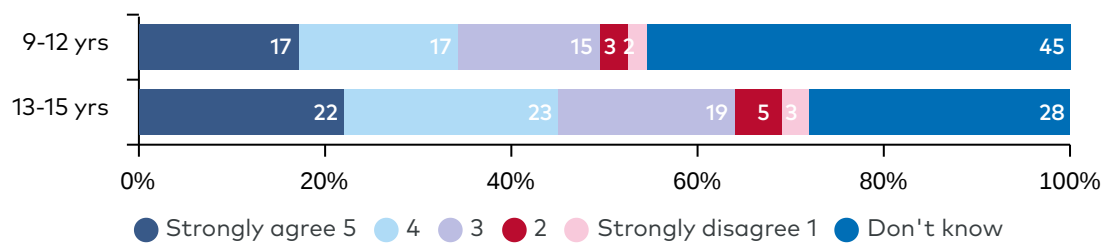


Mean

9-12 yrs: 3,5

13-15 yrs: 3,5

AI is developing too fast and it is hard to know what might happen



Mean

9-12 yrs: 3,8

13-15 yrs: 3,8

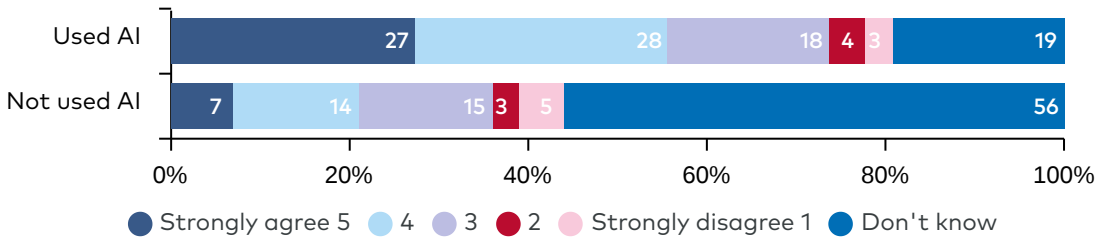
Differences in attitudes between young users and non-users of AI services

Respondents who have used an AI service within the past three months generally hold a more favorable view of AI, regarding its ability to simplify search for information and news, provide accurate and trustworthy information, and positively impact democracy. Respondents who have not recently used an AI service are more likely to respond with "don't know" to these questions.

An interesting result, however, aligning with the respondents in the adult survey, is that both users and non-users express similar views on whether AI complicates discerning genuine information from falsehoods, worries about AIs influence and concerns about the pace of development. Having experience from using an AI service does not make respondents less worried about its impact on the information environment.

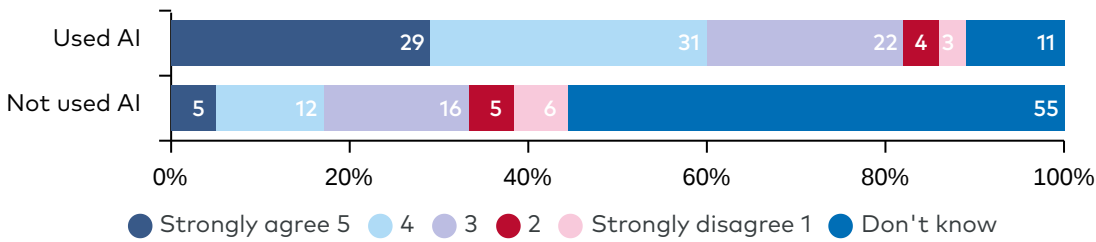
Figure 2.6.7. Youths' attitudes towards AI by users and non-users (percent)

AI makes journalists'/the media's work easier



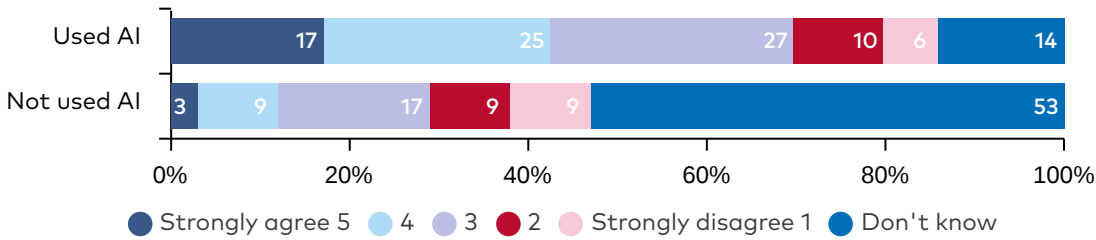
Mean
9–12 yrs: 3,9
13–15 yrs: 3,3

AI makes it easier for me to search for and find information/news



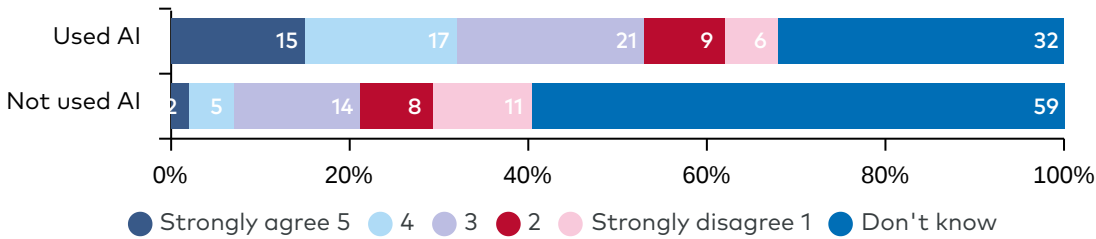
Mean
9–12 yrs: 3,9
13–15 yrs: 3,1

AI services often provide correct information that can be trusted



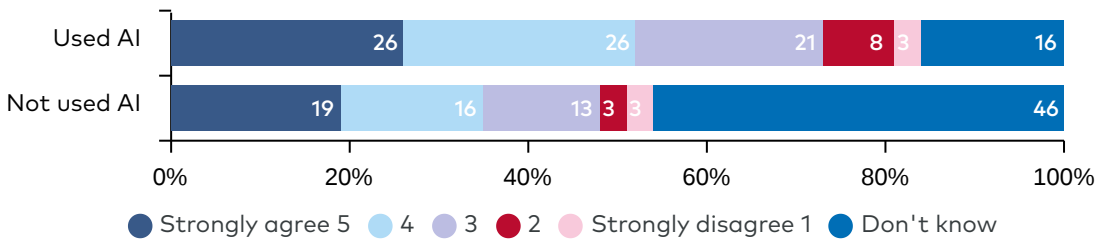
Mean
9–12 yrs: 3,4
13–15 yrs: 2,7

AI is good for democracy



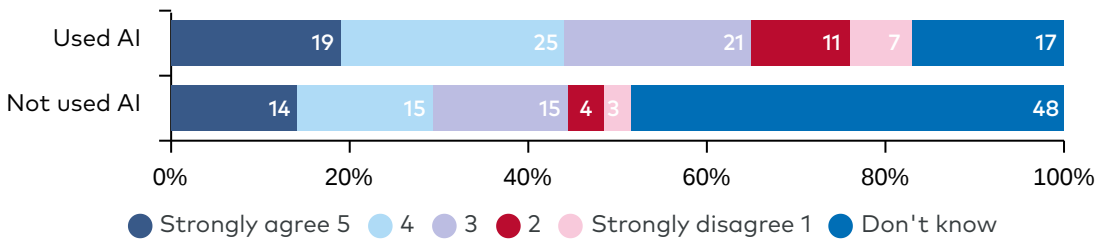
Mean
9–12 yrs: 3,4
13–15 yrs: 2,5

AI makes it harder to figure out what is genuine or false



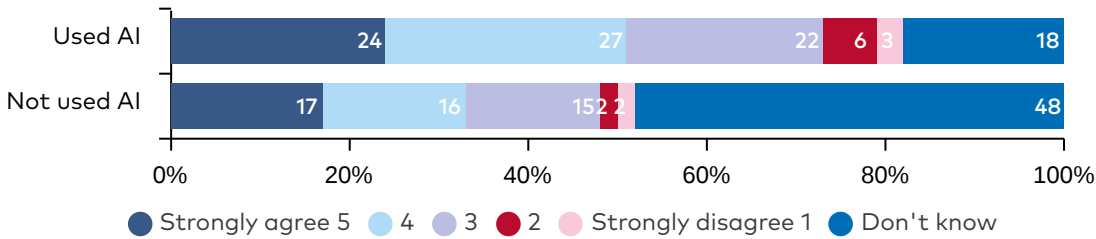
Mean
9–12 yrs: 3,8
13–15 yrs: 3,8

I am worried about AI and how it influences the news and information



Mean
9–12 yrs: 3,4
13–15 yrs: 3,6

AI is developing too fast and it is hard to know what might happen



Mean
9–12 yrs: 3,7
13–15 yrs: 3,8

Key insights

- **AI-adoption is substantial but heavily skewed towards the older youth.** About 4 in 10 of the young people (37–44 percent) used an AI service in the past three months, similar across countries, slightly higher in Norway and Iceland. Usage is much higher among 13–15-year-olds (52 percent) than 9–12-year-olds (29 percent).
- **The Nordic youth primarily use AI to find information and get help with assignments.** Finding information (58 percent) is most common, followed by help with assignments (43 percent). The older age group is slightly more likely to use AI like this, while 9–12-year-olds use it more to make pictures.
- **Attitude measurements show high degrees of uncertainty about AI.** A very high share of the young respondents selects "don't know." Among those with opinions, the youth tend to think AI is developing too fast and show limited confidence in that AI provides accurate/trustworthy information or benefits democracy.
- **Users' vs non-users diverge on positives, not on risks.** Recent users view AI more favourably while non-users choose "don't know" more on statements relating to the benefits of AI. However, both groups are similarly concerned about risks.

Nordic perspectives

3.1 Denmark: Media Literacy to Increase Safety and Resilience Across the Population

The results of the Nordic Media Literacy Survey show that the Nordic populations are quite similar when it comes to media literacy. We also know this from the latest Reuters Digital News Reports (Newman et al., 2025), which point to several similarities, e.g., how people in the Nordics access news directly through news media, more so than in other countries, which is positive.

Both surveys also show that many people seek information and news through social media, especially young people. This highlights the known challenges for traditional editorial media, which are experiencing business related difficulties from the social media platforms and search engines dominating the ad market, as well as the use of newer information sources such as influencer channels, which many younger people use as their primary source for news and other content. Thus, news consumption is changing and we, as Media Councils and Authorities, need to continuously stay informed about the development in media and media usage to support media literacy initiatives. The Media Council does this e.g., through continuous analyses, consultations, partnerships and awareness projects.

On social media platforms, commercial and non-commercial content is mixed, and in general, respondents in the survey find it hard to determine whether content is commercial, which is a known challenge, especially among children who are even more vulnerable to commercial content and nudging. Equally, many struggle to understand why one product is presented above another in search results, which underlines the need for media literacy and knowledge about algorithms, editorial responsibilities and business models, not only among young people but also across the whole population.

The Nordic Media Literacy Survey shows that there seems to be a general confusion about editorial and non-editorial media and their responsibilities and financing. There's differing trust in different media, and one in three Danish adults and half of the young people find it difficult to determine which media they can trust. Nearly half of the young Danish respondents also believe that generative AI makes it harder to figure out what is genuine and what is false online.

A keyway to improve trust is by enhancing media literacy through knowledge about how different media and information channels operate and on what terms and how new AI-technology affects trust in media and information. This is a priority in

Denmark and also a particular focus during the Danish Presidency of the Council of the European Union.

Young people use social media platforms more than other media types to be informed about what is happening in Denmark and abroad. At the same time, nearly half of the Danish respondents think it is difficult to determine who is behind a social media account/profile. There is also a lack of knowledge about different media types, and their mandates and responsibilities. One in five adults believe that Facebook has an editor-in-chief, that can be held responsible for its content, which is not the case.

Thus, media literacy could be increased through initiatives that fosters knowledge about which media has an editor-in-chief, which media has a public service mandate, or about how different media are financed to help people navigate the different media and information sources.

The results of this analysis provide crucial knowledge about the Nordic populations' media literacy. With the survey we gain insight into where there is a need for improvement. This can help guide initiatives going forward, that support building necessary media literacy skills in specific areas or within certain target groups.

We can learn from our neighbours when it comes to prioritising media literacy amongst the whole populations and to seeing media literacy as a tool for improving trust and resilience against mis- and disinformation and ultimately malign interference in our democracy.

One thing we know is that today all age groups need media literacy, and The Media Council for Children and Young People is certainly ready to stay on this important task going forward. This way, our society can sustain strong and necessary levels of media literacy in times, where it is particularly important to have the skills to be able to navigate the ever-changing media- and information landscapes.

Challenges regarding trustworthy information sources are exacerbated by digital communication, social media platforms and the spreading of content made with generative AI. Knowing this, strengthening media literacy and use of independent media sources is an obligation we need to act upon, to increase populations' resilience and to support trust in and within our democracies.

Reference

Newman, N., Fletcher, R., Robertson, C. T., Ross Arguedas, A., & Kleis Nielsen, R. (2025). *Reuters Institute Digital News Report 2024*. Reuters Institute. [Digital News Report 2025 | Reuters Institute for the Study of Journalism](#))

The Media Council for Children and Young People is an independent council working for age-appropriate and safe digital experiences, and improving digital and media literacy among children, young people and their adults. The Council conducts several analyses and awareness activities with children and adults regarding their digital habits and well-being.

3.2 Finland: Strengthen Media Literacy to Empower Individuals

In the Nordic Media Literacy Survey, the Finnish participants have the highest percentage (27 percent) in the age group 65+, and nearly half (45 percent) of the respondents are over 55 years old. Age groups are balanced to follow the Finnish age pyramid. (The youth survey did not take place in Finland.) When there are broader generational differences in media preferences in Finland, it shows in the Nordic Media Literacy Survey as well, especially in the preference for reading the news from a newspaper, using the news apps, or watching the news on television and not social media.

As television, social media, and free news apps are the primary sources of news consumption in the Nordics, watching news on television is slightly more popular in Finland than in other Nordic countries, which may be explained by the higher share of respondents over 55 years of age. The popularity of free streaming services like Yle Areena, an online streaming service operated by the national public broadcasting company, further underscores the preference for television-based news consumption. This trend is particularly pronounced among older age groups, who are more inclined to watch content on free-to-air television channels or via streaming services (DNA 2024, FiCom 2025). In contrast, younger individuals tend to consume content online or through paid streaming services, and through a mobile device.

This age-based divergence in media consumption patterns reflects broader generational differences in media preferences. However, it is difficult to say whether these differences have implications on the level of media literacy between different age groups.

A consensus exists across the Nordic countries regarding the credibility and relevance of television news programmes. According to the Nordic Media Literacy Survey, these programmes are perceived as credible sources of information, offering a fair depiction of events both domestically and internationally, while also strengthening freedom of speech and democracy. This shared perception underscores the continued importance of traditional media in the Finnish context as well.

