

**Media and Information Literacy Policies in Serbia (2013)**



**Experts:**

**Marijana Matović, Faculty of Political Science, University of Belgrade**

**Snežana Milin Perković, Faculty of Political Science, University of Belgrade**

**May 2014**

<b>1. Dimension</b>	<b>(Short) Historical background</b>
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After the Second World War and until 1990 The Republic of Serbia was one of six republics within the Socialist Federal Republic of Yugoslavia. After the decades-old dominance of the Communist Party, during 1990 the first political parties were founded. The first direct, multiparty parliamentary and presidential elections in Serbia were held in 1990. The same party remained in power, renamed to the Socialist Party of Serbia (SPS). Former president Slobodan Milosevic and his party SPS have taken convincing victory upon their opponents, the SPO and DS. Two decades of this multiparty system were heavy and turbulent for the society, marked with the electoral frauds, protests, conflicts of the regime and the opposition, a number of scandals and affairs and a reduction of the state, weakened by armed conflicts between now former republics and crises which devastated the population and the economy. In 1992 Federal Assembly in Belgrade proclaimed a new constitution of the Federal Republic of Yugoslavia (Serbia and Montenegro), which formally ended the former Yugoslavia. In 2003 Federal Republic of Yugoslavia was transformed into the State Union of Serbia and Montenegro, which was disbanded in 2006, after Montenegro's declaration of independence.

Before the democratic changes in 2000, while still under the dominant Milosevic's regime, Serbia was bombed. NATO bombing of the Federal Republic of Yugoslavia (or Operation Allied Force), lasted from March 24 to June 1st 1999. In the attacks, which lasted 78 days without interruption, the infrastructure, commercial buildings, schools, health institutions, media houses, monuments, churches and monasteries were heavily damaged. A regime-controlled television (today Serbian Public Broadcasting Service), in that time popularly called "the Bastille", was also bombed. The final number of victims of the bombing is still questionable. After the intervention of NATO forces, the Yugoslav Army withdrew from Kosovo, although it remained a part of Serbia. Ten years later, Kosovo declared independence and got support by 70 countries of the UN. Today it is still one of the main subjects of various controversies in Serbia.

The Republic of Serbia is still a non-EU country. It is a young democracy with developing institutions of the state and civil society, burdened by past and present issues and , not fully resolved problems.

With that context in mind, we can say that main political, social, economic and cultural conditions that created the present-day of media education policies and structures are settled in the late '80s and '90s, a period when the most powerful state media manipulated the public opinion in accordance with political interests of the ruling party. Initially, on the widest level of civic awareness, requests for some kind of media literacy were primarily seen as **tools against media manipulation**. It was not widely recognized as a matter of education, except in the narrow circle of the academic community where the need for lobbying for introduction of media education in teacher training faculties was recognized in the early 90s. During that time changes did not take place in the programs of primary and secondary education. At the beginning of the XXI century, work on new programs started, several media training courses for educators and teachers were accredited. However, the reforms were stopped before they could be applied in primary and secondary schools, as professor Milena Dragičević-Šešić said at the conference "*A Book for Media – Media for Book*", held at the Faculty of Political Sciences in 2007. **Even today in Serbian society, it is developing as a blurred concept, closely related or almost merged with a strong initiative for media freedoms and responsible journalistic professionalism. Media literacy is generally approached from the standpoint of a development of critical thinking and autonomy of media users.**

After the democratic changes in 2000, similar to other South-East European countries, Serbian media system is still in the process of transition. Slowly, it is going through several changes: de-monopolisation, de-politicization and introduction of media market and new media economy. Some recent research results point out that strong political and economic influence on the media outlets is still very present (Milivojevic 2011, Milivojevic 2012, Barovic 2011, Matic 2012). Some authors argue that changes have not yet begun in Serbia, because it is still dealing with issues from the past (Milivojevic 2011). Democratic changes in recent years in Serbian media system refer to the harmonization with EU standards. Many media researchers claim that numerous solutions are just formally adopted, without real visions and political will. In particular, **the concept of media literacy is being recognized in Serbia through the demands that are a part of the process of accession to the European Union**. In strategic documents (mainly in the media and information sector), it has been recognized as a necessity, but it is still only formally recognized or **on the initial-phase level**.

