

Media and Information Literacy Policies in Bosnia-Herzegovina (2013)



Experts:

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Several introductory remarks need to be taken into consideration when describing media sphere as well as media education in Bosnia-Herzegovina.

First of all, Bosnia-Herzegovina is post-war transition country, with extremely complex state structure, which is directly reflected on media situation, as well as on media education and media policy. Its constitution, which is part of Dayton Peace Accord, has divided country into two entities: Federation of Bosnia-Herzegovina and Republika Srpska with one District (Brčko). Federation of B&H is decentralized and divided in ten cantons, while Republika Srpska is strongly centralized. Education is under the competences of cantons in the Federation (every canton has its own Ministry of Education and Federation of B&H has Ministry of Education and Culture¹), while Republika Srpska has one centralized Ministry of Education and Culture²). Brčko District has its own Department for Education³. That is why it is very difficult to talk about single media education and media literacy policy in Bosnia-Herzegovina, having in mind this complex state structure.

Also, due to the war circumstances and political disputes after the war, census in Bosnia-Herzegovina has not been implemented from 1991 till 2013. So, most of statistics available are only approximate. Exact statistical data from the census held in October 2013 will be available in 2014.

Media education and media literacy do not have long tradition in Bosnia-Herzegovina. Being part of Socialist Federative Republic of Yugoslavia (until 1991) Bosnia-Herzegovina did not have plural media system and media education was not in focus. Media literacy has been becoming more and more important in the past five years, with stronger debate on the concept and its implementation (mainly thanks to some international initiatives, some activities of regulatory bodies in B&H and individual enthusiasm of some professionals). In Bosnia-Herzegovina, media literacy is generally defined as the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts. Media literacy relates to all media, including television and film, radio and recorded music, print media, the Internet and all other new digital

¹<http://www.fmon.gov.ba>

²<http://www.vladars.net>

³<http://www.bdcentral.net/index.php/hr/odjeljenja-vlade-brko-dsitrakta-bih/obrazovanje>

communication technologies. It is a fundamental competence not only for the young generation but also for adults and elderly people, for parents, teachers and media professionals.⁴

Communication Regulatory Agency of Bosnia-Herzegovina promotes the European approach to media literacy suggested in the Communication from the Commission COM(2007)833 – *A European approach to media literacy in the digital environment*, which includes:

- Feeling comfortable with all existing media from newspapers to virtual communities;
- Actively using media, through, *inter alia*, interactive television, use of Internet search engines or participation in virtual communities, and better exploiting the potential of media for entertainment, access to culture, intercultural dialogue, learning and daily-life applications (for instance, through libraries, podcasts);
- Having a critical approach to media as regards both quality and accuracy of content (for example, being able to assess information, dealing with advertising on various media, using search engines intelligently);
- Using media creatively, as the evolution of media technologies and the increasing presence of the Internet as a distribution channel allow an ever growing number of Europeans to create and disseminate images, information and content;
- Understanding the economy of media and the difference between pluralism and media ownership;
- Being aware of copyright issues which are essential for a “culture of legality”, especially for the younger generation in its double capacity of consumers and producers of content.⁵

Despite the increasing development of new technologies and new media in the society, there is no sufficient public discussion of issues related to media literacy and even when

⁴More on the understanding of the concept can be found on the website of Communication Regulatory Agency of Bosnia-Herzegovina: <http://www.rak.ba>

⁵<http://rak.ba/eng/index.php?uid=1272016986>

there are some debates and initiatives, they do not include many stakeholders, such as competent ministries, regulator, industry, academic community and NGO sector.

Until now, the academic community has taken little interest in the issue of such importance. There are very few research projects which deal directly with this topic. Also, there are no well developed mechanisms to assess the level of media literacy among population. In the field of media education there is no systematic approach and education of teachers, parents, children and media consumers in general is not satisfactory

1. Dimension	(short) Historical background
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What are the recent (1980ies on) political, social, economic and cultural conditions that have created the present-day media education policies and structures?

Institutional structure of education, as already being said, is very complex for the country of approximately 3,8 million people⁶ and the lowest gross domestic product per capita in Europe⁷. As said, it is a consequence of complex state structure defined by the Constitution that is Dayton Peace Accord⁸. There are 14 ministries of education in the country (two entities, 10 cantonal, Department of Education of District Brcko and Ministry of Civil Affairs B&H). The Ministry of Civil Affairs of Bosnia-Herzegovina, regardless of the legislation establishing its responsibility for coordinating activities and harmonizing plans of the entity authorities and defining a strategy at the international level in the field of education, does not have substantive responsibilities in education. (UN Human Rights Council 2008:16)

⁶Agency for Statistics in BiH http://www.bhas.ba/?option=com_publicacija&id=1&lang=ba

⁷ Eurostat News release First estimates for 2012 GDP per capita in the Member States <http://ec.europa.eu/eurostat>

⁸The present state structure of Bosnia-Herzegovina has been established in 1995 by the Dayton Peace Accords, the General Framework Agreement for Peace in Bosnia-Herzegovina. Four levels of the governance were created in BiH: state, entity, cantonal and municipal (city). Bosnia and Herzegovina is consisting of two entities: the Federation of Bosnia-Herzegovina and the Republika Srpska. The Federation is subdivided into ten Cantons. Republika Srpska is a centralized entity with municipalities as units of local self- government

According to Magill (2010:14) „Dayton led to the emergence of three educational systems, separating the country's children along ethnic lines“. Special reporter of the UN for rights on education has identified two main issues which affect the enjoyment of the right to education in Bosnia-Herzegovina: the excessive fragmentation and politicization of the education system; and the segregation between ethnic groups and assimilation processes based on ethnic motives. (UN Human Rights Council 2008:16)

Most of education reforms have been initiated by the international community, which clearly shows lack of interest of domestic political elites to enhance education in B&H. Due to many problems that have been prioritized, media education (which became more and more important in more developed democracies) was not in the focus. It has not been explicitly mentioned in any legislation (laws regarding education) or education strategies. Media education has been partly present and mentioned in curricula for primary and secondary education. Within the education reform conducted by the OSCE in 2002 Ministers of education in 10 cantons and two entities, as well as the director of Department for Education of District Brčko have signed Agreement on Joint Core of Curricula⁹, which is aimed at introducing joint topics and themes into curricula in every canton and/or entity.

