

Media and Information Literacy Policies in Bulgaria (2013)



**ЮГОЗАПАДЕН УНИВЕРСИТЕТ „НЕОФИТ РИЛСКИ”
БЛАГОЕВГРАД**

South-West University "Neofit Rilski"

Experts:

Dobrinka Peicheva, South West University ("N.Rilski"), Bulgaria

Valentina Milenkova, South West University ("N.Rilski") Bulgaria

Violeta Nikolova, South West University ("N.Rilski") Bulgaria

May 2014

1. Dimension	Historical background
---------------------	------------------------------

In the 1960s and 70s in Bulgaria the need arose to establish a scientific discipline combining pedagogy and the media in response to the many problems arising from the growing influence of the media on people of different age groups. This discipline has developed under different names, such as media literacy, media education, etc. Initially the preferred term in Bulgaria was "media education", but later on “media literacy” became widely accepted.

The course on “Media Pedagogy” was **first approved** for the academic year **2003/2004 in the MA program on Public Communications within the framework of UNESCO’s Department of Communication and PR at the Faculty of Journalism and Mass Communication, Sofia University St. Kliment Ohridski**. Professor Minka Zlateva’s course included 30 hours of lectures and, in addition, 30 hours of multimedia seminars, conducted by Head Assistant Professor Ivo Piperkov, in which students were taught to prepare multimedia presentations. The themes of these presentations were differentiated according to different age groups. One such theme was “Communication, Sports and Culture”, dedicated to the 2004 Olympic Games in Athens. Another topics was “Public communication and globalization: training in values of democracy”, relevant to the European Year of Citizenship, Democracy and Education. Other topics were: Sofia – a European Capital, connected with the forthcoming accession of Bulgaria to the European Union; The Balkan Image: a Historical Approach and Communication Perspectives – May 2006, etc. Students showed great interest in this discipline. They made excellent multimedia projects, which they defended before the class. The best presentations were sent to the annual international conferences of the UNESCO Communication and PR Department, where they could be viewed by many Bulgarian and foreign scholars, teachers of public communication, journalists and PR experts.

The Bulgarian team, together with 9 other European country teams, took part for 2 years in a row in the European Project **EMECE – Comenius 2.1 „Media Education for European Citizenship” (European Commission - General Directorate Culture and Education)**. The team included Prof. Minka Zlateva, the team leader, and team members

Lyubomira Konstantinova and Zornitsa Gyurova, all of them from Sofia University's Faculty of Journalism and Mass Communication.

In 2007 a project work meeting was organized and successfully finalized in Sofia; a presentation was made there of a European media law book by Prof. Neli Ognyanova. Papers by Prof. Lulivera Krusteva and Dimitar Sotirov concerning the media reflections of European parliamentary elections were also presented.

In the framework of the same project Zornitsa Gyurova made a film dealing with the project participants and their work in Bulgaria, Romania, France, and Germany, with an emphasis on the variety of European cultures; being part of the project, the film has been included in the multimedia disk of the Bulgarian project team. This multimedia DVD is the final project product of the Bulgarian team: it may serve as a civic education textbook and be helpful for European teachers in the field of media.

In the framework of the same project, in the academic year 2007/2008 Prof. Minka Zlateva carried out a sociological survey on "The image of Europe on Bulgarian children's websites".

The survey became part of the European project documentation Comenius

Twenty-two students from the Public Communication MA program took part in conducting the survey, which included 20 in-depth interview with parents. The study was part of a broader survey conducted by a Bulgarian sociological agency (NCPOR) on "Children and Internet".

In the academic year 2010/2011 25 master's degree students began and finalized various course projects dedicated to the European Year of Volunteering 2011. All the works of the students were in the problem field of media pedagogy.

At the end of 2002, the first Bulgarian thesis on media pedagogy was defended in the Faculty, and in 2011, at New Bulgarian University, Ralitsa Filipova defended the first doctoral dissertation on media literacy in this country.

In 2007, at the Faculty of Pedagogy commenced an undergraduate program entitled "Pedagogy of Mass Communication and the Arts", comprising four years of training; a master's program with the same name also began. Three bachelor students have already graduated in this program. Training practice for the students is provided at bTV, the most

popular Bulgarian TV channel, which has also employed several graduates of the master's program.

An important step in the development and understanding of media education has been the Bologna process (which began in 1999; that same year, Bulgaria signed the Bologna Declaration), under which the university system of Bulgaria has been coordinated with that of European countries. An important aspect in this regard is the need for active and creative use of the media by young people, who must be equipped with a critical approach to the media; diversity of viewpoints regarding local and regional identity should be promoted.

A milestone event with respect to the policies on developing media education was the accession of Bulgaria to the European Union, an important element of which was the adaptation of the Bulgarian education system to the standards of the European Union, in which well-informed, politically mature citizens form the basis of pluralistic societies. An important part of the adaptation of the Bulgarian education system has been the formation of young people's skills in the competent and creative use of media, and their critical approach to media products.

Prior to the European recommendations, the actors in media education policies were mainly teachers and students involved in media literacy training – NGO representatives played a considerably smaller role. But now teachers, students and representatives of NGOs have become the major agents as a result of the adoption of the European recommendations. The role of Parliament and its Committee on Media and Education is another important factor in the adoption and ratification of European official documents. Parliament's role in relation to the spread of the Internet among young people is particularly distinct. Discussions in this area are related to positive and negative sides of the Internet communications. The Parliament has emphasized the need for providing media education for people of all ages and developing their skills for dealing with Internet and the new media.¹

No less important is the role of the Ministry of Education and Science in the process of creating and disseminating documents relevant to these goals, including its acting as intermediary for the organization of numerous seminars, competitions, proposals, etc. in the field of media literacy. In response to the European recommendations concerning media

¹ see www.parliament.bg/pub/.../20121127123603Evrovesti_22_2012.pdf
www.parliament.bg/pub/.../20121016113547Evrovesti_16_2012.pdf

literacy and the European program 2020, a series of strategies, programmes, plans, etc., have been designed and published by the government.

The main European and governmental projects, programs and technological initiatives related to media education in Bulgaria are:

1. The National Strategy for Implementation of ICT in Bulgarian Schools.²
2. The National Program Information and Communication Technologies(ICT) in Schools³
3. The Handbook on Internet Literacy. Published by the Council of Europe, the Department of Media and Information Society, Directorate of Human Rights and Legal Affairs.
4. The European Parliament resolution of 16 December 2008 on media literacy in the digital world (2008/2129 (INI).
5. The National Strategy for Lifelong Learning (LLL) for the period 2008 – 2013⁴
6. Learning and Innovation through Information and Communication Technology in the European School - 2011.⁵
7. The National Program Digital Bulgaria 2015, which aims to define parameters (measures, responsible institutions, deadlines, budget) for the development of the information society (IS) in Bulgaria and to support the implementation of EU guidelines and tasks described in the digital agenda of Europe regarding the social and economic potential of information and communication technologies (ICT) and the Internet until the end of 2015⁶
8. The European Commission Recommendation from 20.8.2009 on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society.
9. The European strategy for smart sustainable and inclusive growth “Europe 2020”.
10. The Council Conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020).

