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Media Literacy and Education Needs of Journalists and the Public in Albania, Bosnia-Herzegovina, Macedonia, Montenegro, Serbia
- Regional Report -
March 2017

Project
"South-East European Partnership for Media Development"

This project is funded by
The European Union

A project implemented by
The Center for Independent Journalism

South-East European Partnership for Media Development

SEE Partnership for Media Development is implemented by a consortium of media organizations from **Albania, Bosnia-Herzegovina, Former Yugoslav Republic of Macedonia, Montenegro, Serbia, Bulgaria, Romania.** Media professionals from Kosovo and Turkey will also be involved.

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The SEENPM members that are part of the project: Albanian Media Institute, Mediacenter for Media and Civil Society Development (BiH), Media Initiatives – Association for Media Development and Promotion of Professional Journalism (BiH), Macedonian Institute for Media (Macedonia), Montenegro Media Institute (Montenegro), Media Center (Serbia), Media and Reform Centre Nis (Serbia), Media Development Center (Bulgaria).





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The European Commission is the EU's executive body.

"The European Union is made up of 28 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders".

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Project "South-East European Partnership for Media Development"



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Media Literacy and Education Needs of Journalists and the Public in Albania, Bosnia-Herzegovina, Macedonia, Montenegro, Serbia

REPORT

INTRODUCTION

The research on education needs of journalists and public in Albania, Bosnia-Herzegovina, Macedonia, Montenegro and Serbia was carried out within the framework of the project "South-East European Partnership for Media Development".

The project is implemented by the Center for Independent Journalism (Romania) in partnership with Albanian Media Institute (Albania), Foundation Mediacenter for Media and Civil Society Development (Bosnia-Herzegovina), Media Initiatives – Association for Media Development and Promotion of Professional Journalism (Bosnia -Herzegovina), Macedonian Institute for Media (Macedonia), Montenegro Media Institute (Montenegro), Foundation Media Center (Serbia), Media and Reform Centre Nis (Serbia), Media Development Center (Bulgaria).

The project objectives are to support the development of independent and accountable media in the Western Balkans and to improve the capacity of media organisations to address working and education conditions of journalists; to improve knowledge, skills and attitudes of journalists with respect to advocacy and media literacy; to inform and sparkle educated public debates on freedom of expression in general, and media freedom in particular; to broaden stakeholders' and civic support for media sector reform processes; to support the accession process of the five IPA countries in the project (Albania, Bosnia-Herzegovina, Macedonia, Montenegro and Serbia).

METHODOLOGY

OBJECTIVE OF THE RESEARCH

The research aims to provide an up-to-date, comparative environmental analysis of journalism education and media literacy programs available in Albania, Bosnia-Herzegovina, Macedonia, Montenegro and Serbia. It provides information on education needs in journalism and for the general public, as well as an overview of the environmental factors at the basis of media literacy.

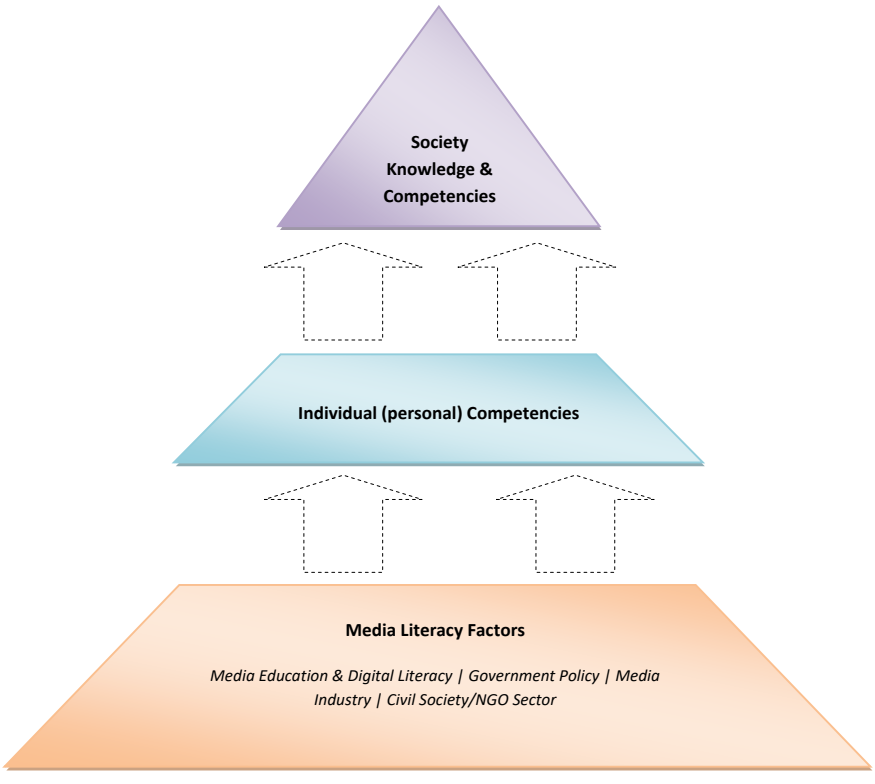
SCOPE OF WORK

The research has the objective to identify and outline the environmental factors driving change in media literacy and journalism education as follows:

1. What are the governments' policies in the fields of media literacy and formal journalism education? What is the role of education institutions in the development of high-quality journalism and ethics on the market?
2. How are civil society and the NGO sector engaged in raising media literacy and supporting the informal education and training of journalists? How does the sector cooperate with the authorities and the media industry?
3. What is the role of major stakeholders (universities/schools, media outlets, state authorities and self-regulators) in promoting media literacy?
4. What are the specific issues, achievements and journalism education needs in the researched countries?

METHODOLOGY

Media literacy is often analyzed in two dimensions – individual competencies and environmental factors that can drive and affect individuals, media education and encourage or hold back the development of the individual competencies.
This research focuses of the environmental factors and targets to provide a comprehensive overview of issues, dynamics and drivers in each of the research countries.
The research aimed to collect and structure information in two areas – overall context of media literacy and the availability of media. It looks at the involvement of the major stakeholders in the process the government (central or local), education institutions (universities/high schools), media industry and the civil society.
The research does not aim at analyzing the effectiveness of the activities preformed in each country towards raising the media literacy, but to outline the building elements of media literacy development.



ENVIRONMENTAL FACTORS:

- ***Media Literacy Factors***
    - *Media Education* – media and journalism programs/trainings in the curriculum, teachers/professors training, other activities related to media literacy and journalism education, resources/funding, digital literacy.
    - *Government Policy* – existence of regulatory authorities in media literacy field; policies and activities of regulators related to media literacy and education. Engagement of public authorities, regulators (audiovisual councils, anti-discrimination bodies) and their involvement in promoting and protecting usres' rights to freedom of expression. Assessment of national legislation, incl. legal obligations, regulations, organizations.
    - *Media Industry* – role of the media outlets in activities and initiatives relating to the promotion of media literacy and journalism education and ethics, incl. programmes, campaigns, funding, development of information/training/promotion materials.
    - *Civil Society/NGO Sector* – organizations active in media literacy and journalism education and training, coordination and cooperation in the sector, activities and projects. Number of organizations active in the fields of media literacy and journalism education. Existence of self-regulators, their activities and influence.
- ***Media Availability & Access (statistics)*** – refers to the type and availability of media and tools/instruments the general public can use to access information
    - Mobile Phones – mobile phone (smart phones & devices) usage/penetration
    - Internet – broadband penetration rate
    - TV
    - Radio
    - Newspapers
    - Online
    - Social Media – social media usage; existence of local social media and networks

RESEARCH METHODS& SOURCING

The research is carried out by gathering information, desk research, collating and cataloging information and data by country, interviewing, analyzing interviews and case studies.

Official Sources/Statistical Offices

Main source of statistical data and information are the official authorities' websites and legislative papers (incl. but not limited to laws, procedures, national statistics data, assessments, government reports, etc.). The information gathering is conducted through desk research. In this case, there is no official data and information on specific topic the researchers quote other representative studies, reports and researches with reference to the source of information.

Interviews

The researchers conducted interviews with state institution/local government officials/regulators, education system representatives (teachers/professors), media industry representatives (journalists/editors/media employers), NGO sector representatives.

The Interviews were conducted in the period May-July 2016. All interviews were recorded and archived.

If requested, the anonymity of the interviewees was agreed to be granted for the case where their statements are compensating for information that is not officially available or accessible and may jeopardize their life, safety or professional position.

Official statements

The researchers used official statements, quotes, press releases and other announcements, quoting their source and the context in which they have been made.

Media Monitoring

The researchers used media monitoring and content analysis to assess the level of coverage by the media of media literacy, journalism education, quality, standards and ethics.

RESEARCH QUESTIONS

Government Policy

What are the laws and legislative documents framing media education policies?
Do media education policies address the issue of teacher training and at what educational level?
How are media education policies funded? Funding organizations? State budget?
What is the role of regulatory media authorities, if any?

Media Education

Statistics on education - journalism programs

- University/school
- State/private
- Name of faculty
- Name of course(s)
- Graduates per year

Is media education a degree per se (credits/certification), or is it part of other degrees, for example PR & communication, philology, sociology, political sciences, information technologies etc?
What are the resources made available in media education? Are they created by teachers/professors, by media industry, NGO sector?
What is the background of journalism teachers/professors? Are they practitioners?
What is the methodology of teaching, materials and resources, background of teachers, area of specialization?

Journalism Quality and Standards

Are there journalists associations? What are their goals and activities?
Is there an accepted Journalism Ethics Paper/Code of Conduct etc. on the market?
Are there self-regulation bodies in the country? What are their goals, priorities, activities and impact?

Professional Development and Specialistion

What are the possible career paths of graduates?
Number of available/open jobs on the media market?
What types of specializations are needed on the media market? What competencies are required?
Are students prepared to answer media industry job requirements/description?
Are there informal programs/projects related to media literacy and education in place? Source of funding?
What is the role of the private sector in terms of editorial capacity, training, funding, qualification, knowledge-sharing etc.?
Is there any interaction and cooperation between universities and media outlets?

Civil Society/NGO Sector Role

Are there professional organizations of media education teachers? Journalists and news professional organizations? Librarians and learning centers professionals? Other societies and clubs related to media literacy?
What is the role of civil society associations/NGOs - awareness raising, training, funding, resource production, others?
Are there grassroots communities of practice that participate in media education?

Quality Journalism & Education and Media Literacy Promotion

Is there any interaction and cooperation between universities and media outlets?
Are there events related to media literacy - media weeks, festivals, competitions, games, social media groups that show/promote the importance of media education and literacy?
Are media literacy, journalism education, quality, standards and ethics, media accountability etc. themes of media coverage, publications, social media conversation?
Is media education and media literacy measured and evaluated? Who does that? Frequency?
What values are promoted by media professionals and journalism teachers/professors? (For example pluralism, quality, accountability, diversity, etc.)
Are there cases in which the lack of media/digital literacy conducted to law infringements? Are the courts and other law enforcement bodies up to the task?

EXECUTIVE SUMMARY

The research aims to provide an up-to-date environmental analysis of the journalism education and media literacy programs available in Albania, Bosnia-Herzegovina, Macedonia, Montenegro and Serbia. It provides real world data and information on education needs in journalism and for the general public, as well as an overview of the environmental factors at the basis of media literacy.
This research observes existing practices, formal state policies, civil society initiatives, and the interaction of media industry with other stakeholders.

The media landscape in the Western Balkans is influenced by three main drivers – political changes, digital age, the need for complex knowledge, and economic/business limitations. Both media and educational systems in all researched countries struggle to keep up with technology advancements, with the higher expectation of audiences for new tools, features, formats, speed, and with the overall change in understanding quality journalism. Media and state education institutions have found themselves in a situation of restricted budgets and higher requirements towards quality of services.

With their own country specifics, all countries faced political turmoils, changes which shape political culture and influence education systems and the relationships between media and politics.

MEDIA LITERACY & PROFESSION VS. POLITICS

According to Reporters Without Borders, which advocates for media freedom and protection of journalists' rights around the world, and its latest 2016 World Press Freedom Index[1], media freedom is threatened everywhere. "There has been a deep and disturbing decline with respect to media freedom at both global and regional level," the report says.
Balkans media freedom has "declined ... because of the growing influence of extremist movements and ultra conservative governments, however still in line with the trends in Europe.
The countries in the Balkans showed mixed results with Montenegro and Serbia moving up, and Bosnia-Herzegovina and Macedonia moving down into the ranking, while Albania remains at the same level from 2015.

WORLD PRESS FREEDOM INDEX

Country	2016 Ranking	2015 Ranking	Change
Albania	82	82	=
Bosnia and Herzegovina	68	66	↓
Macedonia	118	117	↓
Montenegro	106	114	↑
Serbia	59	67	↑

Source: Reporters Without Boarders

Another report by the US-based watchdog Freedom House, Freedom of the Press 2016, raised concerns about the state of media in the Balkans, although declining media freedoms in the Balkans are seen as part of the global trend.
"Violence and the refugee crisis dominated the news in Europe in 2015, but they also affected how news could be covered. While not as dramatic as the Charlie Hebdo murders, attacks against journalists by various perpetrators in the Western Balkans contributed to an overall decline in media freedom there. In Serbia, multiple journalists suffered physical assaults, contributing to heightened self-censorship across the media sector. Attacks and death threats in Macedonia and Bosnia-Herzegovina also raised concerns, with numerous violations committed against reporters, who were investigating government corruption. Serious questions remain about whether these countries' governments are genuine in their stated commitments to European norms for media freedom and independence". [2]
Serbia and Macedonia are among the countries where media freedoms declined fastest in 2015, losing five and four points respectively.
"The region overall is giving us quite a lot of cause for worry, as its old problems seem to be persisting but also some of the better performers seem to be headed in bad directions," the report reads.

1 2016 World Press Freedom Index, https://rsf.org/en/ranking
2 Freedom of the Press 2016 Report by Freedom House; https://freedomhouse.org/report/freedom-press/freedom-press-2016

In this context, the profession of a journalist and overall career in media are losing ground and is much less desired and prestigious. Media professionals are also paid less than other communications professions and the freedom of expressing opinion different from the one of the owner/editor is unwanted, all this making the media career even less desired. This trends are visible in all of the research countries.

MEDIA LITERACY & PROFESSION VS. DIGITAL AGE

Media landscape today is visual, multi platform, and requires new methods of gathering, analyzing big amounts of data, and delivering news and information. Despite the requirements posed by digital and mobile age, the media sector and its professional journalists, newcomers in the newsrooms and educators lag behind in realizing, preparing and aligning with the nowadays important multimedia and other digital storytelling skills.
Media industry and educators in the region do not manage to create structured and sustainable partnerships, to tackle the issues with the new knowledge and practical skills market requirements.

MEDIA LITERACY & PROFESSION VS. EDUCATION SYSTEMS

Media literacy is barely mentioned in country legislations and strategies. In all the researched countries, various laws and documents point to media literacy as it is, or in the form of digital literacy, information literacy etc., however, the issue with media literacy as part of education and knowledge of the general public is not approached in a systematic and structured manner in any of the countries in the region. There are sporadic efforts and isolated initiatives to introduce elements of media literacy education in schools, high schools and universities.

In all countries researched, education systems are not keeping up with the changes and technology advancements of the media industry. The most worrying trend is the intention and in some of the countries already the process of transforming journalism studies into communication studies, which is another step away from "producing" knowledgeable media professionals and journalists. Education systems in the region seem to aim at producing communicators, who may fit a wide range of positions, from journalists, to PRs, speakers, marketing professionals etc. Based on the number of people who enroll and graduate, and on the inability to save high-quality journalism education, the journalism degree is less valued. As a consequence, the overall quality of journalism deteriorates year after year.

A common issue throughout the region is that university and school educators and professors are rarely practitioners, which lowers the chance for students to learn real-world practice and professional tips. There are, however, numerous cases reported of established partnerships in terms of allowing practice in the media outlets and journalist guest-speakers tutoring students in universities.

Media outlets strugling with financial restructions and low budgets, often complain about the low level of knowledge and understanding of journalism of the newcomers who graduated universities, and about their lack of practical skills. A degree in journalism is not a prerequisite for applying and finding a job as a journalist across the region, although there is no information in any of the research countries about a profile of competencies and skills required to apply for a job as a journalist.
Media owners/editors often faced with financial difficulties do not invest in life long learning and qualification improvement.

MEDIA LITERACY & PROFESSION VS. NGO SECTOR

In such complex environmental landscape, civil society organisations (CSOs) and donors are taking a key role in powering the discussion about media literacy, in promoting high-quality journalistics ethics and standards, in sourcing and theaching new knowledge and skills recquired by the industry.

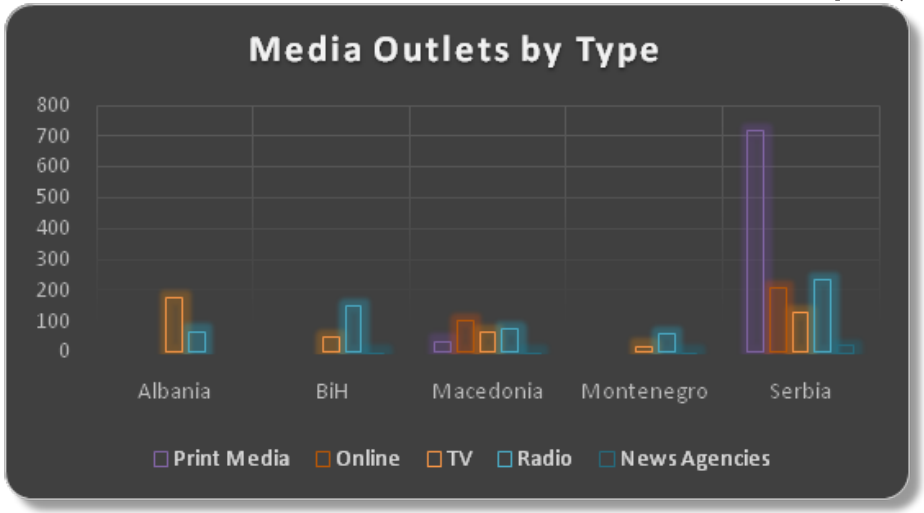
Researches and studies on media literacy and media education are usually initiated and conducted by the NGO sector, or planned and executed as part of projects lead by CSOs and sponsored by donors.

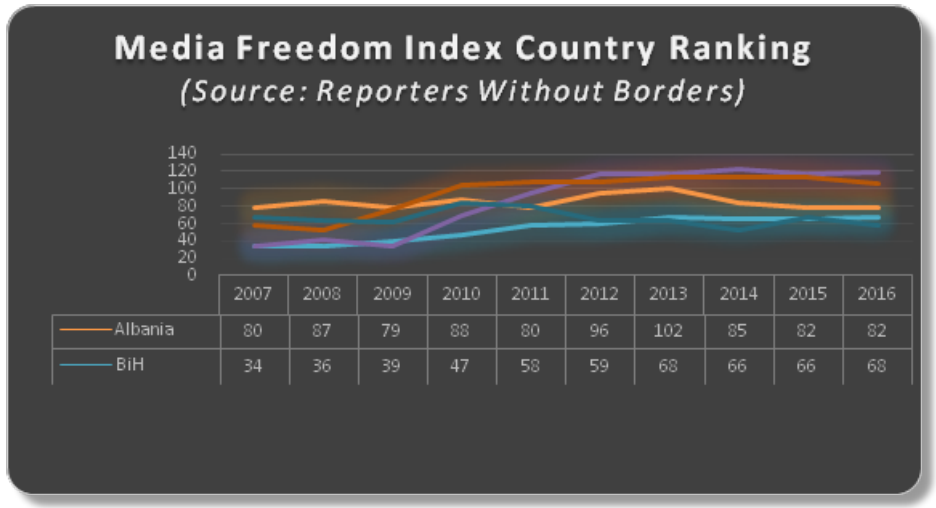
Civil sector orgaizations and bodies remain the guardians of joursnalists ethics & standards and try to tackle issues with unethical behaviours on the market with mixed results.

INSIGHTS - MEDIA LITERACY, EDUCATION NEEDS OF JOURNALISTS AND THE PUBLIC

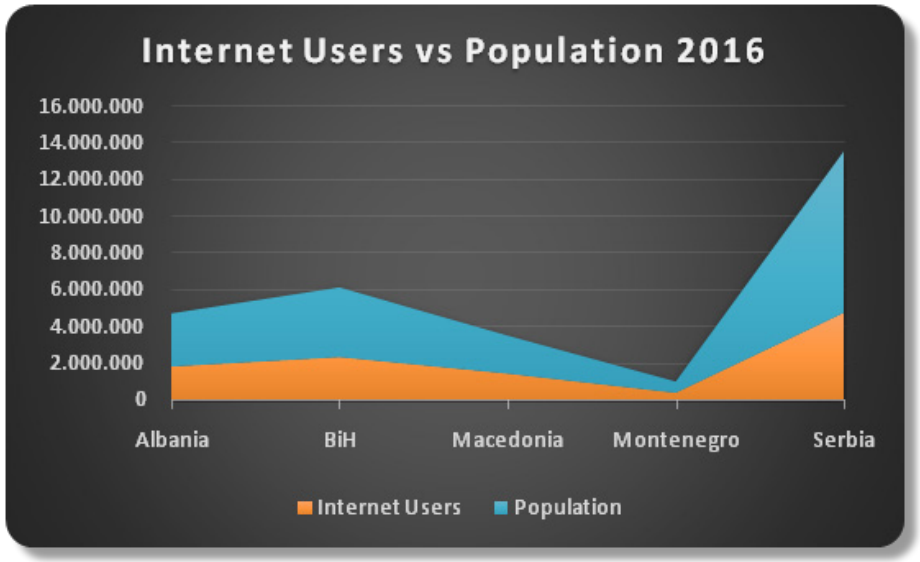
- Level of knowledge and training of teachers/professors lags behind or is non-existent both in ICT and in media literacy.
- Diverse backgrounds of teachers/professors, rarely with any practice in journalism, and not in possession of a degree in journalism.
- State and private universities have been offering journalism degrees in the past decade, however there is a trend in the recent year of universites either closing, or transforming journalism programs into communications and public relations programs.
- Journalism education, as every other discipline in education, is in a need of reforms, improvement of processes and addressing the gap between education and business.
- Numerous industry and professional associations exist throughout the region, however they seem not to be leading the changes and improvements in the media industry, as the majority are not active or act sporadically. Professional organisations are not strong and do not power any major initiatives across all researched countries.
- There is no structured and comprehensive information about journalism education, quality levels, as there is no authority across all countries which collects data about the progress of journalism stutents in the sector and their advancement in career.
- Holding a degree in journalism is not essential for applying and finding a job in the media sector.
- Professional qualification/journalism degree is not a driver for career growth. No journalists' career paths or developed competency models were found.
- No evidence is found about the existence of a direct correlation between education (degree hold) and positions in newsrooms hierarchy.
- There is major dissatisfaction of media owners and editors with the knowledge and skills obtained in universities.
- Media sector companies call for better programs, mirroring the industry changed requirements towards knowledge and practical skills, in the light of digitalisation and changed consumer/audience information consumption patterns. Newsrooms seek journalists with practical know-how and general education.
- Cooperation between media sector and universities/education institutions is an individual effort, rather than an established, sustainable system of partnership.
- Very often, journalists and editors face obstacles in applying best journalism standards, principles, and knowledge gained through workshops, qualifications, courses and formal education, because of media dependence on a variety of interests – political (pro and anti-government), business, commercial etc.
- Education institutions (universities, schools) are chronically under budgeted to allow for high-profile guest lectors, equipment and practical trainings.