Decentralization of education had a negative effect on education of teachers, which is done on 13 administrative levels (Magill, 2010:34). That is why it is difficult to give a unique remark on the quality of education of teachers when it comes to media education. Additional problem is a fact that „the lack of government funding and support for the professional development of teachers forced schools to seek help from donor agencies“ (Magill 2010:34). Special reporter of the UN in his Report in 2008 also said that “it is the obligation of the State to continually improve the material conditions of teaching staff, which includes the obligation of providing them with opportunities for professional development, and the government was called to adopt measures that ensure equal access of every teacher to qualification.”(UN Human Rights Council 2008:16)

⁹Agreement on Joint Core of Curricula, Official Gazette B&H 24/03

What was done in media education policies prior to European recommendation? With what actors? Overcoming what resistances? Around any controversies?

Media education in former Yugoslavia has been based on UNESCO Declaration on Media Education (1982). Media education was part of curricula of the Native language courses. Having in mind current status of Bosnia-Herzegovina in EU Association process¹⁰, recommendations of the EU have not influenced media education policy in Bosnia-Herzegovina. Although B&H transposed the Audiovisual Media Services Directive into its national legislation back in 2011, obligation of reporting on media literacy of B&H citizens has not been implemented, since B&H is not an EU member state. So, there is no obligation to report on current state of media literacy towards European Commission or any other EU body. Data are not collected in accordance to methodology¹¹ developed by EAVI for the assessment of media literacy levels. EU integration of the region had positive impact on promotion of European concept of media literacy in the region. Efforts of neighboring countries to develop proper media education in elementary and high schools could be of use for B&H as well, as valuable experience (Tajić, 2013:99-102)

Was media education presented as a tool to address the contemporary crisis in educational systems? Was it associated to major reforms or reform movements?

Education in Bosnia-Herzegovina is widely perceived as a political tool; in practice, the school becomes a sort of "cold war" zone where students become victims of the bitterness and stereotypes projected by adults (UN Human Rights Council 2008:20). Since 1996 there have been significant efforts to promote ideas of democracy, culture of

¹⁰With the signing of the Stabilisation and Association Agreement Bosnia-Herzegovina has entered into the first contractual relation with the European Union. After the signing of the Agreement, the next step is the submission of request for membership of the EU and acquirement of candidate status. Since the signing of the SAA, BiH institutions have been obliged to ensure that its existing laws and future legislation are gradually made compatible with the EU acquis. The SAA with BiH has been ratified by all EU Member States. However, its full entry into force still depends on BiH addressing the necessary conditions for it to enter into force without breaching the SAA. This will require BiH to address the European Court of Human Rights ruling in the so-called Sejdic-Finci case, as stipulated in the EU Foreign Affairs Council Conclusions of March 2011

¹¹EAVI for European Commission (2010), Study on Assessment Criteria for Media Literacy Levels, <http://ec.europa.eu/avpolicy/media_literacy/studies/index_en.htm> (visited on 23. 4. 2010). EAVI for European Commission (2011), Testing and Refining Criteria to Assess Media Literacy Levels in Europe – Final Report, <http://ec.europa.eu/culture/media/literacy/docs/final-report-ML-study-2011_en.pdf> (visited on 10. 2. 2012).

dialogue, culture of peace and tolerance, but media education and the role of media in these processes has been rarely promoted in this context.

Comments:

In general, we may say that B&H does not have long tradition of media education, that is the media education is relatively new term that still has not been developed into the concept that could be applicable to the whole education system regardless of complex education structure in Bosnia-Herzegovina.

2. Dimension	Legal policy framework
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What is the official designation and legal definition of media education? What other words are associated to it?

The current official designation for media education in Bosnia-Herzegovina is ‘medijski odgoj’ (media education), but more often the term ‘medijska pismenost’ (media literacy) is used.

Definition that is mostly used to describe this term is the one by the European Commission that says that “Media literacy is defined as the ability to access the media, and to understand and critically evaluate different aspects of the media and media content. Media literacy also includes the ability to communicate in a variety of contexts.”¹²

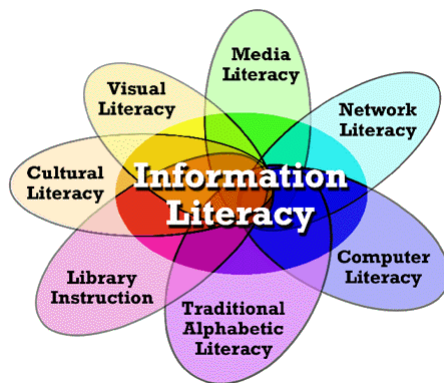
Very often media education and media literacy are discussed within the concept of information literacy (“informacijska pismenost”), which is defined as “knowing when and why you need information, how to find it, use it and communicate it in ethical manner” (Dizdar et al, 2012:8)

As it has already being said, there are many difficulties not only in implementing the concept of media education in Bosnia-Herzegovina, but also in defining it. The book “Information Literacy: Guideposts for Development of Modules” written by Senada Dizdar et al. in 2012. tries to clarify the term of media education and media literacy

¹²http://europa.eu/legislation_summaries/information_society/strategies/am0004_en.htm

within the information literacy concept, using definition of James Potter that “media literacy is education of media audience for effective and quality approach to media, analysis of media and information” (Dizdar et al, 2012: 76)

Media literacy situated in the context of information literacy is graphically presented in the book “Information Literacy: Guideposts for Development of Modules” in the following way¹³:



For a very long time the only part of information literacy that has been discussed and partly implemented in schools was computer literacy (“informatička pismenost”), due to the fact that computers were introduced in school classrooms, so many schools organized computer literacy courses for staff and students.

Also, in current curricula for elementary and high schools term “medijska kultura” (media culture) is used as a synonym for media education.

What are the legal documents (laws, recommendations...) framing media education policies?

Legal framework regarding education in Bosnia-Herzegovina is composed of five laws¹⁴. As a result of the educational reforms, there were five strategies adopted on the level of BiH¹⁵. None of these laws or strategies is considering media education.

¹³ Dizdar et. Al. (2012) *Information Literacy: Guideposts for Development of Modules*, Sarajevo:University of Sarajevo

¹⁴ *Framework law on preschool education in Bosnia-Herzegovina, Framework law on primary and secondary education in BiH, Framework law on secondary professional education and training in BiH,*

Media and/or communication are mentioned in the two documents only.

The document Strategic Directions for the Development of Preschool Education in BiH contains entire chapter under the title: Children and Media. In this chapter it is elaborated how the media should protect the children of the preschool age from all influences that are harmful to development and education, while the need for media education of children and other actors who should be involved in media education of the preschool children such as their parents, institutions for preschool education etc are not even mentioned.

In the document Strategic Directions for the Development of Education in BiH, with the Implementation Plan 2008 – 2015, it is stated that the European Union has determined information and communication skills as one of the five basic skills to be developed in every individual young person and adults. Furthermore, it is stated that information and communication equipment in schools is very poor and the relatively small number of schools have modern computer labs with software support that can be used in everyday teaching. However, in this document it is not mentioned how it should be improved. (Tajić 2013:63)

Media education or obligation to promote media literacy is not stated in legal framework for media and communications (Tajić 2013:68).