In the meantime, Serbian education system went through some changes, but as educational experts say, it is still "a sustainably inefficient system" with mostly lecture-based teaching that delivers relatively non-functional knowledge for students. This system reflects the complicated processes of change in the period after 2000. The reform of the education system in

Serbia and its harmonization with European practice was one of the important tasks after democratic changes in October 2000. This first attempt in reform process shifted the emphasis from curriculum to outcomes (knowledge, skills, attitudes and values of students), so that a modernized education system can contribute to sustainable economic recovery and development of the country, adapted to the democratization of society and its international integration. (Jelinčić, 2007:168). The reforms in this area started and stopped repeatedly. However, a new strategic document, adopted in 2012, attempts to modernize this sector by taking a holistic approach. Today, a preparatory preschool programme and primary schooling in Serbia are public (free and guaranteed for all) and compulsory. Primary education lasts 9 years, as it includes one year of preschool programme and two more cycles: the first cycle (1st to 4th grade) and the second cycle (5th to 8th grade). There are also private elementary schools and a number of private kindergartens. Secondary education is also public and it is organized in gymnasiums, vocational schools, arts schools and mixed schools (gymnasium and vocational or art school). Adult education schools provide elementary education to persons over the age 15 who did not attend school on regular basis.

Since the late 90s, media and communication technologies have developed rapidly in Serbia. According to Mapping Digital Media (2011), Serbia remains a television nation, with almost all households owning a TV set and three quarters of the population still using television as their main source of information. There are some indicators that children and young people represent a growing number of users of new technologies (Youth and the New Media in Serbia<sup>1</sup>). But, **the education state structures still remain somewhat unable to follow technology-driven contemporary changes in the society**. The first state attempts in this field were of a protectionist kind and associated with internet safety projects. The vast number of media education promoters still comes from civic society and sector.

When it comes to computer ownership and internet connections, a **digital divide** is recognised, with rural areas lagging behind cities. According to the Statistical Office of the Republic of Serbia (Republički zavod za statistiku, <http://webrzs.stat.gov.rs/WebSite/>) in 2013, a vast number of households owns TV (98.2%), while just half of them (47.6%) have cable TV. Mobile phone owners are spreading rapidly so, according to this statistics, 86.9% households in Serbia have mobile phones, while 59.9% of households possessed a computer in 2013. The broadband internet connection exists in 43.4 % of Serbian households (55.8 % of the households

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<sup>1</sup> *Youth and the New Media in Serbia* is a three-year research project (2010/2011/2012) conducted by Ipsos Strategic Marketing, as part of the Serbia Media Assistance Program Implemented by IREX Serbia and funded by United States Agency for International Development (USAID).

have some kind of Internet connection), which is six times more compared to 7,3% households in 2007. The number of citizens who have never used Internet is declining, but is still very high (41, 5%). That could be explained by the fact that Serbia is “a country of old people”, but also with high unemployment rates, especially among youth. A three-year project on Youth and New Media Usage, 2010-2012 (Ipsos Strategic Marketing and IREX Serbia), showed that the number of those who inform themselves through the internet is rising, mostly among younger generations. On the other hand, the research results showed that young people perceive internet mostly as a social network. For the youngest, Facebook and Youtube are often the only contents they visit on a global network. The mobile phone is the only media that everyone said they “cannot imagine their life without”. (Ipsos 2012).

**Two contexts can be said to have led to the awakening of awareness of the urgent need of promotion of media literacy** in Serbia. One is *structural* and related to the political and economic tails of the past that are reflecting in the economic crisis situation (the disintegration of the state, transition, poverty, great influence of media in the society, and a significant influence of political and economic structures in the media, a lagging education system, etc.). It is the line where requirements for democratisation and strengthening of the civil society emerged. This context is strongly connected with EU demands in the process of accession. The other context is *technological* and related to a changing media environment fostered by rapid development and penetration of new communication technologies and digitization that encouraged new research projects in media studies, cultural studies, audience studies and the growing recognition of the broader social needs and rights of children.

Media education is a developing issue in Serbia. It is important to highlight that Serbian **educational system**, actually, **never systematically approached media education**. Media education issues appeared occasionally and sporadically. Former Ministry of Culture and Ministry of Education were inert in developing a favourable atmosphere for introduction of media education in formal and informal education structures.