DASHBOARD
Media Landscape (Availability & Access)

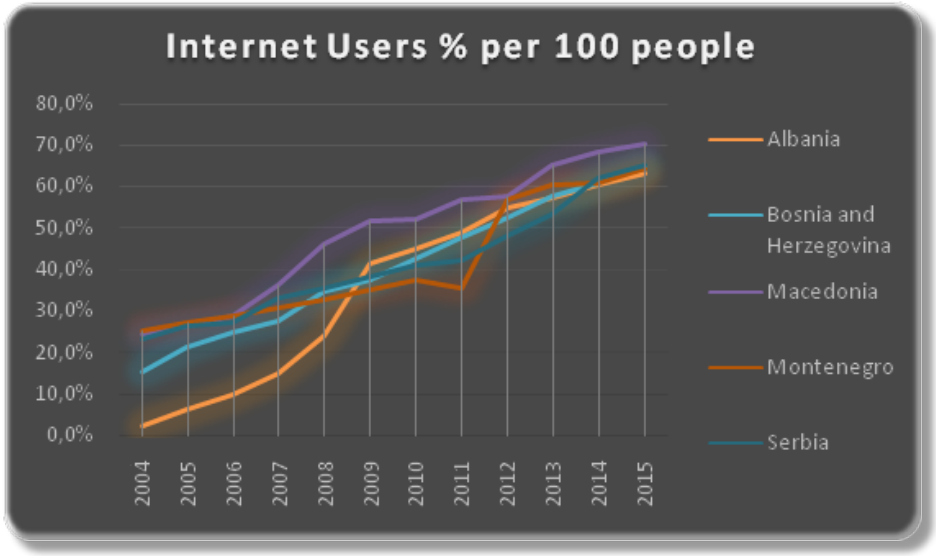




	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Albania	80	87	79	88	80	96	102	85	82	82
BiH	34	36	39	47	58	59	68	66	66	68



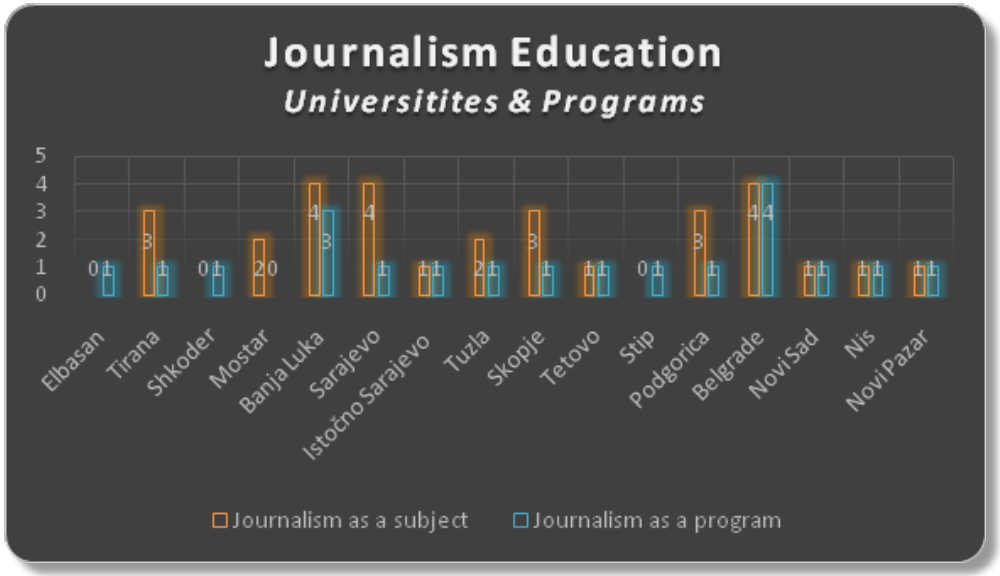
Source: Internet Live Stats
Elaboration of data by International Telecommunication Union (ITU), United Nations Population Division, Internet & Mobile Association of India (IAMAI), World Bank

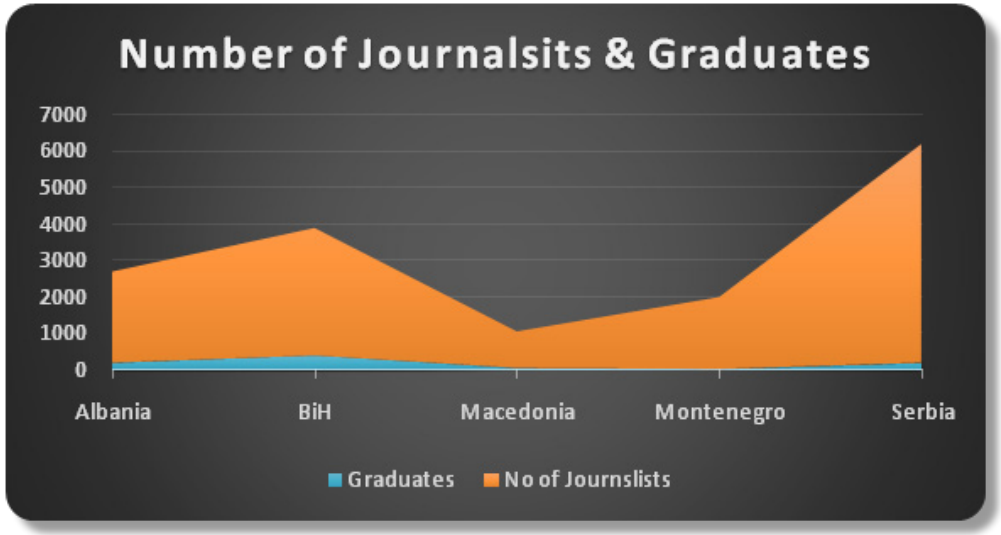


Source: World Bank
(International Telecommunication Union, World Telecommunication/ICT Development Report and database, and World Bank estimates

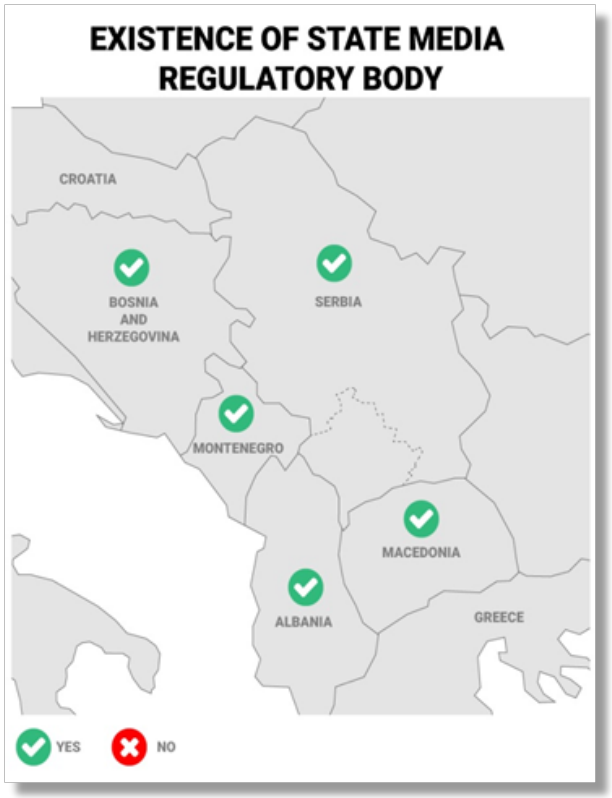
Media Literacy Factors
Media Education



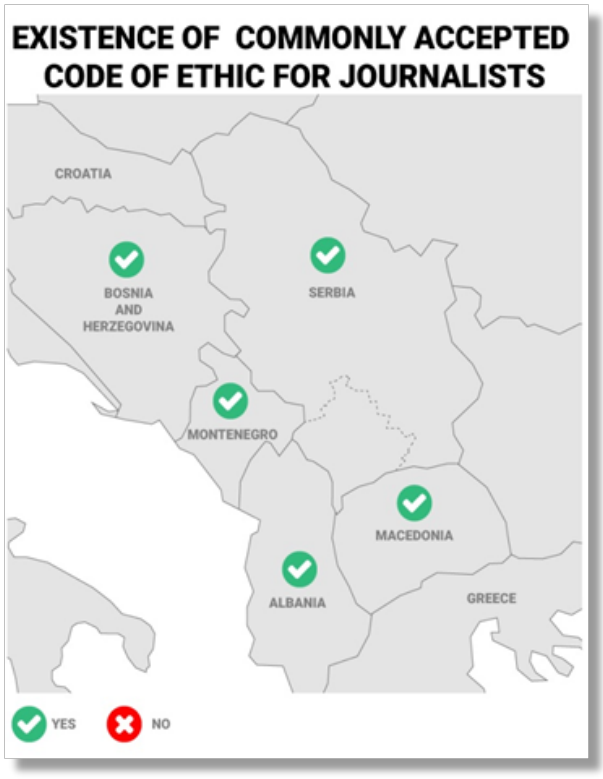


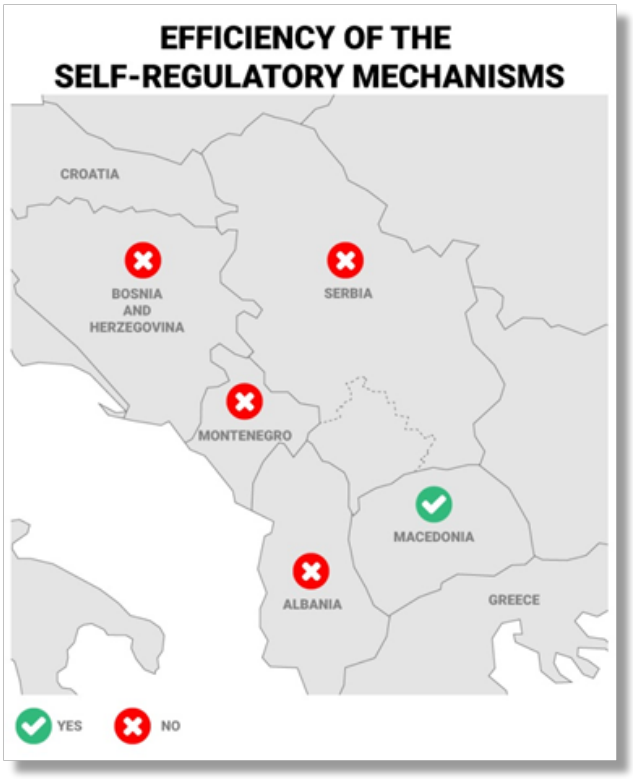


DASHBOARD
Media Landscape (Availability & Access)

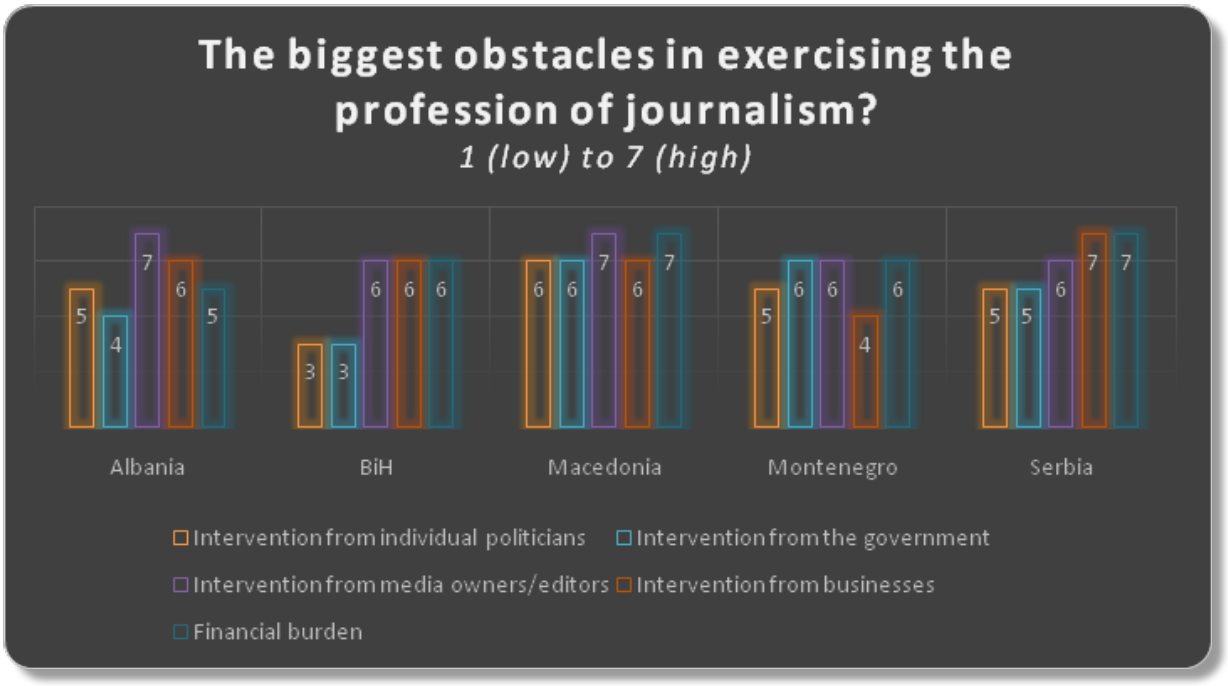


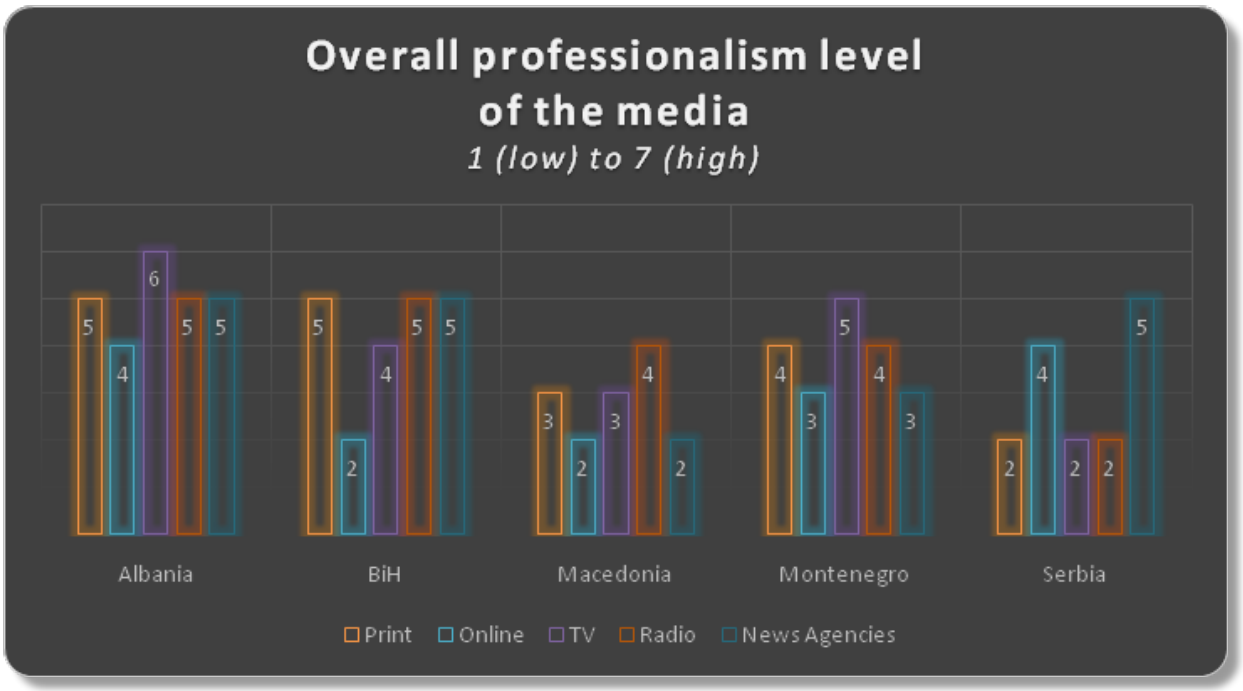




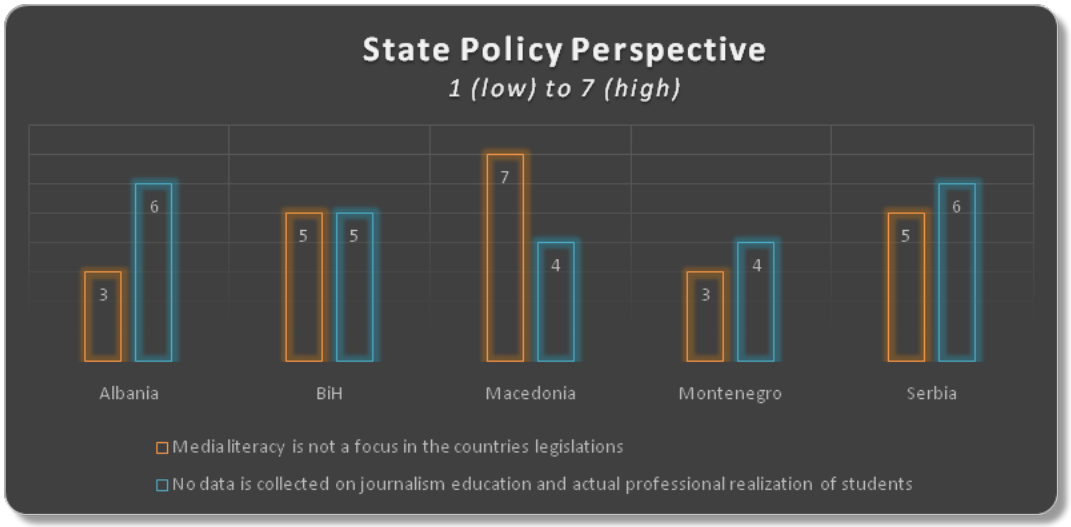


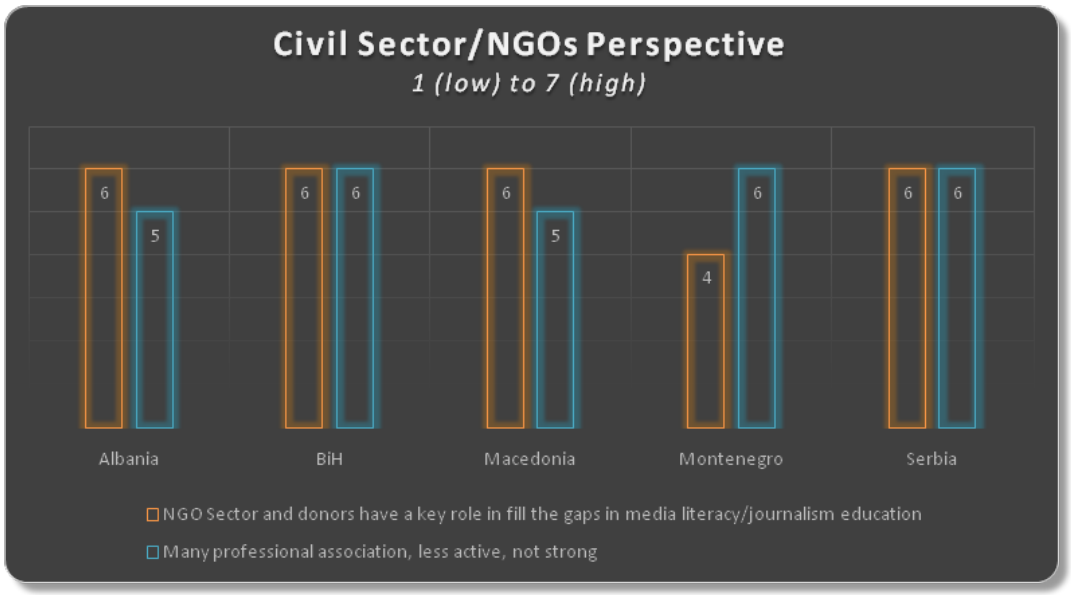
Experts Opinion on Media Literacy

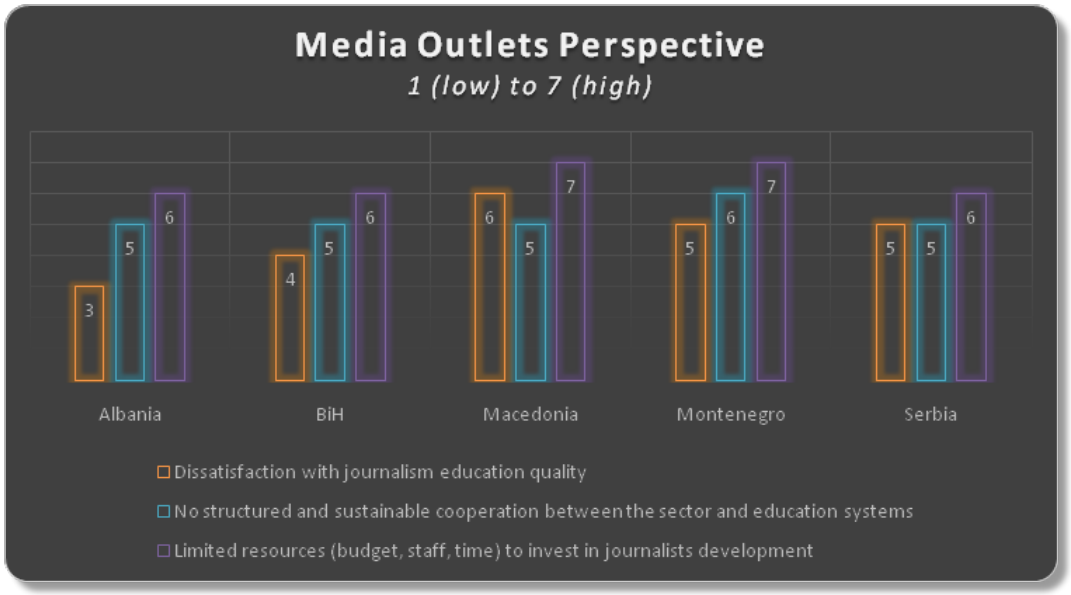


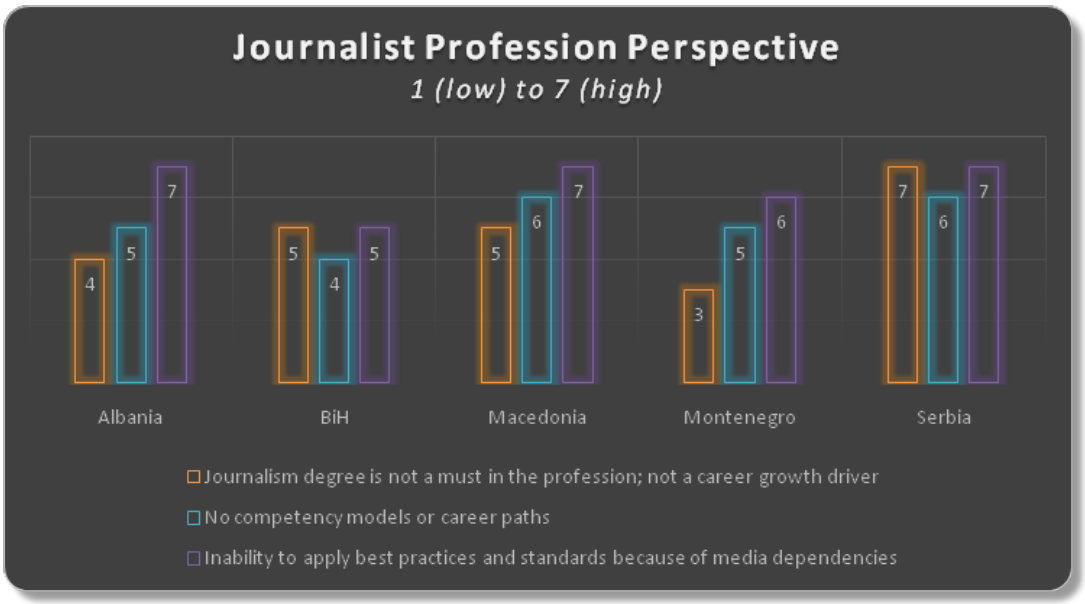


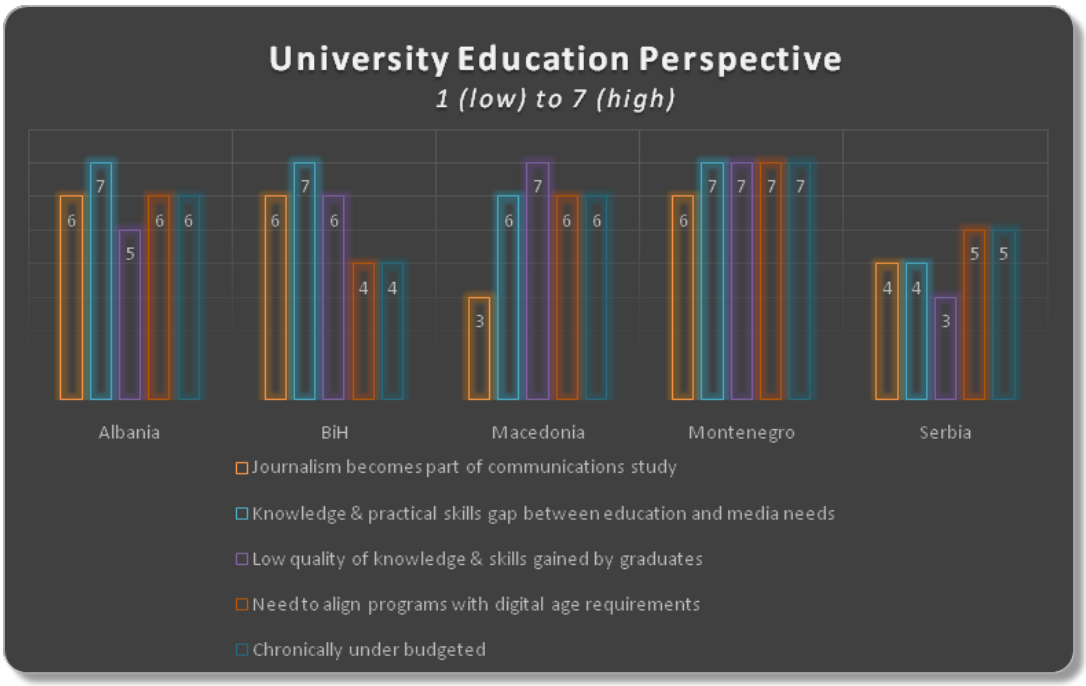
The biggest issues to retain high journalism quality and support media literacy?

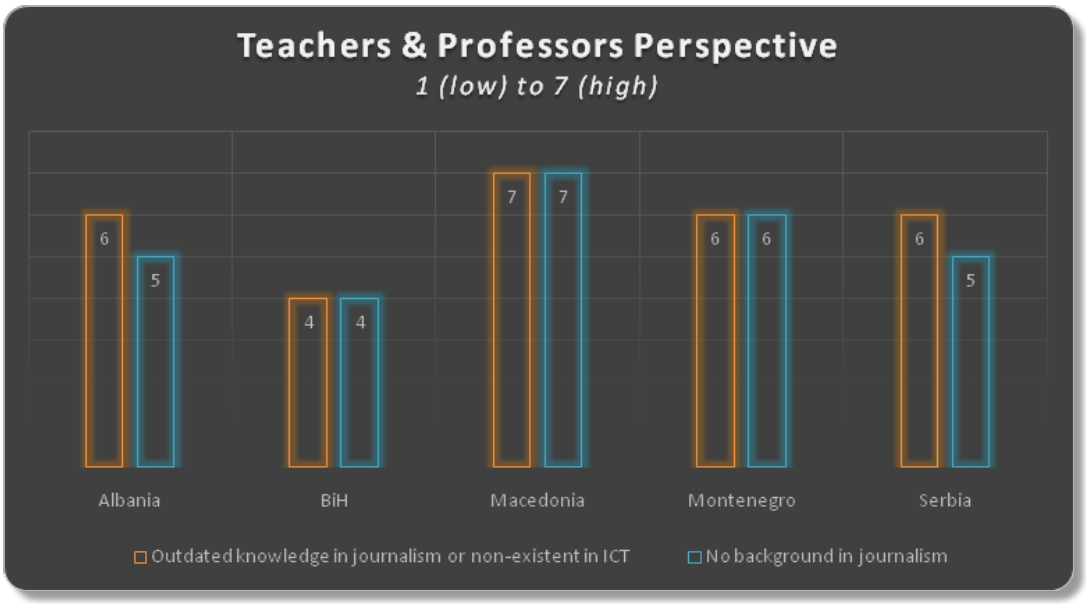







Journalist Profession Perspective
1 (low) to 7 (high)
4
5
7
5
4
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3
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7
Albania
BiH
Macedonia
Montenegro
Serbia
Journalism degree is not a must in the profession; not a career growth driver
No competency models or career paths
Inability to apply best practices and standards because of media dependencies


University Education Perspective
1 (low) to 7 (high)
6
7
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7
6
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7
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6
6
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3
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5
Albania
BiH
Macedonia
Montenegro
Serbia
Journalism becomes part of communications study
Knowledge & practical skills gap between education and media needs
Low quality of knowledge & skills gained by graduates
Need to align programs with digital age requirements
Chronically under budgeted


Teachers & Professors Perspective
1 (low) to 7 (high)
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6
6
5
Albania
BiH
Macedonia
Montenegro
Serbia
Outdated knowledge in journalism or non-existent in ICT
No background in journalism

ALBANIA

EXECUTIVE OVERVIEW

Media literacy has not yet become part of the public debate. An accurate term for the concept has not been yet translated into Albanian language.



Thanks to the overall debate on media professionalism, especially ethics, there is a degree of reflection and discussion on media quality. The media professionals and academicians interviewed shared that the public has some knowledge and critical sense on media in Albania, but media literacy education would be very helpful in improving understanding of how media works and how the public should read it. "Citizens are aware that news, attitude and context that the media convey are biased, but it is also clear that the further the citizens are from the elites and the capital, the more difficult it is for them to understand why media is the way it is," sais Blendi Salaj from Media Aktive.

The emergence of the new and social media is another driver for the introduction of media education in the curricula. "Part of the population, based on experience or intuition can make the difference between the reality constructed by media and the real life. However, this should not be left to chance and media education should be part of the curricula. This is even more urgent with the development of new media and Internet penetration, which has further complicated reading and understanding the massive messaging, in fact we should go from 'media literacy' to 'communication literacy'," says Rrapo Zguri, Professor of journalism at the University of Tirana.

Apar from some initiatives of the civil society and the NGO sector there is no particular development or attempts to promote the concept of media literacy through events or to assess the needs and media literacy levels with studies and evaluations.

MEDIA LANDSCAPE

Albanian media landscape is especially rich in numbers given the small population and market: it has over 20 daily newspapers, 71 radio stations, 70 television stations, 109 cable televisions, and three commercial multiplexes[3]. In addition, access to internet and use of mobile phones has steadily increased, enabling greater access to media content. According to official data, there were 3.4 million active mobile phone users in Albania in 2015, compared to the population of around three million, taking the penetration rate in terms of active users to 120%.[4] Out of these, 1.5 million were estimated to access broadband services from their mobile, marking an increase of 43% from 2014[5]. Overall internet penetration rate is estimated to be at 60% of the population.[6]

While media has become an important player on the Albanian scene, there is arguable little knowledge on the way it works,its credibility and the factors that make it influential. General perception is that media scores well in terms of public trust, especially when compared judiciary system and policy decision-makers, who are considered more corrupt or have more negative image.