As it was elaborated in the introduction of this report, in BiH there are many various curricula and syllabi and each and every Ministry is deciding which curricula is to be used to teach in the schools under their jurisdiction.

Framework law on higher education in BiH and Law on Agency for preschool, primary and secondary education .

¹⁵*Strategic directions for the development of preschool education in BiH; Strategy for the Development of Vocational Education and Training in BiH for the period 2007-2013. and the strategic directions for the development of education in BiH, with the implementation plan 2008 – 2015, Road map and action plan for inclusion into the EU Lifelong Learning Programme and Youth in Action and 7 basic strategies and guidelines for the implementation of the Bologna process (Framework for higher education qualifications in BiH; The implementation framework for higher education qualifications in BiH; Standards and Guidelines for Quality Assurance in Higher Education in BiH; Recommendations for the implementation of quality assurance in higher education in BiH, National Action Plan for the recognition of qualifications in BiH; Model Diploma Supplement in BiH; User's Manual for Diploma Supplement model for BiH).*

During 2003, within the educational reforms led by the Organization for Security and Co-operation in Europe (OSCE) since 2002, all of the ministers of education of the entities and cantons as well as the director of the Department for Education in Brčko District adopted the Agreement on Joint Core of Curricula¹⁶ by which they undertake to include Joint Core of Curricula in the curricula adopted by them and taught in the areas under their jurisdiction. Analysis of the Joint Core of Curricula for Primary Schools and High Schools showed that they, to some extent, include media education. Media education in the sense of education formed by media is present in the obligatory curricula and syllabi for primary schools under the name media culture within the subject of Bosnian / Croatian / Serbian language and literature. The mandatory curricula and syllabi for high schools foresee that media education is taught in the course named Democracy and Human Rights. Computer literacy is taught in Computer Science.

Research on the representation of media education in the curricula from 2012 showed that 69% of surveyed primary school teachers and teachers of mother tongue, i.e. classes in which media education is currently taught in primary schools, believe that media education is not appropriately represented in the curricula and syllabi (Tajić 2013:60).

Does the law designate a clear authority to oversee media education? If so, describe (located in ministry of education, culture, regulatory media authority...).

Having in mind the fact that there is neither law nor bylaw to regulate education, media and communications in Bosnia-Herzegovina that contains explicit provisions regarding media education, there was no jurisdiction defined of institutions to promote media education, coordination of activities regarding media education as well as reporting on the level of media literacy. Considering the status of Bosnia-Herzegovina regarding EU accession process, obligation to report on the level of media literacy in accordance with the Audiovisual Media Services Directive still does not apply.

Are there any mechanisms facilitating inter-ministerial relations on this specific issue?

¹⁶Agreement on Joint Core of Curricula, Official Paper of B&H 24/03

As stated above, education in Bosnia-Herzegovina is the responsibility of 14 ministries of education, each with its own education policies and budget. The State Ministry of Civil Affairs acts as mediator between the ministries, but has no power to give instructions. Likewise, the Ministry of Education and Science of the Federation of Bosnia-Herzegovina operates as a mediator between cantonal ministries and the Ministry of Civil Affairs, and has no power to address instructions to cantonal ministries. The Ministry of Education and Culture of the Republic Srpska has its own policies and is completely independent of the Ministry of Civil Affairs. There is no coordination or cooperation between them. (UN Human Rights Council 2008:16).

Conference of Ministers of Education in B&H, as a body established to better coordinate activities in the field of education has started working in 2012. However, media education is not in their focus at the moment.¹⁷

Are there formal or explicit links with other entities or social actors that may deliver media education (private sector, civic sector)? Do they point to self- and co-regulatory mechanisms? Which ones?

There are individual initiatives and forms of cooperation among the private sector, civil society and government institutions in the field of media education. Such cooperation mainly aims to promote computer and IT literacy, including internet safety for children. There are several positive examples:

- Project "Partners in learning" Microsoft BiH

In 2008 Microsoft BiH signed Memoranda of Understanding with the ministries of both entities aiming to increase IT literacy and usage of modern technologies in education within the global Microsoft initiative "Partners in learning". This global initiative is aimed to improve access to different technologies and their usage in the education process. The goal of this program is to help schools to access different technologies,

¹⁷ Authors of this Report contacted Ministry of Civil Affairs in October 2013. asking if media education is part of any concrete action at the moment and received a reply that "media education is very important aspect of work of the Ministry of Civil Affairs. However, there are no concrete project in that regard at the moment"

introduction of innovative approaches in pedagogy and professional development of teachers, and, by education aided with modern technology, equip students for the challenges of the future.

- Cooperation of non-governmental, governmental and private sector with goal to promote internet safety

Starting from 2009 non-governmental organization MS EMMAUS in cooperation with the Ministry of Security B&H and donors Save the Children Norway and OAK Foundation, is implementing the project aimed at preventing children's pornography and pedophilia in ICT. The most significant part of this project is establishment of the web page www.sigurnodijete.ba with subpages for children, teenagers and parents, where they can find information on the safe use of the internet, mobile phones, video games as well as options to prevent abuse. This web page was supported by telecommunication company BH Telecom. Information and prevention campaign called "Surf Safely!" on the prevention of abuse of children and young people through ICT is being continuously implemented. This campaign was expanded by establishing cooperation with the Communications Regulatory Agency of Bosnia-Herzegovina, whose educational video and radio spot on online safety "Where's Buco" was broadcast in electronic media. Educational workshops for the children, parents and teachers in the schools thorough B&H are continuously implemented in cooperation with primary and high schools in B&H, ministries of education and pedagogical institutes. Special capacity building workshops are implemented for teachers and professors who teach information technologies in primary and secondary schools across the country. The workshops were designed to raise awareness of the target groups of children, parents and teachers on safe use of ICT. From 2010 to 2012 workshops were organized in 45 schools across the state with the participation of 1308 students, 235 teachers and 183 parents.

- Cooperation of the Agency for Information Society of RS, the Ombudsperson for Children of Republika Srpska, companies M: tel and schools

Ombudsperson for Children RS, independent institution that protects, monitors and promotes rights of the children in RepublikaSrpska, and Agency for Information Society RS, institution responsible for monitoring the development of the information society and promotion of use of ICT, are implementing a joint project "Safety of Children on the Internet and Their Rights in This Area." This project aims to educate children on the advantages and disadvantages of the Internet, to educate parents, teachers and all other citizens of the RepublikaSrpska on all the dangers that pose a threat to their children and adults if they are careless, and to provide an advice how to prevent it. Portal www.djecanainternetu.org is the first part of the project and serves as the basis for all future activities. Page contents are designed so that visitors can quickly and easily get the information, and are adjusted to different age groups of children as well as parents and school staff. This web page is being supported by telecommunications company Telekom Srpska.d. (m:tel) that continually promotes the responsible use of the Internet and ICT. This company has printed an educational publication on Internet safety for parents, teachers and children.