In the ‘80s and ‘90s there were some kinds of media education programmes at the Faculties with journalism, media and film departments. Film education was placed in the art field, while journalism and media education were traditionally connected to educational and scientific fields of Political Science. **First Serbian journalism studies** started in 1968 at the Faculty of Political Sciences, University of Belgrade, and until 2002 that was a unique form of high education of journalists (Matić 2008). New modern media related courses at the university level were introduced with the Bologna reform process. When it comes to **university education**

**of future educators and teachers**, as professor Bezdanov Gostimir summarizes in her paper *Media literacy* (Bezdanov Gostimir in Vuksanovic D. 2008: 179-182), after a scientific meeting on education and mass communication in 1993, the faculties for education have introduced subjects related to media, film and television culture, communication studies etc. After the democratic changes in 2000, new private faculties and universities emerged. Civic organizations and schools of journalism started different kinds of trainings mostly in journalism, media production and media art. But, they mostly stopped after some time, without structural and institutional support.

The Belgrade Centre for Audiovisual Media, *Media Focus*, started its work in 2000 under the patronage of UNESCO and Ministry of Education. Centre has organized media literacy courses for primary school teachers. In 2003/2004, with a financial support of The Fund for an Open Society, this group of academic enthusiasts launched the first online media literacy course for teachers in elementary and secondary schools. It is not available anymore.

The Belgrade Fund for Media Art, *SMArts*, offered a concept for the establishment and development of the centre for media production of educational content in 2002, which has encouraged the establishment of TV SURF. With the support of Fund for an Open Society SMArt realized the e-learning program for education of educators - *The Art of the Moving Pictures*, which was focused primarily on a critical approach.

As Bezdanov Gostimir indicates, the number of attempts for introduction of media education on kindergarten level is negligible. In primary schools, several hours a year were dedicated to the media, mainly based on discussions about film and television, from the standpoint of literary analysis. Within the documents adopted by former Ministry of Education and Sport concerning elementary education (2003), primary education curriculum was introduced to media literacy as a part of particular subjects or optional activities. Ten years later, it is still on initial level. On the secondary education level, media were introduced in some schools, mostly in the context of preparation of future media professionals.

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

In the strategic document on the development of the education system, media literacy has been recognized as a wider concept of functional literacy, in accordance with the eight

competences presented in the *Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competencies for lifelong learning*. Competencies related to media literacy and fostered through *Education Development Strategy in the Republic of Serbia until 2020* are focused on active learning, critical thinking, digital literacy, mentorship in the classroom, civic education, promotion of participation etc., systematically through all school subjects. Media education is *indirectly* a part of the reform that included other measures, such as inclusive education, introduction of civic education (and religious education as an alternative), introduction of professional development and training programmes for teachers etc., all related to the raising civil (and media) consciousness of teachers and students. But since **there is no formal media education – that is, media education as a separate subject or explicitly involved across the curriculum - in the school system** (both primary and secondary school levels), we cannot directly talk about it.

Media education and media literacy are associated more with major reforms in the audio-visual field as an issue of public interest along with the improvement of media and professional development of journalists and editors, encouragement of the journalistic autonomy and self-regulation in the media and improvement of researches in the media field. Also, some trainings and workshops in computer literacy, cyber-bullying and internet safety are present through projects developed in cooperation with the civil sector.

According to recent research on cyber bullying among school children, conducted by the Institute of Psychology at the Faculty of Philosophy in Belgrade in cooperation with the Ministry of Education, Science and Technological Development, Telenor Foundation, UNICEF and mentors within School without Violence programme (on the sample of 3755 children from elementary and secondary school), students are passive observers of digital violence in Serbia, while their parents are trying to find out what they are doing on the Internet only in 47% of the cases. In a sample of 1349 teachers, 45% of them said to have no knowledge whether students receive information about the consequences of digital violence in school, while 51% said they did not know whether schools teach students how to protect themselves. Among 2031 parents, 92% parents think that the school should inform parents with the degree of presence of digital violence, as well as introduce them to measures of protection. 85% of parents think that schools should have clearer rules relating to use of Internet and mobile phones in the school environment.