² The National Strategy for Implementation of ICT in Bulgarian Schools
<http://www.mfite.government.bg/page.php?category=92&id=711>

³ The National Program Information and Communication Technologies(ICT) in Schools
<http://internet.mon.bg/ikt/>

⁴ The National Strategy for Lifelong Learning (LLL) for the period 2008 - 2013.
<http://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&Id=476>

⁵ Learning and Innovation through Information and Communication Technology in the European School - 2011.
<http://bookshop.europa.eu/bg/print/eacea/:pgid=y8dIS7GUWMdSR0EAIMEUUsWb0000VRzISm0;sid=bLeEfQFXVYWEWIGsyPAa2mNyznT4LUw0csU=?CatalogCategoryID=LvYKABst3tgAAAEjFYcY4e5K&SortAttribute=PubYear>

⁶ The National Program Digital Bulgaria 2015, which aims to define parameters (measures, responsible institutions, deadlines, budget) for the development of the information society (IS) in Bulgaria and to support the implementation of EU guidelines and tasks described in the digital agenda of Europe regarding the social and economic potential of information and communication technologies (ICT) and the Internet until the end of 2015.
<http://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&Id=767>

11. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee of the Regions – "New Skills for New Jobs. Anticipating and Matching Labour Market and Skills Needs."
12. European Qualifications Framework for Lifelong learning (EQF);
13. The National Youth Strategy (2010 – 2020).
14. The National Strategy for the Implementation of ICT in Bulgarian Schools.
15. The National Strategy for Lifelong Learning (LLL) The Action Plan in implementation of the National Strategy for Lifelong Learning.⁷

However, none of the official documents of the Ministry of Education and Science contain specific references to the need for media and information literacy in educational structures. The European texts concerning the inclusion of media literacy in schools have not been taken into account – not even in the new draft education act.

Article **75.** (1) of the project for a new Education Act (2014) encompasses some key components of media competences, including digital competence; social and civil competence; initiative and enterprise; cultural awareness and skills for creative expressions; ability for steady development supporting a healthy way of life, etc., but the Act does not link these to media and information literacy.

The role of media literacy is clearly understood and emphasized mainly by researchers, who view media education as a mechanism for alleviating the problems of the educational system. A recent study in New Bulgarian University specifically highlights this. One of the largest conferences to be held recently in New Bulgarian University (2013), "Fighting the crisis in the educational system", was dedicated to this topic. It was attended not only by scientists but also by representatives of politics, media regulation, business people, NGOs, etc. Media education is linked to major reforms and reform movements.

Other major actors in media education are: NGOs, professional associations, and the family; it should be their mission to assist Bulgarian media education.

The most important agent in this respect should be the state, the legislative and executive sphere playing a decisive role in this connection. In order for Bulgaria to achieve its own conception for media education, the first task would be to comply with the European Recommendations. Moreover, target groups of today's media education are not only children

⁷ The National Strategy for Lifelong Learning (LLL) The Action Plan in implementation of the National Strategy for Lifelong Learning.

http://www.minedu.government.bg/left_menu/strategies/

and young people, but also older people and people with disabilities; this means there is a broad basis for expanding the scope of media literacy among the general public.

Information literacy, computer literacy and digital literacy are more popular in Bulgaria than media literacy. It may be said that these three terms have mainly been associated with media literacy by university teachers and NGO activists in this sphere.

It may be concluded that, while the initiatives of some universities and NGOs contribute to media literacy, there is yet no explicit agenda or active national strategy with respect to this goal.

2. Dimension	Legal policy framework
---------------------	-------------------------------

There is not even an official designation or legal definition of media education. The latter has been associated with digital culture, digital competence as components of media literacy. Most researchers, media workers, and NGO experts have adopted the European definition of media literacy 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, which has been validated by a large majority of the respondents to the public consultation and by the members of the Media Literacy Expert Group. They have seen media messages as informational and creative contents in forms of texts, sounds and images carried by different forms of communication, including television, cinema, video, websites, radio, video games and virtual communities.” (A European approach to media literacy in the digital environment COM2007)⁸

From the researcher’s point of view media literacy includes all dimension of the European approach to media literacy in the digital environment:

- understanding all aspects of 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 exploitation of the potential of the media for entertainment, access to culture, intercultural dialogue, learning and daily-life applications (for instance, through libraries, podcasts);

⁸ A European approach to media literacy in the digital environment COM2007
<http://www.cedefop.europa.eu/EN/news/7621.aspx>

- having a critical approach to media as regards both quality and accuracy of content (for example, being able to access information related to advertising in various media by using search engines intelligently);
- using media creatively, given that 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 is essential for a "culture of legality", especially among the younger generation in its double capacity of consumers and producers of content.

In such a framework, media literacy may be seen as an opportunity for young and old to develop their knowledge, values and a broad range of skills for critical thinking, communication and information management – skills that will make them reasonable users and creators. Therefore it is an important and progressive strategy to foster thoughtful, engaged and informed citizens.

The Bulgarian legal document referring to media literacy is the draft Education Act (2013), specifically its article **75 (1)**. But the mentioned act contains no official designation of media literacy, and media education is not explicitly connected in it to resource allocation. Media literacy is only implicit in this new law. Nor does it designate a clear authority overseeing media education. It would be reasonable for this to be a prerogative of the Ministry of Education and Science but no special resources are allocated in this respect.

The legal documents - laws, recommendations, etc. – that serve as a framework for media education policies *fail to reflect the issue of media literacy*.

The new draft Education Act nowhere mentions that media literacy is one of the key competences for lifelong learning. Nor is any mention made about this in the Action Plan 2013-2014 for the implementation of the National Strategy for Lifelong Learning.

Media literacy is also neglected under Agenda 2020. It is viewed mostly as a potential competence rather than a basic construct upon which should be built the Strategy for smart, sustainable and inclusive growth "Europe 2020".

The legal documents (laws, recommendations, etc.) which serve as a framework for media education policies *fail to sufficiently reflect the EU recommendations regarding media literacy*.

There are quite a number of documents that should be taken into consideration by Bulgarian media policy:

- The Grünwald Declaration on Media Education (1982).
- The 1989 Council of Europe Resolution on media education and new technologies, based on UNESCO documents.
- The Paris Agenda, or 12 Recommendations for Media Education
- The Report of the Committee on Culture and Education (A6-0461/2008).
- Opinion of the Committee of the Regions on "Media Literacy" and "Creative Content Online" (2008/C 325/12)
- A European approach to media literacy in the digital environment. Reference documents Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions:
 - Creative content online in the Single Market Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions
- "Brussels declaration on Lifelong Media Education", December 2010.

It could be said that the changing communications environment, the important role of the media in the education of young people, and the importance of the various forms in which media messages (such as programs, films, images, texts, sites) in everyday life can influence and change expectations with respect to the training and qualifications of teachers have not been taken into consideration and made sufficiently explicit. We should have in mind that, in this respect, target groups are all categories of people: children, youths, adults, elderly people, people with disabilities, etc.

There exists no explicit time-table mechanism facilitating inter-ministerial cooperation on this specific issue.

Informal links exist with other entities or social actors in the private and civil sector that may deliver media education.

There are no explicit relations, discussions or dialogue going on with content editors and the program industries. Presentations, discussions and dialogue mainly takes place between researchers in the online and offline space. There have been no significant discrepancies between experts points of view in the online and offline spaces.

In the state educational requirements regarding the school disciplines of social studies and civic education (school education) the main focus is on the formation of the social culture of students and on developing their skills for active citizenship in society in terms of cultural diversity and globalization through building a critical approach to different media contents, creating communication and decision-making skills, promoting independent thinking and personal development.

Media education is the responsibility of various departments in the Ministry of Education, and there is no specialized department there dealing with this specific area. Various departments in the Ministry (such as those of General Education, Vocational Education, Higher Education, Youth Activities) have media education as one of their priorities, insofar as it relates to the overall digital culture and digital education of young people in schools and universities.

There is no Strategic Plan for Media Education for the use of school teachers. There are no laws stipulating the inclusion of media education in primary and secondary education. In terms of resources, though schools are technologically equipped to a satisfactory degree, there is no special curriculum on media literacy.

3.1 Dimension	Capacity-building: teacher training
----------------------	--

Official government media policies on the role of teachers in the field of media literacy are lacking in our country – both with regard to their qualification and pre-qualification and to their role in training students at all educational levels.