Results from the survey show that there is a well-understood distinction between public service and commercial media in Finland. Most adults recognise that YLE, the national public broadcasting company, is primarily financed by taxes, while MTV relies on advertising revenue. This understanding of the public service mandate

reflects a high level of media literacy regarding the funding and operational models of media organisations. The role of media in providing relevant and important information about current events is widely acknowledged in Finland. Daily newspapers are viewed as credible sources that offer a fair depiction of events and contribute to the strengthening of freedom of speech and democracy (Metelinen 2025, Newman et al. 2024). However, social media is perceived differently. Finnish respondents' express scepticism about the credibility and fairness of social media posts, with more disagreement than agreement regarding their relevance and importance. Nevertheless, social media is recognised as providing a platform for diverse voices and opinions, contrasting with the more traditional media outlets.

Finland, like its Nordic neighbours, is characterised by a high level of digital connectivity and media consumption. The Nordic Media Literacy Survey highlights the distinctive role of WhatsApp in Finland's social media landscape. Unlike its traditional perception as a messaging application, in Finland WhatsApp has gained prominence as a platform for cross-generational communication, parental groups, and information dissemination in leisure activities. This reflects a particularity in Finland's media landscape, where the use of WhatsApp extends beyond personal messaging to encompass broader social contexts (DNA 2024). This also shows in Facebook Messenger's popularity in Finland, being the lowest among the Nordic countries. In addition, Facebook, although the most frequently used social media platform across the Nordic countries, ranks second in the results regarding Finland, with the smallest user base. This divergence indicates a unique preference for communication platforms in Finland compared to its Nordic counterparts.

In terms of online safety and privacy, Finnish respondents demonstrate a proactive approach. The Finnish participants report that the most common action taken to protect online safety is to delete their browser search history. Additionally, it is almost as popular to block people, organisations, or companies and update personal privacy settings, indicating technical skills and a heightened awareness of privacy concerns. However, online communication activity appears relatively low in Finland. For example, only 19 percent of respondents send emails daily, the smallest figure among the Nordic countries. Despite this, a substantial majority (72 percent) feel confident in assisting others with sending emails, suggesting a foundational level of digital literacy.

Finnish respondents show a strong understanding of media content evaluation. A majority believe that the search order of results is influenced by paid placements, and this belief is most prevalent in Finland and Iceland. When suspecting information to be false, Finnish and Icelandic respondents commonly compare it with other trusted sources or perform online searches for verification. Checking the trustworthiness of web addresses is also a relatively common practice, highlighting a critical approach to evaluating online information.

The survey reveals that 43 percent of Finnish respondents have used AI services in the past three months. Finnish and Icelandic individuals are slightly more inclined to use AI to test its functionality rather than as a writing assistant. This curiosity-driven approach to AI usage reflects an openness to exploring new technologies and understanding their potential applications.

Based on the findings, specific target groups and dimensions of media literacy need focused attention. Younger adults, who primarily engage with digital content, would benefit from initiatives aimed at strengthening their ability to critically assess online information. In contrast, older populations may gain from programmes that enhance their digital communication skills and confidence in creating content on online platforms. Moreover, fostering a deeper understanding of the credibility, ethics, and influence of social media content is essential across all age groups. These insights are particularly valuable for policymakers, educators, and civil society organisations working to address the distinctive features of Finland's media environment.

In conclusion, Finland's media literacy landscape reflects both unique national characteristics and shared traits with other Nordic countries. The results of the Nordic Media Literacy Survey underscore the importance of targeted media literacy strategies that address diverse aspects of media consumption and evaluation. In 2025, Finland will publish the revised Media Literacy Policy Guidelines to promote media literacy in Finland. By promoting critical thinking and digital communication competencies, Finland can strengthen its media literacy framework and empower individuals to navigate the complexities of the media landscape with confidence.

References

- DNA. 2024. Digitaalinen elämä. Retrieved 9.6.2025 from <https://corporate.dna.fi/digitaalinen-el%C3%A4m%C3%A4-2024>
- FiCom. 2025. Television katselu. Retrieved 28.1.2025 from <https://ficom.fi/ict-ala/tietopankki/digitaaliset-sisallot/digitaalisen-median-seuranta-ja-markkinat/television-ja-suoratoistopalveluiden-katselu/#mista-tv-sisaltoja-katsellaan>
- Metelinen, S. 2025. Mainettaan parempi. Eva analysis 146.
- Newman, N., Fletcher, R., Robertson, C. T., Ross Arguedas, A., & Nielsen, R. K. 2024. Reuters Institute digital news report 2024. Reuters Institute for the study of Journalism.

The National Audiovisual Institute KAVI is a government agency under the Ministry of Education and Culture. KAVI promotes critical media literacy and media education and a safe media environment for children. With this work KAVI also strengthens democratisation and national resilience against information interference. KAVI is in charge of implementing the national media education policy and promotes work in the field of media education. Providing research-based information like this survey supports media literacy work conducted by different organisations and professionals in Finland.

3.3 Iceland: Survey Results as a Call to Action

The Nordic Media Literacy Survey reveals a variety of aspects when it comes to media literacy in the Icelandic population. The survey also highlights certain cultural phenomena regarding Icelanders as media users compared to Nordic fellow-countrymen. Some have consistently been prevalent for decades, while others have emerged with new technology and media platforms. Consumption of news via radio has been high in Iceland throughout the years but print media in general (newspapers) has been on the decline for some time now. Another cultural aspect in Iceland is the tendency to not pay for news subscriptions. This evidently makes it difficult for news outlets to thrive in a sustainable way.

As demonstrated in the results of the survey, online news media is prominent within the Icelandic media landscape. Social media has also gained a strong foothold as Facebook usage among Icelanders is high, and its direct messaging app, Messenger, is Icelanders' number one platform for communication. Despite the prominence of online news and social media across demographics in Iceland, there are indicators that suggest media literacy among the public is insufficient.

The survey indicates a need to increase knowledge and improve understanding of the Icelandic media landscape amongst the general public. A relatively high number of participants answered "I don't know" when asked about: Editors-in-chief, public service mandates, and main funding of major media/media companies. Having sufficient understanding of the media environment is crucial for active participation in a healthy democracy, and clearly more emphasis needs to be placed on educating the public about the complexities of the Icelandic media landscape.

Young people increasingly rely on social media rather than traditional news outlets to stay updated about the news. However, it is unclear whether young audiences engage with traditional news media when using social media platforms or consume content from less credible sources. Either way, this highlights the need to continue elevating the presence and perceived value of traditional media outlets, both on social media platforms and beyond, for this age group. Furthermore, this development underscores the importance of media literacy education to enhance young people's ability to navigate and use social media as a news platform in a responsible way.

There are indications in the survey's results that Icelandic children, aged 9 to 15, face challenges in other related factors, such as lack of knowledge on how to protect online safety and privacy and limited understanding of online search

results. Media literacy is already written into the national curriculum for this age group, but it must be further addressed within the educational system by providing educators with necessary tools and learning materials to follow through and reach the goals laid out in the curriculum.

Additionally, education from community educators, such as the programmes carried out by the Icelandic Media Commission, must receive sufficient support to continue and further their reach.

In line with prior research carried out by the Icelandic Media Commission, this survey demonstrates a potential room for improvement among Icelanders aged 65 and over on various media literacy indicators, such as understanding online search results, reacting to and identifying false information, and initiating action to protect their safety and privacy online. Despite this, respondents in this age group are avid social media users as 85 percent claim to use Facebook daily. While awareness of the importance of improved children's media literacy has increased recently, similar emphasis may not yet be evident for older Icelanders across the country. Led by the Icelandic Media Commission and with support from the government, NGOs, stakeholders and other entities could take part in meeting the needs of this age group and raise awareness of the issue. Action is necessary to ensure our seniors' competence and safety online, for their own benefit and for society as a whole.

On a final note, momentum is gathering. The Icelandic Safer Internet Center has been relaunched with its main goal of increasing media literacy and online safety for Icelanders, but also to support the vital implementation of the Digital Services Act going forward. Additionally, the aim is to increase awareness and rally politicians, civil society, and the general public around the issue, while also supporting the education system reaching its goals by educating teachers, parents and children. Continued support is necessary for carrying out these objectives but also to continue research on the issue, both domestically and in collaboration with other nations.

The Icelandic Media Commission work to support media diversity, pluralism, accessibility, freedom of expression and the right to information. We strive in particular to encourage respect for the protection of minors. We also have the task to guide all sectors of the population to enhance media literacy.

3.4 Norway: Support in Continued Media Literacy Work

Promoting media literacy is a key priority for the Norwegian Media Authority. In recent years, we have conducted several national surveys exploring different aspects of media literacy among the Norwegian population, most recently in 2024 (Medietilsynet & Analyse & Tall, 2024). Experience from these studies has contributed significantly to the development of the first joint Nordic media literacy survey.

At an overall level, the Nordic results in this survey largely confirm our national findings, reinforcing the reliability and consistency of the data. While there are some variations between countries, the general trends suggest more similarities than differences across the Nordic region.

One notable difference concerns the use of paid news services. In both the youth and adult segments of the Nordic survey, Norwegians report a higher use of paid online newspapers compared to their Nordic neighbours. This aligns with the *Reuters Institute's Digital News Report* (Newman et al., 2024), which identifies Norway as one of the world leaders in digital news subscriptions.

That said, social media remains a widely used source of information, especially among younger users. The absence of an editor-in-chief and editorial oversight makes it easier for mis- and disinformation to spread through these channels, and the Nordic results show that the distinction between editorial and non-editorial media is not always well understood. For instance, three out of ten Norwegians aged 35–44 years mistakenly believe that Facebook has an editor-in-chief who is accountable for its content.

Across the Nordic region, traditional news sources such as TV news programmes and newspaper articles are generally viewed as trustworthy and as contributing positively to democratic values such as freedom of expression. While social media is typically seen as less credible, younger people tend to view them more favourably as providers of relevant news, whereas older respondents are more sceptical. These age-based differences are consistent with our national findings.

Only about one out of three Norwegians find it easy to assess the reliability of information online. Older adults (55+ years) report greater difficulty than younger groups. However, young people's greater reliance on social media, combined with their higher confidence in discerning true from false information, may paradoxically make them more vulnerable to manipulation. This underlines the need for targeted efforts to strengthen media literacy in this age group.

Strengthening digital resilience requires action across several areas. Editorially independent news media remain one of the most important safeguards against mis- and disinformation. In January 2025, the Norwegian Government presented its white paper “Total Preparedness: Prepared for Crisis and War” (2025), which underscored the essential role of independent media in a functioning democracy and the need for strong framework conditions to support them. The implementation of the EU’s Digital Services Act is another important step, particularly in ensuring greater accountability for digital platforms.

Increasing media literacy is a vital complementary measure. In an increasingly complex and globalised media landscape, users must be equipped to recognise editorial sources, assess information critically, and navigate digital environments safely and confidently.

This joint Nordic media literacy survey offers essential data to support that work. By expanding our collective knowledge base, we are better positioned to develop effective policies and strategies for a more resilient, informed and democratic public sphere.

References

Medietilsynet & Analyse & Tall SA. (2024). *Kritisk medieforståelse i den norske befolkningen*. Medietilsynet.

Newman, N., Fletcher, R., Robertson, C. T., Ross Arguedas, A., & Kleis Nielsen, R. (2024). *Reuters Institute Digital News Report 2024*. Reuters Institute.

Norwegian Government. (2025). *White paper on total preparedness: Prepared for crisis and war*. Hentet fra Government.no:

<https://www.regjeringen.no/en/aktuelt/white-paper-on-total-preparedness-prepared-for-crisis-or-war/id3082581/>

Norwegian Ministry of Justice and Public Security. (2025). *Meld. St. 9 (2024–2025)*.

Hentet fra Government.no: <https://www.regjeringen.no/en/dokumenter/meld.-st.-9-20242025/id3082364/>

The Norwegian Media Authority is a governmental supervisory and administrative body that shall promote freedom of expression, rule of law and a vibrant democracy. The mission of the Norwegian Media Authority is to promote media diversity, increase media literacy and contribute to a safe digital childhood.

3.5 Sweden: Continuous Update of Knowledge and Competencies Needed

Media and information literacy (MIL) is high on the political agenda in Sweden. With the establishment of the Swedish Agency for the Media in January 2024, MIL was formally integrated into the government's permanent administrative framework. The Agency was assigned the mandate to promote MIL and to coordinate national initiatives in this field. The inclusion of MIL as a core component of the Agency's mission marked a significant step toward ensuring a stable and long-term approach to addressing the challenges that the rapid developments of digital platforms bring. Enhancing the public's ability to critically assess and engage with the flow of information is essential in safeguarding a resilient democracy. Moreover, the fast and ongoing developments within the media landscape underscore the need for continuously updated knowledge and competencies.

The Swedish Agency for the Media works in a systematic and structured manner to promote MIL. The agency monitors, maps, and analyses developments in the field, with a focus on initiatives and key stakeholders, while also coordinating national MIL efforts. This includes collaboration with a wide range of actors, the coordination of a national MIL network, and the provision of a digital knowledge repository offering resources and materials related to the field.

In this context, the Nordic Media Literacy Survey plays an important role. It provides insights that are crucial for our authority's work and ultimately for strengthening the population's knowledge and skills. In order to effectively reach the entire population, we must gain a deeper understanding of what people actually know, how they approach and interact with media and information, and how this knowledge or the attitudes vary across different segments of society. Which groups demonstrate high or low awareness? Which aspect should be prioritised? In which areas are the need for targeted knowledge dissemination most urgent?

The Agency is also responsible for empowering children and young people to become informed and critical media users. Findings from the youth survey are therefore highly relevant to this work. The Nordic Survey complements our own research on children's and young people's media habits, as well as our initiatives within the Safer Internet Centre.

One key conclusion from the results is that, overall, the Swedish population is sufficiently well-equipped to engage as informed media consumers, in good company with their Nordic fellow-countrymen. A significant proportion demonstrate an understanding and appreciation of the role of independent journalism, and many can distinguish between journalistic content and other types of media. However, the findings also reveal that a considerable segment lacks basic knowledge and struggles to differentiate between various media formats. This signals the importance of reaching out to the population with basic knowledge and skills for enhancing media literacy.

In March 2024, the Agency was tasked by the government to implement a broad and long-term national initiative on MIL. The aim is to empower individuals as conscious media users in a time of rapid technological development to enhance the fundamental ability to understand and critically assess various types of messages and increase trust in credible sources. The initiative is a very concrete mandate to the Agency within media literacy, thereby contributing to society's resilience against disinformation and undue influence.

In response to the government's task, a Massive Open Online Course (MOOC) about media and information in an era of artificial intelligence has been designed for both the general public and intermediaries; it will be available in Swedish, English, and Arabic. To ensure broad accessibility, it will be distributed through a range of dissemination channels.

The MOOC aims to raise awareness among the population at a time when AI is affecting the media landscape at an incalculable pace. Technology development is extremely fast, and it is difficult to predict what it will bring for the future. According to the results from the survey, nearly half of the Swedish respondents answer that they have used an AI service in the past three months. The same result can be seen in neighbouring countries. It is likely this figure will grow. However, a majority of the population express worries about AI and its impact on media content as they think that the development of AI is going too fast. The share of respondents expressing insecurity (stating a "don't know" reply) is also relatively high. From the results we thus see a need to address this field.