<b>2. Dimension</b>	<b>Legal policy framework</b>
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There is no single and widely accepted official definition of media education, but we could say, according to state regulatory documents and educational practice, that **media literacy is primarily associated to information literacy and critical thinking**. It overlaps with other literacies, visual and film literacy being one of those. In the *Strategy for the Development of the Public Information System in the Republic of Serbia until 2016* (hereinafter referred to as *The Media Strategy*) adopted in 2012, sections 6 and 9 are dedicated to media literacy as a “development of citizens’ individual competences to use, understand and critically evaluate different aspects of the media and media content”. This definition is linked with incitement of media education and strengthening of media pluralism and diversity. Computer and digital literacy are associated with computer sciences.

In June 2013, National Education Council of the Republic of Serbia (appointed in 2006 as a supreme body for education development and quality insurance), prepared the document - *Guidelines for improving the role of information and communication technologies in education* for public debate. This document recognizes 8 different literacies which it is trying to connect to the context of contemporary media / technological / communication environment. The central place of these “new literacies” belongs to *information literacy*, which is surrounded by seven other literacies: basic literacy, functional literacy, social literacy, visual literacy, media literacy, computer literacy and digital literacy.

**Serbia does not have an explicit media education policy, but the issue is recognized as important and urgent in some policy documents.** Some elements of media education and media literacy are recognized in different audio-visual and education documents.

Media literacy is implicitly recognized as one of the competencies and an outcome of functional literacy in *Education Development Strategy in the Republic of Serbia until 2020*. This document was adopted by the Serbian Government in 2012 (Official Gazette of RS, No. 107/2012) and determines guidelines for the development of education for the period 2012-2020. This Strategy is focused on the development of eight competences and a lifelong learning. Media education and media literacy are implicitly recognized and assumed through fostering digital competences, social and civic competences, cultural awareness and expression and principles of active learning.

Media literacy is explicitly recognized in the *Strategy for the Development of the Public Information System in the Republic of Serbia until 2016* (hereinafter referred to as *Media Strategy*). This was one important step in the process of European integration and an important element of the political criteria which was noted in the *Opinion on Serbia's application for membership of the European Union*. Its adoption was the final step in the direction of getting the



status of a Candidate. The document highlights low level of media literacy and encourages further development in this field. Media Strategy was adopted in 2011. The aim of the strategy is the development of media freedom and media markets, which should contribute to a further strengthening of democratic relations in society.<sup>2</sup> Section 9 of the Media Strategy is dedicated to media literacy. With section 11 of the Action Plan reconsideration of the possibilities of introduction of media literacy into education is planned 10 months after the adoption of the strategy. With paragraph 12, Ministry of Culture committed to permanently support the research in the field of media literacy and media values and encourage the development of content related to media literacy.

In accordance with paragraph 11 of the Action Plan, the Ministry has initiated the introduction of media literacy in the education system, which resulted in Article 43 of the *Law on Adult Education*, where media literacy is recognized as one of the important competencies of adults as well as it is among children and youth. The law is to be applied from January the 1<sup>st</sup> 2014.

Article 21, Paragraph 2 of *The Law on Elementary Education* ("Off. Gazette of RS", no. 55/2013) points out the main objectives of primary education and pedagogy, those being: facilitation of the acquisition of high quality knowledge, skills and the opinions (hereinafter referred to as knowledge, skill and opinions), linguistic, mathematical, scientific, artistic, cultural, media, technical, information and computer literacy, necessary for the continuing education and active involvement in the modern society. Paragraph 4 points out the development of the abilities of children and students to find, analyze, utilize and communicate information, while skilfully and effectively using Information and communication technologies. Paragraph 5 stresses that one of the goals of primary education is to enable and empower students to resolve problems, establish links between different segments of knowledge and skills and apply them in their further education, professional work and everyday life.

Following the initiative of the former Ministry of Telecommunications and Information Society, the year 2009 was named the year of the protection of children on the Internet. During that year, a campaign for improving online safety of children was organized. Series of talks and workshops were held, educating psychologists, educators and parent councils on the subject of the Internet safety, so that they could be able to transmit that information to teachers and parents

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<sup>2</sup> The Republic of Serbia's strategy defines the public interest, the role of government in the system of public information, the position and role of the media in a democratic society, ownership of the media and gives special attention to public ownership and media concentration. The strategy defines the role of print of newspapers and news agencies, the conditions for the further development of electronic media and media on new technological platforms, as well as a special position of the public broadcasting service in the public media.

in schools. This project was supported by the Ministry of Education and the Special department for high-tech crime, whose representatives were also in the role of educators. Site *Click Safely* (Kliknibezbedno.rs) was launched with the aim of raising awareness and learning about protection in the Internet environment. The first official online child-friendly campaign represents a first step in the media (Internet) education of children and their parents through the media (traditional and the new ones). Recent studies show that more than 90% of population under the age of 18 use the Internet and are active in social networks.