There are no specialized disciplines connected with media literacy in the official curricula for the 1st to 12th grade approved by the government. Training in information technologies is predominant – this discipline begins to be taught in 3rd grade, being elective until 4th grade, and then becomes mandatory until 10th grade inclusively. The discipline primarily involves computer training of adolescents and is taught in all Bulgarian schools.

As mentioned, the most significant political program in the field of media education in recent years is the National Program for Information and Communication Technologies (ICT) in Schools, which is mainly focused on technology and Internet access.

In Bulgaria media education, with a stress on media literacy, is taught mainly in universities. In schools media literacy problems are tackled more or less by the independent

activities of lecturers, whose activity in this respect is linked to their participation in international programs and projects..

The different forms and varieties of media training in our country are positioned as follows:

1. *Within university frameworks* - in bachelor's, master's and doctoral programmes at different faculties and departments; at scientific centers, research seminars, laboratories and other university units;

2. *Within the sphere of non-government organizations* , as the subject of their constant work in organizing lecture courses, international seminars, discussions, etc.;

3. *In mobile "ad hoc" formations* connected with international or national projects more or less related to media literacy. These mobile formations have initiatives connected with the realization of project aims and tasks, but have no policies for implementing and continuing these activities and initiatives afterwards.

Training activities by these three types of actors have been and continue to be realized in all educational grades (kindergarten/primary school/junior high/high school).

1. Within university frameworks: lecturers in accredited subjects connected with media education (journalism, public relations, media pedagogy, media impact etc.) are qualified in the respective profile. Their involvement with media education stems from their education and/or academic degree. Usually people dealing with media problems at universities and non-government organizations hold bachelor's , master's or PhD degrees in the field. For other lecturers - those working in areas outside media subjects, but with some relation to these - media education is also a part of their respective degree. Such are the lecturers on media topics teaching at departments of sociology, pedagogy, philosophy, cultural studies, library science, economics, etc.

Media disciplines taught or discussed in the different scientific educational units are predominantly connected with studies for the bachelor's, master's or PhD degree and are primarily mandatory, not elective, specialized training courses.

The data presented in the generalized table below regarding the hours of training in the field of media education give an instant photo of the situation in Bulgarian universities, but we do not claim to be quite precise as there is no uniform national methodology for designing curricula or for the inclusion of the respective indicators.

Usually the separate courses on media education number 30 to 60 hours per year and represent predominantly mandatory disciplines.

The hours, types of programs, mandatory or elective character of the disciplines related to media specialties or of separate courses related to media education are given in the table below.

Table 1 presents generalized information about media education at universities
(Universities: proportion of Compulsory and Optional)

Universities	Total hours	Compulsory	Optional
ULSIT	66745	54273	12472
SU	27857	23832	4025
NBU	25710		25710
BFU	24750	18963	5787
SWU	6840	5381	1459
UNWE	3510	2370	140
AUB	1076	666	410
AMI	165	165	
Total	158577	106698	50879

Legend:

ULSIT- University of Library Studies and Information Technologies

SU - Sofia University

NBU - New Bulgarian University

BFU - Burgas Free University

SWU - Southwest University Neofit Rilski

UNWE - University of National and World Economy

AUB – American University in Bulgaria

AMI - Academy of Ministry of Interior

Table 2. Master's (MA) and Bachelor's (BA) Programs, connected with media education

University	Total hours	MA	BA
ULSIT	66745	13650	53095

SU+FJMC	27857	8945	18912
NBU	25710	12750	12960
BFU	24750	13500	11250
SWU	6840	2380	4460
UNWE	3510	555	2955
AUB	1076	--	1076
AMI	165	90	75
Total	158577	54870	103707

The development of curricula in the field of media education is not connected with the regulations currently in force and is not coordinated between the various lecturers and specialists working in the field. The absence of official media education policies reflects on the initiation and curricula contents of media education.

The accredited curriculums existing at the different universities are predominantly mandatory both in master’s and bachelor’s programs.

The curriculums and programs in place are the results of lecturers' initiatives and are consistent with accreditation requirements and specific features of the other disciplines at the respective university.

Accreditation of universities, professional orientations and programs is carried out by the governmental National Evaluation and Accreditation Agency.⁹

Accreditation is connected with the official evaluation of the respective institutional units, directions and programs.

The absence of official media education policies including requirements for a set of competences in media education is compensated for by various competence indicators applied by individual lecturers, indicators that correspond to the general requirements of NEAA.

Standard instruments for expected results are connected with the acquirement of skills for interpretations, analyses, co-creativity, independent presentations, etc. They are consistent with the specific characteristics of the different age groups and with the aspects of media literacy.

The basic results are connected with the knowledge of, for example,:

⁹ National Evaluation and Accreditation Agency <http://www.neaa.government.bg/en>

- theories on the formation of Internet era media competence in different age groups; these theories take into consideration age group and multicultural environment particularities.
- Positive practices in the activities of the European Union for the construction of a European cultural identity and the realization of lifelong learning policies; the Bologna process for the construction of a uniform European higher education space;
- Practices of application of multi-media for the needs of education;
- Informing different age groups about currently important social problems of the democratic development of Bulgaria;
- Variants of educating people so as to prepare them for active participation in social life;
- Patterns of democratic citizenship and association Key competencies have not been formally defined and included in media education.

Even in the published European Strategy for Lifelong Learning, which lists key competences, there is no explicit key competence related to media literacy. The competence referred to there is that in the field of ICT.

For EU countries, as is well known, the following eight key competences have been defined :

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic knowledge in the natural sciences and technology;
- Digital competence (ICT);
- Learning skills;
- Social and civic competences;
- Initiative and entrepreneurial skills;
- Knowledge in the field of culture and creativity.

Higher specialized media education in the form of bachelor’s, master’s and PhD programs as well as individual disciplines and specializations in the fields of media, journalism or public relations in Bulgaria are available in major public and private universities, such as Sofia University, University of National and World Economy, New Bulgarian University, Southwest University, American University in Bulgaria, Burgas Free University, and others.

Sofia University, the largest and most prestigious Bulgarian university, uniquely offers a specialized bachelor's degree in media pedagogy at its Faculty of Preschool Education. The designation is “Pedagogy of Mass and Art Communication”.¹⁰

This pedagogical bachelor’s program in media literacy has been very successful. Its workload is 2205 hours and provides 240 credits; the duration of training is 8 semesters (4 years). Upon successful completion students receive a bachelor’s degree in Pedagogy of Mass and Art Communication.

Students of this program can use their knowledge in various ways. One way is for students to demonstrate certain literacy products to kindergarten children – this enables students to check the children’s responses and assessments. Some media products periodically prepared by the students include broadcasting, stream radio, children's magazine projects, documentary films, etc.

Some other media-related elements in universities involving research and training activities are centers, seminars, and associations. Some of the important ones are:

- The International Scientific Seminar of Media and Education (SWU “N.Rilski”);
- The Center for New Media and Digital Culture (SWU “N.Rilski”);
- Southeast European Center for Semiotic Studies (NBU);
- Summer schools in various universities.

In secondary education, media education is partially concentrated in the teaching of foreign languages or Bulgarian language and literature in the higher grades. There are no specialized disciplines in this area. Some forms of specialization are available only in the training of Bulgarians high school students living outside the country.

No official national data are available regarding the teaching of media literacy in schools. Sporadic data may be found related to project activities of participants involved in media literacy projects.

2. NGOs.

NGOs are also involved in activities related to media literacy. This refers to various foundations and associations, some of which have long years of experience in organizing training courses, lectures, international seminars, discussions, etc.

¹⁰ See Sofia University, Faculty of Preschool Education. BA “Pedagogy of Mass and Art Communication”. (See Annex 1)

No statistical data are available for Bulgaria regarding the number of events held and the hours allocated to this activity. Such a statistical account cannot be made due to the absence of systematic data in the public domain and the unwillingness of some organizations to share data.