The government has recently decided to allocate additional funding to the national initiative—an investment that the authority welcomes. To meet the government's objective of increasing awareness and capabilities across the entire population, long-term efforts supported by stable and sufficient funding are essential. The Swedish Agency for the Media will include the survey results in its structured and strategic work in this area, where a repeated Nordic Media Literacy Survey will serve as a key tool, a basis of knowledge, for ensuring the relevance of media literacy-related initiatives.

The Swedish Agency for the Media works for an open and safe media landscape. The Agency's mission is to promote freedom of expression, media-and information literacy and media diversity. The Agency shall also empower minors as conscious media users and protect children from harmful media influences.

4. Conclusions and Way Forward

- One third of young adults between 16–44 years find it difficult to stay up to date with and digest the news.
- More than half of the respondents in the Nordic countries use social media to stay updated about the news daily, three of four on a weekly basis. Four out of ten state to refrain from commenting on social media posts out of fear of being attacked, one in ten on a daily basis.
- About one in five respondents younger than 45 years believe that Facebook has an editor-in-chief that can be held responsible for the content.
- Attitudes towards newspaper articles are generally positive among 9- to 15-year-olds, but many are unsure of their role and function in the society.

The first Nordic Media Literacy survey highlights the knowledge, behaviour and attitudes of the Nordic population in relation to both new topics as well as the more established. On the one hand, the survey identifies concerns about a future in the making, for example about effects of artificial intelligence or signs of news avoidance. On the other hand, the results also show the need to reinforce classic media literacy knowledge, such as e.g. awareness of editorial responsibility and financing models in the media landscape. These aspects have their origins from legacy media but remain relevant in today's heterogeneous and digital media environment. Understanding the role of editors and economic incentives, for example, is crucial not only regarding TV or newspapers, but also for social media and streaming services.

Age matters greatly in studies of media use. An insight from the media literacy survey is that there is also a clear differentiation in attitudes, how different age groups relate to media. Young people are more active users of digital media and therefore tend to have better practical skills for navigating challenges online, but they also show gaps in their basic understanding of how media operate and are financed. In contrast, older generations are more knowledgeable about legacy

media but less confident in using digital media, less aware of possibilities and exhibit less safety and privacy behaviours. This points to different media literacy needs and age adapted actions and interventions.

A key insight from the survey is that many young respondents (below 35 years of age) find it difficult to stay up to date with and process the news. About one in four respondents in the youth survey (9 to 15 years old) say that they avoid news altogether. This may relate more to information overload than to negative attitudes towards news sources or inability. However, the results raise concern. Difficulties in relation to news are therefore a challenge requiring further research to understand and targeted interventions to address.

Artificial intelligence is another area where differences between younger and older respondents play an apparent role in relation to media literacy. Experience using AI is clearly tied to age, as are attitudes. Younger respondents are not only far more likely to have used AI recently, but they also hold more positive views of AI's potential contributions to media, information access and democracy, although opinions vary widely. Interestingly, in regard to the potential risks of AI, such as worries about influence on media content or the difficulties to discern what is genuine or false, both younger and older respondents expressed concerns. Accordingly, the public appears to hold cautious attitudes regardless of age and experience. Following the development in this field will be highly interesting.

The regulation of social media content is an area where the survey results indicate a need for multi-actor interventions. On the one hand, the survey results show there are clear gaps in the participants understanding of social media content regulation on behalf of one of the bigger platforms: In the age groups younger than 45 years, one in five believe that Facebook has an editor-in-chief who can be held responsible for the content. On the other hand, the results suggest that users also individualize regulation responsibility, and many consider it their own responsibility to comply with platform rules when posting content.

In regard to problematic content many younger respondents are aware of the possibility to report posts that violate platform rules, but few do so regularly. Among older respondents, only about a third are aware of this possibility. Rather than trusting platforms to manage problematic content, many respondents appear to rely on personal strategies of security and privacy actions to limit exposure to e.g. digital threats. A significant share also refrains from commenting on social media out of fear of being attacked, which constitutes a real and problematic limitation to democratic participation in online discourse.

Way Forward

In the youth survey (9- to 15-year-olds) many questions may have been challenging for the respondents; quite abstract, concerning topics and phenomena that for many are not foremost in mind on a daily basis. This was also noted in some

questions in the adult survey. The daily media use or news consumption is often automated, casual, habitual. Relevant questions to ask when planning interventions could then be: Which aspects of media literacy can a 9–15-year-old, still attending school, be expected to know and apply? How can enhanced awareness be applied or integrated in the everyday media use?

Promoting media literacy requires contributions from many different actors, whose efforts need to be coordinated and efficient to counter the broad range of challenges ahead. The results of the Nordic Media Literacy Survey provide a shared knowledge base to help identify where teaching, campaigns and other interventions are most needed. They also highlight how different groups possess different strengths and weaknesses across domains, which allows media literacy efforts to be better targeted for more effective results. The survey offers valuable insights for diverse actors, such as:

- **The media** (editorial and platforms), in the aim to strengthen their legitimacy and audience connection.
- **Politicians**, who may want to ensure that media can best fulfil its democratic function.
- **Authorities and government agencies** tasked with safeguarding democracy and providing targeted interventions.
- **The educational system**, which must equip young people with up-to-date knowledge and skills for navigating the modern media world as well as future professionals in higher education (teachers, journalists, librarians)
- **Civil society and the public**, to be empowered and aware in their search for information, societal insight and democratic participation

This year was the first time the Nordic Media Literacy survey was conducted, it provides a broad snapshot of aspects of media literacy, by country and in different age groups. In the analysis, grading or judgments of the results will not be found. There is no 'passed or failed' level of media literacy, no 'high or low' grading. Instead, the survey results may guide media literacy actors in their efforts addressing various challenges such as how digital resilience can be strengthened, what skills and knowledge are needed to reenforce for users to navigate safely in a media landscape that is global, fast-moving, and increasingly fragmented.

The collected data offers more to delve into, taking other background factors into consideration such as media use, gender, or level of education. However, the foremost value of the survey will increase if it is repeated, creating a time series to follow developments. With this first Nordic Media Literacy Survey, a basis for continued work is now established.

Appendices

Appendix I: About the project

Partners: Media authorities in the Nordic countries (the project's steering group): Medietilsynet (NO), Medierådet for børn og unge (DK), Fjölmiðlanefnd (IS), Kavi (FI), Mediemyndigheten (SE).

The Nordic media authorities have recognized the importance of measuring aspects of media literacy among individuals aged 9 years and older. Financing was given by the Nordic Council of Ministers for development of a method and a baseline survey. The survey (questionnaire) is developed to be conducted regularly to track changes and monitor developments over time. A unified approach across the Nordic countries facilitates comparability between countries and may lead to savings of resources.

The project involves conducting a pilot study, followed by a baseline measurement to evaluate various aspects of media literacy within the Nordic populations. The measurement is based on a questionnaire developed by experts at the media authorities in the Nordic countries with adaptations for children aged 9–15 and individuals aged 16 and older.

The survey was conducted by Origo Group over the period from December 2024 to April 2025.

Project Manager at Origo Group: [Henrik Brandes](#)

Project co-ordinator: [Catharina Bucht](#), Swedish Agency for the Media

Methodology

The survey focused on two key demographics: Adults aged 16 years and older, and children aged 9 to 15 years. Data was collected through a digital questionnaire utilizing the NEBU survey tool, and responses were gathered via an online web panel employing panel management tools such as Cint, Norstat, Syno, and Bilendi. Given the lower panel coverage in Iceland, the market research firm Procént was engaged for data collection in that region. Panel participants earn points for completing surveys, which can be exchanged for various monetary incentives.

Data Collection		Pilot Study	Baseline Study	Responses in Total
Adults aged 16 and older	Sweden	104	2,034	2,138
	Norway	105	2,100	2,205
	Denmark	105	1,935	2,040
	Finland	106	1,937	2,043
	Iceland	105	956	1,061
	Total	525	8,962	9,487
Children aged 9-15	Sweden	50	960	1,010
	Norway	50	961	1,011
	Denmark	50	958	1,008
	Iceland	53	175	228
	Total	203	3,054	3,257

In total, 12,744 responses were received, comprising 9,487 from adults and 3,257 from children. The survey results incorporate all responses from both the pilot and main studies.

The data collection for the pilot study spanned from December 10, 2024, to January 16, 2025. Subsequently, the main study's data collection occurred between February 14 and April 14, 2025.

To address discrepancies in response willingness among different demographic groups, the results have been weighted to more accurately reflect the population distribution regarding gender and age within each country. For the adult target group, weights are further calibrated using auxiliary information about educational level.

The questionnaire was available in the official languages of each participating country: Swedish, Norwegian, Danish, Finnish, and Icelandic. Moreover, some questions and answer options were specifically tailored to align with the context of each country.

Feasibility study

Before the project to create a Nordic media literacy survey took off a feasibility study was conducted by the research group MEDLiE at the Norwegian University of Science and Technology (Schofield et al., 2021). The study was assigned by the media authorities in Denmark, Iceland, Norway and Sweden. The most common frameworks identified in the feasibility study comprise of the DigComp framework, UNESCO's definition of MIL and Ofcom's definition of media literacy. While all of these do not, specifically, refer to media literacy (ML), they do include concepts and indicators that relate in similar and different ways, e.g. digital literacy. In addition to that, the feasibility study distinguishes between frameworks that include several dimensions of media literacy and frameworks that include fewer, more specific, dimensions.

Taken together, these different frameworks provide a rich and nuanced depiction of ML and how it can be recognized. At the same time, they also reveal the complexity and difficulty involved in operationalising a study that measure ML. As is pointed out by Schofield et al., it is not feasible to incorporate all of these different frameworks in one single study (2021, p. 106). Limitations are inevitable. The study recommends a survey that combine self-reporting and proficiency tests or task-based measurements.

Developing a media literacy questionnaire

In the efforts to select an appropriate framework for the Nordic media literacy survey, the aim was to strive for a *holistic* and at the same time *feasible* framework. Holistic in the sense that it should encompass different aspects of ML, including competence areas such as safety and problem solving from the DigComp framework (Schofield et al., 2021, p. 98) and domains such as 'knowing' and 'critically evaluate' from Lopes et al.'s (2018) framework. By feasible, a conceptual framework is suggested that can easily be overviewed, that is possible to execute and repeat in different national contexts and over time. By feasible, also implied a framework that actually can be operationalised into specific tasks and questions, which in their turn can be used as indicators of media literacy.

Based on these premises, we decided to lean against a more recent and condensed framework presented by Carlsson (2023, p. 43) in the operationalisation. Carlsson's framework is based on UNESCO's framework and consists of six overarching competence areas or domains, followed by eight specific proficiencies.



While this framework so far has not been operationalised in prior studies, it does capture the elementary dimensions of ML that are important to know today and that can be expected to be important tomorrow as well.

The selection of indicators for the different ML proficiencies has primarily been structured according to the conceptual framework developed by Carlsson (2023) and taking into consideration the recommendations from the study by Schofield et al. Following the advice from the feasibility study, special consideration was taken to Ofcom's *Adults' Media Use and Attitudes Report* (2023a), the Norwegian Media Authority's *Kritisk medieforståing i den norske befolkninga* (2021) and the study by Lopes et al. (2018).

A first draft of the questionnaire, aimed at 16+ year olds, was commented on by a group of researchers or experts from all participating countries, appointed by members of the steering group (see [appendix II Nordic Expert Group](#)). An adaptation of the adult questionnaire with a reduced number of questions was developed targeting the young, 9- to 15-year-olds.

In the construction of the questions, inspiration was found in the "Adults Media Literacy Core Survey 2022" by Ofcom (ofcom.org.uk) as well as the survey about media literacy levels in the Norwegian population ("Kritisk medieforståelse i den norske befolkningen 2024", available in Norwegian) by The Norwegian Media Authority (medietilsynet.no).

References:

Carlsson, U. (2023). Medie- och informationskunnighet (MIK): Begreppet och kunskapen. In U. Carlsson, P.-M. Wehrling, & K. Westling (Eds.), *Medie- och informationskunnighet (MIK) för ett demokratiskt medborgarskap: Rapport från nationell MIK-konferens 2022* (pp. 37–46). Förvaltningen för kulturutveckling, Västra Götalandsregionen.

Lopes, P., Costa, P., Araujo, L., & Ávila, P. (2018). Measuring media and information literacy skills: Construction of a test. *Communications*, 43(4), 508–534.
<https://doi.org/10.1515/commun-2017-0051>

Ofcom. (2023a). *Adults' Media Use and Attitudes Report*. Ofcom.

Ofcom. (2023b). *Children and Parents: Media Use and Attitudes*. Ofcom

Schofield, D., Frantzen, V., & Kupiainen, R. (2021). *Towards a Nordic MIL-index. A feasibility study for a Nordic Media and Information Literacy Index*.

Appendix II Nordic Expert Group

Denmark:

Rasmus Helles, Associate Professor

Department of Communication, University of Copenhagen

Gitte Bang Stald, Associate Professor

Digital Society and Participation, IT University of Copenhagen

Finland:

Päivi Rasi-Heikkinen, Professor

Faculty of Education, University of Lapland, Rovaniemi

Reijo Kupiainen, Senior University Lecturer

Media Education Faculty of Education and Culture, Tampere University

Iceland:

Skúli Bragi Geirdal, Project Manager of Media Literacy

Icelandic Media Commission

Norway:

Bente Kalsnes, Professor

School of Communication, Leadership and Marketing Kristiania University College,
Oslo

Sweden:

Thomas Nygren, Professor

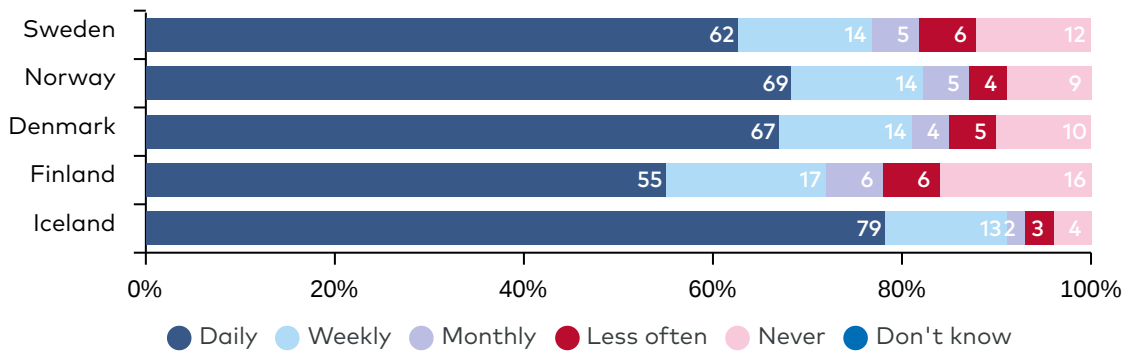
Department of Education, Uppsala University

Appendix III: Data

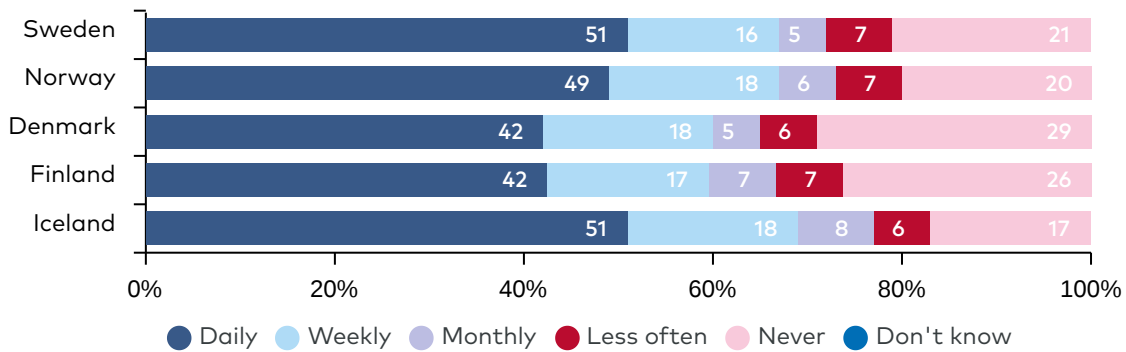
Use of social media platforms 16+ years, by country

Do you use any of the following social media platforms?