-Cooperation of the Press Council and high schools

Self-regulatory body for printed and online media, the Press Council in B&H, aside from the number of activities aimed at journalists and future journalists such as traditional Media School of Ethics for the journalism students has organized two educational seminars on media literacy for high school students and teachers from 24 high schools from B&H. These seminars were conducted 2009 and 2010 and were funded by donors. The goal of the seminar was to educate professors and teachers who educate their students on media standards and media literacy in high schools, or are responsible for editing the school newspapers, including the students who work as journalists in their schools. Introduction to the essential aspects of journalism that must be kept in mind when editing newspapers including the process of creation of newspapers was part of this seminar.¹⁸

¹⁸Press Council: Seminar „Media literacy II“ for students and highschool professors in B&H - Sarajevo, October 9 and 10, 2010, Seminar on media literacy for students and highschool professors in B&H – Sarajevo, November 12 and 13, 2009, <http://www.vzs.ba/index.php?option=com_content&view=category&id=21&Itemid=19> (page accessed on February 20, 2012).

- Mediacenter education on media literacy

Mediacenter Sarajevo organized in cooperation with South East European Youth Network educational program on Media literacy in 2005. Participants of the five days program were partly teachers. This training was a part of one-year joint project of Mediacenter Sarajevo (SEENPM network) and SEEYN network called «Media Competence Program – Communication Skills & Media Literacy». This project was founded by the FRESTA program (Ministry of foreign affairs of Denmark)

- Internews Training for Trainers in Media Literacy

In April 2013. Internews B&H¹⁹ has organized Training for Trainers in the field of media literacy. More than 20 professors and professionals from universities in B&H participated in the training, together with representatives of media and NGOs. Tessa Jolls, executive director of Center for Media Literacy²⁰ was in charge of this training, which was based on CML's 5 Key Concepts and Questions of Media Literacy²¹

- Tempus Project at the University of Sarajevo: "Developing Information Literacy for Lifelong Learning and Knowledge Based Economy in the Western Balkan"

The participants in this Tempus Project are: Limerick Institute of Technology, Ireland (coordinator), the Transylvanian University of Brasov, Romania, University of Crete, Greece, Agricultural University of Tirana, Albania, the University "Fan S. Noli" in Korca, Albania, the University of Bihac, Bosnia-Herzegovina, the University of Mostar, Bosnia-Herzegovina, the University of Tirana, Albania, the University of Pristina - Kosovska Mitrovica, Kosovo (Kosovo under UNSC Resolution 1244/99), University of Montenegro, Montenegro, University of Sarajevo, B&H, Middlesex University, UK, the National and University Library of Kosovo, Kosovo (Kosovo under UNSC Resolution 1244/99). The project is aimed at development of information literacy

¹⁹<http://www.internews.ba>

²⁰<http://www.medialit.org>

²¹http://www.medialit.org/sites/default/files/14B_CCKQPoster+5essays.pdf

programs for lifelong learning and harmonisation of information literacy curricula at universities in the Western Balkans. Media literacy is part of the curricula.²²

Who is in charge of reporting to the state? To the European Union?

Although B&H transposed the Audiovisual Media Services Directive into its national legislation back in obligation to report on the level of media literacy of B&H citizens has not been implemented, since B&H is not an EU member state. There is no obligation to report on current level of media literacy towards European Commission or any other EU body. Data are not collected in accordance to methodology developed by EAVI for the assessment of media literacy level.

3.1 Dimension	Capacity-building: teacher training
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Do media education policies address the issue of teacher training? How (initial training, continuous...)? For what school level (kindergarten/primary school/junior high/high school)?

Education of teachers for media education is not explicitly part of the education policy. According to the OSCE, the current pre-service and in-service professional development system of teachers in BiH is not sufficient and often does not keep teachers informed and educated about on-going developments in their subjects.²³

Due to the lack of state financial support to teachers' education, programs of their continuous education and lifelong learning are usually financed from donations. Given the inaction of the State, some non-governmental organizations and the international community are assuming the responsibility for training teachers. (UN Human Rights Council 2008:15)

For teachers, is media education a degree per se (credits/certification) or is it part of other degrees (language/history/sciences/informatics...)? Is it optional or compulsory? How many hours of training/year are offered?

²² <http://www.lit.ie/projects/tempus/default.aspx>

²³ <http://www.oscebih.org/Default.aspx?id=31&lang=EN>

There are four basic modalities of education for teachers in Bosnia-Herzegovina: high school graduation, high school graduation plus two years of pedagogical faculty, four years studies on the faculty of pedagogy or university training which focuses on academic content (mathematics, physics, language, etc.) and adds a small component of training in teaching methods (Trbić and Perold, 2003:27 in Magill 2010:34).

Media culture is taught within the methodology of Bosnian / Croatian / Serbian language. In addition to some faculties, students have the option of selecting courses called media culture, and the basics of film, stage arts and media culture in education as an elective subject.²⁴ However, each teacher may not necessarily be trained in media education. It depends on the will and preferences of lecturer in pedagogical and other universities which train teachers, and students themselves who can decide to chose media culture as an elective subject to study. Research conducted among the primary school teachers and teachers of Bosnian / Croatian / Serbian language during 2012 shows that only 51% of surveyed teachers are aware of the existence of teacher training for media education, where the majority of respondents indicated that it is included in didactics classes of Bosnian / Croatian / Serbian language and literature (Tajić 2013:60-61).

For students, do media education policies propose curricular development? Specific programmes? Is it optional? compulsory? At what school level (primary, high school...)?

Analysis of the Joint Core of Curricula for Primary Schools has shown that media education does not appear as a separate subject. Media education is called a media culture and is taught within the subject mother tongue (Tajić 2013:58-59). Attached as Annex 1 is an overview of content related to media culture within the subject Bosnian / Croatian / Serbian language and literature listed in the Joint Core of Curricula for Primary Schools.

Based on this overview it can be concluded that media education is not adequately present either in quantitative or qualitative terms. The mentioned content is related

²⁴Media culture as an elective class exists at the Faculty of pedagogy in Sarajevo, Faculty of philosophy Sarajevo within the study of Bosnian / Croatian / Serbian language and literature. In the academic year 2013/2014 was offered an elective class Basis of the film, stage arts and media culture as a part of curricula.

primarily to the traditional audiovisual media such as television and film. Also, it is evident that the main focus is on the analysis of media content in terms of understanding media language, while aspects of gaining access to the media, a critical evaluation of media content and development of the competencies for communication through the media are ignored.