The most popular NGOs whose work is related to media education, for which they engage specialists, are the following:

- Easy Communication Association ¹¹

Easy Communication Association was founded by professionals in film and television production who, through projects in the visual arts and media education aim to share their experience and knowledge with the younger generations and citizens of all ages who wish to communicate freely through the media.

Media literacy is a core competence in today's global world of multicultural society. Training in media and communication skills assists individuals to exchange ideas and views. Free speech is a fundamental value in democratic society, and without the factor of criticism public opinion cannot exercise control over public authorities. Digital technology has become a good ally of civil society for the dissemination of truth. The Easy Communication Association encourages social relations through new media and social networking which give information power to citizens. The organization's tasks include supporting the creation of audio-visual products, providing assistance for the distribution of media and civic information, organization of congresses, seminars, conferences, roundtables, training and retraining courses, participation in training programs for the creation and dissemination of information, analytical and technical assistance for participation in and designing of media projects.

- *The Media Development Center* ¹²

The Media Development Center, Sofia, is a non-profit, non-partisan organization established in 1998 to promote independent media in Bulgaria and to foster capacity-building of the media by encouraging good practice in journalism, stimulating professional ethics,

¹¹ Easy Communication Association <http://www.eca-bg.eu>

¹² Media Development Center <http://www.mediacenterbg.org/en/>

institutionalizing the dialogue between the state administration, the media and the NGO sector, and to boost the networking and cross-border cooperation in the region of Southeast Europe.

Main areas of activity

The Center works at national, regional and international level in the following areas:

1. Education and training for media professionals and journalism students in Bulgaria;
2. Professional training for journalists and media managers from Southeast Europe;
3. Training courses in language skills for media;
4. Support for the development of the free media market;
5. Development and implementation of media projects in Bulgaria and abroad;
6. Research, consultancy and information services on media and for the media;
7. Publication of media-related books and training materials;
8. Media promoting events; conferences, round-tables, discussions.

- Foundation Media with a Human Face ¹³

- The Southeast European Media Center ¹⁴

- Bulgarian Gender Research Foundation ¹⁵

- Bulgarian Association of Communication Agencies¹⁶

- Bulgarian Public Relations Society ¹⁷

- AMI Communications Bulgaria ¹⁸

- Balkanmedia Society ¹⁹

- Media Democracy Foundation ²⁰

¹³ Foundation Media with a Human Face <http://potv.eu/pages/24.html>

¹⁴ The Southeast European Media Center <http://www.soemz.uni-sofia.bg/index.php?sel=6&lang=en/>

¹⁵ Bulgarian Gender Research Foundation
<http://www.bgrf.org/index.php?lang=en>

¹⁶ Bulgarian Association of Communication Agencies <http://www.arabulgaria.org/>

¹⁷ Bulgarian Public Relations Society <http://bdvo.org/>

¹⁸ AMI Communications Bulgaria <http://www.amic.bg/?cid=23>

¹⁹ Balkanmedia Society <http://slovo.bg/old/litforum/018/balkanmd.htm>

²⁰ Media Democracy Foundation <http://www.fmd.bg/http://www.fmd.bg/>

3. Mobile "ad hoc" education. This covers mixed forms of participation of different categories of specialists in projects; it usually involves academics, NGO experts, teachers, etc.

Participation is usually along the lines of international and national projects; the groups are formed within the framework of the concrete projects and do not continue beyond the duration of the projects.

Unlike the other two forms, ad hoc participation is generally marked by insufficient long or short-term effectiveness of the implementation of activities (actually, this kind of inefficiency is also typical for other project performance in the humanities and social sciences).

One example of ad hoc education is the project "Media Education in Schools: Opportunities and Challenges" (2007-2009), conducted in the city of Razlog under international Comenius School Partnerships²¹

Another example is On Air: European Project for Media Education, launched in 2008

Other examples are the Pestalozzi project, with respect to the participation of the Ministry of Education, which organized competitions for modular training seminars on media literacy and human rights during the period 2008 – 2010; the Librarian Project for information literacy 2012, etc.

3.2 Dimension	Capacity-building: <i>Teaching/training materials and other relevant content</i>
----------------------	---

There are usually no teaching resources and materials made available under law or under official policies and the ones there are fail to address the issue of intellectual property. The few available materials are in the national language.

The universities and their libraries, the training schools, centres, laboratories, seminars, etc., have been the significant research institutions and main support for media education. The NGOs and civil media centres have also played a role for creating teaching resources.

The majority of the available resources are copyrighted materials. They were created by teachers in universities and, to a much lesser extent, by people from non-governmental organizations and teachers in secondary education. The resources consist in published

²¹ Pproject "Media Education in Schools: Opportunities and Challenges" (2007-2009), conducted in the city of Razlog under international Comenius School Partnerships - <http://pgtht-razlog.org/bg/european-projects/media-education.html>.

monographs, studies, manuals, including translations of books, articles from the European Union (manuals, statements, recommendations).

Materials in hard copies include lectures published in the printed media.

The degree of their authenticity, similar to other author authenticities, is high in Bulgaria. Some of them are the results of specific project activities or of guided/mandatory activities.

These resources have been selected and validated by official university committees, councils, boards. Some of them are disseminated among students in Bulgaria in the form of written texts prepared by teachers.

Some available resources are usually created by the teachers themselves, and other resources are likewise usually selected by the teachers themselves.

The resources available are produced on the basis of specific projects.

We have no official list of the most significant publications in the sphere of media education.

3.3 Dimension	Capacity-building: funding
----------------------	-----------------------------------

There are no official funding policy specifically for media literacy. Media education is situated in the framework of official education policies and their funding. The resources of media literacy are usually financed by university funds, by government science projects funds, by international project funds or EU funds, by different national funds, etc.

Some projects are without funding, as are likewise some training programmes.

There is no official information concerning funding. This issue usually lacks transparency.

Some resources of training programmes are funded by university funds, others by project funds. But most are without funding.

It is difficult to say exactly what their proportion is in relation to the total education system revenues but it is certainly not high.

In general, the media education in state universities is funded mostly and mainly by the central government.

In private universities it is funded mostly and mainly out of students’ tuition fees.

Only in rare cases are financial reports of NGOs made available to the public on the Internet.

4 Dimension	Role of actors (outside the school system)
--------------------	---

Media education policies take into account partnerships outside the school system

- There are no media education policies for partnership outside the education system. Partnership is conducted on a basis that is usually defined in the design requirements for partnerships between researchers and business.

- There exists a regulatory body for the media, called Council for Electronic Media, but it plays no role as regards the promotion of media education.

The media authorities are not concerning with media literacy initiatives. They have appeared only on a power point presentation on "Protecting children from negative media content".

As for the private sector, it has been involved significantly in the conducting of training programmes and courses.

Some private universities offer media education in bachelor's, master's and PhD programmes and courses. They include New Bulgarian University, Burgas Free University, the American University in Bulgaria. These universities have significant editorial capacity and available resources.

The role of civil society associations is not as visible as that of private universities. The former are involved in some European projects that include various kinds of media trainings and resources.

Youth participation mostly consists in the participation of university students in the creation of media content and its presentation in various school units. The level of youth participation is not high.

There is no grassroots community participation in media education. There are no specific professional organizations of media education teachers, librarians, learning centre professionals, or computer scientists.

There is a few cases when parent associations and media/information professionals have collaborated in media education, but these were primarily on the basis of research projects, and were of low capacity.

There are many examples of specific events – such as press week, festivals, competitions, games – that draw attention to the importance of media education.

There are no overlapping structures or events that try to bring together media literacy, information literacy and computer literacy. There are no online platforms or mechanisms.