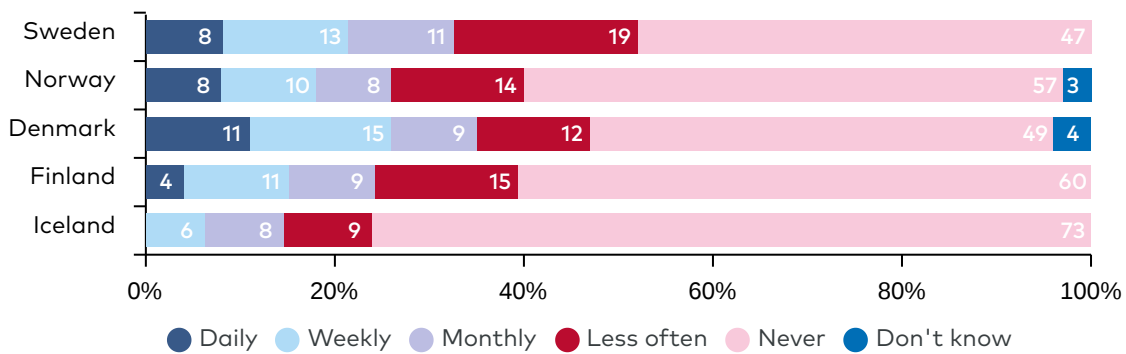
Facebook



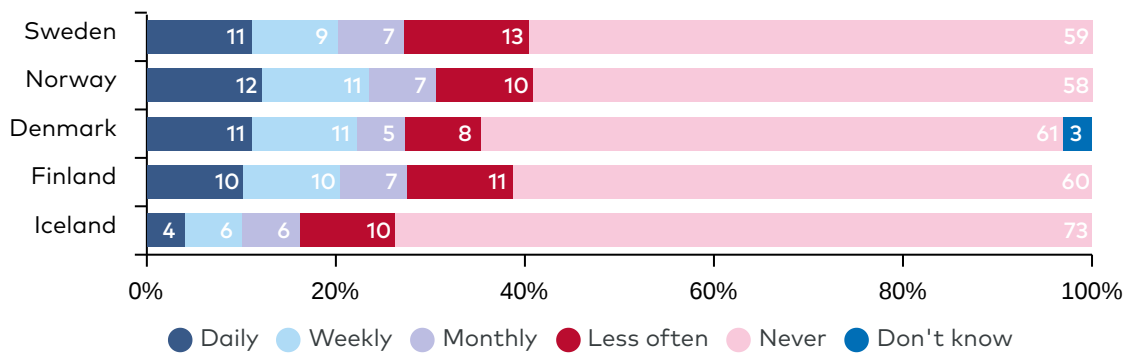
Instagram



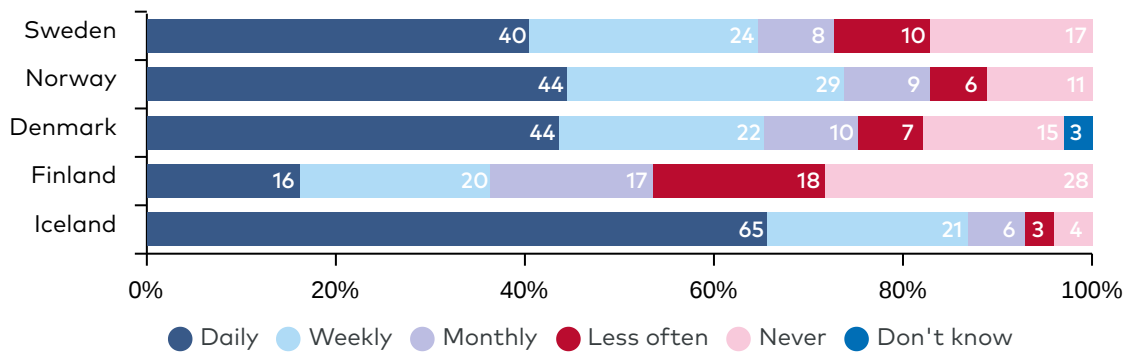
LinkedIn



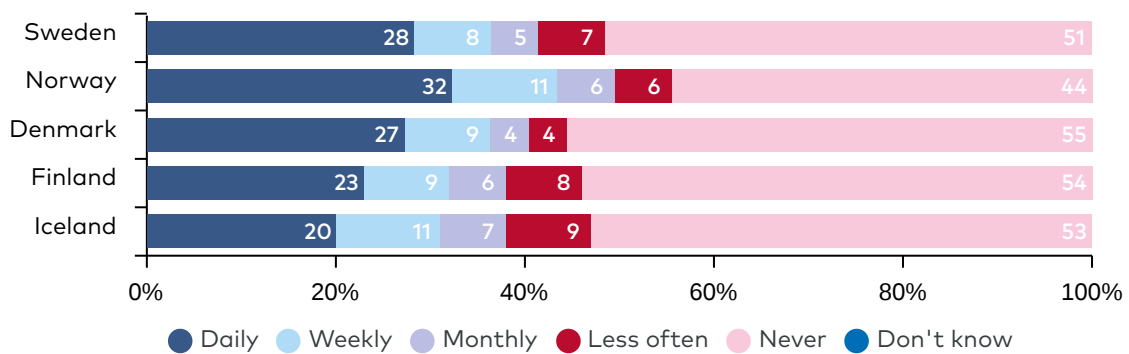
X/Twitter



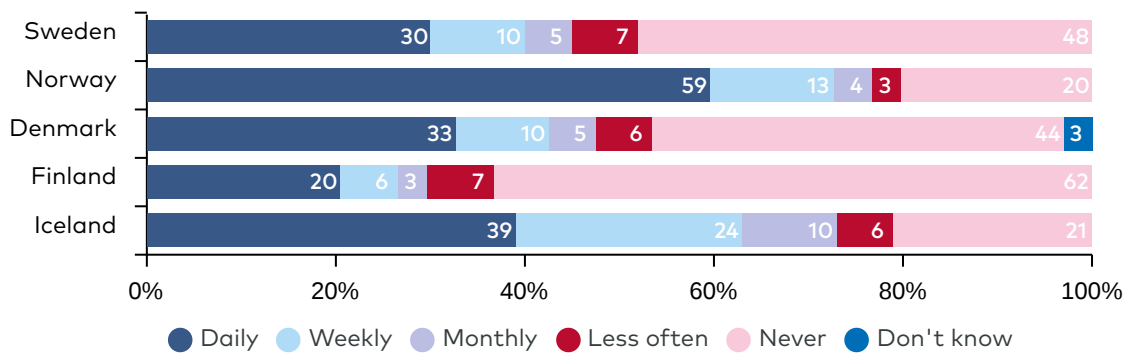
Messenger



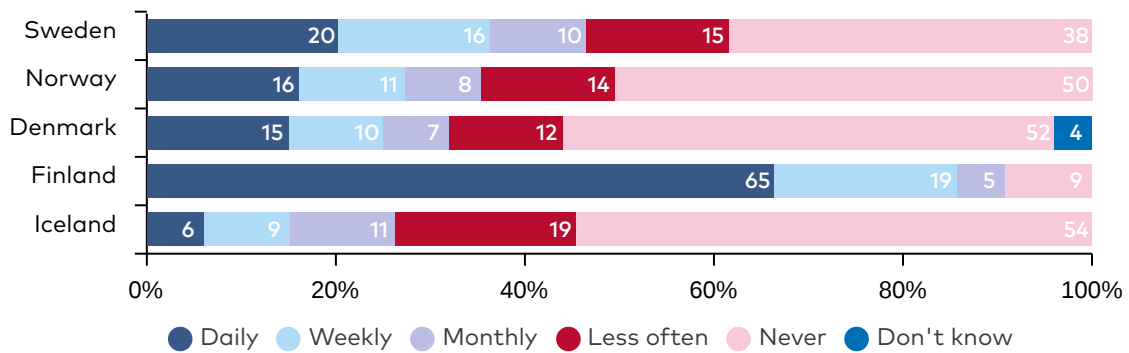
Tiktok



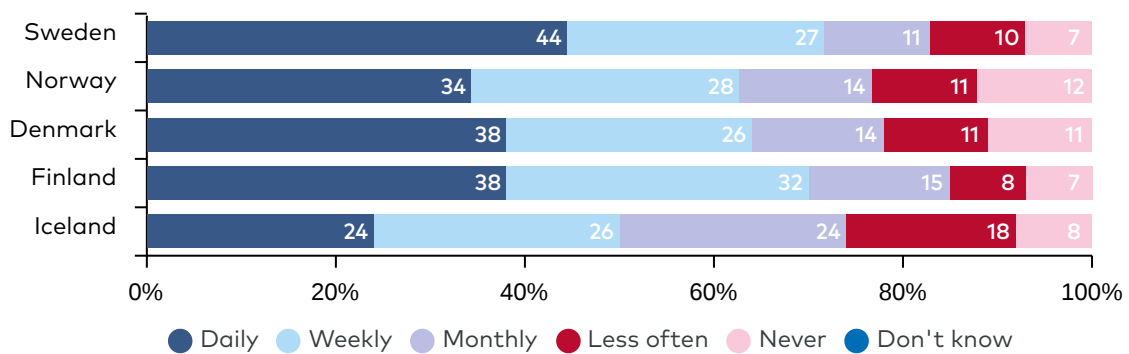
Snapchat



Whatsapp



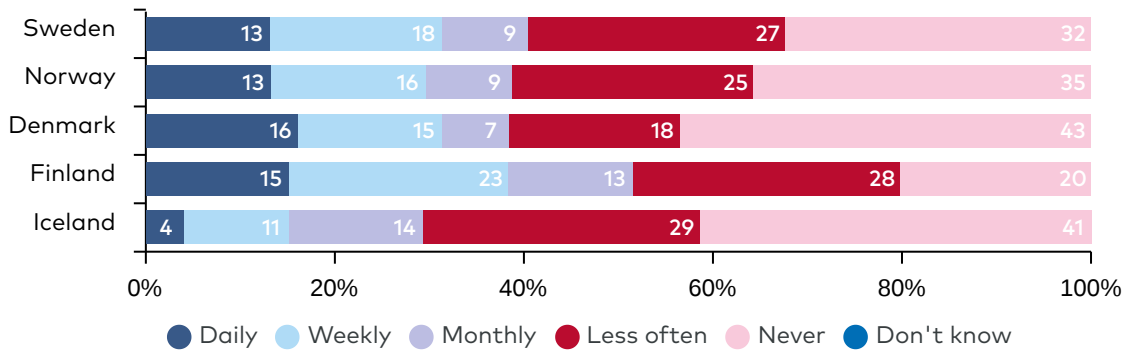
Youtube



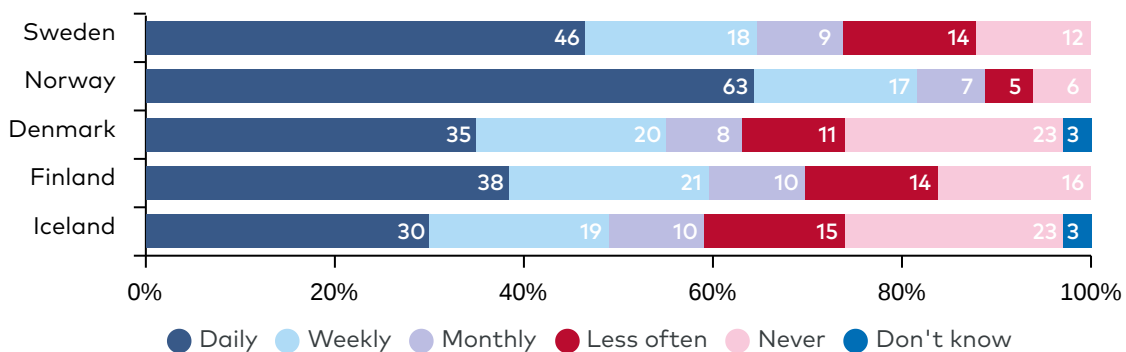
News consumption 16+ years by country

How often do you use the following media to stay updated about the news?

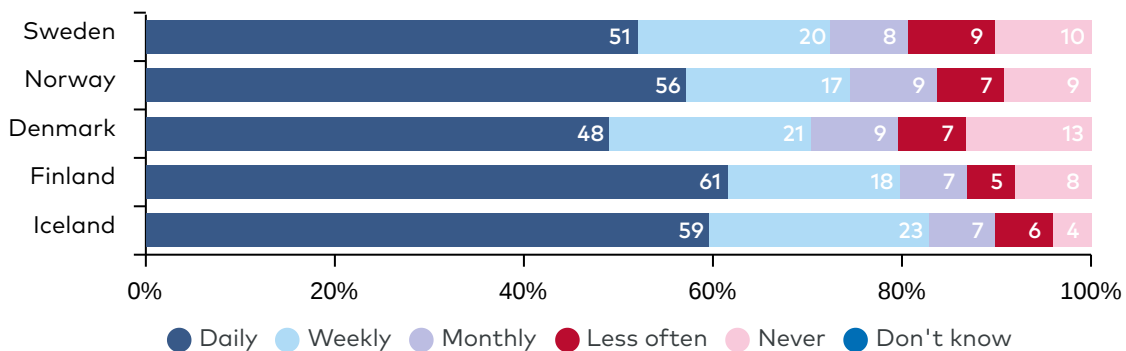
Daily newspaper (print)



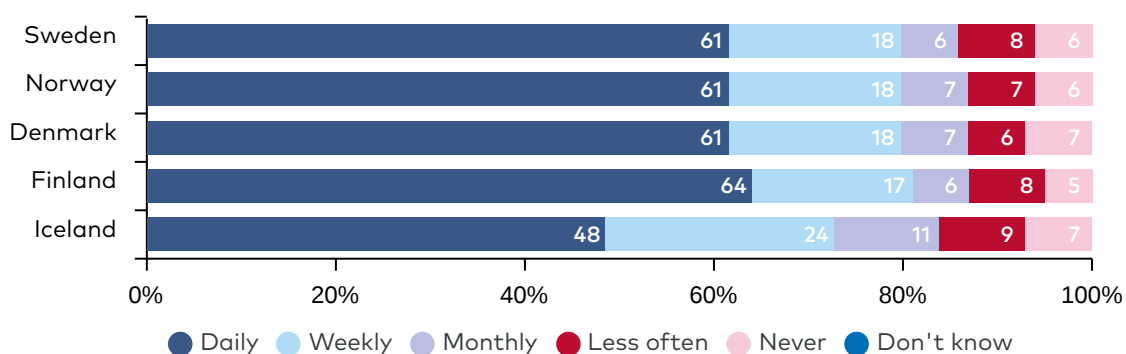
Daily newspaper (digital)