One of the few studies on media use reveals that television is the most trusted media, with 73% of surveyed saying they trust

3 AMA List of Audiovisual Media: www.ama.gov.al
4 AKEP Annual Report 2015: http://www.akep.al/images/stories/AKEP/publikime/raporte/RAPORTI_VJETOR_2015.pdf
5 Ibid.
6 Internet World Stats: http://www.internetworldstats.com/europa2.htm

TV the most[7]. Radio, press, and online media fell into the credibility range from 43% to 46%. Albanians spend on average 2 hours and 40 minutes per day watching TV[8]. Time spent online is significantly rising as most of it is spent on social media (Facebook / Youtube, etc.).It is unknown how much time is spent for searching information[9].

GOVERNMENT POLICY ON MEDIA LITERACY

The law that sets the framework on pre-university education in Albania is Law No.69/2012 "On Pre-university education in the Republic of Albania." The law does not mention media literacy as a notion or regulates instructions on it in any form, says Bardhyl Musai, education expert. The law does include in the list of fundamental competencies that students in pre-university level must acquire also "digital competencies,"[10]. Along the same lines, the curricula approved in 2014 was also approved having in mind the competency-based approach[11].

The law on pre-university education, bylaws, and strategies do not specify media literacy as part of the education process in elementary, basic, or secondary school. "This is something that should be changed, since in the 21st century, children are exposed to media coverage all the time and they should be able to have a critical view on what they see, hear, or read," says Erida Koleci, expert of curricula on Albanian language and literature for pre-university education, Institute of Development of Education.

Parts of certain subjects do touch on media literacy concepts, although there is no separate subject of media literacy, neither in optional subjects, nor in the main curricula. In the subjects of Albanian language, foreign language, and civics, there are hours in the teaching plan that are devoted to elements related to media literacy. "There are topics like analyzing a media text, creating an advertisement, dissecting the parts of a media article, how to use images and their symbols."[12] The basic skills that can be considered as part of the media literacy are in the lower classes, whereas from the ninth grade till the twelfth there are topics and subjects that aim to work more on building the capacities to carry out a critical analysis of the media, like analyzing a media text and judging on the information or opinion offered and its effects[13]. So, overall media literacy is not mentioned in any way in the curricula, but some of its components have been introduced across several subjects, in a graduated form.[14]

Another subject related to media literacy taught through classes 3-12 in pre-university education is Information and Communications Technology (ICT). ICT subject is related mainly to basic technical skills of using computer and creating media content, not on the quality of the content, developing skills like how to develop a website, how to work with images and graphs, etc[15].

Given the novelty of media literacy as a concept introduced through a few topics in the curricula, training of teachers on the topic is lacking and it seems that they are having difficulty understanding, updating or explaining knowledge related to this topic[16]. This is even more valid for the ICT, which is a subject of the curricula. "Often this subject is taught by teachers who have had short-term training and are educated in other fields, such as physics, mathematics, and this is a way of fulfilling the number of classes a teacher must have. Training of teachers is certainly lagging much behind or is inexistent, both in ICT and in media literacy."[17]

MEDIA EDUCATION

Albania's experience in the field of university journalism education is a relatively recent one. The first school was the one established within the Department of Political-Judicial sciences, fashioned after the Soviet model. This school lasted for ten years, until the early 70s, and it later was succeeded by different kinds of courses, taught by the same teachers.

7 Fondacioni Soros, *Sondazh kombëtar për perceptimet dhe pritshmëritë për anëtarësimin e mundshëm të Shqipërisë në BE, 2014.*
8 Ibid.
9 Ibid.
10 Law no.69/2012, Art. 13.
11 Strategy for Pre-University Education, 2014-2020.
12 Ibid
13 Ibid
14 Ibid
15 Ibid
16 Ibid
17 Ibid

The new school, part of the Department of History and Philology, was started in 1992. Its establishment was viewed as a necessity due to the increase in the number of newspapers of different orientations and their usage of a great many number of new journalists. Until 2010, it was estimated that a total of 1,116 students had graduated from this department, however, it is difficult to track and to estimate how many of these students that graduated journalism have worked in the media[18]. Statistics show that the number of students that were enrolled in the first decade of the school is almost the half of those that enrolled in the second decade[19]. This significant increase in number of enrolled students can be explained by two factors: increasing interest on receiving a journalism degree and education and entering the profession, as well as reformation and better reputation of the faculty of journalism.

Currently, only the public university offers bachelor journalism studies inits branches in Tirana, Elbasan, and Shkodra. The student's quota are fixed according to the capacities of the university – in Tirana one, in the year 2015-2016 the government-fixed quota was 85 students for the bachelor degree, while for the University of Shkodra and that of Elbasan the quotas were 60 and 55, respectively[20]. These figures are generally stable - in 2014, 60 students graduated with a bachelor's degree in journalism in Tirana and 50 for the universities in Shkodra and Elbasan, each [21]

The University of Tirana Department of Journalism also offers master's and Ph.D. degrees in journalism and communication. In the last years a total of 202 students have received a master's degree out of the 400 students registered[22].

Other private universities also have offered journalism degrees for a few years; however, such programs have either been closed, or have been turned into communication and public relations programs, rather than strictly journalism ones[23]. The only private university which has journalism program is Beder University, which offers a Bachelor's degree in communication and a Master's Degree which can be focused either on Communication or on Journalism.

The journalism department at the public university has undergone significant change in the curricula. From the classical 4-year degree, it has adopted the two-tier system, in accordance with the Bologna process. The bachelor degree offers three profiles of journalism where students can choose from: social/culture journalism, political journalism, and economic journalism[24].

The second level degrees also offer opportunities to become more specialized in the profile of journalism desired. The profiles offered are Public relations, Media marketing, Media management, European and international journalism, and Intercultural communication.

It is evident that there has been significant reform in the curriculum and department of journalism at the public university ever since its establishment. As Rrapo Zguri, professor of journalism, University of Tirana, said for this report, one of the department's strength is that "it has managed to establish a faculty made of professors that cover a broad spectrum of profiles in journalism education." However, it is clear that as with every area of education in the country, this branch also has further needs to reform and improve and the process will be ongoing.

When it comes to teachers' background, they are diverse. For example, looking at the roaster of the faculty of the department and their degrees, not even half of them has had a bachelor's degree in journalism. This is also due to the fact that formal education in journalism in the country resumed only after the 90s. Most of the primary degrees of the faculty are in political sciences, Albanian language and literature, and philosophy, while degrees in fine arts are also present. Nonetheless, it should also be said that the faculty members have continued obtaining their master's degrees or Ph. D.s in journalism or communication. At the same time, it is difficult to find someone who still practices journalism at the University of Tirana department, and only some of them have been practitioners in the past. In general, their background is related to journalism and especially communication, but they have not necessarily practiced the profession.

18 Albanian Media Institute, "Journalism Education in Albania,"2010.
19 Ibid.
20 Government decision on public university quotas and fees for year 2015-2016: http://www.kryeministria.al/al/newsroom/vkm/vendime-te-miratuara-ne-mbledhjen-e-keshillit-te-ministrave-22-korrik-2015&page=6
21 "Labor Relations in Albania,"2014.
22 University of Tirana, Department of Journalism, October 2014: The figures for graduates in journalism in recent years are the following: 63 in 2011, 65 in 2012, 66 in 2013, and 55 in 2014.
23 Peace Institute, „Media Integrity Matters," Albania, 2014.
24 Department of Journalism Teaching Plan 2013-2016.

PROFESSIONAL DEVELOPMENT AND SPECIALISATION

There is no structured data or track record on the number of students that graduated journalism being following a carrier in journalism.Neither universities, nor other bodies collect data on the rate of journalism graduates' employment in the media, although there is reason to believe that "a considerable portion of the young journalists entering the field in Albania are graduates of these programs."[25] A 2014 survey showed that 64% of polled journalists had a bachelor's degree, while 32% had a postgraduate degree, and another 1.7% had completed a doctorate degree.[26]

The general opinion is that holding a degree in journalism has become essential towards working as a journalist at the current stage.[27] According to the above-mentioned survey, 27% of polled media employees from a representative sample declared they had graduated in fields other than journalism, compared to 73% that said they had studied journalism, communication, or both[28]. In addition, the survey sheds more light on the relation between education in journalism and the newsroom hierarchy: 12% of polled people at leading positions in the newsroom have majored in journalism, vis-à-vis 39% of reporters and 15% of editors[29]. The division is even more dramatic in advanced degrees in journalism: only 6% of managing directors in the media have an advanced journalism degree, while three times more reporters seem to have a master's degree in journalism[30].

While figures indicate that the importance of majoring in journalism to follow a career in the medi industry has increased, in practice this does not seem to be essential. Most journalists and editors point out that the hiring process is not necessarily merit-based. Only a few media outlets advertise their vacancies, but there is no further transparency on what are the selection procedure and criteria applied[31]. In addition, data shows that professional qualifications do not necessarily provide a good reason for advancing one's career in journalism. A recent report showed that there is no direct relation between one's education and the position in the newsroom: most editors interviewed for the report did not study journalism, but ended up in this career mainly due to passion[32].

At the same time, there are no accurate statistics on number of journalists and even less so on number of open jobs on the media market. The Union of Albanian Journalists estimates that at the end of 2014 there were about 5,527 employees in the media sector, and about half were people involved in producing editorial content, namely journalists and editors, said Aleksander Cipa, Chair of the Union of Albanian Journalists.

Similarly as there is no information on the availability of jobs in the market, there is also no study or indication on the needed skills to be part of this market for students of journalism. Students of journalism that worked in newsroom while they also studied for their degree were a common phenomenon until a few years ago. This seems to no longer be the case, perhaps both due to the financial crisis in the media, but also due to lack of interest in working in the media outlets, especially as simple reporters. There is also a visible dissatisfaction of media editors with the skills gained by journalism students and their applicability on the job. In fact, media editors have continuously pointed out that formal education should shift towards greater practice, rather than prevailing of theoretical concepts[33]. "I believe that the university provides a good theoretical education and you can feel the positive influence of some professors in certain subjects. However, students have very few practical skills to respond to current media needs. For example, student formats as YouTube videos or as podcasts in SoundCloud are missing, and media literacy is not only understanding how media should work, but also the ability to produce media in an era when the spectator can become a protagonist,"said one of the interviewees, Blendi Salaj from Media Aktive. The opinion is that formal education should change and adapt to the changing times: "Media is changing rapidly and the first challenge of university has been preparing students for the market. Now that the environment has changed with the new media emergence and against the background of financial crisis, the challenge of the university is bringing up the universal journalist, who can cover both new media and traditional one," says the media expert, Lutfi Dervishi.

In this context, the cooperation between universities and the media outlets is not particularly visible. Students of journalism that also work in the media is not news, but this is more on an individual basis, rather than based on mutual agreements between media and university. "Although I would say that there is a certain cooperation, it certainly needs to improve. It

25 IREX, 'Albania', inMedia Sustainability Index(MSI), 2013, p. 14.
26 J. Godole, "Gazetaria Shqiptare ne Tranzicion," 2014, p.151.
27 Ibid, p.153.
28 Ibid, p.154.
29 Ibid.
30 Ibid.
31 Interviews with journalists from mainstream daily newspapers and TV stations.
32 SEEMO/ Peace Institute, "Editors in Albania,"2016.
33 Interviews with editors.

should become institutional, in the form of contracts and agreements for internships for students between the Department and the main media outlets in the country, since both sides are interested in the cooperation," says Rrapo Zguri, professor of journalism, University of Tirana.

Earlier this year the Department of Journalism signed an agreement with the regulatory authority, Audiovisual Media Authority, which in theory would enable the facilitation of internships of students at the audiovisual media outlets in the country, but its effects remain to be seen.

The media outlets generally are not interested in or cannot afford advancing the professional skills of their journalists through training sessions, professional conferences, internships, or other forms. Most journalists that participates in training sessions organized by NGOs find it difficult to follow training courses, as they are not released for their day-to-day responsibilities, while the training courses are totally optional, says Agim Doksani, project coordinator, Albanian Media Institute.
Moreover, although training and professional development opportunities might be available for journalists, the knowledge gained cannot always be implemented in the reality of the Albanian newsrooms, due to prevailing "guided" or commercial interests over public interest. "We have a situation where students at the university or in professional training courses learn on the mission and principles of journalism, but when they start working or go back to work in Albanian media, they see that these principles are not respected and not followed, and are totally worthless," said Rrapo Zguri, Professor of journalism at the University of Tirana.

JOURNALISM QUALITY AND STANDARDS

There are numerous journalists' associations in the country, either general ones, or based on regional grounds or specialty, such as economy, health, etc., however, hardly any of them is active at the moment, or they are active only sporadically. "Journalists have always found it difficult to organize themselves, both in terms of protecting and advancing their rights and in uniting in the name of professional goals and identity."[34] The two oldest organizations are the League of Albanian Journalists and the Association of Professional Journalists, established in the early 1990s. Even though there are also many other associations, cooperation, professional solidarity and uniting for advancing the profession there have not been sufficient incentives and motivation so that any of these associations would become a strong professional organization.

Given the weak professional organization of journalists and in spite of several attempts, a successful self-regulation initiative has yet to make its entry. There is a Code of Ethics, which was first drafted in 1996 by the Albanian Media Institute in cooperation with the major journalists associations at the time. Although generally accepted, there has never been a formal endorsement and commitment from the media outlets to the Code. In 2006 the Code was revised again by the Albanian Media Institute, in a discussion with media representatives and there were renewed efforts to establish a self-regulatory body, but the media again failed to unite for this purpose.
"Apart from these attempts to organize self-regulation on a national or broad scale, the media outlets have also failed to adopt of their own accord formal guidelines on their conduct."[35] However, there have been a few exceptions through the years. Daily newspaper *Shekulli* had its code of ethics in 1998, as well as an Ethics Bureau, an initiative of the owner, rather than of the newsroom, an initiative that was short-lived.[36] Another group that has adopted a code of ethics is also Free and Fair Media Group, but there has been no public case or debate to show how well this code works.
In July 2015 a group of journalists established the Council of Media, which was aimed to work mainly towards ethical initiatives in the profession,however, major achievements cannot be reported to-date.

CIVIL SOCIETY/NGO SECTOR ROLE

Since media literacy is not a subject introduced in the curricula, there are no associations dealing particularly with media literacy, such as those of teachers, librarians, or professional learning centres. In the same way, the weak status of journalists'association does not allow for any influence on education policy.

Albanian Media Institute (ANI) is the main NGO in the country engaged in training of journalists, working in this field since 1996. It regularly implements mainly short-term programs in journalism training for both students of journalism and mid-

34 SEEMO/Peace Institute, "Media Integrity Matters," Albania report.
35 SEEMO/Peace Institute, "Media Integrity Matters," Albania report.
36 Londo, 'Albania' in Labor Relations and Media: Analyzing Patterns of Labor Relations in the Media of SEENPM Member Countries, 2008.

career journalists. In recent years its activities have particularly focused on training journalists and students in digital skills, with the aim of improving abilities of journalists to use different forms of expression, adapting to the new developments in the profession.
Apart from training in digital literacy for journalists, AMI has also attempted to pave the way for introducing media literacy in the pre-university curricula.

Other organizations have also tackled the media literacy issue, although initiatives have been sporadic. One of the main supporters of such initiatives has been Open Society Foundation Albania, which has supported AMI and other organizations in this field.
Media Aktive Center implemented another major project in te period 2013-2105 – "Intensive Practice of Multimedia Journalism".Under the project 90 students from journalism and other department came together, realizing start-ups of citizen journalism in the shape of blogs, YouTube channels and a WebRadio, and produced media content under supervision of media professionals, explains Brunilda Bakshevani, Project Coordinator, OSFA Albania. "Through these courses we have enabled the young people to become familiar with the nature of the job that takes place in a radio and television and have urged them to use digital tools for quality and influential products in society".

Another project related to multimedia production by citizens is the RRATHE project, organized in three phases between 2011 and 2015 - a competition for young people to produce video-documentaries on relevant social problems. The program has led to the creation of 68 video-documentaries, which have been broadcast by the national television, said Brunilda Bakshevani, Project Coordinator, OSFA Albania.

Other smaller scale programs supported by OSFA in this field have been a series of training and talks with high school students in Gjirokastra on media literacy as well as training young Roma people to produce journalism content in multimedia form, in order to advance the needs of their community.[37]

OSCE Presence in Albania has also organized a summer school on media literacy, bringing together thirty-five high school students, aiming to extend their knowledge on what media is, its role and contribution to a democratic society, by also teaching them basic reporting skills, explaind Elira Canga, Media Development Unit, OSCE Presence in Albania.

37 Ibid

BOSNIA-HERZEGOVINA

EXECUTIVE OVERVIEW



Media literacy in Bosnia-Herzegovina (BiH) is still a secondary issue whose development is not considered a priority. This is the situation also in the scholarly and journalistic circles, which should certainly be interested in this matter, operationally or thematically.

Up to date there is not a single state document directly addressing this issue, there is not a single segment of systematic presence of media literacy on any level of education, just as there is no discussion in the media addressing media literacy either in terms of education nor as a theme.

The term media literacy was brought to BiH by foreigners, international donors, who developed interest in this matter through projects.

For media content producers, no doubt, it is important to have a university education and various specialized know-how from courses and conferences, as well as, most certainly, practice. However, there is a lack ofmedia literacy education initiatives aimed at ordinary citizens and not media professionals.

The term media literacy appeared publicly in BiH for the first time in 2005 when Sarajevo-based Media Center published a collection of papers whose editor was Croatian author Nada Zgrabljic Rotar – "Media Literacy and Civil Society". The author of the article you are reading, who attended the promotion, saw a lack of understanding among the audience even then. Some of those present thought it was about literacy of journalists, i.e. their ability to produce good articles in linguistic and grammar terms. However, from that moment the process of education of the specialized public started, as did positioning of media literacy among the mostly expert public. The process was led solely by non-governmental media organizations and international NGOs. Thanks to them, some institutions in the education system showed interest in development and introduction of content on the subject of media literacy.

There is no serious research on how cognitively and technically literate BiH citizens are. When we look at the technical aspect of media consumption, it is evident that BiH lives as a media society. According to data for 2009 from the Statistics Bureaus of FBiH and RS, as much as 92 percent of households in BiH have a TV set. According to data for 2015 from the Communications Regulatory Agency, the percentage of internet users in BiH is 72.41. We should add to this another several percent users who have no internet access at work or home, but have smartphones and use the internet on public Wi-Fi, i.e. in coffee shops or other places that provide free wireless internet access.

However, with regard to the cognitive segment of understanding and processing messages, there is a big unknown for the population at large. As we were told by Vanja Ibrahimbegovic Tihak, editor of the book "Media Literacy in the Digital Age" and former director of Internews' Media Literacy Program, the general view is that media literacy of BiH citizens is low. She believes a comprehensive survey needs to be carried out to show all segments of media literacy in BiH. "The fact that we have very passive citizens indicates a low level of media literacy. Because, if we define media literacy as the ability to think critically about media content and the resulting actions, then it is low. Namely, some theories in the United States equalize media literacy with civil activism. Therefore, according to that, we should have media-literate/active citizens who take responsibility and decide about themselves in democratic society", said Ibrahimbegovic Tihak.

ETHNICALLY PARTITIONED COUNTRY

Bosnia-Herzegovina is a country in which three practically divided societies exist, defined by ethnic dominance of one of the three constituent peoples. Twenty years after the war, the ethnic distance is not being reduced either on the individual or on the institutional level in BiH. Moreover, after an initial post-war approaching, the country is again witnessing a process in the opposite direction, which poses a risk to the sustainability of peace and stability in BiH. Numerous attempts at creating

artificial cohesion have not given result and have often had the opposite effect, leading to reduced willingness for dialog and compromise.

The new generations coming onto the social stage, having grown up and acquiring value judgments in post-war BiH, unlike previous generations has no experience of previous coexistence as well as of the wartime suffering and separation, this is a generation that does not know anything different. It is clear that a time is coming when the new generation will be in charge of social developments, having grown up largely in isolation from anything different. Unfortunately, 60 percent of young people in BiH have never, except perhaps in transit, been in territories inhabited by an ethnic group they do not belong to [38]. Practically speaking, young people do not have even basic familiarity with their country, except from media reports which are usually based on negative selection of information about the other and the different. The degree of their willingness to communicate among themselves and to share existing common responsibilities is largely proportionate to the degree of long-term stability and peace in BiH. On the other hand, the young generation is unsatisfied because they are unable to influence social developments. A 2014 survey carried out by Media Plan Institute showed that as many as 16% of the young people want to leave BiH at any cost, while 40% would have nothing against leaving BiH forever if they were certain they could find a good job in another country. The reasons for these views are the poor economic situation in BiH, as well as lack of joint activities in which young people would propose solutions for improving both their position and the overall environment in the society.

This situation, in addition to political discourse, is also reflected in all other segments of life in BiH, particular in the media landscape and the education system.

MEDIA LANDSCAPE

Bosnia-Herzegovina, for the size of its population[39], has a large number of media outlets. The main reason is political, as in a situation of deep ethnic and political division every community has developed "its own" media, either to stay in power with their help or due to the audience's desire to consume what is "pleasing to its ear".

According to Communications Regulatory Agency (CRA) data, there are 187 electronic media outlets broadcasting in BiH in 2016, comprising 139 radio stations and 48 TV stations. Thanks to strict technical, program and financial criteria for obtaining a broadcast license and general regulation of the situation with the frequency spectrum, an initial anarchy in the broadcast offer has been curbed. The number of broadcasters has been relatively stable in the last 10 years.[40] However, BiH is the only country in Europe that has not yet transitioned to digital television broadcasting. Although the deadline, set by the Council of Ministers of BiH (the national government), had been the end of 2012, there have been many delays due to procedural[41], but also political[42] reasons.

Broadcast media in BiH are part of a regulation system run by the Communications Regulatory Agency (CRA). This body oversees all electronic communication in BiH – telecom operators, internet providers and radio and TV stations. CRA's jurisdiction also includes regulation of program content of radio and TV stations with regard to violations of professional standards and copyrights. Such violations can even result in withdrawal of media licenses. The most common sanctions are warnings and fines. However, content on the internet is unregulated. CRA only regulates the internet's technical aspects and does not interfere in content.

According to BiH Press Council data for 2016, there are 5 dailies and 184 other publications and magazines publishing at different time intervals. General news services are produced by three local and one foreign news agency – Turkey's Anadolu Agency which also broadcasts in the Bosnian language.

Since 2000 the internet has been constantly expanding and a big number of online news portals have been launched. They are increasingly becoming a source of exclusive information, a place for public debate, but they are also susceptible to reincarnating hate speech and vulgar communication, a trend that generally impacts this most democratic medium.

38 Needs of Young People, Media Plan Institute survey (2013)

39 A population census was carried out in BiH in 2013, but the results have not yet been released due to political and methodological disagreements between the two entity (federal) statistical bureaus. However, according to unofficial data from the census, BiH has 3.8 million residents. Before the war there were 4.4 million. Approximately 100,000 people were killed in the war and half a million of the 1.2 million who were expelled or went to other countries have not returned to BiH.

40 In 1996, 121 electronic media outlets were broadcasting in BiH (92 radio stations and 29 TV stations); in 2000 there were 281 stations (210 radio stations and 71 TV stations). A downward trend has been present since then. In 2005 the number of electronic media was 183 and has been more or less stable since then.

41 Tenders for procurement of technical equipment for digitalization of transmitters were annulled several times, resulting in two-year delays.

42 Due to deep disagreements over ownership of transmitters among the public services, backed by entity governments and various political options, experimental digital program was prolonged for more than a year.

Internet portals, social networks and mainstream public media websites are the dominant way in which information is provided in Bosnia-Herzegovina.

According to Media Plan Institute and Media Initiatives surveys, half of BiH citizens consider the internet their dominant medium, while the other half chooses television. However, even the majority of those who prefer television place the internet in second place.The key issue of the interne as a media remain that production and distribution of information is de-professionalised. The internet offers a variety of options for publishing and expressing oneself, not just to journalists and public officials, but also to those who did not have that opportunity before – ordinary people. However, on a considerable number of websites, precisely due to the fact that regulation of internet content is not clearly defined, forums and comments on articles are often a place where very strong nationalist and homophobic views are expressed and hate speech is used. That is something that is not present to large extent in media in BiH, at least not in direct form.

Internet self-regulation is inefficient and regards primarily professional news sites and not the so-called private sphere which dominates in this type of destructive communication. Prosecutor's offices and police sometimes act *ex officio*, but that mostly happens with calls to commit the gravest criminal acts, such as murder or sexual abuse of children, and not with perfidious content that sows hatred or the worsts insults, which impacts public opinion.

Currently the biggest media problem in BiH is the situation with the public broadcasting system, which comprises of three public services – RTV Republika Srpska, RTV Federation of BiH and RTV BiH (two entity services and one state service), which are on the verge of bankruptcy. A proposition has been sent into parliamentary procedure on which Croat political institutions in BiH are insisting, envisioning total transformation of RTV BiH into three channels – in Bosnian, Serbian and Croatian language. However, it is much more evident from arguments that are heard regarding the proposition that the proposers primarily want a Croat channel that expresses thematic, political, partisan, cultural and even lingual specificities.
The public broadcasting system now faces its biggest challenge. Croat political parties have a concept, which they are not hiding, that if this or similar proposition is not accepted, they will not give a green light to any model for collecting TV license fees or for funding from the budget. That would be an end of the system. Media experts believe it would additionally, both politically and organizationally, complicate the already complex broadcasting system in BiH. Croat politicians in BiH have for years pointed out that public services do not reflect political and cultural interests of Croats.
Citizens of BiH are every day cancelling landline connections which TV license fee is connected with as this is evidently an outdated communication technology. The cancellations have reduced public services' revenue in the last two years by nearly one-half. The broadcasting system board has sent a proposition to BiH Parliament to collect TV license fee in the form of a media tax, which would restrict many rights for non-payers, such as obtaining passports and other documents. Parallel with that, the Bosniak parties SDA and SBB have proposed that along with telecom operators, license fees should also start being collected by cable operators. However, it is clear that there will be no political compromise on the proposition in Parliament.
Croat parties' request for a Croat public service channel is basically just a way of achieving a third federal unit in BiH, which has been a Croat wish for years. However, in contrast to this proposition, which is politically totally unattainable in parliament, in the case of the public service there is a realistic foundation for either getting their wish or for the system to be destroyed, at least as it is now. Reconstruction according to Croat wishes cannot be carried out without the consent of Bosniaks and Serbs in the House of Peoples. But likewise, funding cannot be continued without the consent of Croats.
However, Croat representatives are not the only ones to blame for this situation. Even without a Croat channel, millions of marks in debts have been incurred at BHRT. On the other hand, the self-confidence and political elation of certain structures at both broadcasters in Sarajevo, who have rejected any kind of discussion with people in Croat regions, as well as with their political representatives, may now mean their end. Some people thought that the public service was a permanent category, that something like this would not happen and that the international community would help out. As things stand now, it will not. Most citizens are unsatisfied with the TV program, although Federal Television, when it comes to terrestrial broadcasting, is still the most watched domestic television.
According to many media analysts and experts, the two highest quality TV stations in BiH are N1, an affiliate of CNN, and Al Jazeera, which both of course broadcast in the local languages[43]. Both television stations receive a lot of funding from their owners, allowing them to hire good journalists, develop a regional concept and ultimately provide a good quality news and documentary program.
In this chaotic media situation, it is clear how important it is to insist on systemic and alternative education both of journalism students and journalists in strengthening professional qualities and of citizens so they can better evaluate the enormous

43 The Serbian, Croatian, Bosnian and Montenegrin languages are either identical or very similar and totally understandable to everyone.

amount of information they are showered with every day through various media channels.