5 Dimension	Evaluation mechanisms (inside and outside school)
--------------------	--

No media education policies exist to test media accountability as concerns the traditional media contributions or the public service media. Usually, this activity is carried out by researchers through research projects conducted by NGO staffs at universities, etc.

There are no legal mechanisms to ensure and measure the efficiency of media education policies. Legal mechanisms are official institutions for measurement of media education (National Agency for Accreditation and Evaluation, official government ratings of universities and their specialties).

Media education resources, programmes and actors are evaluated in accordance with national and additional university indicators, which vary in the different universities. The targeted public is usually the young generation. There is no quantifiable official data on how many people are targeted, how many and what types of programmes there are made available to the target groups.

There are quite a few media education programmes but yearly reports on them are prepared only in a few cases.

6 Dimension	Main concepts and legitimizing values
--------------------	--

All sorts of educational paradigms are put forward, including transmission, prevention, participation, but of these, participation is a more attractive educational paradigm for teachers and students.

The main competences that are preferred and adopted are critical thinking, citizenship, creative interpretations and participation in processes.

One of the recent positive results of our student participation was the first place won by Georgi Tuleshkov in a national competition for the creation of media products for media

education (G. Tuleshkov is a student at the Sofia University BA program Pedagogy of Mass and Art Communication). The competition was held in the framework of the Lifelong Learning Programme and was organized by Human Resource Development Centre. The name of his videoclip is “My small civil contribution.”²²

Project Media Education in Schools: Opportunities and Challenges" (2007-2009), conducted in the city of Razlog under international Comenius School Partnerships - <http://pgtht-razlog.org/bg/european-projects/media-education.html>,

Improvement, diversity and pluralism, critical thinking are the foremost values used to justify policies. The idea of empowerment is present in discourse. Pluralism is a value that holds a significant place in the learning process in Bulgarian schools. Employment and inclusion are also major values referred to in the programmes. The question of human rights has also been invoked in many Bulgarian programmes. The hierarchy of values are used to justify actions, mechanisms and events outside formal and official policies and outside schools.

7 Dimension	General appreciation (and recommendations)
--------------------	---

To give in brief our general view on the relevance of the media education policies in the national media system and in the national school system, we should say that they are not significant, efficient or relevant.

There are discrepancies between the legal framework and the actual performance of the actors inside and outside schools. The actual performance of the actors is better in quality than official government policies, which are not satisfactory.

The unwillingness shown with regard to structural changes and new opportunities for improvement are due to lack of understanding, and underestimation of the importance of media literacy.

There is no clash between the state and the activities of self-regulating and co-regulating entities dealing with media education, but the activities of the Ministry of Education and Science are not adequate to the existing needs of these entities.

²² Human Resource Development Centre. The name of his videoclip is “My small civil contribution.” (<http://www.hrdc.bg/cgi-bin/e-cms/vis/vis.pl?s=001&p=0016&n=220&g>)

The Bulgarian National Science Fund at the Ministry of Education and Science supports a wide range of Bulgarian organizations, including commercial ones, NGOs, etc. But very often these organizations lack adequate scientific and general professional competencies. A drastic case was the failure of the Science Fund program for the year 2012-2013. In the last twenty years many NGOs in Bulgaria have been able to exist through projects. They win projects but lack the required professional capacity and competency.

Unfortunately this is also true of many projects in the field of media education and media literacy. As a result, there is a lack of awareness of the importance of media literacy, the media literacy results of teachers and students are inadequate, interest does not continue after the end of the project, and there is a lack of concern with regard to establishing official media education policies.

The same is true for the “On Air: European media education” project, co-funded by the EC under the Lifelong Learning programme, sub-programme Comenius, contract number:142299-LLP-1-2008-1-IT-COMENIUS-CMP; the leading organization in this project is a Consortium created at the Faculty of Communication Sciences, University of Rome “La Sapienza”, and the partners are: INFOREF, Belgium; Zinev Art Technologies, Bulgaria; Kaunas University of Technology, Lithuania; Easy Technologies S.r.l., Italy; Pixel, Italy; MED – Media Education – Association for Education in Media and Communication, Italy; WSINF – The College of Computer Science, Poland.

Zinev Art Technologies, LTD, Bulgaria, is a company established with the purpose of developing, implementing and managing European projects and providing consultations in many spheres, including culture, art, tourism, etc. The ZAT Team includes: Evgeni Stanev – manager, Zornitsa Staneva, project manager, and Miglena Molhova, expert consultant (www.artsbg.net). Zinev Art Technologies, LTD, Bulgaria has won many projects of the Ministry of Education.

Another example of Bulgarian partnership is that with the MEDEAnet project - ITPIO <http://www.itpio.eu/projects.html#>. MEDEAnet aims to promote media-based learning to organisations and practitioners through local training and networking events, online resources and knowledge sharing. It is supported by the MEDEA Foundation, a legally constituted membership organisation established in 2012 by the European Commission and that funded the MEDEAnet 2020 project. The latter provides a bridge to the MEDEA Foundation by identifying potential members and supported the recruitment of European practitioners and stakeholders to take up services and opportunities for partnership offered by the foundation. MEDEAnet is a 3-year network project funded under KA 3 of the Lifelong

Learning Programme and running from January 2012 to December 2014. This networking project will directly address the priority of promoting digital competence in terms of media familiarity and skills as key transversal competences for life and employability amongst European-wide stakeholders' communities. One of the tasks of MEDEAnet is to publish an annual report on media literacy, skills in educational media production and the use of media-based teaching resources. The Bulgarian partner is ITPIO (the Institute for Preparation of Personnel in International Organization), which is an NGO with a wide range of activities, but not well-known by researchers and professionals working in the field of the media and media policy. <http://www.itpio.eu/projects.html>

There are many examples of positive impacts of media projects on students and children. These impacts are evident in many of the initiatives presented here (see enclosed documents and links).

Future digital convergence may be a challenge for all these different actors to create new forms of cooperation and effectiveness. The successful meeting of this challenge will depend on our critical concern. The positive result might be the launching of new initiatives for media literacy and legislation relative to it.

Bulgarian universities are the most significant place for realizing effective media literacy and education.

RECOMMENDATIONS for better positioning of media literacy in EU countries

1. Media literacy should be a subject taught within the framework of compulsory education.
2. Media literacy should be taught as part of the primary school education.
3. Media literacy training should focus on teachers, professionals and students.
4. Many European countries need to have a special EU directive for including media literacy in their national education legislation and curriculums (one such country is Bulgaria).
5. It would be a good idea:
 - for a European network of media literacy training institutions to be established;
 - to set up an EU Information Centre and network responsible solely for project support in the field of media literacy;

- to enhance the professional and qualification criteria for participation in media literacy projects at European level.

8 Dimension	Good Practices (Developed in appendices)
-------------	--

1/ BA Programme Pedagogy of the Mass and Art Communication (Sofia Yniversity) https://www.unisofia.bg/index.php/eng/the_university/faculties/faculty_of_preschool_and_primary_school_education/degree_programmes/bachelor_s_degree_programmes/faculty_of_pre_school_and_primary_school_education/pedagogy_of_mass_and_artistic_communication

2/Interactive Online Games for Media Literacy - Elitsa Licheva and Elisey Kolev, SCAS, Bulgaria by Channel Computer Space http://www.youtube.com/watch?v=mCs_UzLulM0&list=PLfIXHS0o4X4Xp2aJjZJH4skQik-nFUKzt&index=8 <http://computerspace.org> A presentation from Computer Space 2012 - international computer art forum, held annually in Sofia, Bulgaria.