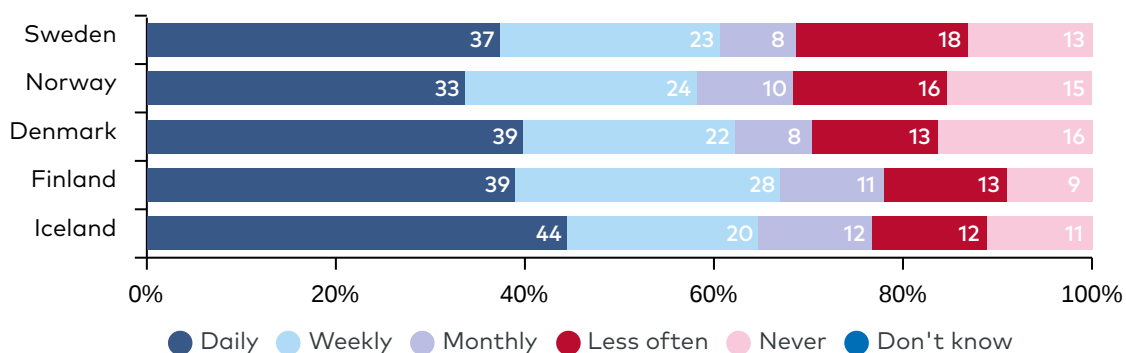
Free news apps



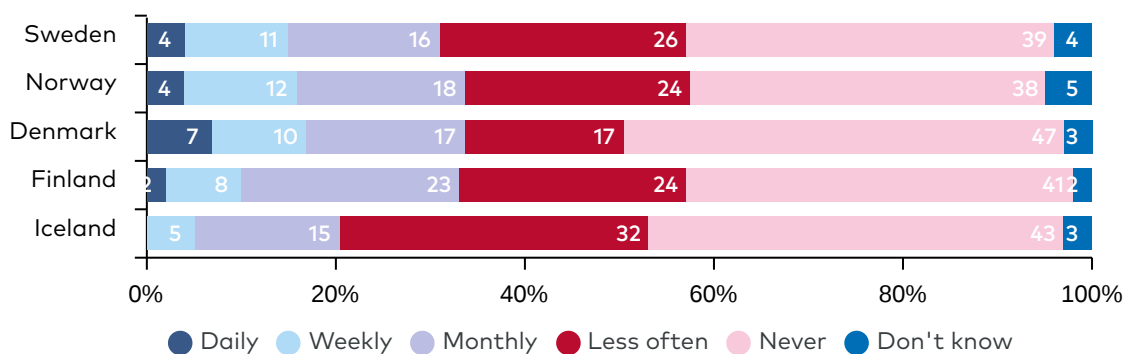
TV



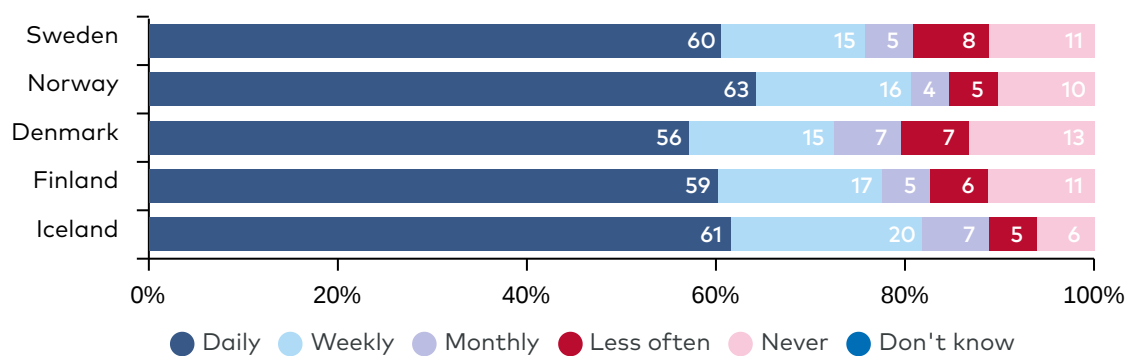
Radio



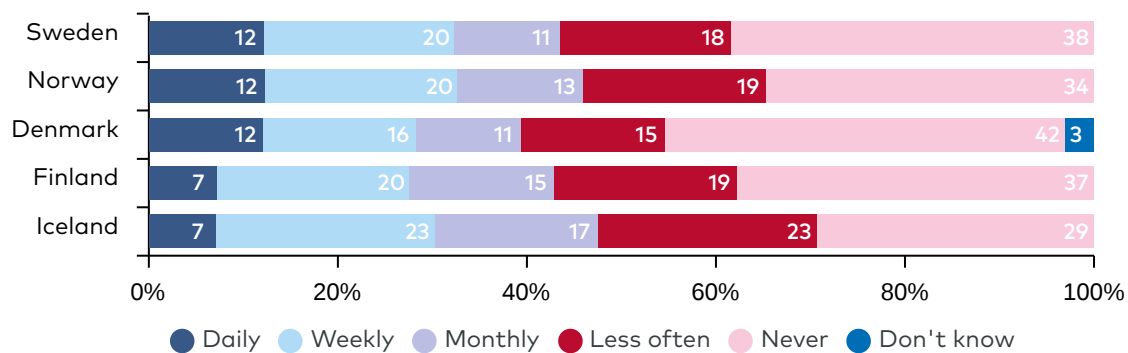
Trade magazines



Social media



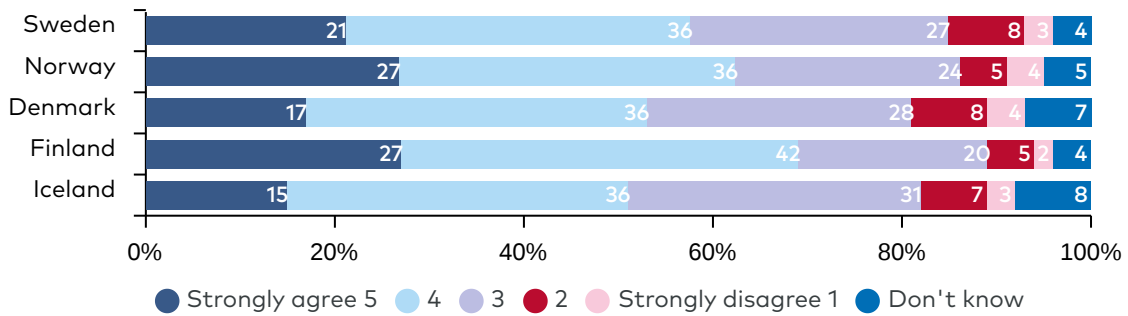
Podcasts



Understand media and social media platforms

News articles published in daily newspapers:

Provide me with relevant/important information about current events in my count
abroad



Mean

Sweden: 3,7

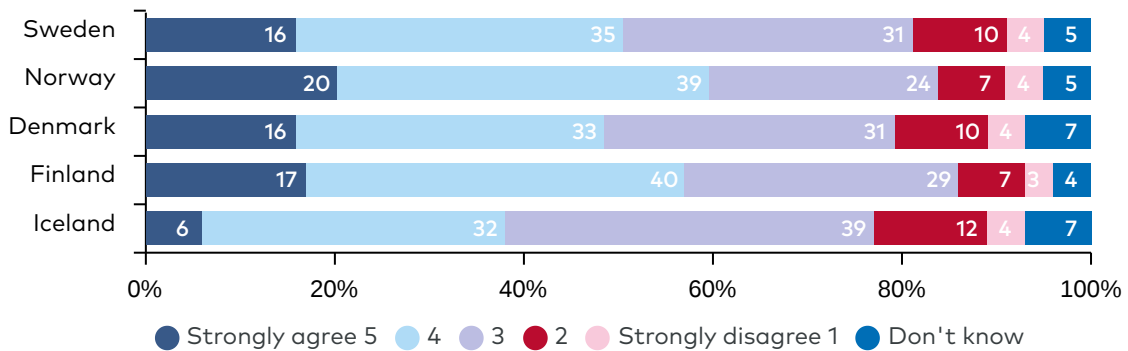
Norway: 3,8

Denmark: 3,6

Finland: 3,9

Iceland: 3,6

Are credible sources of information



Mean

Sweden: 3,5

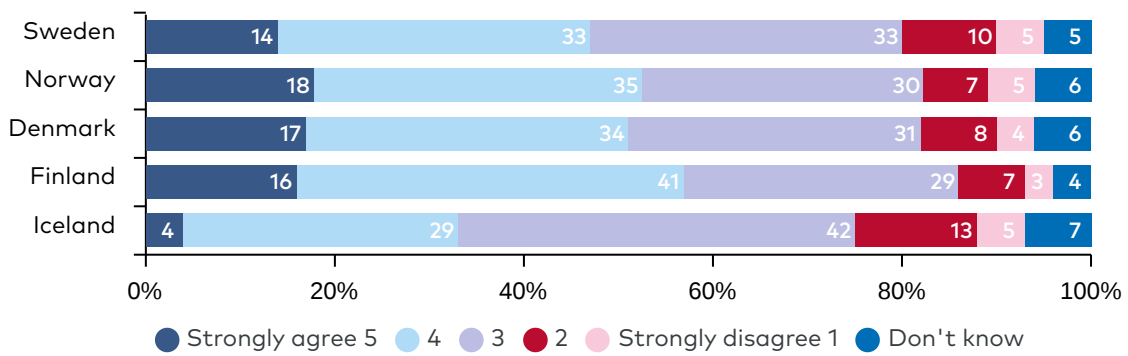
Norway: 3,7

Denmark: 3,5

Finland: 3,6

Iceland: 3,3

Provide a fair picture of events in my country and abroad



Mean

Sweden: 3,4

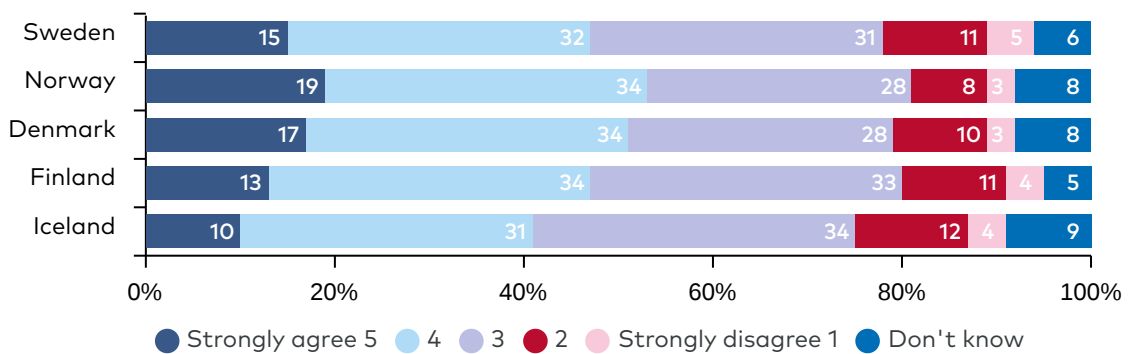
Norway: 3,6

Denmark: 3,6

Finland: 3,6

Iceland: 3,1

Provide a platform for different people and opinions



Mean

Sweden: 3,4

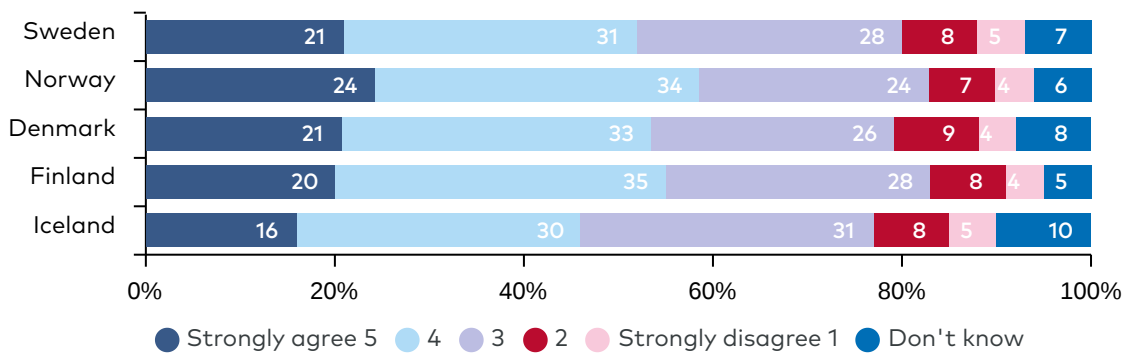
Norway: 3,6

Denmark: 3,6

Finland: 3,4

Iceland: 3,3

Strengthen freedom of speech and democracy



Mean

Sweden: 3,6

Norway: 3,7

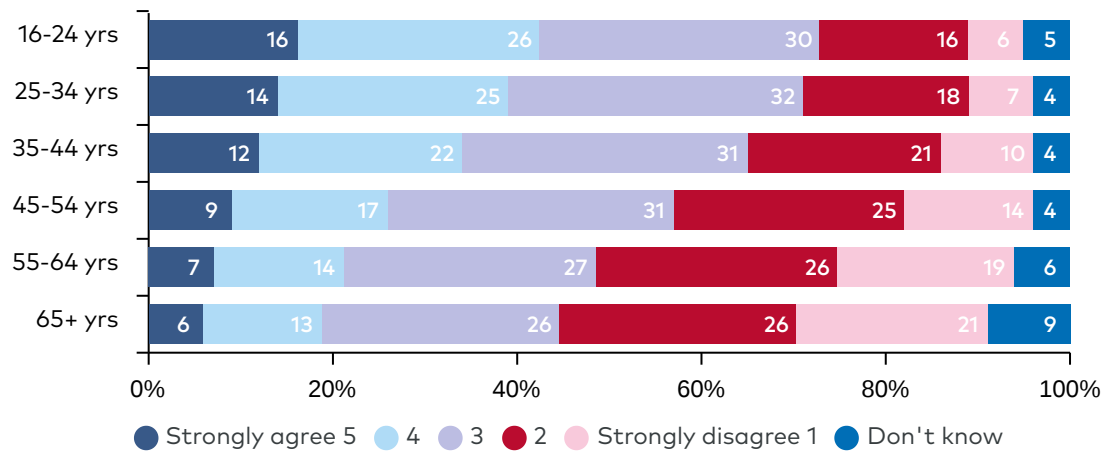
Denmark: 3,6

Finland: 3,6

Iceland: 3,5

Social media posts:

Provide me with relevant/important information about current events in my count
abroad