Bosnia-Herzegovina has media regulations that are harmonized with international standards. The fundamental document that guarantees the right to freedom of expression is Annex 6 of the General Framework Agreement for Peace in Bosnia-Herzegovina (so-called Dayton Peace Agreement) from December 1995. The Constitution of Bosnia-Herzegovina prescribes that the European Convention for the Protection of Human Rights and Fundamental Freedoms and all of its protocols shall apply automatically. Legal regulations for media were derived from these constitutional solutions in Bosnia-Herzegovina. Ethical norms in journalism are also well developed in the framework of relevant documents. A number of laws regulate the operation of media.

The Law on Communications of BiH[44] lays out the general framework for different types of broadcasting in the country. Article 1 defines that "communications include telecommunications, radio, broadcasting (including cable television) and related services and resources". It regards different forms of commercial and public communications/broadcasting, as well as other communications that serve citizens. It is clearly emphasized that the law does not refer to telecommunication equipment installed and used exclusively for the purpose of public security and defense. Radio and television stations are not a direct subject of the law, but considering that the law establishes technical principles of broadcasting and well as rules on management and use of frequency resources, it is clear that the law most certainly does regard radio and television media. The law establishes the Communications Regulatory Agency as the supreme regulatory body for all types of telecommunications and broadcasting.

The Communications Regulatory Agency (CRA), an independent body, licenses broadcasters and implements laws and regulations in the broadcasting sector. Print media are covered by a system of self-regulation implemented by the Press Council of BiH. The Press Code of BiH was adopted in 1999 by all journalist associations operating at the time. The Code establishes the basis of the press self-regulation system and is considered morally binding for journalists, editors, owners and publishers of newspapers and periodicals. The Code was later adapted to journalism content on the web as well, but some online media believe the Press Council is not an institution that has jurisdiction over them.

In addition to the **Code on Audiovisual Media Services** for broadcasting media, the work of media is also regulated by the **Law on Protection against Defamation (2002)**, an important positive step because it decriminalizes defamation. However, the large number of defamation lawsuits is considered to put unjustified pressure on journalists and media. Another important law is the **Freedom of Information Act – FOIA (2002)**. The FOIA is designed for all citizens because it guarantees their right to access information in the possession of all government bodies, public enterprises and institutions. Implementation of the latter law is important for media in the context of investigative stories. The law protects them from the arbitrariness of representatives of authorities which avoid giving the public insight into their work. In practice there are restrictions in the implementation of the FOIA, but case law shows that complaint procedures, although long-lasting, can lead to a positive outcome.

Public broadcasting in BiH is regulated by as many as four laws. Two on state level – Law on the Public Broadcasting System of BiH[45], Law on the Public Broadcasting Service of BiH – and laws establishing entity public services – Law on the Public Broadcasting Service of FBiH and Law on Radio and Television of RS.

Not a single document or law mentions media literacy. There are no state or entity policies that explicitly define legal authority for media literacy, or even for education needed for any form of professional communications. The current broadcasting sector policy in Bosnia-Herzegovina was adopted back in 2006 and only lays out the general goals of protection of public interest, market liberalization and service quality improvement. The Communications Regulatory Agency has authority for these matters. In this regard, indirect authority has been established, i.e. activities that are in some way supposed to contribute to strengthening media literacy.

44 http://rak.ba/hrv/index.php?uidâ1272014085

45 https://www.parlament.ba/sadrzaj/zakonodavstvo/precisceni_tekstovi_zakona/default.aspx?id=58892&langTagâbs-BA&pril=b

Communications Regulatory Agency (CRA)

Although media literacy is not part of its direct legal authority, CRA is carrying out some activities in this area (such as advancing professional standards by passing rules and codes that regulate broadcasting and telecommunications; participation of the public in the process of passing regulations through public consultations; mechanisms for citizen complaints...). CRA has also assumed the task of promoting media literacy and raising awareness on responsible and safe consumption of all media services.

As written by Lea Tajic, CRA officer in charge of media literacy issues among other areas, the wide array of regulators in the field of media literacy may be summarized in four most important categories: education and raising awareness, research and reporting, cooperation with other actors, and classification of content. As for target groups, focus is most often placed on children and minors. However, regulators in Europe, including BiH, are aware that media literacy is part of life-long participation and is needed for all categories of society especially in the contemporary convergent media environment[46].

CRA launched activities specifically aimed at raising public awareness and promoting media literacy in 2009. As we were told by CRA's complaints officer Azra Maslo, although there had been provisions on protection of minors in the Agency's rules, a uniform classification system had not existed, in other words a system for labeling television content to give viewers information on how appropriate a TV program is for a particular age. "We had non-uniform and inconsistently used labels. The Communications Regulatory Agency took the first step toward that goal in collaboration with UNICEF and Save the Children Norway, organizing a conference titled 'Protection of Children from Inappropriate Television Content'." The main goal of the conference, in which pedagogues, psychologists and representatives of TV stations and other media participated, was to raise awareness on the importance of parental guidance and to launch a debate on protection of children in the new media environment among different stakeholders working on protection of children and education. After that, the Agency carried out a study prepared by psychologists on the impact of television content on children. The study gives a brief introduction on how children watch and interpret TV programs. It explains different stages in child development and their ability to interpret audiovisual content. The general goal is to offer information to anyone interested in this issue, including parents, TV producers, media and regulators. "At the end of 2009, 'Television Content Classification Guidelines' were produced and published in collaboration with UNICEF BiH. Their goal is to help broadcasters carry out classification and label program content," said Maslo.

Since 2011 the Agency has supported the marking of Safer Internet Day, where the ability of consumers, either children or adults, to assess inappropriate or criminal content is discussed at various meetings. As Maslo said, although there is no formal forum for promotion of media literacy, there is cooperation with the Ministry of Security of Bosnia-Herzegovina on a number of projects on protection of children on the internet and on development of an Action Plan for improving the system of battling child pornography and other forms of sexual abuse and abuse of children through information and communication technologies. Further, in March 2016 the Agency held regional advisory meetings on the topic of availability of information and communication technologies and radio and television content meant for persons with disabilities and specific needs. In addition, the Agency's website has a section called "Media literacy and protection of children and minors" which contains documents related to media literacy.

As Lea Tajic said, by involving the public in the process of passing regulations and by publicly promoting regulations, CRA can help people to better understand the terminology and concepts behind certain terms, such as hate speech, subliminal advertising, product placement, virtual advertising and so on, and thus to their better ability to analyze media content[47].

MEDIA LITERACY IN BIH

A study from 2011 on views of media consumers in BiH[48] gave indication that citizens are not receiving information uncritically. For example, when asked '"Do you think that various political groups are squaring accounts through media in BiH?", more than 90% of the respondents gave an affirmative answer, which shows that citizens do notice the deep politicization of media and the political antagonisms permeating them. Respondents' opinion was also sought on "Can you recognize when media non-objectively and uncritically emphasize someone's political and economic interests?" A very high percentage, 94%,

46 *Medijska pismenost u digitalnom dobu* (Media Literacy in the Digital Age) (2015), article by Lea Tajić (p. 181), Internews, Sarajevo

47 Ibid

48 Udovičić, R, *VJERODOSTOJNOST MEDIJA, teorijske i praktične dileme* (MEDIA CREDIBILITY – Theoretical and Practical Dilemmas) (2012), Sarajevo, Media Plan Institute

answered affirmatively. Five percent answered "I don't know", and only 1% percent said "No". This shows that citizens think they "cannot be fooled", as a respondent said. A significant variation in percentages occurred in the category of formal education, where those with an elementary school degree are least certain they can recognize economic and information manipulation in the media.

Amir Zukic, editor-in-chief of N1, maintains that media literacy in BiH is low, but progress has been made. "I must say I am pleasantly surprised when I see N1's results in the sense that people do watch a news television, considering that the most watched programs in BiH are reality shows, cooking, singing and such things. It is therefore fascinating that a news television can find an audience for itself in such society. We, unfortunately, do not have a public such as the one in Great Britain for example, where the BBC can implement all public service principles in that country because it has an educated population. Here we have an average or below average-educated population when we compare it to other European countries."

University professors are resolute that media literacy is on an extremely low level. "Above all, citizens have preferences when selecting which media to consume, which are mostly based on ethnic and territorial principles, and then they also have a low level of awareness of criteria for evaluating media credibility and quality of information they get. This practically means that manipulation is present and possible and that citizens are often not even aware of it," said Lejla Turcilo. Ljubomir Zuber believes that citizens do not really need this to be any different. "It generally suits them to have media say what they want to hear, based on which they only reinforce already formed opinions", said Zuber.

Ines Bamburac of Media Center thinks that a result of media illiteracy is acceptance of hate and confrontation generated by some media outlets. "I think a region with such a difficult past, where media played a virtually crucial role in spreading both hate and ethnic intolerance, is paying the price of media illiteracy. Media were, and still are, partly in the service of policies of ethno-national divisions. I think that has yielded result and I think any well designed manipulation can still most certainly yield result, precisely because we have citizens who have actually never had an opportunity to critically think about media as part of their regular education", said Bamburac.

MEDIA EDUCATION

Before the war there was only one department of journalism in BiH, in Sarajevo at the Faculty of Political Science, which was founded in 1971. Before that time, most journalists who had a university degree had come from faculties of social sciences, mostly law and philosophy.
The post-war period saw an expansion of departments at faculties that educate journalists. The biggest is the Department of Journalism of the Faculty of Political Science of Sarajevo, which enrolls 120 students every year, 40 of whom attend education while working at the same time. The Department of Journalism of the Faculty of Philosophy of Istocno Sarajevo enrolls 30 students a year, the Department of Journalism and Communications of the Faculty of Political Science of Banja Luka enrolls 50, and the Department of Journalism of the Faculty of Philosophy of Tuzla enrolls 45. Mostar is the only city in BiH with two universities, a result of the city's deep division between Croats and Bosniaks, the two majority peoples living there. Thus, the Department of Journalism of the Faculty of Philosophy of Mostar enrolls 40 students, while the Department of Communicology of the Faculty of Humanities of Mostar enrolls 70 students.

There are also two private faculties – Communications Faculty of Banja Luka, which enrolls 100 students at the Department of Communications, and Department of Computer Science and Communications of the Faculty of Humanities of Medjugorje, which has a small group of no more than 10 students.
Such a big number of faculties of journalism/departments of journalism is not a result of actual needs of media outlets and communication institutions, but is rather a consequence of the country's division into entities and cantons, but even more of the country's ethnic fragmentation. Historically each government, i.e. each ethnic political structure was educating "its own" journalists. This is additionally reinforced by the fact that BiH is a complex country with two entities. Each entity has its own Ministry of Education. Furthermore, the Federation of BiH entity consists of 10 cantons and each canton has its own Ministry of Education with enormous powers. In addition, the administrative unit of Brcko, which is a district, has a department of education as part of the local government. This prevents the conduct of a consistent and rational education policy harmonisation with the labor market needs.

A total of 465 future journalists enroll at faculties in BiH every year. About 30% to 70% graduate every year, which is around

200 students. According to Media Plan Institute's estimates, an equal number of students from other faculties decide to try their luck in journalism and PR, as a result of which there are around 400 people formally on the market every year who seek or can perform the work of professional communicators. The term "professional communicators" is used because faculty curricula, even if they are formally called just faculties of journalism, are actually communications departments where students study various aspects of public and public opinion, sociology and marketing aspects, investigative procedures as well as journalism skills, which according to many opinions are the weakest segment of university education of journalists.

Media literacy does not exist as a subject in elementary schools in BiH but, at least formally, some subjects foresee discussions on topics related to so-called media education. According to a survey carried out by the author Lea Tajic, most of the planned media topics in the common core curricula for elementary schools in the Federation of BiH are part of the subject of Bosnian/Serbian/Croatian Language[49]. This subject foresees discussion on media as part of the teaching category of media culture. It includes theater and film in lower grades and critical thinking about film, radio and TV shows and reportage as a genre in upper grades. However, students who graduated from elementary school have said in informal conversations that they did not do anything in language class other than various aspects of grammar and writing.
The internet is studied in computer science class. As for high school, the subject of Democracy and Human Rights covers the topics of freedom of expression and role of media in democracy, two hours each. During a discussion on how to improve school curricula, on a show on the state public service BHT in 2015, the principal of a Sarajevo high school said that staff is insufficiently trained for some knowledge and information and that guest lecturers are therefore required, but there is no money in the budget for them. Sometimes lecturers who work for free are brought in, usually along private lines, and in that case schools request permission from the Education Ministry, although the school principal may also approve something of that kind.
The organization "Step by Step" carried out a survey in 2014 with educators working at elementary schools in 19 cities in BiH. Some of the questions were related to media competence of staff and use of media and computers in class as contribution to media literacy education. The surveyed teachers have virtually no dilemma on the necessity of media education from the earliest age. Ninety-eight percent think that media education should be taught in elementary school. And 93% of them maintain that this should start in lower grades of elementary school[50]. The overwhelming opinion of respondents is that they need vocational training in this field. Ninety-one percent said additional training in media literacy would considerably help them.
With regard to consumption of media by potential educators in media literacy, which of course is the precondition for everything, their media habits correspond to the trends of most citizens. Seventy-three percent watch television every day. On the other hand, 49 percent respondents answered that they used the internet every day in the last three months. A total of 41.6 percent said they access the internet on their smart phones[51].
The survey shows that the most used media in that particular school year were TV and newspapers. In both cases, media were used in less than five and more than one class. This is a very small ratio if we consider the fact that as many as 87 percent of respondents gave an affirmative answer to the question "Is it possible to use media in your work?"[52]

However, it is clear, especially in urban communities, that children generally do not need development of technical competence. In the book "Literacy for the 21st Century: Media Literacy Education", Elizabeth Thoman and Tessa Jolls maintain that the previous approach to education, which was used in the last two decades and in which a person who teaches is the source of information and knowledge for their students, using textbooks as a resource, no longer exists today. Children today are subjected through the internet to a deluge of information of all kinds, useful, useless and even harmful[53]. Therefore, the authors suggest that education should focus on helping children develop critical thinking about the information they are showered with.

This is supported by information that the author of this work in 2012 was a guest lecturer speaking about media at an elementary school in Sarajevo. The children were 12 years old, attending 6th grade. Ninety percent said they use the internet and "can find almost anything on it". Eighty percent said they have a computer at home, and as much as 70 percent said they have a Facebook profile, having faked their age when they registered. Even though the school is in an urban community, the skill of young generations in totally mastering the technical segment is astounding. Therefore, everything is available to them

49 Tajić, L, Medijska pismenost u Bosni i Hercegovini (Media Literacy in Bosnia-Herzegovina) (2013), Internews, Sarajevo
50 Ibrahimbegović-Tihak, V, *Medijska pismenost u digitalnom dobu* (2015), Internews, Sarajevo
51 Ibid
52 Ibid
53 Ibid

and that is why media literacy education is extremely important because it gives a foundation for understanding and creating media messages.
All respondents interviewed in our survey believe that it is essential to introduce either whole subjects or thematic units into existing school subjects in order to develop media education or media literacy in elementary or high school. Ines Bamburac, director of Media Center, thinks the best option is for media literacy to become a regular subject. "This should not be an elective class. It is very important for children's education. It is just as important as other subjects in social studies. You simply cannot grow up in the world we are growing up in, in an information society where basically 50 percent of the jobs these children will hold tomorrow are based on information," opines Bamburac. Nevertheless, she said there are not enough initiatives insisting on that and added that organizations working on this issue should exert pressure on education ministries, not schools.

Vanja Ibrahimbegovic-Tihak, head of Internews' former media literacy program, believes there is no willingness at the moment, or creative and political strength, to introduce a totally new subject on media literacy. But she thinks there is enough room in existing subjects for this field. "We should look up to Croatia, whose new education strategy contains cross curriculum issues on digital literacy. That means this field is studied through different subjects. For example, when as part of a certain subject you give children an assignment to find something on the internet, they evaluate the sources, comparing them and checking their credibility. It is also possible to talk about media and role of media in language, history and human rights subjects," said Ibrahimbegovic-Tihak.

Azra Maslo, Communications Regulatory Agency (CRA) Program Standards Coordinator, said CRA's stance is that educational institutions should give more attention to this issue, either in the form of a separate subject or as part of existing subjects and extracurricular activities. She believes that parents should also be involved in this process and that they should have the role of educating children at home in cooperation with schools. "However, it is equally important to work on reforming the entire education system, which should move from simple reproduction of learned material to development of analytical and critical thinking in general", said Maslo.

Semina Hadzovic Ajvaz, Head of the Department of Communications in Mostar, maintains that including the subject of media literacy in elementary school curricula would not achieve much and that this subject should be introduced in high schools when children are more mature and educated. "I believe students at that age are not yet mature enough to recognize manipulative content because they are insufficiently informed and do not follow political and social events in the country. The final grade of high school is the ideal period to start studying media literacy. As they come of age, all citizens should at least to some extent be able to look critically at media content and differentiate objective items from non-truths and manipulation of public opinion," said Hadzovic Ajvaz, who believes that education methodology for media literacy should develop in this direction.

She also said universities and media organizations should take comprehensive action, focusing on both children and adults, through different forms of education, debates and panel discussions, on how to look critically at content that is published/broadcast in Bosnian and Herzegovinian media. "It is evident that a large number of media outlets serve various political elites; they do not fulfill their primary purpose of informing the public and instead they deceive the public. Citizens need to learn how to decode manipulative content and take a critical approach. Especially because hyper-production of online media has occurred in BiH and we do not know who they belong to or who is posting content on them, because articles usually do not contain the name of the editor, owner or signed author," said Hadzovic Ajvaz.

Zoran Udovicic, founder of Media Plan Institute, said the issue of content is a very sensitive one, especially when working with children, if we start educating them to understand media. "First, it should be explained to children what media are and how they work. That these are not some unreal people who 'live' in the TV set, radio or on the Internet. In addition, when it comes to topics, there is a danger of politicization, even when working with little children. That is why learning to understand should rest upon basic moral values", said Udovicic. He expressed his opinion that this is a very complex issue when working with children and said that he does not see teaching staff who would reconcile both professional and pedagogical criteria for that job.

With regard to higher education, the stand is unanimous that a course in media literacy is not really necessary for communicology or journalism departments, because this issue permeates most courses, but it is necessary for departments

of other social studies. Some departments in BiH, such as philosophy, pedagogy and sociology, have courses in communicology or media and society and it would be useful to introduce a course in media literacy or replace a related course with it. Internews is the only organization that developed a concrete initiative (but limited in terms of universities covered) to introduce a new course and educate university staff in this field. "We visited faculties of media. We saw there was a lot of disparity even in understanding the term media literacy. Therefore, we offered educators to address this matter in depth at the faculties," said Vanja Ibrahimbegovic Tihak, head of Internews' media literacy project. She said seven or eight people stood out after the first education round and they remained on a team from which Media Literacy Clinics were created. These clinics were interactive workshops with students from various faculties of social sciences, where they were introduced to each other and discussed all aspects of this issue. Ibrahimbegovic Tihak said the most concrete result of the project was introduction of an elective course in media literacy at the Department of Journalism of the Faculty of Philosophy of Istocno Sarajevo and Faculty of Philosophy at Cultural Studies in Zenica. "I agree it is very important to introduce a course in media literacy at other faculties too, but our project was limited to faculties that educate journalists, which is why it remained within these bounds," said Ibrahimbegovic Tihak.

Vuk Vucetic, who completed the Internews' training program, confirmed that Media Literacy at the Faculty of Journalism of Istocno Sarajevo is an elective course in the fourth year. "Every department at our faculty has the right to change the program by up to 20 percent without asking for approval from the faculty and university. We replaced one elective course with Media Literacy because we believe it is more useful for students at this moment," said Vucetic. But, he said, the course will start for the first time in the fall semester of the 2016/2017 generation. "We believe there will be a lot of interest and our plan is to have this elective course as an elective course on the level of the whole faculty. If students from other departments have an opportunity to choose this course, it will achieve its full purpose," said Vucetic.
Ines Bamburac thinks that media literacy at journalism faculties and communication faculties is necessary because these faculties are educating future professors and teachers who will be working in this field as lecturers. According to her, this should be a long-term process, at least three or four years long, until communication faculties produce the first generation of trained people who will teach media literacy in elementary or high schools.

Lejla Turcilo told us there is a course in Media Literacy at the Faculty of Political Science, but it is an elective course only for the Ph.D. program. "My opinion is that this course can best be implemented in sociology, pedagogy and library science programs, however with participation of experts from the field of communicology. The reason I think it should be offered at these departments is because media literacy needs to be introduced in the education system from the earliest age, i.e. from kindergarten, and in this regard university should educate future teachers, pedagogues and librarians who will be able to teach media literacy to children in school," said Turcilo. She thinks the topic of media literacy should be studied at the Communicology Department only in a context in which communicologists take pedagogical courses as well so they are later prepared to teach media literacy.

PROFESSIONAL DEVELOPMENT AND SPECIALISATION

There are no formal requirements for someone in BiH to become a journalist. Newsrooms on principle seek journalists who possess practical know-how and a general education. University is important, but not an eliminating factor in getting a job. However, the trend in the last ten or so years has been that a full-time job requires a university education. It is usually emphasized in vacancy notices that a degree in the humanities, openness and ability to adopt know-how are important. This, of course, is for young journalists, while experienced journalists are usually hired through direct interviews. The entity public service RTV FBiH has a job classification rule that someone without a university degree cannot be an editor, but can be a journalist if he or she demonstrates high professional skills.

There is no data on how many journalists have a university degree. Borka Rudic, president of the BH Journalists Association, said that according to the association's rough data, this figure is around 70%. In any case, a rise in the number of journalists with university degrees is evident. For example, Glas Srpske daily from Banja Luka, according to a Media Plan Institute survey, had only 23% journalists with a university degree in 2001[54], while today it has 90%. This is the situation with other strong media outlets.

However, many editors say the fact that a beginner journalist has a university degree does not mean very much to them.

54 http://www.mediaonline.ba/ba/?ID=182

Journalists usually do not receive practical know-how at universities and newsrooms must train them and "teach them the trade". Many newsrooms therefore take students or graduated students for unpaid internships or probationary work where they train them with the goal of selecting the best. Amir Zukic, editor-in-chief of the TV station with the strongest production in BiH – N1, is very critical of today's graduated students.

"It seems that the situation in this regard is deteriorating with each passing year. Unfortunately, each new generation is worse, not only in terms of journalistic know-how, tools required to do this job, but also in terms of general knowledge and literacy," Zukic told us. He said that 400 candidates applied after the latest vacancy announcement, of which, according to CNN and N1 criteria, only 20 met standards that allowed them to go into the second round, where six were selected.
But what Zukic finds extremely distressing is that the vast majority of future journalists do not demonstrate a real desire and passion for this job. "I don't only see university as an education problem; I generally see their lack of willingness and desire to work on themselves in any way, except in the way of being beautiful, being charming and going on television as soon as possible, hoping to become popular," he said.

Drasko Ignjatic, editor-in-chief of the public service TV Republika Srpska, believes it is absolutely impossible for a student who graduates from university to be trained as a journalist. The newsroom that hires them needs to train them in practical journalistic know-how.
"Universities try to follow trends, but the situation with higher education is complicated and burdened with many problems. There are few examples where they are able to start working right away, with full capacity, after finishing university. Even then only if they had internships while studying. It is clear that theoretical knowledge is impossible without quality practical training to fully train young journalists to perform top work in the best newsrooms."
According to Ignjatic in his experience the highest quality staff at this moment comes from the Banja Luka-based Academy of Arts Drama Department, where they take courses in editing, camera, directing and production, and that they also used to get excellent journalists from the Media Plan High School of Journalism, which had strong practical classes.

Most editors prefer so-called multi-functional journalists who are able to shoot with a camera and even edit. The editor of public service RTV BiH's documentary program, formerly director of that radio and television station, Milan Trivic, said that he preferred so-called video journalists, where he had a journalist and cameraman in one person, a trend fostered by many foreign televisions. He said such journalists had mostly come from the Media Plan High School of Journalism. Aware that such training is difficult to provide at universities, he suggests that media organizations with the help of foreign donors launch such courses because they will create journalists who are much more competitive. Amir Zukic also believes that video journalists are very desirable, not just because of their multi-functional quality, but also due to the fact that they learned an additional thing and are demonstrating their enthusiasm and desire to gain knowledge, which is necessary for journalism.

University professors, on the other hand, deny that their graduated students lack sufficient, primarily general and theoretical, know-how, but they do accept the fact that universities are not equipped for practical classes. Vuk Vucetic from the Journalism Department of Istocno Sarajevo says journalism departments provide broader insight into knowledge that does not regard only journalism, such as knowledge on sociology, economics and philosophy, which is also necessary for journalism, for understanding and selecting events. "At the department where I work, a lot of attention is given to skill courses, i.e. professional courses. We simulate a newsroom environment, although faculties cannot fully create them. Our main delay behind the world or Europe is that our faculties are not yet equipped with editing rooms or studios. We do not have cameras for shooting and similar things. But if that is the only delay, it can be remedied once money is obtained."

Lejla Turcilo, head of the Faculty of Political Science Quality Division and former head of the Department of Journalism, says that education of future journalist must be a combination of theoretical and practical classes and that lecturers must come from both the academic circle and from the practice. "Insistence on journalism as a trade that does not need professionals from the academic community is equally devastating for the profession as insistence on theoretical know-how without practical work," said Turcilo. She emphasized that the faculty has compulsory month-long practical work for students, which students perform at a media outlet. In addition, in courses in Print Journalism, Radio and TV Journalism, and Online and Digital Communication, meetings with journalists are organized for them, as well as visits to media organizations. "That is efficient to an extent, but it is not enough. The most ideal model would be to provide technical and staffing conditions at the faculty, in the form of radio and TV studios, where students could have practical education," said Turcilo, who believes that with the large number of students in each generation, it is difficult to organize cooperation with media so that each

student gets an appropriate internship at a media outlet of their choice. "The quality of practical training that students get depends on individual efforts of the journalist mentors who are assigned to students, certainly not an easy task for journalists in newsrooms, who in addition to their everyday work also get students they need to train.

However, for media organizations this is a good way to recruit future journalists among students who come for internships," said the Sarajevo professor.

Ljubomir Zuber, head of the Department of Journalism of the Faculty of Philosophy of Istocno Sarajevo, said that the ratio between theoretical and professional courses according to last year's program for journalism studies is half-half, which he considers optimal. A student must spend part of mandatory classes at a media outlet, where he or she works with colleagues who are already employed there. The remaining classes consist of exercises at the faculty, which are also practical. Classes, he said, are held by professors and assistants who have journalism experience from working in the media at least three years, up to 20. However, Zuber mentions as a restricting factor the legislative framework and internal rules, according to which work experience in the media is not scored or taken into account when awarding university titles for professional courses, with only scholarly and research work being scored. "This needs to change, but only for skill-related courses," said Zuber.

University professors agree that students, as well as newsrooms which expect to get journalists, are wrong in believing that university is the only springboard to the profession. "I think a journalist generally needs to have a cocktail of personal enthusiasm, a motivation that every individual who wants to be in this line of work must have. Only then does university guide them to succeed in that," said Vucetic.

The legal framework that regulates higher education in BiH[55], as the professors have pointed out, does not hold back the development of curricula. As Lejla Turcilo told us, it enables curricula innovations to suit the needs of both students and the market. "Since the adoption of the Bologna system, we made three corrections of curricula. But the problem is lack of staff for good implementation of curricula, because the policy of hiring young people at universities, particularly experts from the practice, is not supported by budget funding. Thus, it is possible in theory to modify, innovate and harmonize curricula with the needs of the market, with good European practices and so on, but it is questionable how these curricula can be implemented with existing spatial, staffing, technological and other capacities," said Turcilo.