Certain aspects of media education are taught within the subject Computer Science as a facultative subject for VIII / IX class. Web-design - designing and creating web-sites constitutes one part of the syllabus, which indicates couraging creativity and development of communication skills. Also, in the syllabus for the subject Art for IV / V class as content is listed learning, recognition, awareness and adoption of visual media and visual communication, visual communication trough videos, commercials and TV messages which indicates the development of analytical competencies i.e. ability to "read" the language of visual media and visual communication.

Analysis of the Joint Core of Curricula for High School has shown that media education / media culture no longer appears as apart of curriculum within the subject mother tongue. Media education is now dealt within the subject Democracy and Human Rights. As Annex 2 to this document is attached an overview of content related to media culture within the subject Democracy and Human Rights listed in the Joint Core of Curricula for High Schools.

In the subject Democracy and human rights focus of media education is placed on the aspect of the importance of the media in democracy and the enjoyment of human rights. Although it represents a significant shift in qualitative terms in comparison with the curriculum for primary school, in terms of the quantity four lessons of media education for the entire four years of schooling cannot be considered sufficient.

Do media education policies propose a set of competences? Of indicators? What standard-setting instruments are offered? Do they distinguish between the different components of media literacy (computer literacy, digital literacy, visual and film literacy...)?

Joint Core of Curricula does not list any competences which should be developed through media education and media culture. They are, however, listed in every specific curriculum that is used in schools. Agency for Pre-School, Elementary and High School Education, Department for Educational Standards and Students’ Achievements in Pre-School, Elementary and High School Education is responsible for establishing, monitoring and developing standards in this regard.

Media Center Sarajevo in 2005 has published book “Media Literacy and Civil Society” in which a concept of media education is discussed. This was the first really systematic approach to this issue. In this book, some of competences that should be developed have been mentioned (understanding media content, active use of media, understanding positive and negative aspects of media, ability to distinct reality from imagination and commercial in the media etc.)²⁵. Some of these competences have been developed through different media culture courses. However, recently, with the enhanced activities of the US organization Internews in Bosnia-Herzegovina²⁶ on the promotion of the media literacy, American approach has been advocated (aimed at developing competences for deconstruction and construction of media content, based on the US Center for Media Literacy principles²⁷).

Comments

We may say that media education is not in the main focus when it comes to elementary and high school education. Official education policy has not recognized media education as important part of curricula and does not support it with any financial means. Since it is part of other courses and implemented poorly, it does not develop strong and comprehensive competences (it is aimed mainly at understanding media content specifically on film and TV and/or computer literacy). Education of teachers is poor as well and quality of their work depends mainly on their individual enthusiasm and readiness to learn on their own and/or learning by doing.

²⁵Book available at http://www.media.ba/sites/default/files/media_literacy.pdf

²⁶<http://www.internews.ba/projekat/medijska-pismenost>

²⁷<http://www.medialit.org>

3.2 Dimension	Capacity-building: <i>Teaching/training Materials and other relevant content</i>
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Are there teaching resources and materials made available by law and policies? Do they address issue of intellectual property (exceptions for education....)? Is there scarcity or abundance of such materials? In national/local language or other languages?

Analyzing lists of approved textbooks, work books, manuals, worksheets and collections of problems for elementary schools, high schools and vocational schools in both entities²⁸, it can be concluded that within the primary education, there is no textbook or any other type of material for teaching the media culture. At the same time, it is easy to find numerous textbooks for the subject Computer Science.

For media education two manuals intended for secondary schools can be found (Vocational Education and Training), as follows: Media Module 2 - Workbook on Serbian, Bosnian and Croatian language for high school students involved in VET EU CARDS program by the authors Danka Mitrović and Amir Džibrić, published by "Bosanska riječ" in Tuzla, Federation of BiH, and for the second grade of secondary vocational schools in the Republika Srpska textbook titled Media Communications for 2 grade of secondary vocational and technical schools by Vojislav Gaković and Rade Lalović.

Research conducted for the purpose of writing a master's thesis and published in the publication Media Literacy in Bosnia-Herzegovina suggests that teachers are not sufficiently aware of the existence of didactic materials for media education. Asked whether there is developed educational material for media education, 26% of respondents, mother tongue teachers and primary school teachers responded affirmatively, 52% negatively and 22% did not know (Tajić 2013:62). Based on these data conclusion can be made that there are no sufficient didactic materials for media

²⁸Federal Ministry of Education: List of approved textbooks, manuals, worksheets and exercise books for primary schools, high schools and secondary technical and vocational schools in the academic year 2012 / 2013

Ministry of education and culture of the Republika Srpska list of compulsory textbooks for primary schools for the school year 2013/2014, a list of optional textbooks for primary schools for the school year 2013/2014, a list of textbooks for High schools in the school year 2013/2014, a list of textbooks for secondary vocational schools in the 2013.

education available or teachers are not aware of their existence.

What is the role of research institutions (universities, training schools) and other support mechanisms? Within the school, what is the role of libraries and media centres?

Universities are in charge of teacher training, but, according to Special reporter of the UN “there are no adequate channels of communication between universities and the bodies in charge of the elaboration of curricula.” (UN Human Rights Council 2008:15)

At the University of Sarajevo, Media Literacy course is at the moment implemented at the Master level at the Faculty of Political Science, as an optional course for Communication science and Sociology students²⁹. At the Faculty of Philosophy Information Literacy course is implemented at the Master level at the Faculty of Philosophy at the Department for Comparative Literature and Librarian Studies³⁰. However, none of these faculties actually educates future teachers, and introducing these courses in the curricula of these faculties was actually result of individual enthusiasm of professors working there³¹. But, students from other faculties (including Education Faculty) can select these courses as optional.

In 2010 three B&H universities (Sarajevo, Mostar and Bihać) have joined the Tempus project „Information Literacy for Lifelong Learning and Knowledge Based Economy in the Western Balkans“, run by the Limeric Institute for Technology³². This is the first project aimed at gathering professors, librarians and policy makers in order to develop joint curricula for training teachers for information and media education. General idea is to introduce innovative online module for training of teachers in elementary and high schools, as well as to harmonize IL trainings in the Western Balkan countries. Project will end in 2013. and so far a curricula has been developed (but not implemented yet) and book „Information Literacy: Guideposts for Development of Modules“ has been published in the local language and delivered to all universities and libraries in Bosnia-Herzegovina. In 2014 this new information literacy module should be implemented in

²⁹<http://www.fpn.unsa.ba>

³⁰<http://www.ff.unsa.ba>

³¹Professor Jelenka Voćkić Avdagić at the Faculty of Political Sciences and professor Senada Dizdar at the Faculty of Philosophy

³²<http://www.lit.ie/projects/tempus/default.aspx>

all three universities, providing students with an opportunity to learn more on teaching methods for information literacy teaching in elementary and high schools.