Mean

16-24 yrs: 3,3

25-34 yrs: 3,2

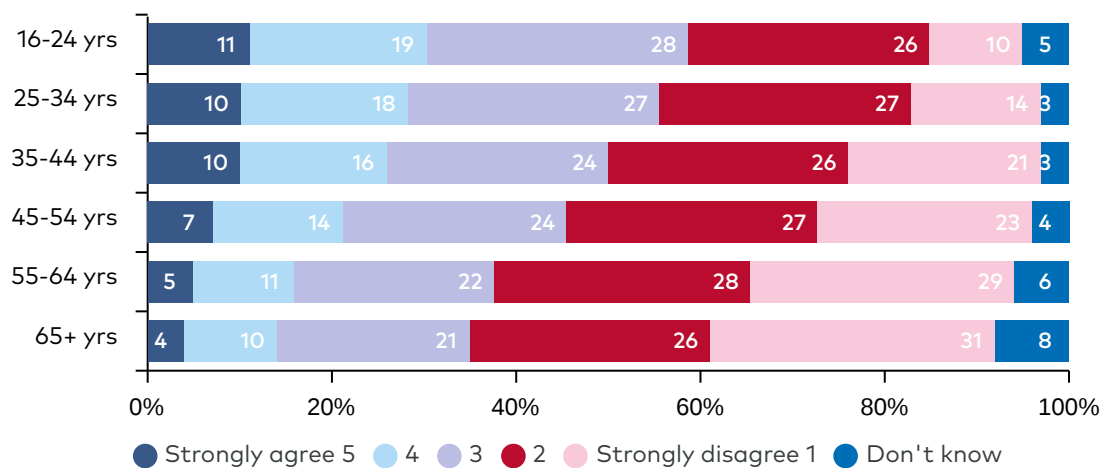
35-44 yrs: 3,0

45-54 yrs: 2,8

55-64 yrs: 2,6

65+ yrs: 2,5

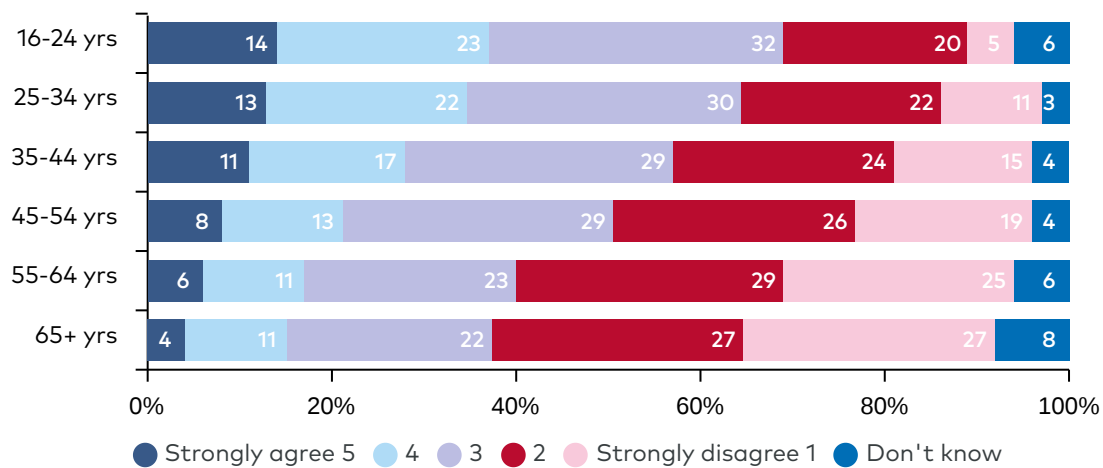
Are credible sources of information



Mean

16-24 yrs: 3,0
 25-34 yrs: 2,8
 35-44 yrs: 2,7
 45-54 yrs: 2,5
 55-64 yrs: 2,3
 65+ yrs: 2,2

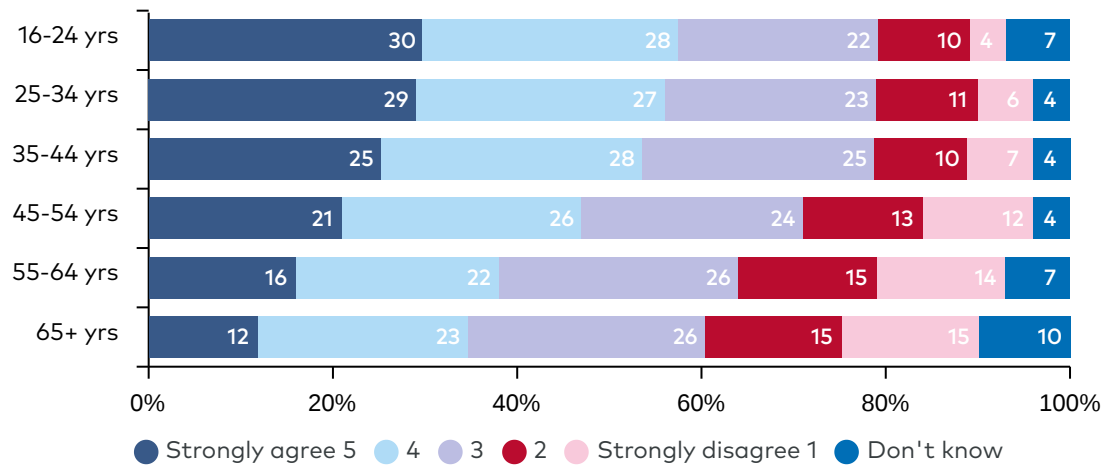
Provide a fair picture of events in my country and abroad



Mean

16-24 yrs: 3,2
 25-34 yrs: 3,1
 35-44 yrs: 2,8
 45-54 yrs: 2,6
 55-64 yrs: 2,4
 65+ yrs: 2,3

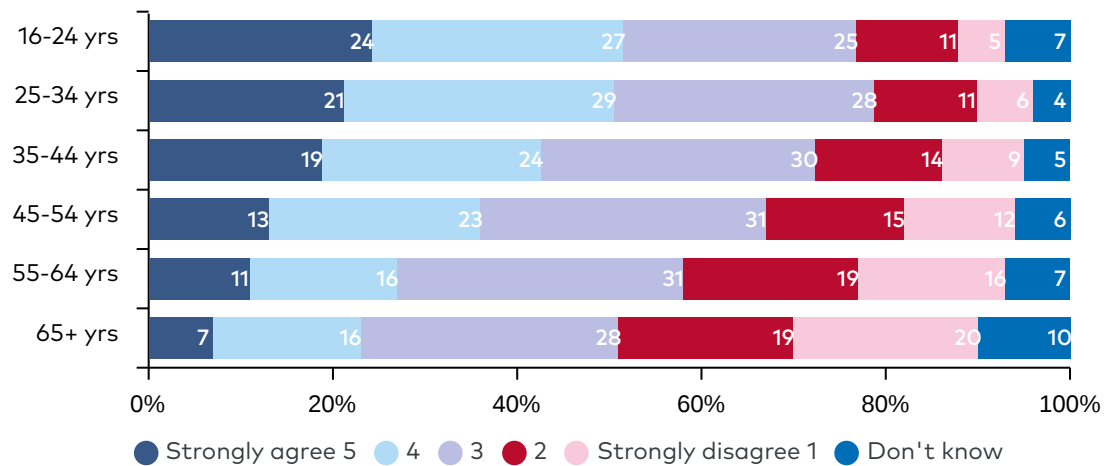
Provide a platform for different people and opinions



Mean

16-24 yrs: 3,7
 25-34 yrs: 3,7
 35-44 yrs: 3,6
 45-54 yrs: 3,3
 55-64 yrs: 3,1
 65+ yrs: 3,0

Strengthen freedom of speech and democracy



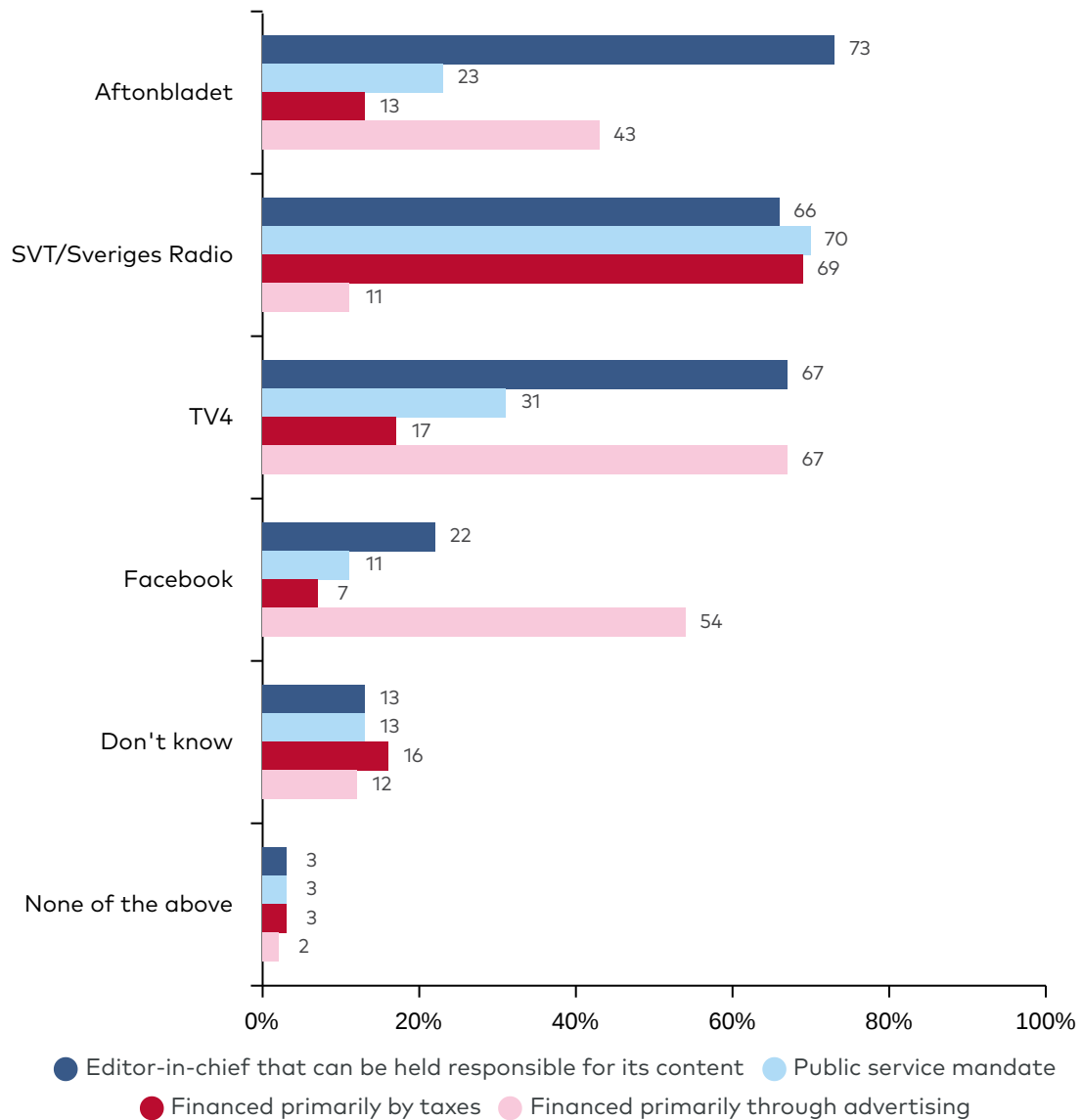
Mean

16-24 yrs: 3,6
 25-34 yrs: 3,5
 35-44 yrs: 3,3
 45-54 yrs: 3,1
 55-64 yrs: 2,8
 65+ yrs: 2,7

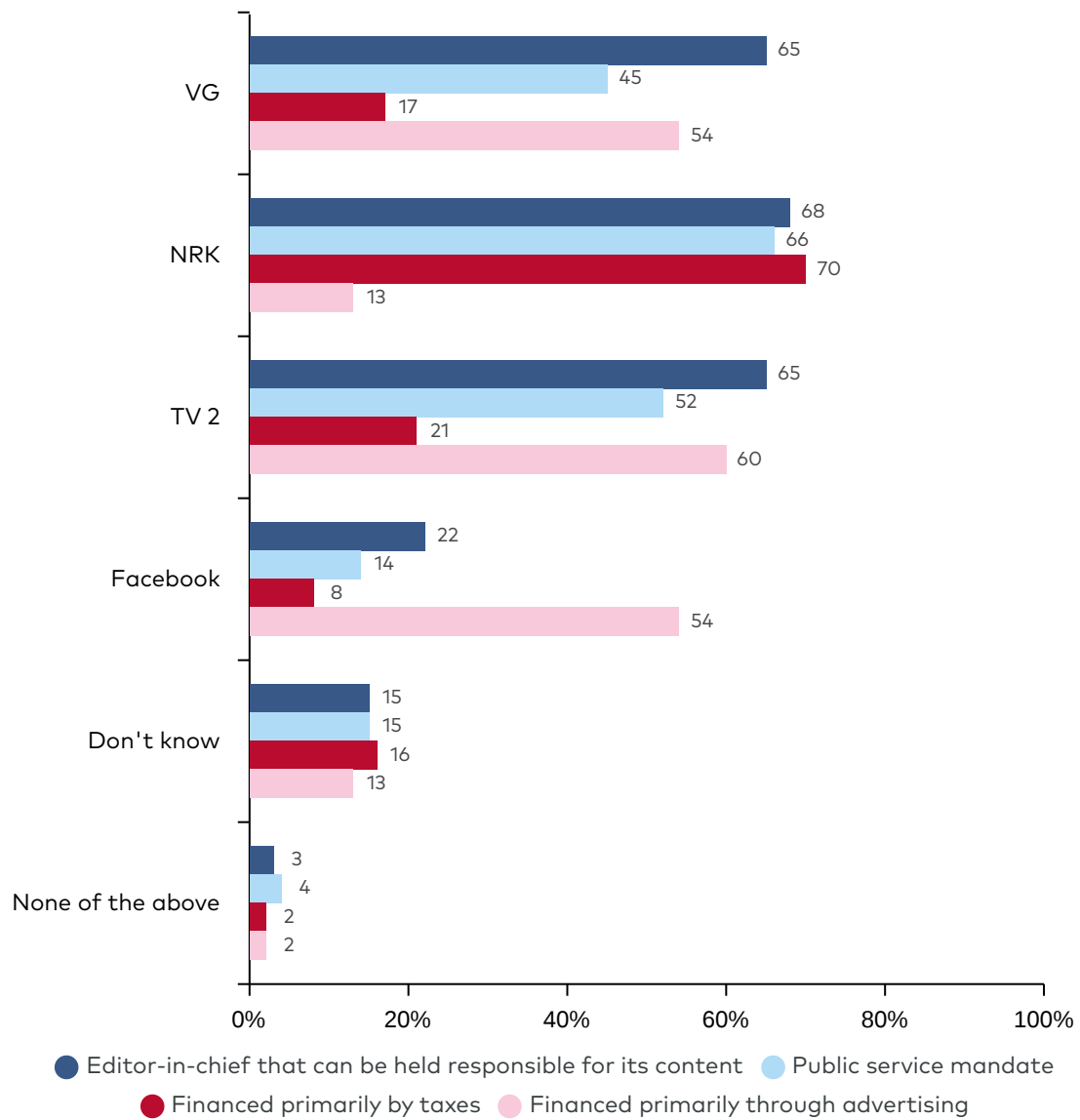
Understand how media and social media platforms work

Which media/media compay has/is...?