Ljubomir Zuber told us the Department of Journalism created the curriculum by itself, relying on experience from the region and previous experience in working with students. "The legal requirement for the licensing procedure is that at least three corresponding curricula from study programs in the region must be attached. The legal framework is quite broad and gives higher education institutions the opportunity to create plans. The number of courses is not specified, but the number of classes is, ranging from 20 to 25 a week. We increased the number of classes for professional courses, but we also kept general courses, with a smaller number of classes, adhering to the inter-disciplinary character of studies and the need to educate journalists not just in a 'workshop' but to keep the level of academic studies as well," explained Zuber.

CIVIL SOCIETY/NGO SECTOR ROLE

Universities' inability to organize practical classes due to the large number of students and financial and staffing problems has been made up for by establishing cooperation with media organizations providing practical training for students and journalists. These organizations are primarily from Sarajevo – Media Center, Media Plan Institute, Media Initiatives, Press Council and BH Journalists, which have occasionally provided additional know-how to journalism students. However, only the American organization Internews provided real assistance at the Department of Journalism in Sarajevo some ten years ago; thanks to foreign donations, it installed its own editing equipment and cameras and hired external lecturers who taught students.

55 Higher education in BiH is regulated on several levels. The highest document is the Framework Law on Higher Education in BiH. The Republika Srpska has the Law on Higher Education of RS (http://www.vub.edu.ba/dokumenti/dok_menu/1.pdf and amendments http://www.narodnaskupstinars.net/?q=la/akti/usvojeni-zakoni/zakon-o-izmjenama-zakona-o-visokom-obrazovanju-0, while the Federation of BiH, which consists of ten cantons, has ten cantonal Laws on Higher Education (http://fmon.gov.ba/index.php?option=com_content&view=article&id=159:zakoni-o-visokom-obrazovanju&catid=38:sektor-za-visoko-obrazovanje&Itemid=147). In addition Brcko District has the Law on Higher Education. On state level is also the Agency for Development of Higher Education and Quality Assurance, but it only deals with requirements for obtaining licenses for faculties and not with assessment of quality of programs.

Media Plan Institute founder Zoran Udovicic says he was never able to reach an agreement with the faculty on continuous education, even when the French government provided funding for that purpose. "We had a journalism school for ten years, with a one-year cycle that nearly 200 students completed. The program was based on the most modern methods and techniques, designed in cooperation with prestigious French journalism schools. We offered to bring our program as a partner for practical classes to the Sarajevo faculty. Some professors believed practical work was not needed very much, because the 'trade' is primarily learned at media outlets. Some others were afraid their exclusivism in education would be jeopardized," said Udovicic. Bojana Sutvic, Media Initiatives coordinator, told us a common problem related to giving donations for faculties was that they expected to receive comprehensive education in the palm of their hand, while foreign donors were insisting on faculties' own participation to some extent.

On the other hand, Ines Bamburac, Media Center director, believes that there is no systemic disagreement between training centers and faculties and that the problem is mainly lack of money to supplement the education system. "We have a lot of open doors at all journalism faculties and we do not have any negative experiences in that regard. At the Sarajevo faculty at one point we had even become some sort of elective course for which a credit was given according to the Bologna system. It was a relatively small credit, but our training did become part of the official system, so to speak," said Bamburac.

Generally speaking, faculties are open to cooperation with media organizations and NGOs. Lejla Turcilo, who totally opened the faculty to different kinds of cooperation when she became head of department, said it is very important for faculties to cooperate with media organizations. "They are complementary with the academic community and they are supposed to supplement the shortcomings that may be present in formal education and to offer additional education to future journalists. A combination of formal and informal learning is a European trend and obligation, which our education institutions have to follow." Semina Hadzovic Ajvaz, head of the Department of Communicology at the Faculty of Humanities of Mostar, says that students from her department are often guests at journalism workshops and conferences. "Those who attend such events get additional know-how and in the end they are often the best students who can easily adapt to different professional obligations after graduating," said Hadzovic Ajvaz.

However, an objection that is often heard in private and media communication from some university professors is that the professional approach and selection of topics on which the NGO sector insists is not complementary with practical study programs at faculties and that being selective of some of the courses and ideas is therefore normal. Ljubomir Zuber maintains that integration of formal and informal education is very useful but, as he put it, it must be carried out in moderation. "We are often not able to accept calls for participation in informal education because timeframes are very short and topics are inadequate or too narrow. There is a lot ofinsistence on LGBT population and so on. I also think the goal of some seminars of this kind isindoctrination more than education that would benefit future journalists. Such programs should be created in cooperation with the faculties that are expected to support them, in terms of selection of topics and lecturers, in order to achieve their full purpose. The fact that someone is president of some journalist association does not necessarily mean he or she is an adequate lecturer on any topic", said Zuber.

FINDINGS & RECOMMENDATIONS

Bosnia-Herzegovina is an ethnically deeply divided country still experiencing the aftermath of the 1992-1995 war. Citizens' ethnic and religious background and their loyalty to political and cultural views often seek confirmation of views in media rather than opening of new horizons. Media often abuse that. Without normalization of the broader social framework, it is not possible to expect that media will largely move away from this situation.

Recommendation:

- Media organizations in collaboration with media editors and other stakeholders should insist on bigger presence of positive stories in media content, which emphasize social and economic successes and cooperation of opposed factors in BiH.

Internet media are becoming a source of exclusive information, a place for public debate, but they are also susceptible to reincarnating hate speech and vulgar communication, a trend that generally impacts this most democratic medium. Internet portals, social networks and websites of mainstream public media have become the dominant way in which people are informed in Bosnia-Herzegovina.

Recommendations:

- Editors of online media should start administering readers' comments, which will only consist of eliminating hate speech and extremely vulgar communication.
- Media organizations through projects, or the Communications Regulatory Agency as a state body, should establish a system for reporting internet content that calls for crimes or generates hatred. This regards primarily informal communication on the internet, usually through blogs, private websites or social networks.
- In upper grades of elementary school, as part of language class, a lecture should be delivered (as a compulsory category) on the topic of culture of communication on social networks.

There are no formal requirements for someone in BiH to become a journalist. Newsrooms on principle seek journalists who possess practical know-how and a general education. University is important, but not an eliminating factor in getting a job. Most editors prefer so-called multi-functional journalists who are able to shoot with a camera and even edit. Faculties with journalism and communicology departments do not offer enough practical education methods that better prepare students to enter the profession. University professors accept the fact that faculties are not equipped for practical classes, but they deny that their graduated students lack sufficient general and theoretical know-how, an objection made by interviewees.

Recommendations:

- The university community from the communications field must insist on increases in state budgets and seek international donations in order to provide technical conditions at faculties in terms of equipping radio and TV studios where students will have practical classes.
- Collaboration should be established systemically with media organizations that provide practical education and students should be involved in a variety of training and media education programs covered by donations.

The legal framework that regulates higher education in BiH does not hold back the development of curricula and allows their innovation to suit the needs of both students and the market. But the problem is lack of staff for good implementation of curricula, because the policy of hiring young people at universities, particularly experts from the practice, is not supported by budget funding. Thus, it is possible in theory to modify, innovate and harmonize curricula with the needs of the market, with good European practices and so on, but it is questionable how these curricula can be implemented with existing spatial, staffing, technological and other capacities.

University professors express their willingness to cooperate with media organizations. A combination of formal and informal learning is a European trend and obligation, it was pointed out, but an objection was made that organizations for practical training sometimes have lecturers and topics that are not complementary with curricula.

Recommendations:

- Organizations that provide training for students and journalists should harmonize or create projects in cooperation with the faculties that are expected to support them.
- Restructuring of annual budgets should provide funding for guest lecturers from the journalism practice and division of students into smaller groups in order to make practical work more efficient.
- Support should be enlisted from the strongest media outlets in having one of their journalists deliver a lecture at the faculty once a year – for free – as the media's contribution to education of journalists.
- Changes to laws on higher education should be lobbied in order to enable very experienced journalists to teach and grade highly technical courses.

There is no comprehensive research on how cognitively and technically literate BiH citizens are. The fact that BiH has passive citizens indicates a low level of media literacy. All interviewees point out that media manipulation is present and that citizens are often not even aware of it. Citizens often seek in media what corresponds with their ethnic and political perceptions and they use media to reinforce already formed opinions. Not a single document or law mentions media literacy. There are no state or entity policies that explicitly define legal authority for media literacy, or even for education needed for any form of professional communications. The current broadcasting sector policy in Bosnia-Herzegovina was adopted back in 2006 and only lays out the general goals of protection of public interest, market liberalization and service quality improvement.

Recommendations:

- An empirical study should be carried out on a scientific sample for the whole of BiH on the subject of media literacy, examining this issue from various aspects – media affinities, ability to recognize manipulation, technical aspects of media use and ability to communicate and produce media messages. The study should serve as a foundation for developing a media literacy strategy for BiH and for didactic programs in the education system.

- Development of a media literacy strategy for BiH should be initiated on the state level, to be implemented jointly by the Ministry of Transport and Communications of BiH and Communications Regulatory Agency. The strategy should provide guidelines for promotional, educational, cultural and political activities aimed at strengthening interaction between professional media reporting and public opinions with the goal of societal progress.
- The Communications Regulatory Agency, either by itself or in collaboration with professional content analysis agencies, should launch periodic monitoring of media reports aimed at identifying and eliminating hate speech, defamation or extremely unprofessional political bias.

All sources in this analysis agree that the issues of media education and literacy need to be introduced at official education levels. Elements of media education are formally present in elementary and high schools as part of certain subjects, but are usually not studied. Media literacy as an elective course is supposed to start being studied at two faculties. However, with regard to university education, the stand is unanimous that a course in media literacy is not really necessary for communications or journalism departments, because this issue pervades most courses, but it is necessary for departments of other social sciences.

Recommendations:

- So-called cross curriculum issues for digital literacy should be introduced in elementary schools. In other words, this field should pervade different subjects in terms of learning the basics about the operation and role of media, basic genres, as well as basic forms of manipulation.
- A subject entitled Media Literacy should be introduced in high schools because in today's information society most jobs are at least partly based on information. An important segment of this subject should be to help children develop a critical stand on the information they are showered with.
- Debates should be launched within departments at faculties of social sciences to include a media literacy course in regular curricula. The course can best be implemented in Sociology, Pedagogy and Library Science programs, however with participation of experts from the field of communicology, in order to train future educators who can then teach media education and literacy in schools.

MACEDONIA

EXECUTIVE SUMMARY



The quality of journalism and media education in the Republic of Macedonia is one of the first questions being asked when seeking answers why the assessments of journalism in the Republic of Macedonia, as well as for the professional standards in media, are at such a low level.[56]
Macedonia is positioned on the 118th place out of 180 countries in the regular research by the Reporters Without Borders and it marks a fall of one place compared to 2014. The dilemma imposed is to which extent this situation is a result of the quality of education for journalists at the higher education institutions in the country.
The following question was how citizens perceive this situation and whether they have the possibility to recognize the bad media practices and the ways in which they can react to them. This, in turn, opens the topic for the level of media literacy among citizens.
Despite of the number of universities that offer graduate and postgraduate studies in journalism and communications, they have no significant effect in the media practice. Additionally, the number of students is decreasing. The main reason could be found in the general political and media context, which has resulted in derogation of the journalistic profession, thus influencing the decision to study journalism.[57]

The editors in chief and the managers in the media involved in this analysis raised an issue about the quality of skills of the graduated students in the media industry. The remarks mainly refer to the low level of practical skills and the low level of general education.[58]

These findings point out the attention to the theme media literacy as a missing chain in the comprehensive system for a media education, as well as the education of professionals and citizens.

Media literacy in the Republic of Macedonia has increasingly become a topic for a continuous discussion in 2009, when the Macedonian Institute for Media implemented the Project "Improving Media Literacy Education in Macedonia"[59], while digital literacy was included in the strategy for development of education in a more systematic and structured manner with the project „E-Macedonia, Information Society Developed" of the Ministry of Information Society and Administration in 2007.[60]

This state project coincided with two more initiatives of the civil society organizations. The Youth Education Forum implemented a project whose objective was to expand the network of youth centers throughout the country with an objective to immediately prepare young people to advocate for their rights. One of the components was the preparation and training for young people to communicate with the media and several trainings were implemented which were practically aimed at increasing media literacy among young activists[61].

With one component of its activities, the Foundation NGO Infocenter made its contribution towards affirmation of the media literacy benefits, through a public presentation of the regular monitoring activities about the degree and quality of professional standards in the work of media and journalists.[62]

56 Reporters Without Borders,2016 World press freedom index, Country Report – Macedonia, 2016. Available at: https://rsf.org/en/macedonia.
57 Sevrieva, M., „The number of students declines: Young people do not want to study journalism", Telegraf.mk, Skopje,16 January 2016. Available at: http://www.telegraf.mk/ns-newsarticle-233484-opagja-brojot-na-studenti-mladite-ne-sakaat-da-studiraat-novinarstvo.nspx.
58 Interview with Branko Geroski, Journalist, Editor in Chief of the SlobodenPecat daily, 19 May 2016. Interview with MuhamedZekiri, Editor in TV Senja, 20 May 2016.
59 More about the Project „Improving Media Literacy Education in Macedonia" implemented by Macedonian Institute for Media on the following link:http://www.mediumskapismenost.edu.mk/mk/mediumska-pismenost.
60 Ministry of Information Society and Administration, E-Macedonia, Information Society Developed, Skopje, 2007. Available at: http://www.mio.gov.mk/files/pdf/Broshura_MIO_design_FINALNO.pdf.
61 Interview with Stefan Aleksic, Program Manager at Youth Education Forum, 12 May 2016.
62 Interview with Violeta Gligorovska, media expert, former manager of the program for media in the Foundation Open Society Macedonia, 18

The fact that the efforts to introduce media literacy, as a topic in the society and in the educational programs, come from the civil society organizations speaks for itsef. The civil society sector, through its activities and lobbying, remains loud advocate for the promotion of this topic.

As result of the lobbying, the media literacy was introduced in the legal framework. In the last and official version of the Law on Audio and Audio Visual Services, the media literacy is mentioned in four articles.[63]

The inauguration of media literacy as one of the objectives in the Law, as well as a set of activities, is under the competence of the regulatory body – the Agency for Audio and Audiovisual Media Services and the Public Service Broadcaster, the Macedonian Radio Television.

The role of journalists and media has been dramatically changed. Today they are considered guardians of democracy and advocates of public interest. Their role is to encourage the public to make decisions itself. Therefore, they have two important roles:

- To acquire appropriate education and skills in the super dynamic environment, in which rapid social changes are equally fast as the changes which are imposed by the technological progress, and
- To give their contribution in the promotion of media literacy and contentsand in the production of contents that enable media literacy so that there is a public that recognizes shades in the media contents and has a critical approach to social changes.

This study aims to determine the quality and use value of education of journalists and the degree of media literacy level of the audience and to identify the recommendations that will lead to better journalists and an emancipated audience.

GOVERNMENT POLICY ON MEDIA LITERACY

For the first time ever and in a more systematic manner in a state public institution, media literacy as an activity was included in the Strategy for Development of the Public Broadcasting Activity 2013 - 2017[64] of the Agency for Audio and Audiovisual Media Services. It provides a brief overview of the context for the development of the media literacy in the Republic of Macedonia. The Strategy concluded that until that moment that most active actor in media literacy was the civil society, because most of the projects were implemented by civil society organizations, which also included the safe use of the Internet and social networks.

The legal framework, which encompasses the competencies of the institutions for organizing, implementation, monitoring and assessment of the project activities on media literacy, are set forth in the Law on Audio and Audiovisual Services of 2014. The Ministry for Information Society and Administration initiated, prepared and presented the Law to the public and to the Assembly of the Republic of Macedonia.

According to the Law[65], the Agency for Audio and Audiovisual Media Services has a duty to organize and implement the activities on media literacy and to support and monitor the activities that involve media literacy as a recommendation for the commercial media. The parties concerned and the experts greeted the institutionalization of the media literacy. However, they are still restrained because legislation is too general and the action plans are still not developed. "This concept is still not clear. The role of media and civil society is unclear. All of this should be explained by the Agency for Audio and Audiovisual Services because the implementation of these provisions is under its competence".[66]

Article 26 of the Law on Audio and Audiovisual Services, named as "Social inclusion and Media Literacy", obliges the Agency to conduct certain activities aimed at supporting media literacy in the Republic of Macedonia, which also implies that it should cooperate with non-governmental organizations, associations of citizens, educational institutions and other stakeholders, and to publish information about those activities on its web site, as well as to include them in the annual report for the previous year.

May 2016.

63 Law on Audio and Audiovisual Services, 2013, Official Gazette of the Republic of Macedonia No. 184. Available at:http://www.avmu.mk/images/Zakon_za_audio_i_audiovizuelni_mediumski_uslugi_mkd_1.pdf.

64 Broadcasting Council, Strategy for Development of the Broadcasting Activity 2013-2017,Skopje, 2012. Available at: http://www.avmu.mk/images/stories/Predlog-Strategija-i-Akciski-plan.pdf.

65 The Law on Audio and Audiovisual Media Services, 2013, Official Gazette of RM No. 184. Available at: http://www.avmu.mk/images/Zakon_za_audio_i_audiovizuelni_mediumski_uslugi_mkd_1.pdf.

66 Interview with Zaneta Trajkoska, Executive Director of the School of Journalism and Public Relations, 23 May 2016.

In accordance with the Law, the Agency started its activities one year after its adoption, in the first quarter of 2015. In this direction, a tender was announced for a research which should have identified the level of media literacy of two categories of citizens – children and adults. For this purpose, the EuroBalkan Institute was selected, as the only institution that applied to the tender. The implementer defined the sample of respondents to be involved in the survey, a questionnaire was made, but the third phase, the field survey, was not conducted.[67]

Since there was no reasonable justification for this act, the Agency for Audio and Audiovisual Services terminated the contract with the implementer and the entire "operation" should be repeated again, Emilija Petreska – Kamenjarova, Head of the Department for Media Literacy and Human Rights in the Agency said. "*We should now make the call again in the second half of 2016. This time we will go with the research aimed for the adults first*"[68].

Petreska – Kamenjarova says that the Agency for Audio and Audiovisual Media Services has in the meantime prepared a "Programme for stimulating of media literacy in the Republic of Macedonia"[69], which „has an objective to provide guidelines for development and promotion of media literacy"[70]. This document „summarizes media literacy as an ability of citizens to effectively use, understand and consciously participate in all forms of communication, as well as in the democratic and the political process".[71]

In the strategic documents of the Ministry of Information Society and Administration, which offer an overview of implemented activities in the period 2012 – 2015, as well as a list of projects until 2018, media literacy is mentioned as an activity at only one place of the document "Strategic plan for the period 2016 - 2018"[72]. It is stated that „in 2015 it is expected to continue with the results accomplished from 2014", as it is a case with those on media literacy, even though the Ministry did not have any activities in this regard.[73]

In the strategic and other documents of the Ministry of Education and Science available at the web page, media literacy is not mentioned in any document. The document "Politics of quality of the Ministry of Education and Science of the Republic of Macedonia"[74] is the only one that mentions "information literacy" as "one of the key competencies for increasing of the efficiency in the education system".

The Bureau for Development of Education within the Ministry of Education and Science transforms the Ministry's policies into specific curricula for all levels of education and for all categories of students in the country. In the Bureau's documents available, information about whether media literacy is part of the plans for future teaching programs in the primary and secondary education is not available. Media culture, which in the programs of the Bureau is called a thematic unit that includes teaching units for the media, is currently included with 10 hours per year in the subject "Macedonian language and literature" from fifth to ninth grade in the nine-year primary education.

The topics related to the media, as non-compulsory, are included as a recommendation for inclusion in the elective course "Speaking and expression" in the secondary education. The teachers of "Macedonian language and literature" may or may not have to include topics related to media literacy in their activities within this course.

Marina Dimitrieva Georgievski, Advisor of Macedonian language in the Bureau for Development of Education, for the purposes of this analysis, informed us that so far there are no changes planned that would make a twist in the way in which the topics of media literacy in primary and secondary education are practiced.[75]

On the other hand, Tamara Kjupeva, teacher in Macedonian language and literature in one of the gymnasiums in Skopje, says that media literacy should be included as a separate course at least in secondary education:

"I absolutely think it should be a compulsory subject. Just under the condition if restrictions are made on other courses that are being introduced year by year. Ideally and more easily is to make a final reorganization of the curriculum and insert it as a whole in the annual program".[76]

Professor Kjupeva was one of the 1.100 teachers in primary and secondary education involved in the project "Improving media literacy

67 At the moment this report was published, the second attempt for conducting the survey was ongoing

68 Interview with Emilija Petreska Kamenjarova, Head of the Department for Media Literacy and Human Rights in the Agency for Audio and Audiovisual Media Services, 26 May 2016

69 Agency for Audio and Audiovisual Media Services,Programme for stimulating media literacy in the Republic of Macedonia, Skopje, 2015. Available at: http://www.avmu.mk/images/Programa_za_mediumska_pismenost-1.pdf

70 Ibid.

71 Ibid.

72 Ministry of Information Society and Administration,Strategic Plan for the period 2016 - 2018, Skopje, 2014.

73 Ibid, p. 15.

74 Ministry of Education and Science of the Republic of Macedonia, Politics of Quality of the Ministry of Education and Science of the Republic of Macedonia, Skopje, 2014. Available at: http://mon.gov.mk/index.php/ministerstvo-meni/politika-kvalitet..

75 Interview with Marina Dimitrieva Georgievska, Advisor of Macedonian language in the Bureau for Development of Education, 19 May 2016.

76 Interview with Tamara Kjupeva, Professor of Macedonian language in the gymnasium "OrceNikolov", 13 May 2016.

education in Macedonia"[77] that was implemented by the Macedonian Institute for Media, in partnership with the Bureau for Development of the Education, in the period from 2009 through 2011.

Out of the results from implementation of this Project, the partners[78] concluded that the activities of the Project were positively accepted by the target groups – teachers and students. It is obvious that the contents and the manner in which the training on media literacy was conducted had a real impact on the preparedness of the teaching staff and on the capacity building for implementation of the curricula in this area.[79]

The information confirms the good cooperation with the Bureau for Development of Education, particularly regarding the quality control of project activities and their products in all stages, resulting in high support of the project among the teachers and students. The recommendations of the project were that media literacy should be included in the curriculum in the mother tongue. The arguments for this recommendation are that the students and teachers will receive a higher quality education in the field of media culture and will develop skills to analyze, evaluate, create and use media messages in various forms (from print to video via the Internet). In a broader context, these curricula will contribute to understanding the role of the media in the information society, improve critical awareness as well as the self-expression of citizens in the democracy.[80]

Despite this comprehensive and successful pilot project, the curricula in media literacy i.e. media culture, were not accepted as obligatory, nor the number of hours on these topics was increased.

There was not a proposal at all from the Bureau for the Development of Education for inclusion of media literacy as a special subject in the curricula.

The last information obtained, thankfully to this research and from the interview conducted with the representative of the Bureau, Marina Dimitrieva Georgievska, partly related to the topic of media literacy, is that they prepare changes and amendments in the teaching methodology for all courses which is called a digital pedagogy, that includes work with Internet based tools and locations for teaching contents.[81]

This activity of the Bureau for the Development of Education is possible thanks to the digital information infrastructure provided with the action "Computer for every student", which started with its implementation in 2007. This Project of the Ministry of Information Society and Administration provided 17.818 personal computers and 98.710 LCD monitors, with complete equipment for the primary and secondary schools in the Republic of Macedonia, with an objective to use them as tools for teaching and for access to educational digital contents on Internet. As part of this Project, training was conducted for the educational workers, in order to prepare them in the teaching process with e-tools[82].

MEDIA EDUCATION AND JOURNALISM QUALITY

University education in journalism can be acquired at three state universities and one private-public institution. Those are the Studies in Journalism, Media and Communications at the Faculty of Law "Justinian I" at the University "St. Cyril and Methodius" in Skopje, then the Study program in journalism and public relations at the Law Faculty of the State University "Goce Delchev" in Stip, Studies in journalism and media at the State University in Tetovo and at the Faculty of languages, cultures and communication at the University of Southeast Europe.

In addition to these universities, there are master's programs in Media and Communications at the Institute for Sociological and Political Research (Study program of second cycle of studies in communications) and at the Institute of Communication Studies (Management of media and multimedia).

There are opinions that these studies should be separated into autonomous faculties and not remain as study programs. KirilBarbareev, Vice-Principal at the University "GoceDelchev" in Stip shares such an opinion. "The study programs in journalism at the state universities should be independent faculties."

In terms of this aspect of the institutional education for journalists, the interlocutors involved in this research emphasize that this may be the solution which will enable changes in the curricula for journalism studies, which is now dominated by non-journalism courses due to the interdisciplinary model, which imposes a conglomerate of courses taken from other universities such as those of economy,

77 Macedonian Institute for Media, "Project: Improving media literacy education in Macedonia", 2011-2013. Available at: http://www.mediumska-pismenost.edu.mk/mk/mediumska-pismenost.

78 The Project was implemented by several partners: The Macedonian Institute for Media, the Institute for Democracy Societas Civilis, the European Journalism Centre and the Bureau for the Development of Education.

79 Information on the implementation of the Project „Improving Media Literacy Education in Macedonia",Macedonian Institute for Media, the Institute for Democracy SocietasCivilis, the European Journalism Centre and the Bureau for the Development of Education, Skopje, 2012.

80 Ibid.

81 Interview with Marina DimitrievaGeorgievska, Advisor of Macedonian Language in the Bureau for Development of the Education, 19 May 2016.

82 Ministry of Information Society and Administration, E-Macedonia, Developed Information Society, Skopje, 2007. Available at: http://www.mio.gov.mk/files/pdf/Broshura_MIO_design_FINALNO.pdf.

law, political sciences and other communication disciplines.[83]
According to the Executive Director of the School of Journalism and Public Relations, Zaneta Trajkoska, the state universities offer a „basic, static system or a curricula". *„It means a lot of law and economy courses. In the last several years, certain re-branding of the curricula occurred, some new subjects were introduced, but they do not reflect the contents that the students learn during the studies"*[84], Trajkoska says.
This model of curricula in journalism brings another feature as well – much more theory, in comparison to practice and skills. According to Trajkoska *"even this theory is an old-fashioned one, to the extent that is totally depersonalized at some faculties because you can learn about everything except for journalism"*.[85]

There are varying opinions. The Head of Studies in Journalism, Media and Communications at the Law Faculty "Justinijan I" at the University "St.Cyril and Methodius" in Skopje, JasnaBacovska, has an opinion that the need of skills is overemphasized and the process of intellectualization is neglected, such as reading of theories, critical thinking, logic, methodology, sociological knowledge, analytical skills.

„The studies last only three years, with a possibility for additional two, which means that students graduate at the age of 21. This means that entire life is ahead of them to learn the craft skills", Bacovska explains.[86]

On the other hand, an important factor in this story are the media. What journalists they can recruit from universities which educate such a personnel? Branko Geroski, an experienced journalist, editor and publisher does not have a positive opinion for this issue:

„People that come in the newsrooms with diplomas from these universities come not just with a lack of practical knowledge that they should obtain with practices, through different programs, but they also come with a lack of basic information and basic knowledge in several areas which are key for the journalistic profession and craft."[87]

MuhamedZekiri, TV host and an Editor, shares almost identical opinion. He has gained his education at the Studies of International Communications at the Faculty of Languages, Cultures and Communication at the South East European University in Tetovo.