What is the nature of the resources made available? Are they created by teachers, by students, by private sector...? How are they produced (selection, authorship, mode of - ..,production...)? What is their degree of authenticity? Do they result from specific project activities or from guided/mandatory activities?

The above mentioned textbooks and other teaching materials that are on the list of textbooks of entity ministries are approved for use in the classroom in accordance with prescribed procedures. Majority of other existing resources is thematically related to the promotion of safe use of the Internet and ICT, and they are the result of individual, time-limited and regionally limited initiatives. Basically, those are websites, leaflets and manuals. The authors of these resources are mostly representatives of civil society and the private sector.

How these resources are selected and validated (national board, recommendation...)? How are they circulated? How are they re-used, or referenced, if at all?

Entity ministries establish a list of approved textbooks, work books, manuals, worksheets and collections of problems for elementary schools, high schools and secondary technical and vocational schools, which are used in the classroom. Other materials are distributed mainly within the various educational activities organized in schools.

Comments

Situation with training programs for teachers and training materials also shows lack of interest and lack of serious approach to media education in B&H.

3.3 Dimension	Capacity-building: funding
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How are media education policies funded? And the resources? The training programmes?

As it was stated above, media education measures are limited to inclusion of teaching units from the media culture domain within the mother tongue classes in the primary

schools, and within the class of Democracy and human rights in high schools. Special teaching materials for teachers as well as trainings are not provided. Measures to be implemented within the regular training of teachers through pedagogical institutes are financed from the budget for education of the individual administrative unit. Regarding the financing of education in Bosnia-Herzegovina, it is largely funded by public funds of the entity, cantonal and the budget of the Brcko District and the municipal budget, depending on the jurisdiction.

This means that, in terms of location, within Bosnia-Herzegovina there are thirteen special budgets for education: two at the entity level, one of the Brcko District of Bosnia-Herzegovina and ten cantonal budgets. However, expenditure on education in BiH is low: On average, from the gross domestic product (GDP) for education is allocated to the Federation about 6% of GDP, to the Republika Srpska around 4% of GDP, and to the Brcko district around 11.2% of the District's budget.³³ In addition, 80% of the education budget is spent on salaries (UN Human Rights Council 2008:13). A part of education is funded from international donor funds, and a portion of the funds comes from the private sector.

*What is their proportion in relation to the total education system revenues?
Is there any yearly financial report? Is it available to the public?*

There are no concrete data on proportion of funding of media education in relation to total education system revenues.

4 Dimension	Role of actors (outside school system)
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Do media education policies take into account partnerships outside the school system?

Education policy does not take into account the possibility of partnerships with stakeholders outside the education system. However, in practice such partnerships exist, and in some cases they are formalized for example by signing Memorandum of Understanding (such a memorandum was signed between InternewsBiH and the Faculty

³³Strategic directions for the development of education in BiH and Implementation Plan, 2008-2015 ("Official Gazette of BiH", no. 63/08)

of Political Science, University of Sarajevo and the Faculty of Political Science so the students can participate in the Medial Literacy Clinics Internews, which brings students 6 ECTS).

What is the role of regulatory media authorities, if any?

Although the promotion of media literacy is not explicitly stated in the legal framework as an obligation of convergent regulator at the state level, the Communications Regulatory Agency of Bosnia-Herzegovina still is, keeping up with the modern understanding of regulatory tasks and practices of regulators in Europe, undertaking certain activities in this area. In addition to activities involving the promotion of professional standards by adopting regulations governing the broadcasting and telecommunications sectors, and establishment of the mechanisms to ensure compliance with the aforementioned regulations, which include mechanisms where citizens can submit complaints to the content or services that they believe are in violation of legislation, the Communications Regulatory Agency is undertaking activities that are also specifically aimed at improving media literacy³⁴. On the official Web site of the Agency a section called Media literacy and protection of children and minors can be found, which contains documents related to media literacy³⁵. Based on the analysis of material from the official web site it is noticeable that the Agency is using European Commission's definition of media literacy. The document, titled "Media Literacy and Protection of Children," explains the concept of media literacy, and provides a brief overview of the situation of media literacy in Bosnia, where it is stated:

Education of teachers, parents, children and media consumers generally is not satisfactory with regard to the technological aspects of new media, such as the use, potential threats and protection mechanisms, as well as the principles of production and their competences to safely use and evaluate a variety of media content. Furthermore it is stated that, following the regulatory practices in Europe, the Communications Regulatory Agency of Bosnia-Herzegovina assumed the task of improving media literacy and raising awareness about responsible and safe use of all media services, and that in particular it focuses on the protection of children and minors, informing the

³⁴<http://www.rak.ba>

³⁵<http://www.cra.ba/bih/index.php?uid=1274081346>

population about the process of digitizing the communications sector, and safe use of new information and communication technologies.

Actions directed towards media literacy of the population are also mentioned. These activities include a variety of conferences designed for professionals and the general public, drafting the Expert Study on the Impact of Television Content on Children, developing Guidelines for the Classification of Television Content in collaboration with UNICEF BiH, cooperation with the Ministry of Security of Bosnia-Herzegovina aimed at protecting children on the Internet during the preparation of the Action plan to improve the system for combating child pornography and other forms of sexual abuse and exploitation of children through information and communication technologies, initiating a campaign to raise awareness about the safe use of the Internet, which included broadcasting of video and radio spots "Where's Buco" by 90 television and radio stations, and participation in the organization of the event "Safer Internet Day" 2011 and 2012. The analysis of these activities has shown that the focus is placed on two topics: protection of minors and transition to digital terrestrial broadcasting. Activities are mainly targeting media professionals, journalists and producers, parents and others who care for children. It is also noticeable that the Agency in this area cooperates with other relevant institutions, NGOs and commercial entities active in this field at home and abroad. (Tajić 2013:69-71)

Press Council, which is a self-regulatory body in Bosnia-Herzegovina for printed and online media³⁶, in 2009 and 2010 organized seminar "Media Literacy" for students and professors from high schools in Bosnia-Herzegovina³⁷ in which students and professors discussed issues related to the role of media in society with journalists and editors from public and private media outlets. Press Council also organizes public campaigning regarding media accuracy, and produces radio program "Vašglas u medijima" ("Your Voice in Media") which is aimed at raising awareness on the importance of media education and media literacy.

What is the role of private sector (editorial capacity, training, resource availability...)?