3/ Project "Media Education in Schools: Opportunities and Challenges"2007-2009 Comenius LLP-2007-COM-P -009 (Bulgaria, Spain Romania, Great Britany) (without internet address) The project was designed so as to help develop critical thinking and better orientation of young people in traditional media, to prepare them to society through the acquisition of knowledge, skills and attributes to communicate, to create, to undergo criticism and to contribute, to teach students how to protect themselves and to assume their responsibility, surf the World Wide Web, engaging them in research, working on media projects and learn how to interview, observe, examine, etc. efficiently.

4/ First place for videoclip of student from BA program “Media pedagogy “ Sofia University **Georgi Tuleshkov** <http://www.ecc.bg/news/66/> <http://www.hrdc.bg/cgi-bin/e-cms/vis/vis.pl?s=001&p=0016&n=220&g=>

5/ ON AIR Project of Media Education Report on teachers' workshops for case studies evaluation Bullgariian Report Project Number 142299–LLP–1–2008–1–IT–COMENIUS–CMP Leading organization – Faculty of Communication Sciences, University of Rome “La Sapienza; INFORRE Belgium;, Lithuania,Bulgaria (www.artsbg.net). [ttp://www.artsbg.net/ZAT%20projects/Pages/eng/OnAir.html](http://www.artsbg.net/ZAT%20projects/Pages/eng/OnAir.html)

6/ Media literacy in Bulgaria (in Facebook) <https://bg-bg.facebook.com/MediaPedagogyBG>

9	Dimension	References and resources
----------	------------------	---------------------------------

(In Bulgarian language)

Angelov, B. (2005) Pedagogical aspects of mass communication. Sofia: SU “Kl.Ohridski” Publishing

Damianova, T. (1996) Multimedia. Sofia: Informa

Dineva E. (2012) Media literacy in new digital world and in Bulgaria , Contemporary humanitaristics. Burgas: Bugas free university Issue 2

Filipova, R. Media Literacy. Sofia: NBU

Gurova Z. Media education <http://publicityresearch.bg/author/z-gurova/>

Kirova, P. Mediaknowledge- important aspect against educational crisis in contemporary changeable world *Postmodernism problems* Vol 3 No 2 <http://ppm.swu.bg/volume-collection/volume-asp?lang=en>

Marinov, R. Educational means in 21 centure. *Postmodernism problems* Vol 3 No 2 <http://ppm.swu.bg/volume-collection/volume-asp?lang=en>

Piperkov, I. (2003) Multimedia educational PR products- functional model In

Petev, T and M. Zlateva (Eds) Media and PR – Problems of education and practices. Sofia: SU “Kl.Ohridski” Publishing

Popova, N. Transformations in learning ind art *Postmodernism problems* Vol 3 No 2 <http://ppm.swu.bg/volume-collection/volume-asp?lang=en>

Sayanova, E. (2005). Media education in informational centures. *Pedagogy*

Stefanova, R. Modern times –challenges for education *Postmodernism probleps* Vol 3 No 2 <http://ppm.swu.bg/volume-collection/volume-asp?lang=en>

Peicheva, D. (2013) Media literacy. Editorial. *Postmodernism probleps* Vol 3 No 2 <http://ppm.swu.bg/volume-collection/volume-asp?lang=en>

Shopova, T. (Ed) (2011) ICT,Media and Education. Blagoevgrad SWU Publishing

Shopova, T. (Ed) (2013) Digital Media and Education. Blagoevgrad SWU Publishing

Zlateva, M. (2006). Media pedagogy. In Informational Bulletin of Council of electronic media. Sofia. Year 5, No.8,

Zlateva, M. (2006). Media pedagogy : state and perspectives. In Diary of Media fair – Theoretical Journalists , practical journalists Sofia SU "Kl.Ohridski" Publishing (In Bulgarian)

Zlateva, M (2010). Media education in the Balcans. In Diary of Media fair – Theoretical Journalists, Practical Journalists. Sofia SU "Kl.Ohridski" Publishing

LINKS

A. Centers:

Center for New Media and Digital Culture (SWU)

<http://www.swu.bg/academic-activities/research/research-centers/center-for-new-media-and-digital-culture.aspx>

International seminar Media and education – Head Dobrinka Peicheva (2012) SWU

Center for social practices NBU

<http://www.nbu.bg/index.php?l=445> NBU

South-East European center for semiotic studies

<http://www.nbu.bg/index.php?l=444> NBU

NJRN515 Seminar "Literacy in Media and PR"

B. NGO-s

Human Resource Development Centre <http://www.hrdc.bg/>

Media development center (Център за развитие на медиите)

<http://www.mediacenterbg.org/en/>

<http://www.mediacenterbg.org/category/seminars/>

trainings-<http://www.mediacenterbg.org/trainings/>

from 2001 - отчет за дейността http://www.mediacenterbg.org/wp-content/uploads/2013/06/Annual-report_2012_BG.pdf

Association of European Journalists – Bulgaria

<http://www.aej-bulgaria.org/en/>

Sayuz na balgarskite journalisty <http://www.goldenpages.bg/en/b/DE451577-B103-DC11-B6C5-00145E9525E4>

<http://www.sbj-bg.eu/>

Fondation "Media with human face" <http://potv.eu/pages/24.html>

The South-East European Media Center <http://www.soemz.uni-sofia.bg/index.php?sel=6&lang=en/>

<http://www.soemz.uni-sofia.bg/index.php?sel=&lang=en>

Bulgarian Gender Research Foundation
<http://www.bgrf.org/index.php?lang=en>

Bulgarian association of communication agencies <http://www.arabulgaria.org/>

Bulgarian Public Relations Society <http://bdvo.org/>

AMI Communications Bulgaria [http://www.amic.bg/?cid=23\](http://www.amic.bg/?cid=23)

Society Bolkanmedia <http://slovo.bg/old/litforum/018/balkanmd.htm>

Foundation Media Democracy <http://www.fmd.bg/http://www.fmd.b>

Appendix 1. BA Programme Pedagogy of the Mass and Art Communication (Sofia University) https://www.uni-sofia.bg/index.php/eng/the_university/faculties/faculty_of_preschool_and_primary_school_education/degree_programmes/bachelor_s_degree_programmes/faculty_of_pre_school_and_primary_school_education/pedagogy_of_mass_and_artistic_communication



SOFIA UNIVERSITY „ST. KLIMENT OHRIDSKI”

FACULTY OF PRIMARY AND PRESCHOOL PEDAGOGY

C U R R I C U L U M

Confirm:

Confirmed by Academic Council
№ /

Professional field: PEDAGOGY

Educational degree: BACHELOR

Specialty:

H	Π	K	1	2	0	1	1	4
---	---	---	---	---	---	---	---	---

Pedagogy of the Mass and Art communication

Form of education: Regular

Duration of education (number of semesters): 8 semesters

Professional qualification: Bachelor on pedagogy of the Mass and Art communication, pedagogue, media expert, teacher on foreign language

Qualification Characteristics

Specialty: Pedagogy of the Mass and Art communication

The focus, number of activities, skills, attitude and professional competences is decided by the National qualification framework of Republic Bulgaria, adopted with Resolution of Council of Ministries № 96 from 02.02.2012.

1. Focus, educational goals

In light of the development of civil society in our country in the beginning 21st century, it is important for the Bulgarian education system to work teachers that are specialized in

media pedagogy and artistic communication. These teachers can contribute to the formation of information and media literacy among the children. The need for this interdisciplinary specialty also comes from the growing need for the participation of teachers in the design and implementation of artistic and mass communication projects (including websites), designed for children. The specialty integrates pedagogy knowledge of modern media and Art. The designed goal is that these specialists will successfully create the link between "Education - Arts - Mass Media."

2. Education (knowledge and skills necessary for the successful professional activity; general theoretic and specific training etc.)