One year later, the ***Strategy of Development of Information Society in the Republic of Serbia until 2020*** was adopted. Together with the strategy in the field of telecommunications, it constitutes the Digital Agenda for the Republic of Serbia. This document outlines the basic objectives, principles, priorities and actions that countries should undertake in the development of the information society. As one of the goals, a need for development of "knowledge and skills related to ICT" has been recognized. This Strategy prioritizes the implementation of ICT in educational programs. In accordance with the European framework, some of the goals are: the development of digital educational content (as a prerequisite for the development of digital libraries), training of educators for ICT and the creation of modern forms of teaching, development of the concept of lifelong learning, and the introduction of modern concepts of e-learning and distance learning, overcoming digital divide etc. The main goal is to develop human resources in this area, as well as to protect the intellectual property of software and digital content. Also, the aim of this measure is to provide free and easy access to a greater extent of citizens to cultural and scientific digital resources and to develop informational security. The Ministry of Telecommunications also started a campaign of opening digital cabinets in schools as a part of the *Digital Schools* project. In Article 3.26.1 of the ***National Plan For The Adoption Of The Acquis (2013-2016)***<sup>3</sup>, the measures planned for the period 2014-2016 include improvement of education system and approximation to the European regulations and standards at all levels of education, development of human capital for social cohesion and competitiveness in the knowledge society, transparency and comparability of qualifications and competences, key competences for lifelong learning, professional orientations, improvement of statistics in education and vocational training, establishment of referential framework for quality evaluation

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<sup>3</sup> "The Strategy envisages that the results of learning, knowledge, skills and competences of students and lifelong learning will be the focus of Bologna process implementation and structural reforms implemented entirely, financing system of higher education will be enhanced, availability of higher education, mobility, access to labour market, possibility of employment and self-employment will be increased, national framework of qualifications harmonized to those of the EU, and regulations and procedures in the field of certification of acquired qualifications will be approximated with the existing system in the EU", National Plan For The Adoption Of The Acquis (2013-2016)

in vocational education and training and others. In Article 3.10.3 directed to Audiovisual Policy, media literacy is recognized in measures planned for the period 2014-2016. “In accordance with the Strategy for the Development of Public Communication System in the Republic of Serbia that will define set of media laws, RBA will adopt implementing legislation within its competences, and in the accordance with Audiovisual Media Service Directive 2010/13/EU. Those documents will relate to the following fields: protection of minors from programmes of broadcasters, media literacy and protection of national culture in programmes, code of conduct of broadcasters, qualifications of programmes in compliance with EBU standards, conversion of licenses from analogue to digital broadcasting and managing the timeline of broadcasters in multiplex.” It is also recognised as an urgent need in the Draft of the Electronic Communication Law.

Since the media literacy is not developed systematically nor is media education introduced systematically through the educational system, we can say that different state authorities are responsible for the promotion of media education though different activities: Ministry of Education, Ministry of Culture, Authority for the Digital Agenda under the responsibility of the current Ministry of Foreign and Internal Trade and Telecommunications and Ministry of Youth and Sport<sup>4</sup>. But, as there is no clear media education policy it is assumed in the public that it is the obligation of all of them. There is no coordination between Serbian ministries regarding media literacy programs and there is no official inter-ministerial body or committee or any other institutional body that would coordinate this issue.

The establishment and performance of educational institutions in Serbia are monitored by the **Ministry of Education, Science and Technological Development**, competent authorities of the units of local self-government. **National Education Council** adopts obligatory curriculum which defines objectives, contents, activities and proposed methodological procedures for all school subjects (obligatory and selected ones). In accordance with the Law on Ministries (—Official Gazette of RS”, No. 72/2012), **Ministry of Culture and Information** performs state administration affairs related to: development and promotion of culture and cultural creativity, monitoring and research in the field of culture, providing material basis for the activities in the field of culture, including development and promotion of cinematography and creativity in the field of other audio-visual media.