„During the studies I did not have any practice at all. You cannot see how the media work with only 15 days of practice in the year or you cannot learn anything practical. It is overloaded with theory and learning of other courses", considers Zekiri.[88]
Therefore, there is a need of a much better and essential connection of the education of journalists with the media industry. In that direction Zaneta Trajkoska stresses that *„it is exceptionally important that the journalistic courses are taught by people from the profession. Those should be people who both have an education and an experience. Not everyone can teach radio journalism if he/she hasn't been a journalist or to have someone teaching about news and hasn't written any news at all"*[89].

If we start from some causal connection, according to the theory, the quality of media education affects the quality of journalism. But in the case of the Republic of Macedonia there are certain exceptions. According to the latest rankings of Reporters Without Borders, Macedonia is at the118th place in terms of journalistic freedom.[90]
The survey by Freedom House for 2015 ranked Macedonia in the group of non-free countries when it comes to the topic of media freedom.
„Self-censorship among journalists is usual, mostly due to the pressure from media owners with particular business and political interests and, since recently, there is a concern from wiretapping. Journalists have low salaries and they face threats and harassment if they start with investigative or critical reporting".[91]

The experts and heads of study programs in journalism think that this situation influences the declination of interest for enrollment at these faculties. The number of newly enrolled and graduated students declines from a year to year.

83 See Table 2, as an Appendix to this research, with provides an overview of the courses by semesters of the study programs in journalism in the Republic of Macedonia
84 Interview with Zaneta Trajkoska, Executive Director of the School of Journalism and Public Relations, 23 May 2016
85 Ibid.
86 Interview witj Jasna Bacovska, Head of Studies in Journalism, Media and Communications at the Law Faculty "Justinijan I" at the University "Ss. Cyril and Methodius" in Skopje, 25 May 2016.
87 Interview with Branko Geroski, Journalist, Editor in Chief of the Sloboden Pecat daily, 19 May 2016.
88 Interview with MuhamedZekiri, Editor in TV Shenja, 20 May 2016.
89 Interview with Zaneta Trajkoska, Executive Director of the School of Journalism and Public Relations, 23 May 2016.
90 Reporters Without Borders,2016 World press freedom index, Country Report – Macedonia, 2016. Available at: https://rsf.org/en/macedonia.
91 Freedom House,Freedom of the Press 2016, Country Report – Macedonia, 2016.
Available at: https://freedomhouse.org/report/freedom-press/2016/macedonia.

„Less and less students have an interest to study journalism. For instance, in 1977 more than 200 students enrolled at journalism studies, while 40 years after only 20 students competed for enrollment at the studies in journalism. But these students i.e. journalists should be the core of the profession," Bacovska stresses.[92]

The Director of the School of Journalism and Public Relations Zaneta Trajkoska states additional reasons for this phenomenon: *„We have a journalism which every year is ranked as worse and worse, we have journalism which is low paid, one of the lowest paid professions in Macedonia. Students see that very few journalists live well and those who live well are not journalists, but political mercenaries in the newsrooms who work for other goals. Therefore, we have this negative picture".*[93]
As a result of these phenomena, the School of Journalism has closed its undergraduate studies in journalism, although these studies have been rated over the years as the best ones and journalists graduating from there are the best ones in the industry.

Table: Number of enrolled and graduated students at the studies of journalism

Faculty	Title of studies	Enrolled students			Graduated students		
		School year			School year		
		2012/2013	2013/2014	2014/2015	2012/2013	2013/2014	2014/2015
University "Ss.Cyril and Methodius" / Law Faculty – Justinijan I	Studies in Journalism	48	55	34	11	8	8
University „GoceDelcev" Stip / Law Faculty	Studies in Journalism and Public Relations	15	30	30	/	/	/
University of South East Europe / Faculty of Languages, Cultures and Communication	International communication	39	48	40	28	19	27
State University Tetovo	Studies in Journalism and Media	54	99	122	7	8	11
School of Journalism and Public Relations	Studies in Journalism	10	15	/	4	9	13

Source: Data are provided from the web-page of the State Statistics Bureau (www.stat.gov.mk) and from the professional services of the educational institutions.

PROFESSIONAL DEVELOPMENT AND SPECIALIZATION

According to the Law on High Education in the Republic of Macedonia, each university or its unit, must have a career center that needs to keep separate records on former students (alumni) and organize fairs for the career at each college/university where a career center exists.[94]
Career centers are also established to organize practical training for the students and for the preparation of expert staff to apply innovative techniques and technologies in the teaching process. These centers exist at all study programs of journalism.

The Executive Director of the School of journalism and public relations, Zaneta Trajkoska, says that on paper all of this sounds good, but there is noany essential benefit when it comes to the bigger universities as they are too bulky and have a huge number of students from different faculties and cannot simply achieve the objectives set.
„Each faculty has to have its own Career center"[95], Trajkoska says, emphasizing that the Center in the School of Journalism and Public Relations has been a functional one just because of the optimal number of students whose needs can be precisely defined.

Jasna Bacovska has almost an identical opinion. She says that, as far as the journalists' academic education is concerned, there are clearly established schemes: undergraduate studies, postgraduate and doctoral studies. Unlike academic education, in relation to the formation of a professional career, a clearly established scheme does not exist, because there are no recognized and published requirements by specialized media professionals.[96]

92 Interview with Jasna Bacovska, Head of the Studies in Journalism, Media and Communications at the Faculty of Law "Justinijan I" at the University "Ss. Cyril and Methodius" in Skopje, 25 May 2016.
93 Interview with Zaneta Trajkoska, Executive Director of the School of Journalism and Public Relations, 23 May 2016.
94 Ministry of Education and Science,Law on High Education. Available at: http://www.mon.gov.mk/images/documents/zakoni/zakon_za_visoko_25-02-2016.pdf.
95 Interview with Zaneta Trajkoska, Executive Director of the School of Journalism and Public Relations, 23 May 2016.
96 Interview with JasnaBacovska, Head of the Studies in Journalism, Media and Communications at the Faculty of Law "Justinijan I" at the University "Ss. Cyril and Methodius" in Skopje, 25 May 2016.

It brings us to the relationship between the media industry when the career and the development of the media workers is concerned.

Branko Geroski thinks that there is no defined and systematic cooperation between the media and the educational institutions for journalism. "The cooperation is almost always a result of a personal initiative and that is not a complete system in any case", Geroski says.[97]

The first conclusion of the theme of this chapter is that there is no systematic and continuous promotion of media literacy and education for journalists who should be an important factor in overcoming the negative perception of the journalist professionals and the work of the media.[98]

The biggest responsibility for promotion and constant affirmation of the media literacy belongs to the Agency for Audio and Audiovisual Services, when these responsibilities became its competence in accordance with the law.[99]
In the period when it worked on the development of the "Program for supporting of media literacy in the Republic of Macedonia", the Agency of Audio and Audiovisual Media Services provided and promoted two short movies. They were broadcasted at the programmes of the national and local TV stations.
The objective of the first one, titled as "Where is Goran?", was to focus the attention of parents to the fact that there is a software which can be used for efficient control over the Internet contents that can be accessed by their child.[100]
The second one, titled as "Adventures through the media literacy", was to focus the attention at the importance of media literacy.[101]
However, the more organized activities in this area were delayed for two years since 2014, due to the unsuccessful tender for conducting of a survey which was supposed to identify the level of media literacy among citizens.
Partially continuous activities which include promotion of this topic are the already mentioned projects, such as the newspaper Medium of the School of Journalism and Public Relations, the competition for high school students "Express yourself through the media" or the Media fact-checking service, through their continuous reviews of the journalists' products.
In the meantime, the promotion of media literacy is done occasionally, in cases when promoting specific projects for media literacy by the civil society and other organizations.
There is an opinion among media professionals and educators that these activities are not sufficient. Kristina Ozimec, young journalist – researcher, thinks that journalists and media activists should double the efforts and campaigns for introduction of media literacy as a regular course in primary and secondary education.
"We should struggle for this together with the teachers. We should make pressure in the Bureau of Education, so that they can start working on a plan and a strategy for inclusion of media literacy as a regular subject."[102]

Zaneta Trajkoska from the School of Journalism and Public Relations thinks that media should be more involved in the promotion of media literacy and to accept it as a concept and a tool for establishing of a serious link between them and their public.[103]

CIVIL SOCIETY/NGO SECTOR ROLE

The Council of Media Ethics of Macedonia (CMEM) is in the phase of implementation of the project "Building trust in the media in South East Europe and Turkey"[104] supported by the European Union and UNESCO.

The CMEM, amongst other, works on preparation and presentation of case studies related to self-regulation, debate shows, simulation of the Press Complaint's Committee work to students and professors, meetings and cooperation with owners of media, editors and journalists, etc.
The Project is aimed at strengthening of freedom of expression, access to media, improvement of the mechanisms for media transparency, as well as for internal management of the media. The Project is focused on supporting media literacy among citizens and strengthening of the support to the media by the civil society, as well as supporting the demand for journalistic contents of high quality.

97 Interview with Branko Geroski, journalist, Editor in Chief of the Sloboden pecatdaily, 19 May 2016.
98 Freedom House,Freedom of the Press 2016, Country Report – Macedonia, 2016.Available at: https://freedomhouse.org/report/freedom-press/2016/macedonia and Reporters Without Borders,World press freedom index 2016, Country Report – Macedonia, 2016. Available at: https://rsf.org/en/macedonia.
99 Law on Audio and Audiovisual Media Services, 2013, Official Gazette of the Republic of Macedonia number 184. Available at:http://www.avmu.mk/images/Zakon_za_audio_i_audiovizuelni_mediumski_uslugi_mkd_1.pdf.
100 Agency for Audio and Audio Visual Media Services, "Where is Goran?", Skopje, 2014. Available at: https://youtu.be/W1IUBsOIaa8.
101 Agency for Audio and Audiovisual Media Services, "Adventure through the media literacy", Skopje, 2014. Available at: https://youtu.be/TdcUk-xgBX8.
102 Interview with Kristina Ozimec, journalist at the web-portal Nova TV, 19 May 2016.
103 Interview with Zaneta Trajkoska, Executive Director of the School of Journalism and Public Relations, 23 May 2016.
104 The Project is supported by the EU and UNESCO. Available at: http://semm.mk/novosti/2015-08-11-15-03-18/218-2016-03-24-13-00-00.

The Macedonian Institute for Media (MIM) is one of the oldest civil society organizations in the field of media education and media Literacy. MIM's portfolio contains hundreds of projects that provided the most appropriate support and access to most comprehensive knowledge for journalism and media sphere for journalists and media workers. Special attention was paid to the programs of the civil society organizations, institutions and all those that need to communicate with the media and with the public.
The Institute applies the concept of lifelong learning in the media education. All training programs are created in accordance to the latest world standards in journalism and communications with the public, and implemented through a series of learning practices.

MIM is a pioneer in the introduction of media literacy in Macedonia through the project "Improving media literacy education in Macedonia."[105] Taking into consideration the definition that media literacy is a skill for effective communication (sharing, reading or spreading) of information and knowledge through the media or from them, one of the objectives of the project was acceptance of media literacy as an integral part of the efficient social transformation and as a skill which helps in the engagement of the public and for the establishment of standards for public accountability and transparency.
The project was supposed to help children and young peopleto advance their knowledge on the role and function of the media in a democratic society. The focus was put on training to critically analyze and assess the media content and messages that come from different types of media - print, electronic media, internet, advertising, which would enable them to take part in the democratic processes in a more engaged way.
The concept of media literacy was promoted and implemented within the course of native language in all years of primary and secondary education in Macedonia, and for this purpose a training was conducted for about 1,100 teachers and professors from primary and secondary schools from Macedonia, who were supposed to be further involved in the topics of media literacy within the framework of the course in native language. A web-page was developed, which was intended to present and popularize the concept of media literacy among young generations in Macedonia[106]. A Manual for media literacy in Macedonian, Albanian, Serbian and Turkish language was also produced, for professors of primary and secondary schools, as well as for media professionals.
As a follow up to this Project, the newspaper Medium has been published by high school students aimed for their peers. Beside as an Internet platform, the Project "Medium" also has a printed edition with the same title and there is a cooperation established with the Nova Makedonijadaily. This is the only type of a cooperation among a media, civil society organization and high schools, which is assessed as an exceptionally positive and attractive for the high school students and their professors.
"Our goal is to support journalism among high school students, because that thing is taught from early age. 'Medium' is rich with resources and advice for writing media news and other media contents. Here, at one place, you can learn about the basic rules for writing of reports or to express through photography, sound, images or all together, in multimedia. Our goal is to enable high school students to have journalistic skills, which are necessary in order to survive in the modern media jungle that that was brought by the new media".

As an independent, autonomous, non-governmental and non-partisan association, whose purpose is to be a promoter and protector of the professional standards and the freedom of expression, the Association of Journalists of Macedonia (AJM), occasionally conducts training for capacity building of journalists to achieve these objectives. The AJM's activities so far include training on ethical and professional reporting, training on hate speech, fiscal transparency, coverage of elections and others.[107]

Digital literacy and new media are in the focus of the Foundation Metamorphosis's activities. The Foundation conducts numerous trainings for Internet, protection of privacy and freedom of expression on Internet, information – communication tools, e-society, web-journalism, social media and others.

The activities of this civil society organization overlap with the issues in education related to information – communication technology (ICT) defined in the "National short-term ICT Strategy 2016 - 2017"[108] of the Ministry of Information Society and Administration, such as lack of structured and organized student's practice and practical working experience; imbalance between the required set of knowledge and skills by the ICT sector and the current curricula for education; lack of high schools with specialized ICT programs; or insufficient acknowledgement of the knowledge and skills acquired through experience (practice) and informal education.

Starting from 2013, "Metamorphosis" implements the single "fact-checking" project in Macedonia, "Media fact-checking service".[109] This Project is aimed at enabling citizens of Macedonia to require a greater accountability by the media, as well as to help journalists

105 More information about the project on: http://www.mediumskapismenost.edu.mk/mk/mediumska-pismenost.
106 More information about the project on: http://www.mediumskapismenost.edu.mk/mk/mediumska-pismenost.
107 Association of Journalists of Macedonia, Website Section: Projects, reports, analyses. Available at: http://znm.org.mk/?page_idâ1357and at http://znm.org.mk/?page_idâ818.
108 Ministry of Information Society and Administration, National short-term ICT Strategy 2016-2017, Skopje, 2015. Available at: http://mioa.gov.mk/files/dokumenti/Kratkorocna%20IKT%20Strategija_avgust2015.pdf.
109 Foundation „Metamorphosis", Media Fact-checking service. Available at: http://proverkanafakti.mk/.

in the implementation of their professional standards, by providing online – tools and resources for public education and public awareness raising. The intention of the online Media fact-checking service is to increase the demand for objective news and information based on facts and professional journalistic standards.
It should be emphasized that the "Media fact-checking service", beside for the media professionals, is aimed for the citizens of the Republic of Macedonia. It makes it a unique project for media literacy aimed for this target group.

The Youth Educational Forum, a civil society organization which covers issuesof young people and youth policies,focuses its activities on the perception of young people for their benefits from the media and a media for their media presence and profiling. In this direction, it especially works on projects for media literacy at individual level, but also at the level of youth organizations and their presence and profiling in the media.
The Forum's activities include recognizing of hate speech in the media, youth education for media literacy, as well as work with young people as creators of media contents.[110]
It should be emphasized that, beside these civil society organizations which have included media education and media literacy in their activities, there are a lot more organizations which work on training, research and other activities in these areas.

INSIGHTS & RECOMMENDATIONS

It seems that the number of higher education institutions satisfies the need for the interest shown in studying journalism and media. Considering the fact that there are no precise data on the needs of the media industry about the number of jobs, and having in mind that journalistic education is not a crucial prerequisite for an entry into the journalistic profession, there are no indications that the market lacks potential media professionals.
On the other hand, again due to the insufficiently expressed specific demands for quality and for the specialization of the potential media professionals, there are no precise findings about the profiles which are lacking. The practice shows that the media solve this accidentally depending on their immediate needs.
From 2014 onwards, there is a trend of closing undergraduate studies in journalism, and the number of newly enrolled students decline. Until that year, these studies were included at 6 faculties, but today they exist at only four.[111]
The quality of high education for media mostly suffers from a lot of media theory and little practice. Experts warn about the fact that the study programs are still dominated by non-journalistic courses and that the majority of professors do not have a practical journalistic *background*.
Hence the next conclusion follows, which refers to the necessity of a closer, more creative and more productive relationship of the educational institutions with the media industry.
On the other hand, the stage of the informal and additional media education is quite dynamic. Students and young journalists have a wide selection of training for specific skills and knowledge that can be acquired in a more dynamic and interactive way that makes them quite applicable.
In relation to medialiteracy, interviews and desk research for this analysis show that, contrary to the certain progress on this plan until 2009, there has been a regress in the last couple of years.
This makes the phenomena even more paradoxical if we take into consideration that exactly in this period the legal frameworks were adopted that enabled an institutional support for a wide acceptance of media literacy, but the conclusion is that the institutions responsible failed to succeed.

This segment is also compensated by the civil society organizations, which have media and journalism as their basic activity. The media activism in this area is dynamic and with a wide range of training for different target groups.

RECOMMENDATIONS

In the area of education:

1. The faculties with departments in journalism, media and communications shall initiate a debate on the need for effective reform of curricula for journalism, media and communications, which would be adapted to the specifics of the profession, and at the same time updated according to the global trends in high education.
2. Curricula in journalism, media and communications should integrate ahigh quality balance between theoretical and practical training of students, which besides practical classes will involve practical work in the media.

110 Youth Educational Forum, National report for Macedonia from the research „Youth and media", Skopje, 2014. Available at: http://seeyouth-media.org/wp-content/uploads/2014/02/Youth-and-Media-Research-Macedonia.pdf.
111 Journalistic Education in South East Europe - Country Reports, Konrad-Adenauer-Stiftung Media Program South East Europe, 2014. Available at: http://mediaobservatory.net/sites/default/files/kas_39583-1522-2-30.pdf Accessed on 09 June 2016.

3. There is a need of sufficient number of highly professional teaching staff at the departments of Journalism, Media and Communications and particularly at the state universities. This shall also involve engagement of experienced practitioners in these areas.

4. The competent institutions shall provide sufficient financial and technical resources as well as facilities for studies in Journalism, Communications and Media (such as computer equipment, journalistic laboratories, etc.) for the implementation of high-quality studies in Journalism, Media and Communications.

5. To initiate an expert debate about the need of establishing a new Faculty in Journalism, Media and Communications within the state universities, instead of the current interdisciplinary studies.

6. The departments in Journalism, Media and Communications shall establish effective communication and cooperation with the media industry and with the media that produce high quality and ethical journalism, in order to provide practical training for all students in these departments.

7. Public Broadcasting Service –The Macedonian Radio and Television shall provide conditions for implementation of a practical work for the students of Journalism, Media and Communications.

In the area of media literacy:

1. The further promotion and implementation of media literacy in society requires a comprehensive and systematic approach that would include all stakeholders: Ministry of Education and Science, Ministry of Information Society and Administration, the Agency for Audio and Audiovisual Media Services, education officials of all levels, media and journalistic organizations and the self-regulatory body, civil society organizations working on the issue of media literacy, the public broadcaster - MRT and media/journalists, as well as citizens themselves.

2. The Ministry of Education and Science, in cooperation with the Bureau for Development of Education, shall consider the possibility of including the concept of media literacy in primary and secondary education when revising the curriculum.

3. If the initiative for including media literacy in the educational process is accepted, it is necessary to start an expert debate where the most appropriate model for integrating this concept in primary and secondary education will be analyzed, considering all available resources (whether within an existing course as a separate subject or as an integrated approach in the entire teaching process).

4. The Agency for Audio and Audiovisual Media Services shall accelerate and enhance the processes aimed at organized and structured implementation of the activities related to the promotion of media literacy in Macedonia provided by the Law on Audio and Audiovisual Media Services and the Program for Promotion of Media Literacy in Macedonia.

5. The Macedonian Radio Television, as a public service serving the citizens, shall be involved in the promotion and advancement of media literacy through a production of special thematic programs for different age groups, as well as through campaigns of public interest.

6. Media organizations, self-regulatory bodies and other civil society organizations whose focus is media literacy shall be committed at developing projects and direct their activities towards a comprehensive promotion and affirmation of media literacy among experts, citizens of all age groups, marginalized groups, journalists and other segments of society.

7. Media, journalists and other media professionals shall advance their knowledge about the concept of media literacy through training and joint cooperation with other stakeholders in the area. The awareness of this target group shall be raised about the influence of media literacy on trust building among the public. Media and journalists shall perceive media literacy as a tool for communication with their audiences.

8. Strengthen the cooperation between civil society organizations and the media industry to organize specialized/tailored training based on previously identified needs of journalists, editors and media related to specific topics that civil society organizations work on.

9. The donor community shall be informed about the relevance and necessity of media literacy implementation and asked for support for the process of faster and intensive implementation of the institutional and non-institutional activities in the area.

APPENDIXES:

Table

CURRICULA OF THE FACULTIES IN JOURNALISM IN THE REPUBLIC OF MACEDONIA		
University "Ss. Cyril and Methodius" – Skopje Faculty of Law „Justinijan I" Studies in Journalism, Media and Communications	University „GoceDelcev" Stip Faculty of Law Studies in Journalism and Public Relations	University of South East Europe – Tetovo Faculty of Languages, Cultures and Communication Studies in international communications
ISEMESTER Foreign language Introduction to low Macedonian language and journalistic styles Science of Communications Elective course II SEMESTER Modern European and Macedonian History Economics Journalistic genres Elective course 1 Elective course 2 III SEMESTER English language 3 Introduction to political science Theories of Journalism Basic institutes of public and private law Macedonian language 3 IV SEMESTER Ethics in journalism Applied economy Rights and freedom of people in Macedonia Public opinion Intercultural communication and the media Political system V SEMESTER Reporting in journalism Journalistic informative genres Public relations Institutions and EUlaw Journalism in print and electronic media Editing in journalism – practicum VI SEMESTER Journalistic analytical genres Print and electronic media Technology and organization in media - practicum Freedom of expression Public administration ELECTIVE COURSES Connected elective course: Ethics in journalism Other elective courses: - Investigative journalism - Journalism - agency journalism - Media and rights of children - Radio journalism - V journalism - Print media -Peace and war journalism - Protection of personal data - Editing in journalism–practicum - Reporting in journalism–practicum - Graphics and design in journalism - Digital democracy - Intercultural communication - Political marketing	I SEMESTER Introduction to Journalism History of journalism Computer science II SEMESTER Basics of communication Journalistic ethics Culture of communication Sports and recreation III SEMESTER Public relations Macedonian language with culture of writing and expressing Information genres in journalism IV SEMESTER Public relations techniques Basics of protocol Journalism in print media V SEMESTER Journalism in electronic media Media and society Public and public opinion VI SEMESTER Investigative journalism Analytical genres in journalism VII SEMESTER Human resources International relations European institutions VIII SEMESTER Work on a thesis EU policies International organizations ELECTIVE COURSES - Project with EU funds - Public services - Media law - Right of safety - Human rights - Public administration - Philosophy of law - Labor law - Penology - Administrative disputes - Applied economy - Law on compensation of damages - Regulation of financial markets - Local self government - Rights to real estate - Diplomatic and consular law - Family law - Inheritance law - Basics of economy - Civil society - The bar system of the Republic of Macedonia - Alternative resolution of conflicts - Nomotechnique - Communication of public administration	ISEMESTER Introduction to communication sciences Introduction to international and intercultural communication Introduction to international relations Free elective course 1 Elective course in English language Elective course in Albanian language / Macedonian language IISEMESTER Media studies Theory of communications Introduction to political sciences Free elective course 2 Elective course in Albanian/Macedonian Elective course in English IIISEMESTER Communication methods of research Diplomacy Free elective course 3 Elective course 1 Elective course in English IVSEMESTER International communication systems Public relations: Principles and practices International organizations Elective course 2 Elective coursel (English language for special purposes) VSEMESTER Political communication Media writing and reporting Globalization Elective course 3 Elective course 4 VISEMESTER Main projectand professional practice Negotiations Communication and leadership Elective course 5 Elective course 6

MONTENEGRO

EXECUTIVE OVERVIEW



Media community in Montenegro is deeply divided in pro- and anti- government media. This kind of perception is preventing the owners, and what is more worrying, their employees in reaching agreement in any professional matter including any common demands toward the states institution that provide formal education. It is questionable, who, when or how might work on any kind of plan and strategy on how to improve both formal and informal education of journalists in Montenegro.

The honest answer to the first question set by this research "What is the government policy in the fields of media literacy and formal journalism education?" would be "Not quite sure". The biggest step in terms of government policies in the fields of media literacy and formal journalism education is the setting up of an elective course in gymnasium. However year by year there are smaller numbers of students applying for this curriculum as the other issue is the fact that only the gymnasiums offer this subject and not all the high schools.

On the other hand, formal journalism education, journalism course at Faculty of political studies, is apparently about to take a step backward. After a couple of months of public debate a decision is expected to shut down, or "reconstruct" courses in the Faculty of political science by transforming journalism into communications studies course. The process of taking this decision by the administration was so far not transparent and without sharing any details and rationale.

Informal education of journalists, trainings, seminars, courses are available to all the professionals in the country. Their effect, however is questionable not for their need or quality but because the editors and media owners are not very often supportive of joutrnalists in allowing absence form daily routineto attend courses and because of their orientation and editoral policy that may not allow the fullimplementation of knowledge and skills obtained.

MEDIA LANDSCAPE

Montenegro data on electronic communication penetration in 2015 is as follows[112]:

- Fixed telephony penetration – 24,91 %
- Mobile telephony penetration- 162, 55%
- Broadband internet penetration- 18,1 % of citizens and 57,7 % of households
- Cable media network penetration- 84.27 % of households.

In 2015 Montenegro switched to the digital TV signal, which brough changes in the numbersbut much less in terms of quality of the content, says deputy director in Agency for electronic media, Jadranka Vojvodić.

112 Ivona Marić, Agency for electronic communication, 14 April 2016

Table: Number of broadcasters in Montenegro[113]

	2013		2016	
	Coverage	Platform	Coverage	Platform
Commercial broadcasters				
TV	4 national coverage	13 analog broadcasting	4 national coverage	7 digital broadcasting (DVB-T2 FTA)
	15 regional coverage	6 „cable platform[114]“	9 regional coverage	9 „cable platform[115]“
			2 local coverage	
Total	**19**		**15**	
Radio	4 national coverage	FM	5 national coverage	FM
	8 regional coverage	FM	8 regional coverage	FM
	26 local coverage	FM	24 local coverage	FM
Total	38	37		
Non profit media				
TV	0	0	0	0
Radio	0	0	2 local coverage	FM
Total	**0**		**2**	

Dispite the numbers and variety the viewers and listeners have been offered still the same content. “Number of commercial radio broadcaster did not change significantly. Choice for the listeners hasn’t been improved since, broadcasters (facing the economic crisis and less investment in advertising) invest less in content which demands serious human resources and technical investments (informative, educational and documentary content). On the other hand they focus on entertainment, easy contact programs and publishing service or agency information”, says Vojvodić.[114]
On the other hand, in the last three years one in five TV stations stoped operating, which is a 20% decrease in the number of electronic media. “After shuting down the analog broadcasting in June 2015 only seven TV commercial broadcasters got the rights for digital broadcast, three national and four local. If you compare that to the 2013 at that time 13 TV commercial broadcasters had analog signal. Content of the TV broadcasters detteriorated since it has been influenced by the crisis in a even drastic manner”, says Vojvodić[115]. In her words, the most significant change in these two periods was founding of two non profit radio broadcasters. “Their programs defintely represent the change of content aiming to certain issues and target groups.”