³⁶³⁶ <http://www.vzs.ba>

³⁷ http://www.vzs.ba/index.php?option=com_content&view=article&id=328:seminar-qmedijska-pismenost-iiq-za-uenike-i-profesore-srednjih-kola-iz-bih-&catid=21:seminari-i-konferencije&Itemid=19

Information Technology Industry in Bosnia-Herzegovina is quite active in the area of improving IT literacy as part of media literacy. Microsoft Bosnia-Herzegovina Ltd is leading the way. It continuously carries out activities aimed at information literacy. The most significant activities include detailed and varied information on the safe use of computers and the Internet, production and distribution of comic book @ men with tips for safe use of the internet, Microsoft employees volunteer teaching in schools about computer security, research Microsoft index of computer security in Bosnia-Herzegovina, participation in the celebration of Safer Internet Day in Bosnia-Herzegovina since 2011. Particular importance is given to the activities of the computerization of the education system as part of the project "Partners in Learning" as well as providing information on the legal use of software (Tajić 2013:78).

There are also individual cases when the media cooperate with schools and organizing visits of students to become familiar with the work of the media in practice.

Telecommunications companies, in cooperation with various institutions, non-governmental organizations and other business entities also undertake specific activities aimed at young people and their protection and development of the ability to use information and communication technologies and the creation of creative contents.

What is the role of civil society associations (awareness raising, training, resource production...)?

Research on media literacy in Bosnia-Herzegovina (Tajić 2013:80) showed that in the country there are a dozen non-governmental organizations that are more or less active in the area of improving media literacy. Usually they focus on only one particular aspect of media literacy, such as, for example online safety of children and youth development of the communication skills or development of skills of critical evaluation of the content for a specific target group. An organization that deals exclusively with the improvement of media literacy does not exist, and the term media literacy ("medijska pismenost") is rarely used. More than half of the non governmental organizations focus on the development of competencies for analysis and evaluation of media and media content. Ensuring access to the media and development of ability to communicate through the media is present to a lesser extent.

Specific activities that are listed include seminars, trainings and workshops with young people, creating a team of trainers for media literacy, analysis and publications on the topic of media literacy, activities aimed at the development of programs in the field of media literacy in higher education institutions, support to research in the field of media literacy, promotion of the concept of citizens as journalists, activities aimed at promotion of the safe use of the Internet and ICT, publishing analysis of media content, encouraging of youth journalism etc. The target groups of the activities are predominantly young people up to their completion of higher education, then to a much lesser extent, adults and children, and the elderly / seniors as a target group are not represented at all. The activities are mainly aimed at users of the media and media professionals, and to a lesser extent, to teachers and parents. (Tajić 2013:81). An interesting fact is that 80% of these organizations assessed as unsatisfactory the financing of the activities in the field of media literacy. The funds are mainly provided by the donors.

What is the level of youth participation in the mechanisms available?

There is no official data on participation in activities that are offered.

Are there grassroots communities of practice that participate in media education? Professional organizations of media education teachers? Journalists and news professional organizations? Librarians and learning centres professionals? Computer scientists and their clubs?

There is no professional organization of media education teachers. There are six journalists' associations in Bosnia-Herzegovina, but only Association BH Novinari³⁸ participates in informal education of citizens together with self-regulatory body Press Council in raising awareness on the importance of media accountability. BH novinari also implemented one project "Promotion of Professionalism and Tolerance in Media"(together with Press Council, project financed by the Council of Europe) aimed

³⁸<http://www.bhnovinari.ba>

at raising awareness of citizens regarding media reporting and media accountability, as well as prevention of hate speech in online and offline media.³⁹

Are parent associations and media/information professionals invited to collaborate to media education? On what basis, in which capacity?

As one can see from these examples, a number of educations are for parents. Professionals from the media and ICT industries sometimes participate in education as teachers, for example when the employees of Microsoft teach as volunteers in schools, within individual students visits to the media, within trainings on media literacy organized by the Press Council and so on.

Are there specific events (semaine de la presse, festivals, competitions, games...) that show the importance of media education? Are they legitimized by state policies?

Celebrating Safer Internet Day since 2011 as a part of the European initiative Safer Internet Programme shows the importance of media education of young people with special emphasis on the development of computer literacy. Celebrating Safer Internet Day has been included in the program of celebration of the significant dates in the field of human rights in Bosnia-Herzegovina, which is established by the Ministry for Human Rights and Refugees in B&H. However, there are no special funds allocated for this. Various stakeholders from government, NGOs and the private sector, often in partnership with schools take part in celebration of this day.

In addition, it is interesting to accentuate the activities of the film industry in this field that point to the need to promote the film and audiovisual literacy. In different parts of the country many film festivals are taking place with the different thematic focus such as feature films, documentaries and animated films. Among the most significant festivals are the Sarajevo Film Festival, Pravoljudski festival of the documentaries in Sarajevo, International festival of the animated films and International film festival Kratkofil Plus in Banja Luka, and Mediterranean film festival in Široki Brijeg. Each of mentioned festivals is undertaking certain activities with the goal to improve media,

³⁹ http://www.bhnovinari.ba/index.php?option=com_content&view=article&id=515%3Apredstavljени-rezultati-monitoringa-govora-mrnje-u-medijima-tokom-predizborne-kampanje&catid=63%3Adogaaji&Itemid=241&lang=bs

especially film literacy according to its program orientation and resources. Sarajevo Film Festival, as one of the most significant film festival in South Eastern Europe, improves film literacy thorough three important activities: children's program with the goal to promote education of the youngest viewers and develops love for the films in the future generations, Minimarket platform for the short films that offers education on short films and Sarajevo Talent Campus educational and networking platform for young film makers from the region that by having workshops, lectures and discussions extends the knowledge of young people in the field of filmmaking and that in addition to education of film industry professionals provides the training for journalists film critic. PravoLjudski Documentary Film Festival in Sarajevo has a particularly strong focus on connecting film and social engagement:

The powers of film and cinematography to capture, discover, uncover, point and question, and encourage reflection, inform, educate and emotionally engage the general public is generally known. That is why, in the long term, PravoLjudski festival aims to establish itself as a specific and distinctive public space that calls for engagement and activism against all forms of discrimination in Bosnia-Herzegovina, and beyond. Education and dissemination of information relevant to human rights, we are searching for the most effective mechanisms to protect human rights at the national, regional and global levels. With education and dissemination of information relevant to human rights, we are searching for the most effective mechanisms to protect human rights at the national, regional and global levels. PravoLjudski festival contains a component for high school students from all over Bosnia-Herzegovina called Zumirajprava / Zoom Rights, which includes film projections for young people as well as for the best "Pravoljudski" photography.