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<sup>4</sup> The Ministry of Youth and Sport has a program *National Campaign for the fight against the hate speech on the Internet* launched in the context of a global campaign of the Council of Europe. This campaign is carried out from the beginning of 2013 in cooperation with eight youth organizations from civil society.

*Institute for the Improvement of Education* was established by the Republic of Serbia in 2004. Its purpose is to monitor, secure and improve the quality and development of educational system. The Institute is engaged in the development, advisory, research and professional activities in preschool, primary and secondary education, as well as other activities in accordance with the law, the founding act and statute. The Institute participates in the preparation of regulations in the field of education within the jurisdiction of the Ministry of Education and Science, The National Education Council and the Council for Vocational and Adult Education. This institute prepares database of accredited programmes for professional development of teachers (kindergarten, elementary school and high school). All interested actors and organisations may submit their applications for accreditation.

*Institute for Education Quality and Evaluation* is a professional state institution, with a professional attitude towards education and successfully implements development policies of The National Education Council and the Ministry of Education of the RS. The Institute monitors and evaluates the degree of achievement of objectives of education and standards of achievement across levels and types of education. It submits periodic reports on the special educational indicators.

Ministries support the actions of other ministries in this field, as they support the activities of other actors (associations, NGOs, private sector), but there are no specifically designed mechanisms facilitating inter-ministerial relations on this issue. At the moment nobody is in charge of reporting to the state or European Union on media literacy according to DIRECTIVE 2007/65/EC and DIRECTIVE 2010/13/EU.

<b>3.1 Dimension</b>	<b>Capacity-building: teacher training</b>
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The official catalogue of programmes for continuous teachers and educators development (available at <http://katalog.zuov.rs/>) for 2012/2013 and 2013/2014 school years, contains a total of 1002 professional training seminars approved and accredited by the Institute for the Improvement of Education (974 seminars) and by the Teacher’s Institute of Vojvodina (28 seminars). According to the rules of professional training, teachers and educators are required to attend seminars in specific fields (i.e. sciences, humanities, languages, math, arts, etc.) and/or seminars for improvement of teaching and learning competencies, communication and cooperation and individual development of children and students (dealing with quality of educational work in general, working with specific groups of students etc.). The seminars and

courses are offered and held by both official institution (Schools, Universities, Institutes), professional organizations (teachers, professionals) Centres for professional improvement and NGOs, from different regional centres and cities.

A number of programmes are focused on **professional development** and training of teachers in **computer sciences** and the use of different **inovative technologies** in teaching. Of **71 seminars** in total, 8 are in the economy fields, and 31 are dedicated to computer technology and engineering (learning new applications, software solutions and programmes). All are mostly held by different university departments, centers for educational improvement or professional organizations. The rest (32 seminars) are focused on training teachers in E-learning, computer assisted teaching, interactive technologies (i.e. SMART board, projectors) and E-materials usage, school management, etc.

- a) Another group of seminars, **51** of them, are involved in training teachers how to use **ICT and multimedia in teaching**. Mostly they relate to the Internet and different media content use, and are close to the notions of information/digital literacy and media arts approach. Teachers are trained to produce or include multimedia content in classrooms. It is not clear to what extent the students are supposed to be involved in this creative process, though, being that focus is mostly on the innovation and improvement of a teaching process. 22 seminars are dedicated to the Internet, two of those to blogs and social networks. They are mostly held by schools, institutes and centres for professional and education development, and professional organizations. 13 seminars accent multimedia and media content as a tool of improvement of education practice. 16 seminars are not solely focused on media/media content implementation, but partly include them in their lists of methods for creative teaching in different fields (literature, history, music, religious education, etc.). One of these involves documentaries as teaching tools and inspirational content, specifically motivating teachers in discussing different topics – such as human rights, global problems, social phenomena - with their students.
- b) **7 seminars** are in the area of **information and digital literacies** and five of those are concerned with libraries as places of knowledge accumulation and research. Using information technologies in data research, learning, locating, selection and manipulation is the basic of these programmes. One seminar promotes participatory rights of students and is concerned with valuable public information. Specifically interesting one is *Information Literacy in the Process of High-School Teaching Improvement*, led by the University Library “Svetozar Markovic” (Belgrade), their goal being the improvement of teachers’ information literacy.
- c) **10 seminars** are dedicated to **media safety and media violence**, five of them talking about media violence among other problems (seminars mostly focused on mediation and problem-

solving), and five of them dealing with internet protection and privacy. Mostly they are organized and held by centres for education and professional improvement.