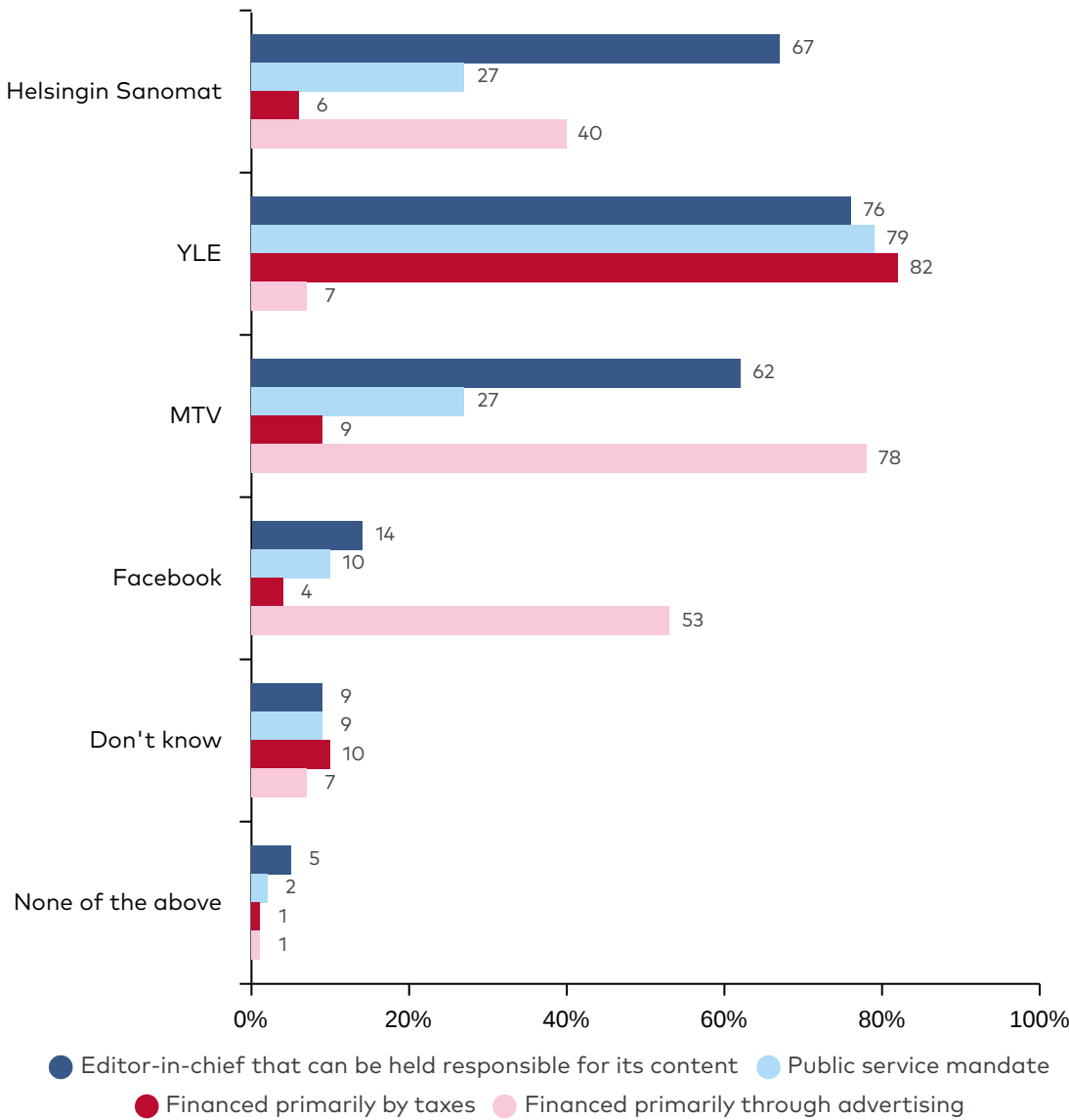
Sweden



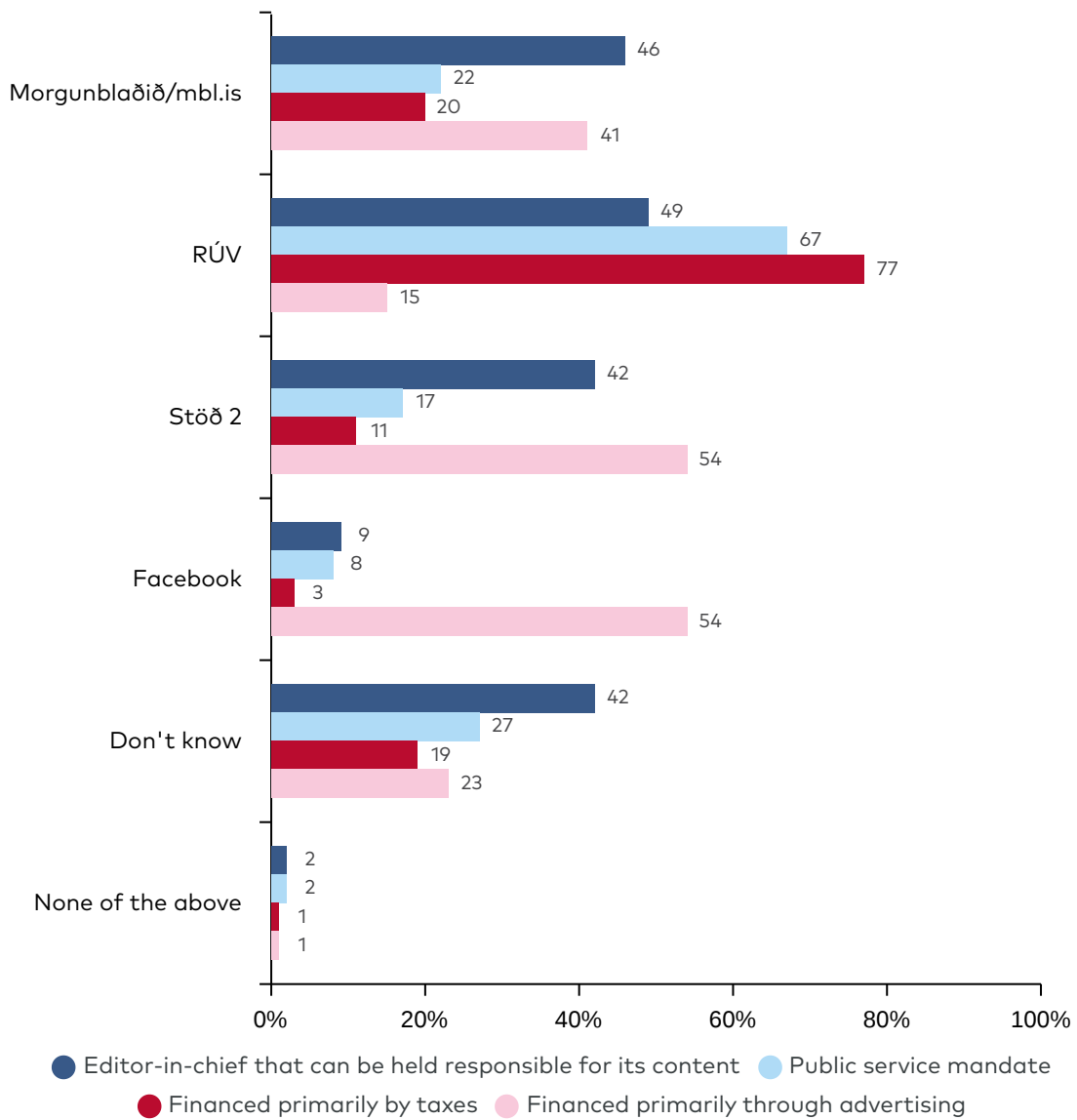
Norway



Finland



Iceland



Critically assess media content

Examples of images

Web search down jacket, Iceland:

SEARCH

COPILOT

WORK

SHOPPING

IMAGES

VIDEOS

MAPS

NEWS

About 4,540 results

 temu.com
www temu.com

Dúnúlpur | Dúnúlpur Á sölu | Dúnúlpur Sendur heim að dyrum

Sponsored Hættu að strjúka niður skjáinn. Allt að 90 afsláttur af vörum okkar hér! Aðeins í dag, njóttu **Dúnúlpur** Allt að 90% afsláttur af kaupum þínum. Verslaðu núna.

Site visitors: Over 1M in the past month

Sérstök Útsala

Umsagnir Viðskiptavina

Heit Sala

Temu Útsala

Hvar Að Kaupa

Val Okkar

 ZO•ON Iceland
https://zo-on.is/collections/dunulpur

DÚNÚLPUR - ZO•ON Iceland

Skagi Dúnvesti Unisex. Skagi dúnvestið er fullkomið vesti fyrir allar árstiðir! Vestið er fyll...

 Icewear
https://www.icewear.is/is/vetrarfatnadir

Hljár úlpur og dúnjakkar frá Icewear | Icewear

Léttan jakka með dúnfyllingu er gott að nota fyrir styttri ferðir eða í bílinn, en sumir kjósa alltaf parka úlpu til að halda á sér hita. Icewear býður einnig úrval af úlpum og jökkum með Thermore® Ecodown® einangrun, sem er 100% ...



 hlaupar.is
https://hlaupar.is/product-category/domur/jakkar1/dunulpur

Dúnúlpur – HLAUPÁR

MILLET Dúnúlpa – Unisex. 69.900 kr. SKOÐA. Fá tilboð og fréttir. UM OKKUR. Hlaupár er verslun og vefverslun sem býður uppá fría heimsendingu á öllum pöntunum innanlands. Opnunartími. ...

 66°North
https://www.66north.com/is/konur-yfirhafnir

Konur - Yfirhafnir | 66°Norður IS - 66°North

Yfirhafnir. Dúnn er eitt hlýjasta efni sem völ er á. Það hentar jafnvel í ys og þys borgarinnar eins og uppi á hálendi. Vandaðu valið á úlpunni því þú verður í henni allt árið. Vesti eru frábær ...

 Hjá Hrafnhildi
https://hjahrafnhildi.is/collections/ulpur

Úlpur - Hjá Hrafnhildi

Kylin Coat. Greenstone dúnúlpa með hettu. Nánari lýsing: "This down coat with faux fur collar is

Web search prime minister, Sweden:

1.

 **Moderaterna**
<https://moderaterna.se> › politiker › ulf-kristersson

Ulf Kristersson

Jag är född i Lund 1963 och uppvuxen i Torshälla utanför Eskilstuna. Idag bor jag i Strängnäs. Jag är gift och har tre döttrar.


2.

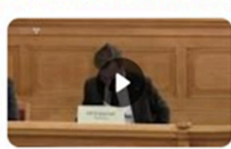
 **Wikipedia**
<https://en.wikipedia.org> › wiki › Översätt den här sidan

Ulf Kristersson

a Swedish politician who has been serving as Prime Minister of Sweden since 2022. He has been the leader of the Moderate Party (M) since October 2017.
3.

 **Sveriges riksdag**
<https://www.riksdagen.se> › video › oppen-utfragning

KU-utfrågning med statsminister Ulf Kristersson (M) (Öppen ...



KU-utfrågning med statsminister **Ulf Kristersson** (M) · Dela/Bädda in. Välj vilken del av videon du vill dela/bädda in. Hela debatten, Aktuellt ...
Sveriges riksdag · 26 apr. 2024
4.

 **Aftonbladet**
<https://www.aftonbladet.se> › ... › Anna Kinberg Batra

Ulf Kristersson stoppar inte miljonregnet över Anna ...

för 2 timmar sedan — **Ulf Kristersson** kan strypa miljonerna till avskedade Anna Kinberg Batra – men regeringen tänker inte agera. Hans statsråd hävdar tvärtom att ...
5.

 **Facebook**
<https://www.facebook.com> › UlfKristerssonM

Ulf Kristersson

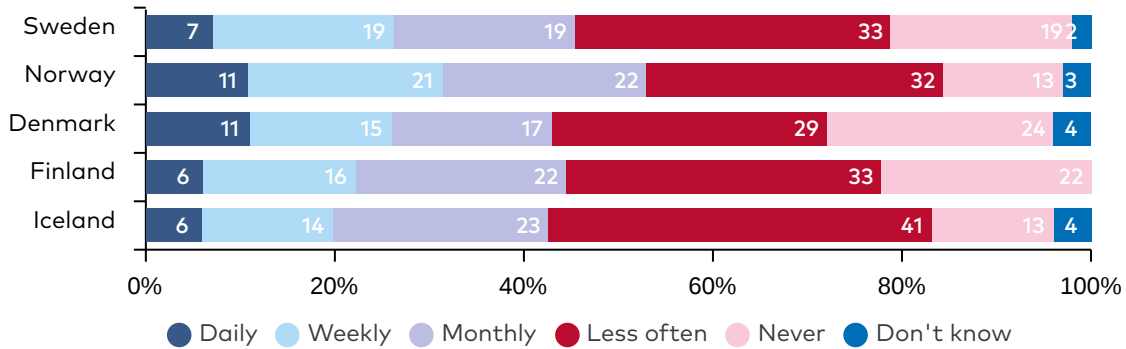
Ulf Kristersson. 59 640 gillar · 3 117 pratar om detta. Sveriges statsminister och partiledare för Moderaterna.



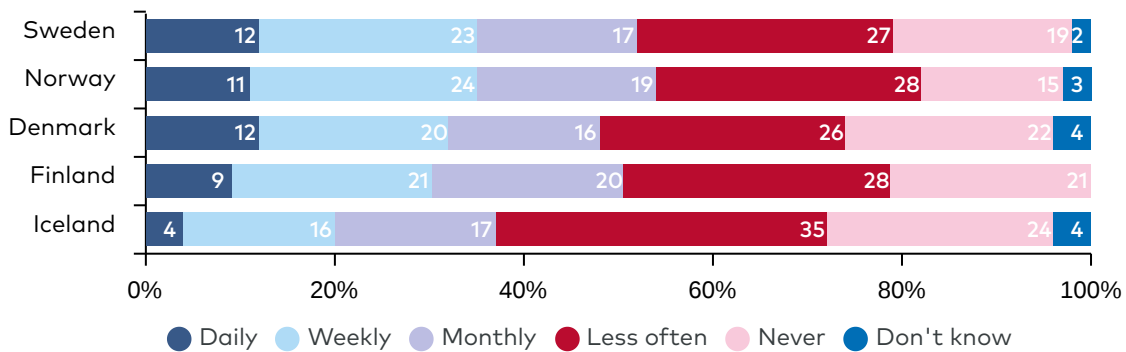
Use and create content in media

How often do you...?