GOVERNMENT POLICY ON MEDIA LITERACY

When talking about journalists, education and trainings biggest step forward was made in the “media literacy” area. Božena Jelušić, a high school teacher, former daily Vijesti ombudsman, prepared a program for the high school subject Media Literacy with Tomislav Reškovac. She says that this subject is very popular at the school where she teaches. “At this point it is attended by 30 something out of 80 second grade gymnasium students. I have to say that in a process of preparing and adoption process of this subject I had full understanding by the Ministry in charge”, says Jelušić[116].

Still there are no specific determinations about media literacy in Montenegrin media legal framework, but the ground stone is set with establishing the regulatory body- Agency for electronic media in the Electronic media Law[117] and with a clear definition of regulatory principles, explains Borka Vuković, adviser to the Ministry of culture. “Many provisions, as those defining protection of children and minors, by their content and essence, are referring to media literacy, because

113 Jadranka Vojvodić, deputy director Agency for electronic media, 22 April 2016
114 Jadranka Vojvodić, deputy director Agnecy for electronic media, 22 April 2016
115 Jadranka Vojvodić, deputy director Agnecy for electronic media, 22 April 2016
116 Božena Jelušić, Media literacy teacher, 21 April 2016
117 Available at: http://www.ardcg.org/index2.php?option=com_docman&task=doc_view&gid=405&Itemid=26, accessed on 01 May 2016.; Article 10

they were defined by the EU convention of human rights Article 10", says Vuković[118]. She explains that this law complies with EU directive which defines media literacy as "skills, knowledge and understanding which enables consumers to use media in an efficient and secure manner. Media literate people are capable to make choices according to awareness and understand nature of content and services and use all the possibilities which offer new communication technologies".[119] Crucial role in developing media literacy should have self- regulation but media community fully defined as either anti- or pro- government cannot reach agreement on any profession related issue.

Media literacy is as hard to define same as media are. It has basic and its higher, sophisticated level explains Jelušić. "In other words, life-long learning is needed because media always brings new challenges. Our citizens in general believe that "media lies", but as a paradox, they are very easy to manipulate by the media. That is why I find it necessary that media literacy should be improved, starting in school. Especially this subject should be introduced in other high schools not just gymnasiums", says Jelušić[120]. Nataša Ružić agrees on that. "I do not understand why they omitted other schools in this process. Error is to position media literacy as an elective because we live in a time when the media became a primary factor of socialization and children at an early age begin to use the media. In the future, we should think about media literacy youngest starting from kindergarten. The research that has been conducted in high schools in Budva and Herceg Novi has shown that students who do not have the subject Media Literacy have no precise idea of the process. In Montenegro year after year reduces the number of students who choose media literacy as an elective course. During 2011/12 for the study of media literacy is decided 257 students and 2014/15 only 170 in all high schools in Montenegro", says Ružić[121]. But there is another problem related. Media literacy of the lecturers is questionable, she claims. According to the program that have put together Prof Božena Jelušić and Tomislav Reškovac media literacy can be taught by teachers of language and literature, philosophy, sociology, psychology with additional professional training. "UNESCO is committed to sharing the experience of trainers, so they launched the Open Educational Resources Platform and lecturers in Montenegro had a meeting at which the prof. Jelušić shared her experience about ways of learning and never met again. In fact, the question is whether and to what extent media literate lecturers are literate themselves", says Ružić.[122]

MEDIA EDUCATION

The Faculty of political science was founded 10 years ago. One of the courses in the faculty is journalism. A total of 594 students enrolled in this course, and 254 out of the total graduated.

Table: Number of Faculty of political science, Journalism course enrolled and graduated students for the period 2016-2016[123]

FACULTY OF POLITICAL SCIENCE, JOURNALISM COURSE										
YEAR	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
ENROLLED	58	61	71	60	66	82	42	58	56	40
GRADUATED	40	47	38	34	37	37	21			

On the other hand, data of the national employment agency are not very encouraging. Mid April 2016, almost half of them- 111 of them were registered unemployed. Little less than a half of that number, 46, were undergoing the Government financed Program of professional training.[124]

Lecturer at the couple of the subjects at the course Prof Nataša Ružić says she is pleased with the accomplishments of the students. Most of them, as she claims, are already employed either in Montenegrin media, or in some institutions working as PR managers. "I can say that we are satisfied with the knowledge acquired, although we are aware that we are a relatively young Faculty and that it is necessary to develop and improve study program", says Ružić. Faculty has developed good cooperation with the daily Pobjeda and Dnevne novine, during the obligatory practice for the radio journalism student go to Radio CG and students radio Krš. "We try to provide them with a good theoretical knowledge, and then send them to the practice", says Ružić. Another guest lecturer, Gordana Vilović agrees. For the large majority of the students journalism

118 Borka Vuković, adviser to the Ministry of culture, 27 April 2016
119 Borka Vuković, adviser to the Ministry of culture, 27 April 2016
120 Božena Jelušić, Media literacy teacher, 21 April 2016
121 Nataša Ružić, lecturer at Faculty of political science, 20 April 2016
122 Nataša Ružić, lecturer at Faculty of political science, 20 April 2016
123 Sekule Raičević, head of students service in Faculty of political studies, 25 April 2016
124 Data provided by the PR department of National employment bureau.

was their first choice. "I think that quality of knowledge of colleagues' students of journalism at Faculty of political studies is equally good as those for example studying at journalism on Faculty of political studies in Zagreb. I say that, because at the last year when I had lectures in Montenegro, most of them had been thru practice or even employed in some of media in Podgorica or Montenegro", says Vilović[125].

On the other hand, students are not very pleased with the knowledge gained at the faculty. Most of them put the accent on the fact that they lack more practice and experience in their studying, but they are not pleased with the theoretical knowledge and the quality of lectures either. Third year political science student, and one of the students Radio Krš, founder Đorđe Stojanović, says that quality and level of knowledge at Faculty of political science should and has to be better. "Usually it is enough to learn the lectures by heart because in most of the cases lecturers are not going to ask you what your opinion is nor if you understood what you just learned", says Stojanović.[126] Another third year student, Jelena Vukašinović, is also not very pleased. For the low quality of the knowledge gained she blames lecturers. "Lecturers are not up to the task. I could name two of them I find good. I think that in general lecturers at Faculty of political studies in general are really bad. Mostly those are individuals who have done the practical part of the profession very long ago, or haven't done it at all. And I find that very important- if they were in everyday connection to the profession they could explain it better to us too", says Vukašinović.[127]

By now, faculty has managed to bring renowned speakers to the Faculty, but the problem remains- Faculty lacks their own staff, says Ružić. Relatively young institution in a decade hasn't managed to educate enough staff which might hold the course independently. "At all the journalism studies we still lack personnel. On one hand you have very good practitioners, but on the other they lack academic specialization! They find it hard to manage between commitments they have in news rooms and to be at the same time, university lecturers and to commit to gaining additional knowledge and PhD thesis. In nowadays complicated circumstances it is hard to find time for academic perfection and to hold on to journalism. I see that as a large problem", says Vilović.[128]

Stjepan Malović one of the guest lecturers from Croatia, who held lectures since the Faculty was founded says there were not enough local staff at the beginning eligible to work at the university. And that is not the problem, problem is the fact that still there are no enough staff. "A larger number of well-known professors, mainly from Belgrade and Zagreb, were engaged to fill in. A number of local journalists and PR professionals were engaged too- they had great professional knowledge, but they could not carry out lecture since they haven't had sufficient levels of theoretical knowledge. The solution was that these personnel were educated and to gradually take over the lectures. A number of prominent media workers started moving in that direction by enrolling master studies. But only a small number graduated at the master's degree, and barely anyone enrolled a PhD studies", says Malović.[129] In his opinion, duty of the university was to create conditions for the education of their own staff, using visiting professors as a mentors. He was a mentor to more doctoral candidates and two of them obtained the PhD title. "I cannot understand why they did not open the way to education of their own staff and why the number of students was limited to only a few. It's like you do not want to develop your strengths, and you have potential. As an illustration, in Croatia there are three doctoral studies where they can study communication sciences, and each enrolls dozens of students", says Malović.[130]

Beside the fact that journalism course lacks lecturers, another and not less important problem is the fact that students lack practice, training and experience. They have theoretical knowledge which they do not know how to apply in practice, says Vladan Mićunović, who was editor in couple of media and now is acting head of Media Institute. "It is interesting that in media in which I have worked we haven't had any cooperation with Faculty of political studies, or any kind of program for students, unless they individually showed initiative to come and see how newspapers or TV program are being made. There were some initiatives to start cooperation, but in that field wasn't done a lot. Both Faculty and media are to blame for that, but the very fact that Faculty of political science worked isolated and I dare to say in an autistic manner", says Mićunović.[131]

Starting from the second year, students have two weeks mandatory practice. Jelena Vukašinović, third year journalism

125 Gordana Vilović, lecturer at the Faculty of political science, 19 April 2016
126 Đorđe Stojanović, thrid year Faculty of political science student, 20 April 2016
127 Jelena Vukašinović, thrid year Faculty of political science student, 20 April 2016
128 Gordana Vilović, lecturer at the Faculty of political science, 19 April 2016
129 Stjepan Malović, former lecturer at Faculty of political science, 17 April 2016
130 Stjepan Malović, former lecturer at Faculty of political science, 17 April 2016
131 Vladan Mićunovič, acting head of Media Institute, 20 April 2016

student, just went thru one of those. "On one hand you have students, which often are not very willing to learn, and on the other had you have media which are not really committed to passing the knowledge. I found it funny, because I expected some dynamics, passion about this work, a wise word, and advice. I saw, and got something very different. People with who we were supposed to work, I say supposed because that what we were doing in those two weeks cannot be called work, didn't care for us at all. They gave us two reports to rewrite at our own hand, with no checks and controls. Those work experiences actually last for 15 minutes. Only advice I got was "How about you go home now, and I'll send you to your mail what you need", says Vukašinović[132]. No matter the fact that two weeks are too short of a period to learn anything, apparently there is no system or control of any kind how productive these practices were. These experience programs turn out to be eventually not very useful. Not rarely students go thru them without obtaining any set of skills. And then, once when employed, again- there is no help guidance or mentoring says head of Media Union, Marijana Camović. "It is unrealistic to expect people who have just come out with a faculty immediately be top journalists but it is also unrealistic to expect the owners of Montenegrin media that in a near future they see those people as investment and not an expense", says Camović.[133]

Beside the fact that there is no wide spread cooperation with media, another problem is the fact that part of mandatory practice is held in a student's radio- where the "control", or mentoring of any kind is even less developed then in established media. Even at the radio Krš they say that they need more professional help. One of the radio founders, Đorđe Stojanović is very honest about it- during that experience students cannot learn a lot. "It doesn't last long enough. They usually prepare a report, a vox pop or an interview. We are asking just for the very basics because we are not competent enough to organize practice at a higher quality level. We have no help by the experts. Beside this program, students can volunteer and gain some basic experience which will make their work in the future easier", says Stojanović[134]. Problematic is the thing that journalism students not rarely come with complete lack of knowledge on journalism basics. "It happens very often that I as a political science student had to teach journalism students, or even those who graduated some basics- how to prepare report, interview or some things without which you cannot be journalist. The very fact that it was me who had to teach them basics is deflating- not because I am bad at what I do, but because I had to learn it on my own, so that I could teach others who haven't had any kind of practice or experience. Do we need good journalists? For sure. Do we need kind of journalists University produces now? Well, not really", says Stojanović[135].

Namely, in the last fewof months, some media headlines raised the flag – journalism course is about to be shut down.[136] Three courses will be closed- journalism, international relations and European studies. One new will be introduced- Communication studies. "We agree with the planned reorganisation of the courses because we see it as an improvement of the studying program and quality. Communications studies is a broader concept of journalism and this gives us the ability to prepare students for the profession of PR-managers. Under the new curriculum, we have introduced a module Public Relations in the sixth semester, which will open to students new opportunities in terms of employment. We have introduced and communications subjects because we do not want to restrict them to a job in the media and PR", says Nataša Ružić, one of the lecturers at the journalism course.[137]

"I find the idea or reconstruction, or shutting down the journalism course at Faculty of political studies a very bad decision which says a lot on how much society cares about freedom of speech and media. It is very easy to close down something, but it is very hard to start it all over again. Without journalism course it is hard to develop independent and quality journalism, and without it there is no media freedom and democracy", says Malović.[138] Gordana Vilović says she can't believe that anyone would think of that. "Professional journalism is needed more today, perhaps than ever. Only question is how to upgrade existing course and add some specializations in ending years of the course. As far as I know, no one ever "shut down" the journalism course. I hope Montenegro won't be the first one!", says Vilović.[139]

The scting head of the Media Institute Mićunović said in regards to the expected reorganization in the faculty: "The most problematic thing in this is how this decision was made. And it was made in a closed circle, in a not-transparent procedure, without involvement of the media community, which, naturally, should be interested for the subject. If it was otherwise,

132 Jelena Vukašinović, third year journalism student, 20 April 2016
133 Marijana Camović, head of Media Union, 18 April 2016
134 Đorđe Stojanović, cofounder of the Student's radio Krš, 20 April 2016
135 Đorđe Stojanović, cofounder of the Student's radio Krš, 20 April 2016
136 http://www.cdm.me/drustvo/crna-gora/cdm-saznaje-na-fpn-se-gase-novinarstvo-medunarodni-odnosi-i-evropske-studije
137 Nataša Ružić, lecturer at journalism course Faculty of political studies, 20 April 2016
138 Stjepan Malović, former lecturer at journalism course at Faculty of political studies, 17 April 2016
139 Gordana Vilović, lecturer at journalism course at Faculty of political studies, 19 April 2016

opened and public process, I am sure we could have heard many useful opinions and suggestions which could have helped to take a right decision, whether to reform or shut down the journalism course at Faculty of political studies", says Mićunović.[140]

"The problem is that future generations will have to study for five years in order to gain the master of journalism title. System is being imposed in where in order to get a job you have to study for five years and gain a master degree which get the people who tend to deal with a subject scientifically, and not in an everyday practice. In this manner, this level education is going to be degraded, and this will endanger the quality of PhD studies which as a result are going to be more accessible. Communication studies are much more represented all around, but I think that this model of studies will compromise already debased journalism profession", says ĐorđeStojanović, Students Radio Krš cofounder. [141]

Another fourth year student and editor in chief of a student's portal Tragom, says also she doesn't have enough information about the reconstruction plan. "Therefore I cannot give any judgement. As far as I know- journalism and communication studies are not the same. I think that journalism should not be master course because it is unnecessary waste of time- after all, not all of the students want a master title. And, more or less, students at their second year already know what journalism is and whether they want to go on with their studies. There is also one more thing problematic- fact that students were notified about the reform only couple of days before the decision was taken, thanks to the information leak", says Tijana Radulović[142].

JOURNALISM QUALITY AND STANDARDS

10 years of journalism course at Faculty of political science has significantly improved educational profile of journalists in Montenegro, says head of Media union, Marijana Camović. "Before, ten or 15 years ago that wasn't the case in media, especially private ones- in most of the cases students were employed and they couldn't graduate because of their commitments in the newsroom. They are now journalists in their 30ties or 40ties, experienced journalists, but with a formal education at a high school level. In private media, acts on systematization of the job assignments are very loosely defined and for a job position of a journalist they look for someone with professional degree of third level up to Moa"[143], and as Camović explains this was done on purpose, because if it was insisted on formal education degree, many editors could not fill these positions.

More problematic is the fact that ten years of university course cannot be connected to the higher quality of journalism says Mićunović who himself was an editor for many years. "Sadly I cannot interconnect studies of journalism and higher quality of media in Montenegro in last 10 years. Issue of quality journalism in Montenegro and comparing to some other periods deserves much wider perspective, but in that I see no influence of journalism studies"[144], says Mićunović. Not optimistically, head of Media self-regulatory council Ranko Vujović agrees: " I am not sure that University journalism course has any influence on quality of journalism, but I think it cannot do any harm and can be very useful for the development of journalism. Good journalists are need, it doesn't matter whether they have university degree or not. But I think in general, media and media owner invest very little if they invest anything in their journalists trainings and specialization and training"[145]. On the contrary. Practice has shown that media owners, sometimes are not willing even to "invest" time. Trainings and courses are perceived as a "waste of time" which can be spent more productively in the news room, says Camović[146]. "For the media owner this is unnecessary spending because on this ground they cannot cut down employed pay check and by their logic in this case they would pay someone who is not working. Media owners speak openly like this, even one of the editors in chief one of the prominent daily newspaper to the question of the NGO sector representative why he didn't send anyone to their training replied „I do not pay them to educate", says Camović[147].

On one hand there are not enough resources nor human nor material in which media might allow themselves to invest time and money in trainings in journalism. This approach brings its consequences- it lowers standards in general says Dejan Milovac, head of NGO MANS Investigative Center. "Journalists are not expected to know how to read the list of real

140 Vladan Mićunović, acting head of Media institute, 20 April 2016
141 Đorđe Stojanović, Students Radio Krš cofounder, 20 April 2016
142 Tijana Radulović, fourth year Faculty of political science student, 21 April 2016
143 Marijana Camović, head of Media Union, 18 April 2016
144 Vladan Mićunović, acting head of Media institute, 20 April 2016
145 Ranko Vujović, head of Media self-regulatory council, 25 April 2016
146 Marijana Camović, head of Media Union, 18 April 2016
147 Marijana Camović, head of Media Union, 18 April 2016

estate, property card of a public official, a court judgment, an analysis of the state of the environment, to make sense decision on public procurement, to recognize what is wrong in a privatization contract. Most journalists do not know the basics of the legal framework that regulates the key social processes, making them significantly restricted in the recognition of violations of law and corruption as an issue that could be deserving their attention and time", says Milovac[148].

In the last 16 years, since Media Institute was founded it has been organizing journalism trainings thru different forms-journalism schools, courses. In last three years we organized about 10 trainings for journalists all of which were aiming to raise journalism and ethical standards, and to more efficient use of new technologieNow, as Mićunović explains focus is shifting to online media and digital forms. Still, no plans or strategies of any kind are made in this aspect of profession. "There is no word of planned, organized, informal education, but ad hoc learning thru cooperation, media partnership with media, media organizations and other organizations in region and abroad", says Mićunović[149]. Most of the projects are being funded by EU funds or by the EU member states and international organizations. NGO MANS is another organization providing training for journalists. But they do not do it on a regular basis, but as a part of another project. "Difference to standard journalists trainings is a fact that we prepare journalists to work on specific subjects and that they can use their new skills right away for a certain research. We try to adapt our trainings both to Montenegrin market, and to their knowledge level. At these trainings journalists could learn what the usual sources of information are and how they can get in Montenegro so called "triggers"- initial information to start investigation. Besides, journalists can learn to which extent internet can be friend or an enemy in investigation, and how to use it in a most efficient manner. Also, MANS spent significant time to explain how Free Access to Information Law is important for journalists and for what kind of information it can be used. Trainings are also opportunity for journalists to learn in which way financial investigations work and in what manner they can investigate companies", explains Milovac[150].

Besides the obvious need to gain additional knowledge, small numbers of journalists come to trainings, says Milovac. And not just because of that, influence of the seminars and trainings is very limited and again connected to the circumstances in which journalists work. "Changes have to come at first form the top level media management that will insist on excellence in journalism. As long as we keep on chasing the headlines we will have mediocrity in both quality of media and journalists", explains Milovac[151]. Marijana Camović agrees. Even if the journalist get the time off, finds a good course or a useful training it eventually comes down to the question how to apply the skills gained. "Montenegrin media are very closed for new inventions and do not give the freedom to their employees but force them to stick to old forms they think of as any right way to write, what is de-motivating for journalists", explains Camović[152].

INSIGHTS & RECOMMENDATIONS

Montenegro lacks a comprehensive strategy on journalists formal education and transperancy of the decision-making processes on the theme. It is expected that the journalism course, after ten years since it was founded, might be closed, or reoganised into "communications studies" course.
However, updeate and transformation of the formal education is needed since day-to-day practice shows that graduate students do not acquire the knowledge and skills the media market needs.

In terms of informal education, there is no strategy, plan and any alignment of trainings and seminars, which are held occasionally and most often by the NGO's. Many of the sector organisation are not pleased how their efforts and investmentts in raising the quality of journalism are perceived by the media management. Editors and media owners very often are not willing to allow absence from work for attentding such career-crucial and important for the quality of the media learning oportunities.

Biggest hopes are set onto media literacy program. Namely, Media Literacy is an elective course in the gymnasium. The issues this program facisi are that this course is not obligatory and thre is a visisble decrease in the number of students who choose thie course in the recent years and the fact that it is only available in the gymnasium and not all of the high schools in the country. Yet, the ground stone is set. Future generations, more educated and demanding media consumers and higher legal standards will force the media to invest more in educating journalists and offer higher quality programs.

148 Dejan Milovac, head of NGO MANS Investigative Center, 22 April 2016
149 Vladan Mićunović, acting head of the Media Institute, 20 April 2016
150 Dejan Milovac, head of NGO MANS Investigative Center, 22 April 2016
151 Dejan Milovac, head of NGO MANS Investigative Center, 22 April 2016
152 Marijana Camović, head of Media Union, 18 April 2016

Recommendations:

- University administration should postpone the Faculty of political science reorganisation and hold a public debate on the topic.
- More attention should be paid to the practical education or mandatory practices during studies.
- The Faculty should consider a wider cooperation initiative with the media not just with couple of the newspapers and radio stations.
- The ecaluation system of the achievements during practice should be established and stricktly applied.
- Change of perception of training, seminars, courses and all the informal education in journalism is needed.
- Media Literacy should become part of the curriculum in all high schools in the country. More efforts should be put into promoting this subject.

SERBIA

EXECUTIVE SUMMARY



The concept of media literacy is being recognized in Serbia as part of the process of accession to the European Union. The awareness for the urgent need of promotion of media literacy in Serbia has 2 major driver. One is structural and related to the political and economic tails of the past that are reflecting in the economic crisis situation (the disintegration of the state, transition, poverty, great influence of media in the society, and a significant influence of political and economic structures in the media, a lagging education system, etc.). It is the line where requirements for democratisation and strengthening of the civil society emerged. This context is strongly connected with EU accession process. The other context is technological and related to a changing media environment fostered by rapid development and penetration of new communication technologies and digitization that encouraged new research projects in media studies, cultural studies, audience studies and the growing recognition of the broader social needs and rights of children.[153]

MEDIA LANDSCAPE

According to the Statistical Office of the Republic of Serbia on the use of ICT in 2015, 90.3 % of the households have a mobile phone, 99.3% have a TV, 64.4% have a computer. A total of 71.1% of the households in urban area have a computer compared to 53.9% in the rural regions.
A total of 63.8% of the households in the Republic of Serbia have Internet, a 1% rise year-on-year and 8.0% up compared to 2013. 80.1% of the households use a personal computer to access Internet, 67.9% use mobile phones, while 55.8% use laptops. Over 2.8 million use a computer every day or almost every day. Over 5 use a mobile phone.
97.4% of the Internet population aged 16-24 have social media accounts (Facebook, Twitter). 62.3% access Internet to use online media.

The Bureau of Social Research (BIRODI) conducted a survey called "Media Literacy"within the framework of the project "Campaign for media literacy". The research covered a sample of 3,000 people, comprised of high school students, professors of civil society education classes, journalists and students in journalism. The research was conducted in 58 high schools in 15 cities. The sample included 291 journalists, 133 professors of civil education, 350 journalism students and 2,453 high school students.
60% of the high school students said they learn and discuss media influence in the civil society education classes, almost 50 % pointed out classes of sociology, about 20% says psychology classes, 17.5% in philosophy classes and 9.4% said did not had a chance to discuss media influence.
Only 7.4% of the surveyed do not use Facebook and 5.1% do not use social networks at all.
Internet is used for information purposes by 60.4 % as 36.3% use social networks to get informed, 24.5% use TV.
Internet was rated as the media with biggest influence.
A total of 1,725 media sector companies are registered with Serbian Business Registry Agency of which:

- Daily, weekly, monthly newspaper - 811
- TV – 185
- Radio - 294
- Internet portals - 260
- News agencies - 23
- Other - 137

153 https://www.academia.edu/8616503/Media_and_Information_Literacy_Policies_in_Serbia_2013_

GOVERNMENT POLICY ON MEDIA LITERACY

Since 2010 media literacy is mapped as an important subject in media studies supported by EU Delegation in Serbia. This study was part of the Strategy for the Development of the Public Information System in the Republic of Serbia until 2016. According the strategy "the Republic of Serbia shall encourage the development of media literacy by developing the citizens' individual capacities to use, understand and critically evaluate the various aspects of media outlets and media content, as well as their social skills to competently use information and communication services", says Maja Zaric, Advisor in the Ministry of Culture and Media.
Maja Zaric, stated that the Ministry is implementing the strategy of public information system development which stipulates a possibility to introduce media literacy projects into the education system.

She explained that certain laws already have the notion of media literacy already incorporated therein, such as the Law on Primary Education and Upbringing, Law on Adult Education, Law on Public Information and Media, and Law on Public Media Services.

"Media literacy is the ability of citizens to access media, to understand them, to create media contents and to value them in critical way", said Zarić. She also emphasised that the Ministry and the European Union Delegation in Serbia are implementing project "If you have something to say – say it", which includes activities related to education of secondary school students and their professors about media literacy.[154]
In 2015 as part of a workshop organised by the Strengthening Media Freedom project team on how to support and ensure that public interest is fully taken into account in the daily operation of media organisations, Maja Zarić of the Ministry of Culture and Information emphasized the importance of the involvement of all stakeholders in the process of promoting media and digital literacy in the context of the significance of media literacy and education for the empowerment of citizens to make informed decisions regarding their media consumption.[155]

Media literacy as a term for the first time entered in some official document as Paragraphs 6 and 9 in the Strategy for the Development of the Public Information System in the Republic of Serbia until 2016. Second document is in Strategy for Education Development in Serbia 2020. Media Literacy is not explicitly mentioned but gives conditions for media literacy development.[156]
Media literacy is also part of Law on Public Information and Media where in Paragraph II (PUBLIC INTEREST IN PUBLIC INFORMATION) and article 15 is mentioned (Supporting the production of media content with a view to protecting and developing human rights and democracy, improving a constitutional state and a welfare state, free developing of character and protecting children and youth, developing cultural and artistic creativity, developing education including media literacy as part of education system, developing science, sports and physical culture and protecting environment and human health).

Regulatory Authority of Electronic Media (REM), as a regulatory body, suggested a strategy for developing radio and audio-visual media services. There isone paragraph about media literacy and the approaches to media's content. This strategy gives REM new competence and obligations.

The Ministry of Culture, Information and Information Society used the budget funds intended for media literacy, exclusively for the co-funding projects that contribute to the development of media literacy, the introduction of new information and communication technologies and which contribute significantly to information and education of children and youth in this domain. Mainly one-year projects of NGOs, local media and some youth and student organizations were financially supported.

Maja Zaric, from the Ministry of Culture and Media told that they are preparing regional project about media literacy, funded by IPA. Serbia got its new government in mid-August 2016 and this project would depend on the new leadership decisions.