- d) **Two (2)** seminars are offering **training in communication and media-relation** skills, concerning mostly school's media-appearances and public relations.
- e) There are **three (3) seminars directly involved with media literacy and media education**: *Third International High-Schools Conference – 3C (Culture, Communication, Computer)*, organized by a high-school, and mostly dealing with theoretical problems in aforesaid fields. The Communication part refers to media literacy, creative media and media content use in teaching. *Communication Competence and Media Literacy of Teachers in Contemporary Education* course is held by a centre for professional development. The goals are improvement of communication skills and media literacy. Finally, *Media Literacy – Journalism Workshop* (offered and held by The Novi Sad School of Journalism) aims at development of media literacy skills and competencies of teachers and educators, including understanding, analyzing and evaluating of media messages. It involves different topics, from media messages deconstruction and reception, to media ethics and politics.

Since 1994/1995, state university faculties for teachers' education have introduced mandatory subjects dealing with mass communications and optional subjects in the fields of film and television culture. *Media literacy* was introduced in 2005 as an optional course at The Teacher Training Faculty, University of Belgrade. About 130 study programmes include courses in the fields of media education or education for media in universities, faculties and colleges in Serbia. They can be divided into two groups.

The first group are those developed for education of experts and professionals in the fields of media and new media technologies. This report will not focus on a) faculties that include courses and study programmes in computer sciences, ICT and programming; b) faculties of arts, including studies in film, music and visual arts, where media are incorporated both in terms of production and analysis; c) faculties dedicated to education of media professionals and journalists, where media production and understanding is also included in the curricula. It is, however, important to stress that these studies are important for media education on many levels, being that they produce experts that could become crucial actors in the development of media education awareness and policies. Also, among these there are courses such as *Media Culture*, *Media Ethics*, *The Philosophy of Media*, *Information-Communication Systems*, *Sociology of Media*, *Communicology*, etc., but media education itself does not exist as a separate subject. All these programmes and courses, however, presumably develop a certain level of different relevant

literacies with their students. It is interesting, though, to compare state and private universities, where private ones insist mostly on media production fields (journalism and arts, for example), while state universities still dominate in the fields of ICT and Computer Sciences in general.

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

For instance, the course *Visual Arts* is offered at the Teacher Training Faculty in Belgrade for both preschool and primary school teachers. *ICT in Education* is a course at the Faculty of Philosophy in Belgrade offered to students of Pedagogy, while the students of Adragogy are offered an optional *Online Education* course. The Faculty of Education in Sombor has several optional and mandatory courses for teachers and librarians – *Informatics in Education* and *Educational Technology* (mandatory), *Multimedia Technologies in Education*, *Software Practicum*, *Internet Tools* (optional). This faculty also has a modern course *Media Designer in Education* for undergraduate and master studies. It includes courses such as *Communication Systems in Media* and *Designing Media for Education*. The masters studies levels also have variety of courses, most of them dedicated to information and digital media. The Faculty of Education in Jagodina has courses that deal with ICT, visual arts and communicology for both preschool and primary school teachers. The Teacher Training Faculty in Uzice offers two courses – *Informatics in Education* and *Educational Technology* on a bachelor degree level. All private colleges also have different courses relating to visual arts, drama, AV media and ICT in education and information-communication systems.

Only 15 programmes offer courses directly or explicitly related to critical studies of media or media literacy; 11 of those on state, and 4 on private faculties (the number of courses themselves is smaller, because a single course is often offered on several study programmes). Of these, only three (3) have mandatory courses related to media education in this context. For instance, The Teacher Training Faculty in Belgrade has a mandatory course *Education for the Media* that is offered at the Bachelor Degree study programme for teachers. The Faculty of Philosophy in Belgrade has a mandatory course *Media and Education* offered on the fourth year