The academic goal of the specialty "Pedagogy of the Mass and Art communication" is for the students to acquire extensive and multilateral knowledge in the fields of theory, history, methodic and contemporary issues of pedagogy, as well as for the specifics of communication in the field of culture by means of the mass media. It is expected that the students will also form skills for diagnostics and consulting on current issues in the organization and governance of Education, applied through the instruments of Pedagogics, Culturology and Media Sciences. The goal of the academic practical course on foreign languages is to develop the expertise of the students on the regarded foreign language, alongside with the mastering of the methodic of foreign language learning, conducted with preschool and primary school age students in different educational institutions.

3. Professional skills/ competences

The professional competences of the students who are in this specialty are oriented towards achieving the first cycle of the Qualification framework of the European Area for Higher Education. A result of the academic education in this specialty will be the development of a system of competences, skills and an attitude towards a critical and in debt analysis of the problems, related to the upbringing and education of children in the informational society in the context of the Mass and Art communication.

4. Professional realization

The specialized education of the students in the specialty "Pedagogy of the Mass and Art communication" increases their competitiveness for professional realization of pedagogical agents in media and cultural institutions.

The professional realization of the Bachelor in Pedagogy of the Mass and Art communication may have the following directions:

- In general – occupying a position in the children departments in the institutions for mass and Art communication.
- Specialist pedagogue in the media (including web-based), competent in matters of upbringing and education
- Specialist pedagogue in the cultural institutions (institutions related with literature, folklore, musical, theatrical and fine arts as well as others)
- specialist in marketing and management of mass and art communication in educational institutions;
- specialist pedagogue in the departments of Public Relations
- teacher of media knowledge, media pedagogy, media didactics and artistic communication in middle school
- foreign language teacher of preschool and primary school age;
- consulting expert in cultural and mass communication institutions that work with children
- supervisor and lecturer in cultural and media centers for children and groups for extracurricular activities;
- consulting expert in research and forecasting agencies and centers on pedagogy and education;

- administrative management position;
- scientific and assistant position.

PEDAGOGY OF The MASS AND ART COMMUNICATION

Name of courses	compulsory or optional or facultative	semesters	ECTS credits	hours-all				Weekly occupations	Way of assessment (valuation)
				All	Lectures	Seminars	Practical hours		
3	4	5	6	7	8	9	10	11	12

Compulsory disciplines

Introduction	c	1	1	30	15	0	0	1+0+0	c a
Basis of pedagogy	c	1	3	90	30	0	0	2+0+0	E
Philosophy	c	1	3	90	30	0	0	2+0+0	c a
Theory of mass communication	c	1	6	180	30	30	0	2+2+0	E
Sociology	c	1	3	90	30	0	0	2+0+0	c a
Media knowledge	c	1	3	90	30	0	0	2+0+0	c a
Art as communication	c	1	3	90	30	0	0	2+0+0	E
Bulgarian language and stylistics	c	1	3	90	30	15	0	2+1+0	E
Foreign language	c	1	5	150	0	0	60	0+0+4	c a
History of pedagogics and Bulgarian education	c	2	3	90	30	0	0	2+0+0	c a
Social psychology	c	2	3	90	30	0	0	2+0+0	c a
Educational technology in preschool education	c	2	6	180	30	15	15	2+1+1	E
Cultural and social anthropology	c	2	5	150	30	30	0	2+2+0	E
Journalism genres and formats	c	2	6	180	30	30	0	2+2+0	E
Foreign language	c	2	5	150	0	0	60	0+0+4	c a
Theory and history of PR	3	3	6	180	30	30	0	2+2+0	И
Literature for children	3	3	6	180	30	30	0	2+2+0	И
Children and mass communication-models and mechanism of interaction	c	3	6	180	30	30	0	2+2+0	И
Graphic design	c	3	5	150	15	0	30	1+0+2	c a
Foreign language	c	3	5	150	0	0	60	0+0+4	c a
Children and art communication-models and mechanism of interaction	c	4	6	180	30	30	0	2+2+0	E

Psychology-pedagogical bases of information culture	c	4	6	180	30	30	0	2+2+0	E
Social creativity and discursive analysis	c	4	4	120	30	0	0	2+0+0	E
Texts and interpretations in mass media and arts	c	4	6	180	30	30	0	2+2+0	E
Foreign language and practices	c	4	5	150	0	0	60	0+0+4	c a
Theory and technology of family upbringing	c	5	6	180	30	30	0	2+2+0	E
Intercultural communication	c	5	3	90	30	0	0	2+0+0	E
Upbringing and art-methodical aspects	c	5	3	90	30	0	0	2+0+0	c a
New media	c	5	5	150	30	15	0	2+1+0	E
Pedagogical psychology	c	5	3	90	30	0	0	2+0+0	E
Multimedia	c	5	3	90	15	0	15	1+0+1	c a
Foreign language and practices	c	5	5	150	0	0	60	0+0+4	c a
Media pedagogy	c	6	6	180	30	30	0	2+2+0	E
Educational technology in primary school	c	6	6	180	30	15	15	2+1+1	E
Management of mass and art communication	c	6	6	180	30	15	0	2+1+0	E
Linguistic features of foreign education in children age	3	6	4	120	30	0	0	2+0+0	c a
Foreign language and practices	c	6	5	150	0	0	60	0+0+4	c a
Management of culture and education	c	7	4	120	30	0	0	2+0+0	c a
Marketing and education	c	7	4	120	30	0	15	2+0+1	E
Right and communication	c	7	3	90	30	0	0	2+0+0	c a
Child audience studies	c	7	5	150	30	30	0	2+2+0	E
Animation and design for children	c	7	6	180	30	15	15	2+1+1	E
Methodics of foreign language education	c	7	6	180	30	30	15	2+2+1	E

Optional disciplines

Speech as operative space	o	II-VII	2	60	30	0	0	2+0+0	c a
Foreign language in socio-cultural environment	o	II-VII	2	60	30	0	0	2+0+0	c a
Folkloristics	o	II-VII	2	60	30	0	0	2+0+0	c a
E-training	o	II-VII	2	60	30	0	0	2+0+0	c a
Journalism ethics	o	II-VII	2	60	30	0	0	2+0+0	c a
Mediatization of cultural-historical heritage	o	II-VII	2	60	30	0	0	2+0+0	c a
PR in culture	o	II-VII	2	60	30	0	0	2+0+0	c a
Project working	o	II-VII	2	60	30	0	0	2+0+0	c a
Innovative foreign language practices	o	II-VII	2	60	30	0	0	2+0+0	c a

Nonverbal communication in public speech and business communication	o	II-VII	2	60	30	0	0	2+0+0	ca
Theatre and communication	o	II-VII	2	60	30	0	0	2+0+0	Ca
Empathy and communication in language education	o	II-VII	2	60	30	0	0	2+0+0	Ca
Media for children	o	II-VII	2	60	30	0	0	2+0+0	Ca
Integration of children with specific problems	e	II-VII	2	60	30	0	0	2+0+0	Ca
Problem behaviour and aggression	e	II-VII	2	60	30	0	0	2+0+0	Ca
Upbringing and education standarts and strategies in early child age	o	II-VII	2	60	30	0	0	2+0+0	Ca
Children in the world of proverbs and sayings	o	II-VII	2	60	30	0	0	2+0+0	Ca
Play and intercultural competency	o	II-VII	2	60	30	0	0	2+0+0	Ca

Facultative disciplines

Sport	f	1	1	30	0	0	30	0+0+2	Ca
Sport	f	2	1	30	0	0	30	0+0+2	Ca
Sport	f	3	1	30	0	0	30	0+0+2	Ca
Sport	f	4	1	30	0	0	30	0+0+2	To
Sport	f	5	1	30	0	0	30	0+0+2	Ca
Sport	f	6	1	30	0	0	30	0+0+2	Ca

Educational practices

№	Cod				Name of practics	Kind (c. or o.)	Semesters	ECTS – credits	Week	Hours	Form of control
1	II	4	0	1	Current practics in media	c	4	1		15	ca
2	II	4	0	2	Current practics in culture institution	c	6	1		15	ca

Education production practices

№	Cod				Name of practics	Kind - o. c.	Semesters	ECTS – credits	Weeks	Hours	Form of control
1	II	5	0	1	Forediplome practics	3	8	20	12	240	и

Diploming

Way of gradiation	ECTS – credits	First state session	Second state session
-------------------	----------------	---------------------	----------------------

Written state examination on Pedagogy of mass and art communication	6	June	October
Written state examination on foreign language	4	June	October

Appendix 2. Interactive Online Games for Media Literacy - Elitsa Licheva and Elisey Kolev, SCAS, Bulgaria by Channel Computer Space

http://www.youtube.com/watch?v=mCs_UzLuIM0&list=PLfIXHS0o4X4Xp2aJzJH4skQik-nFUKzt&index=8 <http://computerspace.org> A presentation from Computer Space 2012 - international computer art forum, held annually in Sofia, Bulgaria.