USAID financed Media coalition project www.medijskapismenost.net but they were not interested in continuing it.
EU Delegation and Ministry of culture supported pilot campaign for the high school pupils called "If you have something to say – say it". Goals of this campaign were strengthening media freedom and freedom of expression by promoting regulatory frame and professional standards in the field of media and media literacy.[157]

154 About media literacy at Belgrade Book Fair http://www.mediafreedom.rs/about-media-literacy-at-belgrade-book-fair/?lang=en
155 Public Interest in Media Services Discussed at Workshop in Belgrade, http://www.mediafreedom.rs/public-interest-in-media-services-discussed-at-workshop-in-belgrade/?lang=en
156 https://www.academia.edu/13660958/Medijska_pismenost_-_preduvjet_za_odgovorne_medije
157 www.recinam.rs

Regulatory Authority of Electronic Media (REM) regulates electronic Medias, regulates the field of broadcasting media, defines criteria to media, monitors their work and warns broadcasters if they do not abide by the law and the general legally binding instructions. At the initiative of UNICEF and the Association of Journalists of Serbia (UNS), RRA established criteria for content rating which includes a media literacy campaign.[158]

The Press Council is an independent, self-regulatory body that brings together publishers, owners of print and online media, news agencies and media professionals. It has been established for monitoring the observance of the Journalist's Code of Ethics, solving complaints made by individuals and institutions related to media content. The Press Council is also authorized to mediate between aggrieved individuals, institutions and editorial staff, and to pronounce public warnings in cases when determined that the violation of ethical standards as defined by the Journalist's Code of Ethics has occurred. The Press Council is engaged in the education of media professional to act in accordance with the Journalist's Code of Ethics and works to strengthen the role of media in Serbia. In the Managing Board of the Council are three representatives of the Media Association, one representative of the Local Press and two representatives of Independent Association of Journalists of Serbia and the Serbian Association of Journalists.[159]

Stevan Pajovic, REM, about the REM's role: There is a trend that content rating focus is more questions of self regulation then regulation. So, the Medias organizing inside control of the content and that's how they protect minors. That means that they need to hire trained stuff able to categorize program based on the criteria prescribed by REM in The Regulations of Protection of Minors in a Converged Media Environment ("Sl.glasnik RS", br. 25/15).

This kind of models exists in Serbian media when it comes to minors but I guess that media literacy will be on media daily agenda.

Regulatory Authority of Electronic Media (REM), as a regulatory body, suggested a strategy for developing radio and audio-visual media services. There is a one paragraph about media literacy and the approaching ways to media's content. This strategy gives REM new competence and obligations. One of the obligations is analyzing media market, analyzing the needs of the media consumers, supporting professionalism and media employee's education.

How this system of criteria was discussed at a roundtable organised in Belgrade by UNICEF in Serbia, the Association of Journalists of Serbia (UNS) and the Regulatory Authority for Electronic Media (REM). The takeaway of the discussion was that the regulations in the area of protection of children from inappropriate television content are not being adhered to, and that it is necessary that the media immediately start implementing the Guidelines on Protection of Minors adopted last year, but also that the Regulatory Authority for Electronic Media, as the authority that adopted this bylaw, should start punishing more severely those who are violating it, so that Serbia's media system does not violate the rights of children in practice.[160]

According to Tamara Skrozza, Media Council, those two bodies has completely different role like different status. REM is state institution with huge budget, strongly influenced by daily politics and hardly compromised during those 13 years of existence.

REM stands behind scandalous decisions. They did not react when some televisions decided to change their concept, they do not react after violations during the electoral campaign...So huge powers but used selectively.

Media Council is a self regulatory body. As Press Complaints Commission member I can say that our decisions are not influenced by any side. Our reputation comes from devotion to ethical standards and principals. That's how this body sets the standards.

Perica Gunjic, editor at the website Cenzolovka: This is an informative website. Their focus is on freedom of press.

REM is politically controlled body with politically controlled employees. There is no reaction at everyday's journalist's standards violation, including everyday's reality programs which even promotes violence over women.

Media Council much more seriously takes their responsibility. It's a place which had some bad decisions when it comes to Press Complaints Commission but it's also a place where you can debate about important journalistic problems and a place where journalism students could teach about ethics, more than in their own faculties.

158 www.recinam.rs; The whole campaign is visible at the web site: http://www.tvoznake.rs/
159 http://www.savetzastampu.rs/english/
160 http://www.unicef.org/serbia/media_28704.html

There is another issue of medias not taking Media Council decisions seriously. They keep crushing journalistic codex but this is an institution which could and should have much bigger role in media regulations if it ever happens.

MEDIA EDUCATION

Media education is not explicitly presented as a tool to address contemporary crises in educational system in Serbia. It is rather presented as a tool for the equipment of civil society and children with new skills (related to privacy and internet safety, hate speech and responsibility) and critical thinking about media (primarily news) content.

In the strategic document on the development of the education system, media literacy has been recognized as a wider concept of functional literacy, in accordance with the eight competences presented in the Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competencies for lifelong learning. Competencies related to media literacy and fostered through Education Development Strategy in the Republic of Serbia until 2020 are focused on active learning, critical thinking, digital literacy, mentorship in the classroom, civic education, promotion of participation etc., systematically through all school subjects. Media education is indirectly a part of the reform that included other measures, such as inclusive education, introduction of civic education (and religious education as an alternative), introduction of professional development and training programmes for teachers etc., all related to the raising civil (and media) consciousness of teachers and students. But since there is no formal media education – that is, media education as a separate subject or explicitly involved across the curriculum - in the school system (both primary and secondary school levels.

From 2006 to 2015, Novi Sad School of Journalism was among the first to implement professional development seminar for teachers and professors called "Journalism Workshop – Media literacy", accredited by the Institute for Advancement of Education and Upbringing, Republic of Serbia. The seminar has been attended by more than 300 teachers and professors of both elementary and high schools, who were trained to educate children about media literacy through the subject that they already teach in school (above all: native language, civic education, computer science, sociology, arts, etc).

In 2015, Novi Sad School of Journalism recognized the need for a broader application of media in education. The new program "Media and teaching – media literacy" encourages the introduction of interactive teaching methods, and the development of competencies for analysis and application of media for educational purposes.
This program, accredited by the Institute for Advancement of Education and Upbringing, has the task to educate teachers and professors for application of mass media content in the classroom and within extracurricular activities (school media), as well as advance their selective and critical thinking of media content and develop the art of communication within mass culture.[161]

Civil sector offers unformal education, specially the initiative from socalled „Media coalition" made by several different journalists association (Journalists Association of Serbia, Independent Journalists Association of Serbia, Independent Journalists Association of Vojvodina, Association of Independent Electronic Media, Local Press). This project was called the same as the web address www.medijskapismenost.net. The project included media literacy training for professors of the subject called Civil Education for the high school profesors. Web site became sort of resurs center for the profesors where they could take for free ideas for their lecture.

Since 1994/1995, state university faculties for teachers' education have introduced mandatory subjects dealing with mass communications and optional subjects in the fields of film and television culture. Media literacy was introduced in 2005 as an optional course at The Teacher Training Faculty, University of Belgrade. About 130 study program include courses in the fields of media education or education for media in universities, faculties and colleges in Serbia.
They can be divided into two groups.
The first group are those developed for education of experts and professionals in the fields of media and new media technologies.
This report didn't focus on: a) faculties that include courses and study program in computer sciences, ICT and programming; b) faculties of arts, including studies in film, music and visual arts, where media are incorporated both in terms of production and analysis; c) faculties dedicated to education of media professionals and journalists, where media production and understanding is also included in the curricula. It is, however, important to stress that these studies are important for media education on many levels, being that they produce experts that could become crucial actors in the development of media education awareness and

161 http://www.novinarska-skola.org.rs/sr/?page_id=2351&lang=en

policies. Also, among these there are courses such as Media Culture, Media Ethics, The Philosophy of Media, Information-Communication Systems, Sociology of Media, Communications, etc., but media education itself does not exist as a separate subject. All these program and courses, however, presumably develop a certain level of relevant literacies with their students. It is interesting, though, to compare state and private universities, where private ones insist mostly on media production fields (journalism and arts, for example), while state universities still dominate in the fields of ICT and Computer Sciences in general.

The second group consists of study program developed for education experts and teachers. There are 47 (as counted according to available data) study program whose curricula include optional or mandatory media courses; of those, 26 are in the state, and 21 in the private universities and colleges dedicated to education of educators, preschool and primary school teachers. It is evident that the majority of these courses are dealing with implementation of education technologies and ICT or audio-visual technologies and media in school curricula. There are also different courses that include lectures about media among other things, not being strictly focused on them. Also, there are more of bachelor degree level courses than those on master degree level, and, additionally, majority of these are optional.

Only 15 program offer courses directly or explicitly related to critical studies of media or media literacy; 11 of those in the state, and 4 in the private faculties (the number of courses themselves is smaller, because a single course is often offered on several study programs). Of these, only three have mandatory courses related to media education. For instance, The Teacher Training Faculty in Belgrade has a mandatory course Education for the Media that is offered at the Bachelor Degree study program for teachers. The Faculty of Philosophy in Belgrade has a mandatory course Media and Education offered on the fourth year of Bachelor Degree Program of Pedagogy. The Faculty of Education in Sombor offers a mandatory course Media Culture at the bachelor degree level of both studies for School Librarians and Media Designer in Education. The Faculty of Philosophy in Novi Sad has a Masterăs degree optional course Media Pedagogy offered for students of Pedagogy. The Faculty of Education in Jagodina offers optional courses in Media Literacy for both preschool educators and primary school teachers at the bachelorăs degree level. The Teacher Training faculty of Uzice has optional courses Mass Communication and Film and TV Culture for preschool educators and primary school teachers, both on a bachelorăs degree level. The Faculty of Philosophy in Nis has a masterăs degree level optional course Media Pedagogy.

Regarding private colleges, The Preschool Teacher Training College in Krusevac has an optional course Media Culture offered to preschool teachers at the bachelor degree level. The Preschool Teacher Training College in Pirot offers a course Child in Media Space for the same study profile. The Preschool Teacher Training Colegge in Sabac has a course Media and Visual Culture offered optionally on two study programs, for preschool teachers and managers in preschool education.

It is evident that there are various study programs and courses that have a possibility of further assisting the development of media education and awareness of the importance of these issues. Their presence inform of a growing interest for media and importance of studying them on different levels and faculties. However, there is a lack of information that could help evaluate the impact of these courses on educational processes, in both studentsă level of competences attained in these courses and, when concerning education professionals, the teaching process itself.

Simona Zikic, Faculty for Media and Communications "Singidunum": In the new media era media literacy means ability to read, understand and "write" audiovisual information in different technological and culturally context. This era needs different literacy, not just language, speech and writing, but other symbolic system which could help us to experience and to understand better modern man. Therefore all programs at our Faculty supports media literacy concept because this is one of our mission not just related to students but also to wider public.

Teaching resources and materials are provided by NGO and private sector, mostly as a result from specific project activities.

In 1997, the publishing house Clio opened its Multimedia edition. Within the framework of Multimedia, important books have been translated, but it also opened the way for a domestic production of knowledge. It is still the only publishing house that has profiled and developed a continuous and separate media edition. Other publishers occasionally publish some media titles. Five years ago, in cooperation with NGO Library Plus (Biblioteka Plus), Clio also started the project Internest - Transforming School Libraries for high schools, in which teachers and students make multimedia contents, while managing book contents and learning about information and media literacy (http://www.internest.rs/).

Zoran Hamovic, Clio editor: 1996 we have translated and published Francis Balle's book "Mandarin et marchand", translated as a "The Power of Media". We realized that there is no possibility to teach and learn about history, critics and media theory. It was necessary to bring literature which could demystification Medias, which could help us to control the Medias and not to become manipulation victims. Our goal was to prepare good literature for media studies, for university and high school teachers and students and finally for all media professionals.
We didn't get much of support from our ministries. Ministry of Culture supported our two projects and from Ministry of Education we got only morally support. On a long term this support was missing. Even if they support some there is no long term idea.

"Interest" project was recognized only by Open Society Fund. If it was not for them this project would not have last long. They understood well the importance of this project and the one who were suppose not just to recognize this kind of projects, but also to help, are not capable to understand it. We advocated for educational reform offering model for research and later also for use.

There are also handbooks for teachers in Civic Education made by NGO Civic Initiatives, which include some areas and issues of media education. Publishing house Creative Centre (Kreativni centar) publishes books for young children and primary school children about film and computer sciences. Microsoft Office in Serbia provides education workshops and seminars for teachers and students on digital literacy.

The Novi Sad School of Journalism (NSSJ) provides trainings and materials on minority languages. NSSJ has published several publications for media literacy coaches: The Functioning of the Local Television, Introduction to TV Journalism, Journalism Practicum and Churches, Religious Communities, Media and Democracy. This NGO has its own library with over 2,000 titles in the field of media literacy and literacy for Democracy, which is available to all project participants, especially educators who come to the certified trainings in NSSJ.
This is the only specialized library for media in Vojvodina open to the public.

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Civil Education is the only subject which deals with media literacy in primary and high schools.
Jelena Matić is a high school teacher of the Civil Education: Professional literature is too old and for a long time I don't use it at all. I make my own workshops analyzing media material with the students. Deconstruction of media policies and massages, analyzing political propaganda and campaigns is something we try to do very often. Since I am a sociologist that's the perspective I take when analyzing media messages. I could get a little help from some journalist, researcher which could give us his perspective from the professional point of view.
I got lot of help from IJAS and the website od Media Coalition www.medijskapismenost.net. Useful articles but the whole project should be minimize so that they can be useful for our students, so that they could understand it better.

Tatjana Ljubic, Media Literacy Consultant and Trainer was one of the trainers in the Media Coalition project: Students teach about media literacy in the fourth grade in high schools. That's too late and also it covers only the ones who have chosen Civil Education as a subject. We should create education system where media literacy will be essential part of this system. That means formal education from the earliest ages, from kindergarten.
Media literacy is much more present in the informal education. Since this is not a part of formal system it covers just a small

number of the citizens. But we shouldn't ignore those initiatives such as initiative my Media Coalition supported by USAID in Serbia. With different activities, trainings for students and professors, with campaign "Don't let be spined" and the webpage www.medijskapismenost.net they raised the question of media literacy at higher level. It became more visible.

There is a need for media literacy in a primary school, specially at first three grades. In the first grade almost every topic (discrimination, stereotypes, violence, identity, roomers...) could be illustrated. This is another value to those topics which could help to raise media literacy with better understanding.
The same goes in the second grade with the topics of kid's rights (comparing with this issue in the countries in the Balkans, responsibility of the state and grownups...).
In the third grade the chances to built skills and knowledge which makes someone media literate are even bigger with covering topics which are important for quality of civil society, the role of the governance.

Unfortunately, there is no concrete research and it is not known what teachers really do with this knowledge, knowing that with this kind of access they could give more values to their own lessons.

JOURNALISM QUALITY AND STANDARDS

A number of professional organisations have been working for the development of the quality of journalism.
The Journalists' Association of Serbia (JAS) is the largest and the most significant association of professional journalists in Serbia and a full-fledged member of the International Federation of Journalists (IFJ). UNS was established on 22 December 1881. Today, it has 3,000 active members. The Association's objectives include: promotion of Serbian journalism; - protection of free opinion and expression; - protection of journalists and interests of the profession; - strengthening of journalists' solidarity and assistance to the colleagues under threat.

Independent Journalist's Association of Serbia (IJAS) is established on 26th of March 1994 as a professional organization by journalists unsatisfied with the work of JAS. Today, IJAS has more than 3,300 members. Basic goals are: freedom of press, pluralist media, improving of professional and ethic standards, protection of rights and journalistic interests, including work and legal protection, cooperation between journalists and journalists association in the country and abroad.

Independent Journalists Association of Vojvodina (IJAV) is established on 17th of January 1990. IJAV mission is developing of professional journalism, protecting the rights and journalist's interests and values of civil society.

Association of Independent Electronic Media (ANEM) was founded in 1993, by a group of several media outlets - Radio B92 and NTV Studio B from Belgrade, Radio Boom 93 from Pozarevac, Radio Antena M from Podgorica, Radio Bajina Basta, Radio Smederevo and Radio Cetinje from Cetinje. At the time, their goal was to unite existing isolated media as the first step towards breaking the state-controlled media's monopoly. Today, ANEM is the largest association of electronic media in Serbia, dedicated to the improvement of conditions for media development and freedom of expression, as well as protection of interests of its members.

Association of Online Media is a new established association. Their goal is development and ethic standard's promotion and making more important the role of online Medias in the democratization of the society.

In 2006 JAS and IJAS adopted the Code of Ethics as an ethical standard of the professional conduct for journalists. The duty of journalists is to follow the professional and ethical principles contained in the Code of Ethics, and to resist pressures to violate them. The Code of Ethics recommends solidarity with colleagues when the standards of professional conduct for journalists are threatened. Both editors and publishers are responsible for implementation of this Code of Ethics.

Press Council has received 109 complaints in 2015 an 80 in 2014 as well as 60 cases of Journalist's Code violation. Most of violations were because of violations in Truthfulness in Reporting (35). There were 20 cases of violations in case of discrimination and hate speech, 17 cases of copyright infringement. Violations of ethical principles were registers 14 times as in the most of these cases media have violated several paragraphs of the Journalist's Code.

PROFESSIONAL DEVELOPMENT AND SPECIALISATION

Tomislav Markovic, editor at www.e-novine.com: There is no media market in Serbia, there is only monopoly. When it comes to expectations, editors and media owners expect from students and future journalists to be in obedience, not to think with their own heads and not to interfere in their own jobs.

PErica Gunjic, Cenzolovka: Most of the editors are just an extended arm of the owner or main editor. They are responsible for censorship and self-censorship. That's the most important thing that young journalist can learn at the commercial Medias – self-censorship and finding interesting topics for advertisers. There is no public interest, the only interest is to make satisfied political and advertise bosses.

Svetlana Lukic, Pescanik: Nationalistic terror and the terror of the war politics is just replaced with market terror. It looks different but those are all mechanism for Medias controlling. Most of them lives directly or indirectly with the help of public money and journalists know that they know who feeds them and therefore even the media literacy one acts the opposite.

INSIGHTS & RECOMMENDATIONS

Media literacy education is a must and necessary as well as the knowledge about new media and social networks. Overall not enough attention is put on media literacy in the school. There is a need of wider awareness about media literacy and how society can benefit from it.
The quality of media and journalism is deteriorating with media being unable to reverse the trend itself. There is a need to raise the awareness among the media professionals about the consumer power (readers) and their own importance for the development of the civil society. Media should be included as a partner in the process of media literacy education and the cooperation between the industry and the universities should be re-enforced.

CONSIDERATIONS AND POLICY RECOMMENDATIONS

A document issued in conjunction with the Regional Conference MEDIA LITERACY AND EDUCATIONAL NEEDS OF THE JOURNALISTS AND THE PUBLIC, Skopje, 28-29 March 2017

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For almost 20 years, a lot of efforts and resources have been put in the development of the journalists' capacity in South Eastern Europe. The results are still far from satisfactory and new developments in the media sector and in the world tend to make these efforts visibly insufficient.

Media environment today is different from what it used to be 20 years ago. We are now enjoying the benefits of multi-media, multi-platform journalism, toying with virtual reality as a story-telling tool, using bots to complement the editorial work of humans and addressing and engaging global audiences. The journalist's skills changed and multiplied, the expectations of a technology-savvy public increased.

The SEE Partnership for Media Development project investigated the way the countries in the region (Albania, Bosnia and Herzegovina, Macedonia, Montenegro and Serbia) are prepared to deal with these new challenges. We looked at both the capacity of journalism schools to equip the future generations of journalists to perform in the new environment and the efforts conducted in order to prepare the public to navigate, use and critically evaluate the plethora of new or legacy media.

The study was conducted in the five countries between March 2016 - February 2017 and discussed in the MEDIA LITERACY AND EDUCATIONAL NEEDS OF THE JOURNALISTS AND THE PUBLIC regional conference, held in Skopje, on March 28-29, 2017.

Key findings:

- The education of media professionals and the education of the public are ends of the same information link that traverses the society; they may be treated either together or separately, but they feed into the same flow of information.
- Media and information literacy is a life skill that should be mastered by all citizens; for the time being, not all the countries/stakeholders understand and value its role in society;
- Media and information education should be an endeavor for all stakeholders, at national, regional and European level; for the time being, the non-state actors lead the way.
- Media and information education (with an emphasis on critical thinking and switching from consumption to action) should start at early ages, but address all ages; for the time being, the teenagers seem to be the focus of all efforts;
- The education of journalists should include both professionals and technological skills; currently, it is lagging behind, following obsolete curricula. Specialised journalism programs tend to be closed down.
- Efforts in the field of media education and media literacy should be in line with the technological development in order to keep their relevance; for the time being, they are often reactive instead of pro-active.

In order to improve the free flow of information in our societies, to secure a healthy degree of freedom of expression, exercised by responsible actors in an enabling environment, all stakeholders should concur and cooperate.

States

1. States shall support the freedom of expression as a core value and a fundamental human right. Freedom of the media and media literacy are components of this right and sates shall endeavor to promote and protect them.
2. States shall make media and information literacy (MIL) a priority and imagine ways to insert it into the core education in schools, as well as offering LLL alternatives. Extra curricular activities and communities center shall be considered for MIL purposes. Proper funding shall be secured for MIL programs.
2. States shall support gathering of structured and comprehensive information about journalism education, media and media literacy. Substantial research programs have to be dedicated, as these topics? fields? are under-researched although critical fields.
3. States shall provide for appropriate funding for education institutions (universities, schools) to allow for well prepared academics, high-profile guest lectors, up-to-date equipment and practical trainings.
4. States shall cooperate and support (including financially) the efforts of other stakeholders to promote media and information literacy, preferably in a bottom-up approach.

Universities

1. Public and private universities shall keep and modernize their journalism degree programs.
2. Universities shall increase the level of knowledge and training of teaching staff both in ICT and in media literacy, and open the courses for other professionals with diverse backgrounds.
3. Journalism education, as every other discipline in the education, is in a need of reforms, improvement of processes and addressing the gap between the education and the business.
4. Universities shall create and maintain career track systems for their alumni.
5. Universities shall turn into fore-runners in research and innovation in media literacy and diversify their offer for various categories of audiences.

Schools

1. Schools shall embrace the idea of media and information literacy as a life skill for students and insert it in a cross-topic approach;
2. Schools shall work to improve the level of knowledge and training of teaching staff both in ICT and in media literacy.
3. Schools shall open toward work with CSOs in developing creative, non-formal MIL programs. Schools shall position themselves as or cooperate with existent community centers, in order to provide MIL opportunities for the widest audience.
4. Teachers shall be encouraged and supported to cooperate, to engage in peer-to-peer professional development, create or be active in teachers associations. A community of education shall be created in order to facilitate a natural exchange of experience and cross-pollination of ideas.

Other stakeholders

1. Stakeholders interested in MIL shall develop and apply innovative approaches to media and information literacy programs, as well as initiate and develop cooperation with various institutions and authorities.
2. MIL programs shall aim at various audiences, of various ages, not only through the educational system

Business

1. Media companies shall respect and consistently enforce the journalistic standards and serve as a model for journalistic education and a baseline for MIL projects.
2. Media companies, industry and professional associations of media people shall endeavour to get involved and support journalism and MIL education.
3. Media companies shall cooperate with the universities to design and implement programmes better mirroring the changed needs of the industry and the changed consumer/audience information consumption patterns.
4. Media companies shall open to journalism students and freelancers/citizen-journalists, offering opportunities for acquiring practical know-how and work experience.
5. Technology companies shall acknowledge and embrace their role as freedom of expression agents, and therefore MIL stakeholders and act accordingly, supporting such programs.

Public Media Services

1. The public media services (PBS) shall serve as an example in observing the highest professional standards, while using advanced technologies in their journalistic and other media products.
2. The PBS shall include media literacy segments in their regular programming and use any channels they control to engage and educate the public.
3. PBS shall open to universities and actively participate in the formation of the new generations of journalists.
4. PBS shall cooperate with the education system in order to genuinely and fully perform their role in media education.
5. PBS shall have an active role in raising awareness on the need of comprehensive MIL programs open to all categories of public.

CSOs

1. CSOs shall continue to stay engaged in media and information literacy programs and use their insight and flexibility to create innovative projects in the field.
2. CSOs shall develop public campaigns on media and information literacy importance.
3. CSOs shall advocate the introduction of the media and information literacy into the educational system from the very beginning of schooling and promote alternative LLL activities.
4. CSO who have already acquired experience in designing and running MIL programs shall offer their expertise to the other interested stakeholders, especially to the state authorities.

European Union

1. EU shall promote and protect the freedom of expression, as a basic human right and media and information literacy as a needed life skill for all EU citizens. European institutions shall be a model for the member and aspiring states. EU shall monitor closely the governments of the member and aspiring states on their performance on freedom of expression and report regularly on the result of such monitoring.
2. EU shall position itself as a leader in the field of MIL, being creative and innovative rather than reactive, while serving as an enabler for exchanges of good practices among members and associate states.
3. Grass-root initiatives should be encouraged and supported, via long-term, flexible, collaborative engagement. Financial burden of MIL shall fall on states and/or profit-making entities, not on the non-for-profit ones.

While the suggested policy ideas may contribute to the promotion of a healthy and inclusive media education culture, there are still problems that are likely to persist and that could hamper any well-intended action.

Issues to be further addressed

1. How do we secure a steady, genuine, cross-party political support for media and information literacy?
As strong and sustained the actions of the other stakeholders are, a coherent and efficient media policy culture cannot be achieved without the support of decision-makers. These are by definition political actors. Therefore, it is up to them to manifest a strong and steady political will to create such a culture. They need to acknowledge the value of media and information education, support it openly and consistently, irrespective of their political affiliation.

2. Is there a danger for MIL to be ideologized?
Yes, there is and it is not minor. Media and information literacy is about critical thinking and creating one's own opinion. It is not about teaching people who is "good" and who is "bad", what to think and how to (re)act. There is a delicate fine line that educators and policy-makers have to pay attention to. MIL is not propaganda or indoctrination, but the very opposite of these. All MIL initiatives have to go as far as possible in order to secure a neutral approach. All the same, they have to provide sufficient protection to teachers and trainers that, by doing honestly their MIL education work, may be subject to political pressures or retaliation.

3. How do we evaluate our success in MIL?
The central figures of MIL are not the policy makers, or the educators, but the beneficiaries, the educated. It is their progress that one should follow and gauge in order to measure the progress of any MIL program. If it is relatively easy to document the activities and the outputs, it is still debatable how one can measure the degree of media literacy of a population. The recent propos of OCED's education director Andreas Schleicher suggested that media literacy skills should be part of the standardized PISA tests. But what about the next step? How could one measure the way the knowledge and critical thinking skills translate into real, democracy-inspired active citizenship? These are issues that are deserving further consideration and a rather urgent answer.

4. Should MIL be institutionalized?
With such big expectations attached to it - embedded in formal education, trans-curricular, offered in various formal and informalshapes, open to all categories of people, at all ages, supported by a constellation of stakeholders and assumed - the MIL concept shall be soon standardized one way or another. Shall the MIL specialists receive a certain certification in the field, as other teachers do? And if so, who shall be in charge of such certification? What teaching skills and transferable knowledge should be certified? Is such a certification valid across borders or shall it be country-specific? Again, a flow of questions that do need attention.

5. What happens when our work is done? But is it ever?
In such a fluent environment as media, in societies so rapidly shapeshifting, with technology developing from day to tomorrow, when do we know that the work is done?

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