Within the Mediterranean Film Festival in ŠirokiBrijeg a school of film culture with the relevant lecturers is organized. Popularization of the short animated film is one of the goals of the International festival of animated film Banja Luka. International film festivalKratkofil Plus in Banja Luka within the project "Kratkofil Punch" in collaboration with UKS "Lanterna" organized a small school on activist documentary film, in which students from all over Bosnia-Herzegovina can learn all about the production of a documentary. (Tajić 2013:76-77)

On May 3, International Day of Free Press, Press Council of Bosnia-Herzegovina organizes public campaigning in the streets of big towns (Sarajevo, Mostar, Tuzla, Banja Luka, Bihać) aimed at enhancing cooperation between citizens and media in producing better quality media content, which is, to some extent, public campaigning for media education of citizens.

Are there any overlapping structures or events that try to bring together media literacy, information literacy and computer literacy? Any online platform or mechanism? Describe.

There are not any.

Comment

Most of the activities of stakeholders are project-based and financed by international projects and/or donations. There is a lack of coordination and systematic approach in this regard as well.

5 Dimension	Evaluation mechanisms (inside and outside school)
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Are media education policies used to test media accountability (government role, traditional media contributions, public service media...)?

Analysis of contents related to media education in the syllabus for the subject Democracy and human rights, which is according to the Joint Core of Curricula for High School designed to III / IV years of study, points to the fact that within the secondary education students deal with the role of media in democracy and freedom of expression. It is important to note that only 4 school hours are provided for these issues.

Media education policies as such actually do not exist. However, as said before, some actors (such as Regulatory Agency, Press Council, BH Novinari) do promote idea of media education in the context of media accountability.

What are the legal mechanisms to ensure and measure the efficiency of media education policies? Are these legal mechanisms used and how? How relevant are non-binding guidelines, if any?

There are no legal mechanisms in Bosnia-Herzegovina to ensure and measure the efficiency of media education policy.

How is the performance of media education resources, programmes and actors evaluated? According to what indexes, indicators (national, international...)?

There is no such evaluation.

What publics are targeted (youth, poor, excluded...)? Any proportion or quantifiable data on how many people are targeted (among youth, poor, excluded...)? Any proportion or quantifiable data on how many programmes and of what types are made available to them? To what effect?

There are no data regarding this.

Is there any yearly report? Is it available to the public? Who produces it?

There are no data regarding this.

Comments:

Lack of data prevents us from making serious conclusions. However, it is clear that media education has not been developed well and evaluation means have not been taken into consideration yet.

6 Dimension	Main concepts and legitimizing values
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What educational paradigms are put forward (transmission, prevention, participation...)? By which actors (public, private, civic)?

Since there is a lack of data, it is hard to estimate what educational paradigms are put forward. Also, due to the fact that programs of media culture (or media education as part of language education or democracy and human rights courses) are implemented at

the level of cantons and entities, it is hard to tell if any of specific paradigms are dominant.

What competences are favoured and adopted, if any (critical thinking, citizenship...)?

It is hard to estimate this issue as well, especially since competences are not in the primary focus of current media education programs.

What hierarchy of values (quality, empowerment, diversity and pluralism, employment...) are used to justify policies (based on political discourses, laws...)? Are human rights invoked? What hierarchy of values are used to justify actions, mechanisms and events outside formal and official policies and outside schools?

From the private sector in the field of improvement of media literacy the most active role is the role of the representatives of the ICT industry and telecom operators. Their activities are mainly aimed at online safety of children and youth and the inclusion of ICT in education. In doing so, the focus is on the protection of the children and the youth from the potential dangers on the Internet and ICT, development of the knowledge society, enhancing the creative and communication skills of children and young people, and improving IT / computer literacy.

Non-governmental organizations active in the field of media literacy improvement as a goal of their activities most often cited citizen empowerment, creation of equal opportunities, the development of creative capacity, prevention of hate speech and the protection of media consumers, with a special focus on children and young people on the internet.

7 Dimension	General appreciation
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The presence of media education in educational and media policy is not satisfactory in neither qualitative nor quantitative terms. The concept is quite outdated and does not follow the current media development. Education of teachers in this area and accessible didactic resources are insufficient. For a start, it would be important to properly

understand the modern concept of media literacy and media education in terms of education for media, where the media should be taken in the broadest sense of the term. The purpose of media education should be aimed at the development of media competence of citizens and thus an inclusive knowledge society with a high degree of citizen participation, mature approach to the media and media contents and to minimize the digital gap.

8 Dimension	Good practices
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1/Project “Partners in learning” Microsoft BiH (2008)

The goal of this program is to help schools to access different technologies, introduction of innovative approaches in pedagogy and professional development of teachers, and, by education aided with modern technology, equip students for the challenges of the future.

2/ MS EMMAUS in cooperation with the Ministry of Security B&H and donors Save the Children Norway and OAK Foundation (2010-2012)

A project aimed at preventing children’s pornography and pedophilia inICT. www.sigurnodijete.ba . The workshops were designed to raise awareness of the target groups of children, parents and teachers on safe use of ICT.

3/Cooperation of the Agency for Information Society of RS, the Ombudsperson for Children of RepublikaSrpska, companies M: tel and schools

4/ Mediacycenter education on media literacy (2005)

A joint project of Mediacycenter Sarajevo (SEENPM network) and South East European Youth Network (SEEYN) educational program on Media literacy. It was supported by the FRESTA program (Ministry of foreign affairs of Denmark)

5/ Internews Training for Trainers in Media Literacy (2013)

Internews B&H⁴⁰ has organized Training for Trainers in the field of media literacy. More than 20 professors and professionals from universities in B&H participated in the training, together with representatives of media and NGOs.

9 Dimension	References
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- Annex 1

Table 1: Media education topics in the Joint Core of Curricula for Primary Schools within the subject Bosnian/Croatian/Serbian Language and Literature

Class/Grade	Program Content
I/II	MEDIA CULTURE Film, theater and TV program
II/III	MEDIA CULTURE Films and TV shows Cartoons and feature films Library
III/IV	MEDIA CULTURE Film: black and white and colour films
IV/V	MEDIA CULTURE Film (expanding knowledge)
V/VI	MEDIA CULTURE Theater Creation and development of arts and drama
VI/VII	MEDIA CULTURE Suggestion: Comic books
VII/VII	
VIII/IX	LANGUAGE AND MEDIA CULTURE Interpretative reading of various texts Critical interpretation of film, theater play and radio and TV program Feature

Source: Tajić, Lea (2013) Medijskapismenost u BosniiHercegovini, page 58

Annex 2.

Table 2: Media Education topics within the subject Democracy and Human Rights

Class/Grade	Program Content
III/IV	Freedom of expression 2 hours The role of media in democracy 2 hours

Source: Tajić, Lea (2013) Medijskapismenost u BosniiHercegovini, page 59