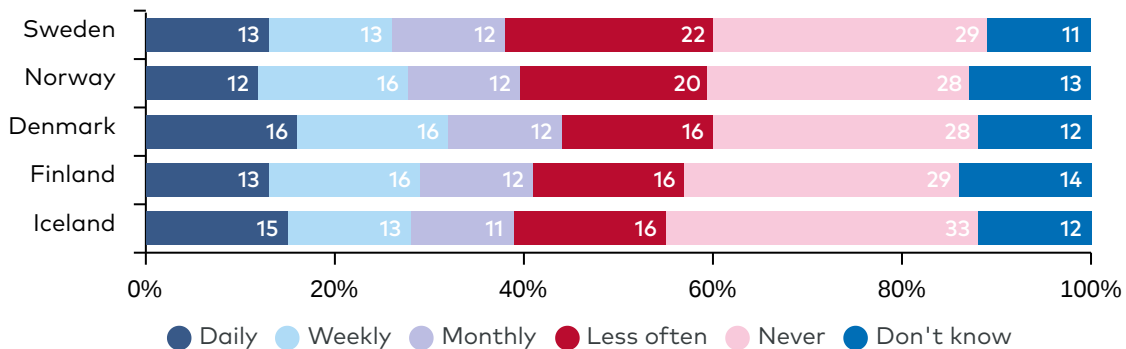
Post on social media (text, image or video)



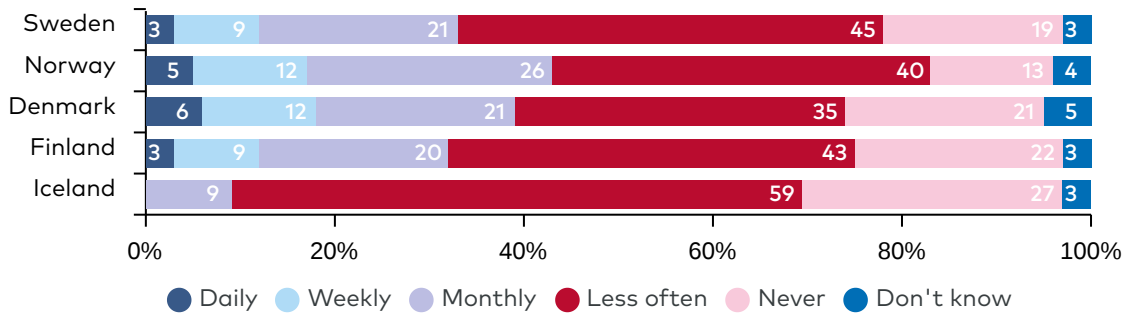
Comment on social media posts (Youtube, Facebook, Instagram, X/Twitter, etc.)



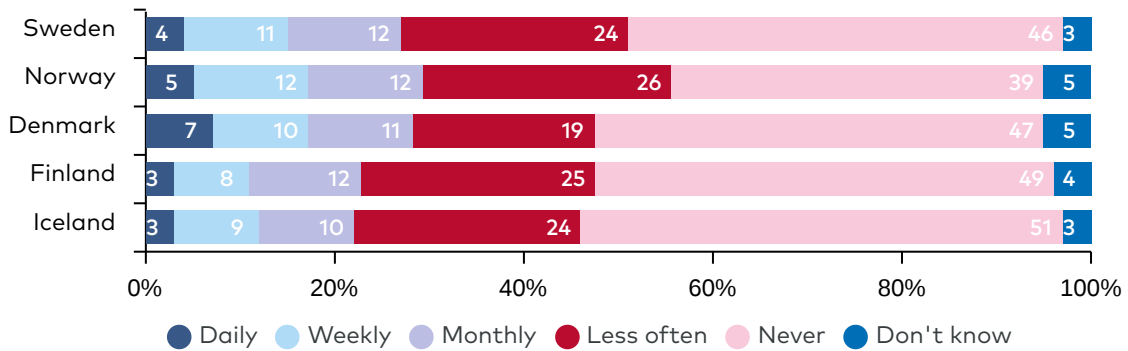
Refrain from commenting on a social media post for fear of being attacked



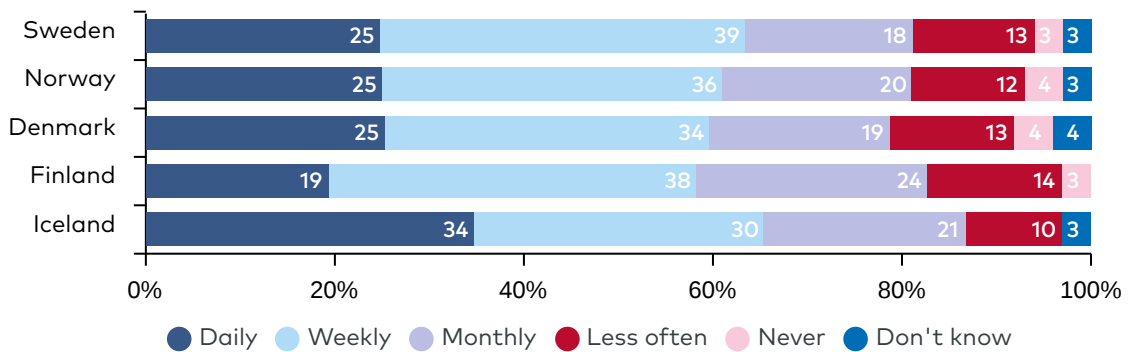
Buy/sell something through online trading sites/social media buying and selling pla
such as Blocket, Marketplace



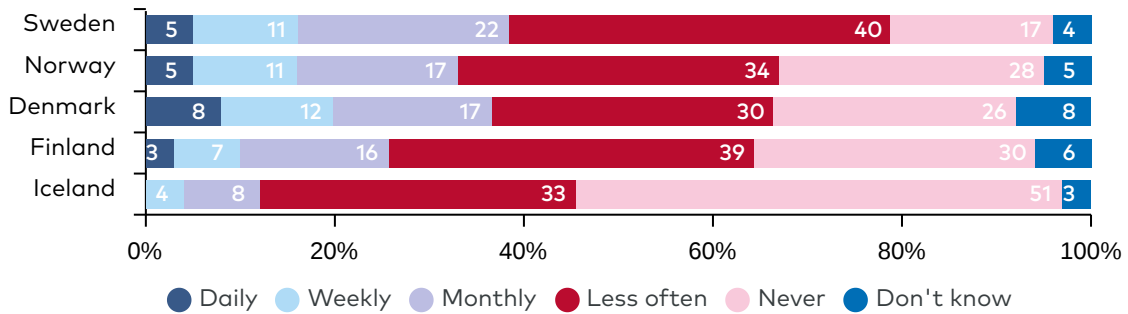
Create a meeting invitation on Zoom, Teams, Skype or other program for online m



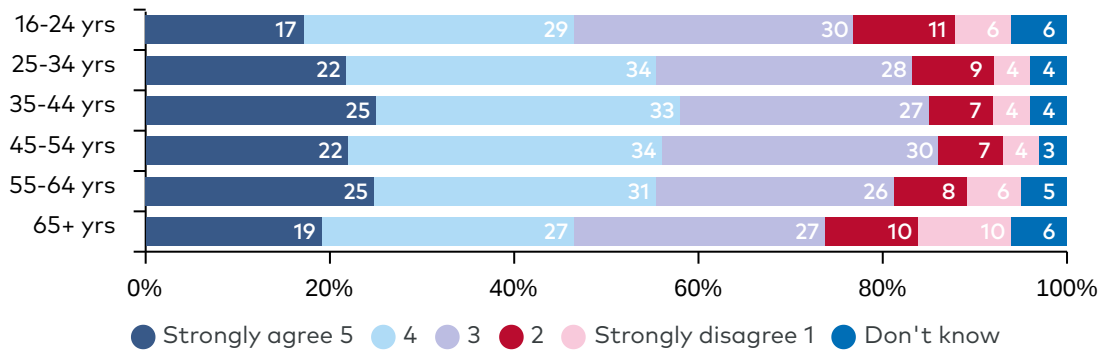
Send an email



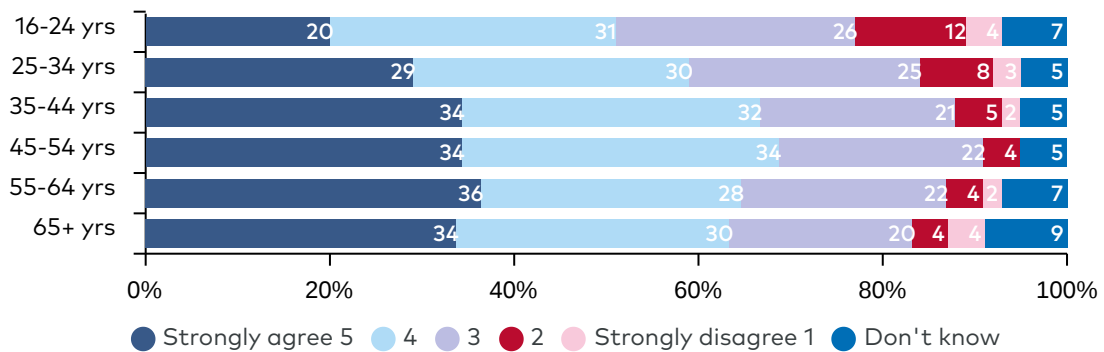
Contact a public authority or community service through a website (chat/chat bot or social media)



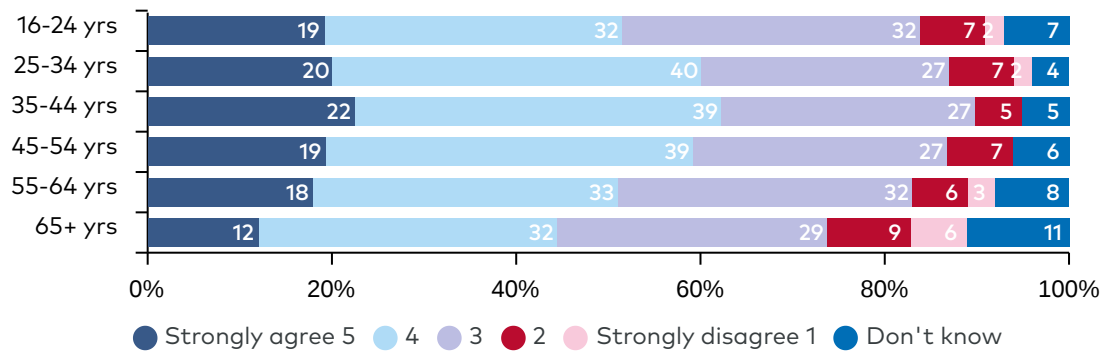
I visit several sources for information about something in the news



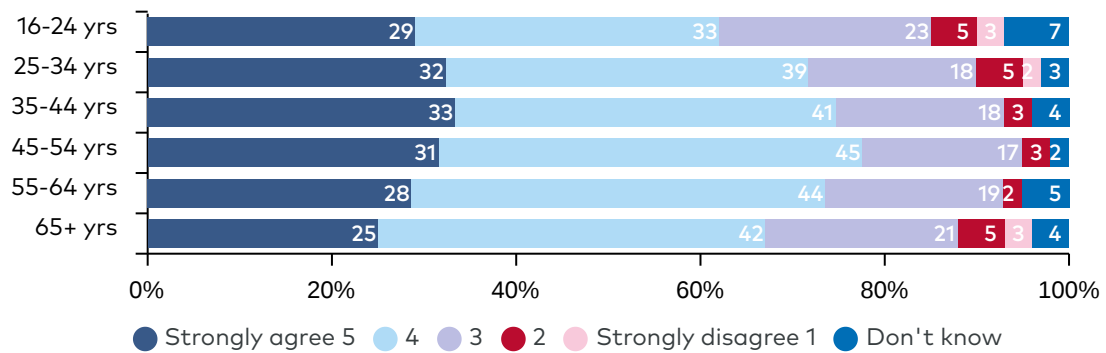
I evaluate whether the news topic is genuine or false before I share it with others



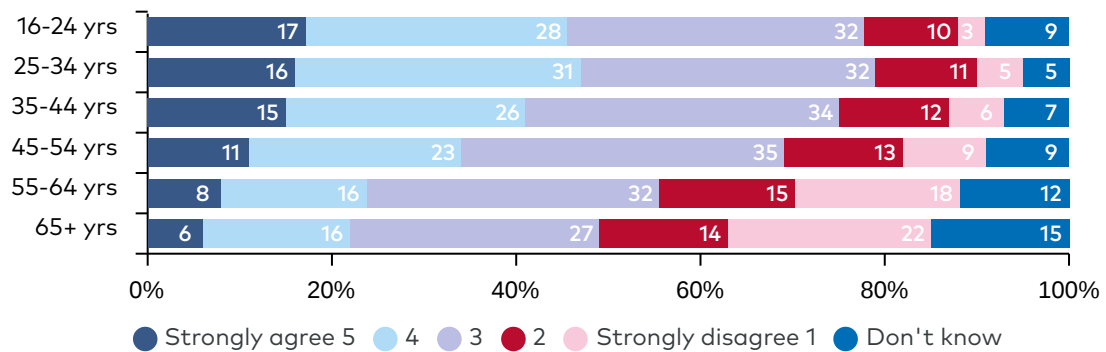
I can determine which media are trustworthy or which I can/cannot trust



I often find the information I am looking for online



I often receive good information from people/accounts I am following on social me



About this publication

Nordic Media Literacy Survey

Catharina Bucht

TemaNord 2025:572

ISBN 978-92-893-8401-8 (PDF)

ISBN 978-92-893-8402-5 (ONLINE)

<http://dx.doi.org/10.6027/temanord2025-572>

© Nordic Council of Ministers 2025

Cover photo: Simon Follin/Unsplash

Published: January 2026

Disclaimer

This publication was funded by the Nordic Council of Ministers. However, the content does not necessarily reflect the Nordic Council of Ministers' views, opinions, attitudes or recommendations.

Rights and permissions

This work is made available under the Creative Commons Attribution 4.0 International license (CC BY 4.0) <https://creativecommons.org/licenses/by/4.0>.

Translations: If you translate this work, please include the following disclaimer: This translation was not produced by the Nordic Council of Ministers and should not be construed as official. The Nordic Council of Ministers cannot be held responsible for the translation or any errors in it.

Adaptations: If you adapt this work, please include the following disclaimer along with the attribution: This is an adaptation of an original work by the Nordic Council of Ministers. Responsibility for the views and opinions expressed in the adaptation rests solely with its author(s). The views and opinions in this adaptation have not been approved by the Nordic Council of Ministers.

Third-party content: The Nordic Council of Ministers does not necessarily own every single part of this work. The Nordic Council of Ministers cannot, therefore, guarantee that the reuse of third-party content does not infringe the copyright of the third party. If you wish to reuse any third-party content, you bear the risks associated with any such rights violations. You are responsible for determining whether there is a need to obtain permission for the use of third-party content, and

if so, for obtaining the relevant permission from the copyright holder. Examples of third-party content may include, but are not limited to, tables, figures or images.

Photo rights (further permission required for reuse):

Any queries regarding rights and licences should be addressed to:
Nordic Council of Ministers/Publication Unit
Ved Stranden 18
DK-1061 Copenhagen
Denmark
pub@norden.org

The Nordic Council of Ministers

The Nordic Council of Ministers is the official body for inter-governmental co-operation between Åland, Denmark, Finland, the Faroe Islands, Greenland, Iceland, Norway and Sweden.

In 2019, the Nordic prime ministers presented a vision of the Nordic Region as the most sustainable and integrated region in the world by 2030. The work of the Nordic Council of Ministers is designed to pursue that goal by making the Nordic Region green, competitive and socially sustainable.

The Nordic Council of Ministers
Nordens Hus
Ved Stranden 18
DK-1061 Copenhagen
pub@norden.org

Read more Nordic publications on www.norden.org/publications