Appendix 3. Project "Media Education in Schools: Opportunities and Challenges"2007-2009 Comenius LLP-2007-COM-P -009 (Bulgaria, Spain Romania, Great Britany) **(without internet address)**

Project media education in schools: "Opportunities and Challenges" was aimed to study the possibility of introducing media education in schools as well as content and teaching methods of media education within the curriculum. The project was designed so as to help develop critical thinking and better orientation of young people in traditional media, to prepare them to society through the acquisition of knowledge, skills and attributes to communicate, to create, to undergo criticism and to contribute, to teach students how to protect themselves and to assume their responsibility, surf the World Wide Web, engaging them in research, working on media projects and learn how to interview, observe, examine, etc. efficiently. The activities were realized within the project so far include: Entrance to the gallery, regular meetings of participants in each partner school in order to assess the results and discuss future activities;

- First workshop in Razlog (Bulgaria), whose objective was the presentation of school partnerships and identify and discuss the subject areas of the curriculum contained elements of media education, specify the options available to teachers to bring these elements into the process of teaching their subjects, and exchange of ideas and views on project activities;
- The activity "What have we learned about our partners and their countries?" Which was organized by 30 minutes presentation (short presentations, posters, mobile exhibitions) for teachers and students not participating in the project and submitted along with this during school parent meetings;
- Organizing regular communication between teachers and students involved in the project;
- A series of small expeditions to explore the region for the presence of specialists and organizations working in the field of media, such as journalists, photographers, specialists in advertising and public relations, teachers, media education practitioners and others., Producer's educational excursions houses, radio and TV centers versions of newspapers and magazines - were held in each partner school;
- Establishing a project website where all information is presented in the current project and its participants;
- Procedure "Advertising my school, consisting of the creation of booklets, brochures and electronic videos.

Activities realized within the project were as follows:

- Procedure "Music and music videos" aimed at familiarizing students with the concept of popular culture and role in our lives. Examine the place of music videos in the music industry and the role of music in popular culture. Students interview their classmates, teachers, parents, friends in letters to their music preferences. Then the information obtained will be

summarized and will be compared with that of partners. Among other activities planned purposefully watching videos with or without sound, to analyze the visual aesthetic elements of video, study the history of music video, doing small projects for different musical genres. Special attention will be given the role of music in advertising. Students could create their own multimedia products, music and other collages. That will be exchanged between schools;

- The activity of clichés and stereotypes, "dedicated to the unveiling of ethnic, racial, gender and occupational stereotypes in advertising. As a final product is expected collages of such advertising;

In the 2006/07 school were done the following activities:

- Study of "chat rooms", to detect the difference between reality and fiction and to make a glossary of most commonly used "chat" words in several languages;
- Procedure "Political cartoons, during which students decrypt and explain appropriate use of newspaper cartoons as deconstruction and decode their messages. Requires the activities include a comparison of how the cartoons from different countries unraveling the same subject, as well as creating their own cartoons. It is recommended that political cartoons can be collected throughout the school year and then be arranged in a special poster, put on the walls. Furthermore, they can be shared among schools and to organize exhibitions in mines;
- The activity "To write a newspaper article, in which students wrote news articles for the school newspaper. Available as home, discussing the issue of freedom of expression and role of journalism, then students advised how to do a news article. Was given a period of time for the choice of topic, research material, writing and editing of the article. Finally, papers were exchanged, publish, etc.;
- Some of the activities of the project during the school year were integrated into the curriculum: in music classes was filled in questionnaires concerning musical tastes and preferences of students and was watched and discussed music videos, technical aspects of this issue was prejudiced in physics classes, classes in information technology was focused on studying the possibilities of the Internet as a communication tool and making presentations using Power-Point; classes in public disciplines discussed issues of racism, xenophobia, nationalism and others.; during the teaching of foreign languages focus was on writing essays and articles, conducting interviews, etc.;
- The results, experience and end products were distributed through channels for public relations, and by using local radio, local newspapers and local television channels, all outputs were published on the website of the project, mini exhibitions, newsletters, essays, collages, posters, and other tables were displayed in schools

The students involved in this activity are members of Students' Consultative Committee (2 of each grade) who will share with their classmates the conclusions drawn during this activity.

The activity involved working in groups, using paper sheets for each group and a flipchart for everyone to see.

At the beginning of the activity, the topic was introduced by talking about vices. The students immediately recognized tobacco as being a vice some of them were dwelling with.

In groups, the students were asked to think about the causes of smoking and then the outcomes were written on the flipchart. They all found almost the same causes: curiosity, stress, pleasure, boredom, problems, entourage, lack of occupation. Each of these causes was explained by the representative of each group and discussed with the other students.

Also, following the pattern for the causes of smoking, the students worked out in groups the effects of smoking: lung cancer, heart and breath problems, brain damage, sterility, weak organism, sterility, death, bad breath, yellow teeth and nails, addiction, costly cigarettes.

The problem of the passive smokers was also brought into discussion by the students, and they came up with solutions to this issue as well: isolation of the ones who smoke, strict laws for smoking in public areas, respect of the choice of non-smokers.

The students are all aware of the fact that smoking is a threat for everyone and they consider the anti-smoking campaigns promoted by the authorized agencies as being helpful and useful. All the terrifying messages on packs of cigarettes raised the awareness towards the danger of smoking and some of the students admitted to quitting smoking after having read about the negative effects.

To show their concern about this issue, the students were asked to create an anti-tobacco message on a sheet of paper to be posted in the school for their colleagues.

Their anti-tobacco messages read the following: ‘Curiosity kills’, ‘Smoking causes death of the people around you’, ‘Stop Smoking’.

These messages concluded the activity and the students were told to share with their colleagues the discussion carried and convince their friends who smoke to quit it before it is too late. The students enjoyed the activity to a great extent, because it was fun and useful and promised to think twice when it comes to their health.

Appendix 4. First place for videoclip of student from BA program “Media pedagogy “ Sofia University **Georgi Tuleshkov** <http://www.ecc.bg/news/66/>

<http://www.hrdc.bg/cgi-bin/e-cms/vis/vis.pl?s=001&p=0016&n=220&g=>

Appendix 5. ON AIR Project of Media Education Report on teachers' workshops for case studies evaluation Bulgarian Report Project Number 142299–LLP–1–2008–1–IT–COMENIUS–CMP Leading organization – Faculty of Communication Sciences, University of Rome “La Sapienza; INFORRE Belgium;, Lithuania,Bulgaria (www.artsbg.net). <http://www.artsbg.net/ZAT%20projects/Pages/eng/OnAir.html>

Appendix 6. Media literacy in Bulgaria (in Facebook) <https://bg-bg.facebook.com/MediaPedagogyBG>