of Bachelor Degree Programme of Pedagogy. The Faculty of Education in Sombor offers a mandatory course *Media Culture* at the bachelor degree level of both studies for School Librarians and Media Designer in Education. The Faculty of Philosophy in Novi Sad has a Master's degree optional course *Media Pedagogy* offered for students of Pedagogy. The Faculty of Education in Jagodina offers optional courses in *Media Literacy* for both preschool educators and primary school teachers at the bachelor's degree level. The Teacher Training faculty of Uzice has optional courses *Mass Communication* and *Film and TV Culture* for preschool educators and primary school teachers, both on a bachelor's degree level. The Faculty of Philosophy in Nis has a master's degree level optional course *Media Pedagogy*. Regarding private colleges, The preschool Teacher Training College in Krusevac has an optional course *Media Culture* offered to preschool teachers at the bachelor degree level. The Preschool Teacher Training College in Pirot offers a course *Child in Media Space* for the same study profile. The Preschool Teacher Training College in Sabac has a course *Media and Visual Culture* offered optionally on two study programmes, for preschool teachers and managers in preschool education.

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

**There is a tendency for implementation of media literacy knowledge and skills “across the curriculum”.** There are some parts of media education implemented in *Civic Education* subject, which is optional, and in language classes at the level of primary (from the 5<sup>th</sup> grade) and secondary education. When dealing with media, these subjects are mostly focused on strengthening critical thinking. Computer literacy is covered in Computer Science subjects. On the level of first to fourth grade there is an optional subject *From Toy to Computer*, but it is left to interest of teachers and there is no information on the number of children that have chosen this subject. This subject is optional with two others in the group: *Ecology* and *National Tradition* and many teachers choose to do the latter.

In the lower grades of elementary school elements of media education can be found in the compulsory subjects such as *The World Around Us* (Svet oko nas) in the first and second grade,



and *Nature and Society* (Priroda i društvo) in the third and fourth grade. The "curriculum of the first and second grade elementary education" specifies that the subject *The World Around Us* (Svet oko nas) should, inter alia, help with identification and "building attitudes and values of the environment in which they grow up and the wider community" with the use of wider literature and other information sources: print, audio-visual and electronic media. In the next two years, the course *Nature and Society* continues with building up basic scientific literacy of students and creating a basis for further learning and adoption of cultural heritage and exploring opportunities for their conservation, rational utilization and upgrading. Along with them, courses such as Serbian language should provide the basis for a systematic training of students for logical understanding and critical evaluation of reading comprehension, evaluation performing works (theatre, film), the adoption of the basic theoretical and functional concepts of theatre and film arts, getting used to regularly monitoring and critical evaluation of programs for children on radio and television.

However, explicit treatment of topics of media education can be clearly found in the elective course *Civil Education* at the end of primary education in the eighth grade, where the students become familiar with topics such as "Children and the media in contemporary society" and "Picture a child in the media of Serbia ". *Civil Education* is an optional subject, offered as an alternative to *Religious Education*. Classes are held once a week (a total of 36 hours per year) and the program includes a thematic classes that provide more direct introduction to the media, individually titled: The media in contemporary society, The role of media in the lives of the people, Media as a source of information and misinformation, Point of view and objectivity of information, Factors of observations and objectivity of information, Children in the media, Media and Child Rights, Society and Media, The role of the media in the education of children, The Code of children and media. These topics indirectly continue in a similar manner in grammar schools and secondary schools. In the framework of *Informatics and Computing* it is foreseen that students acquire the necessary technical competence in mastering skills and forming attitudes that contribute to the development of computer literacy as well as training students to effectively and rationally use computers in a way that does not endanger their physical and mental health. In *Sociology* classes it is stated that it is important to learn how to independently find the right information and the establishment of a critical attitude towards them, but the lessons do not single out particular topics of the media. In the *Psychology* classes within the theme of personal development, mass media are mentioned just as factors of socialization.

However, until the end of the four-secondary education, the number of classes within which students would explicitly deal with the media is not scheduled, except in cases of electoral civic education. Through processing concepts of human rights and freedoms - the right to free access to information - classes of the following contents are implemented: Introduction of information sources - state bodies as a source of information, Public information, access to information - the basic rules, Restrictions on access to information of public importance, The procedure for submitting a request for access to information, The protection of the right to information - the role of commissioner, The media as a source of information - the question of credibility, Understanding and interpreting media messages, Mechanisms of media manipulation, The impact point of view on the objectivity of information, Selection Information: objectivity as responsibility The role of media in contemporary society. According to the research of the NGO Civic initiatives from 2009, which has produced manuals for all 12 grades of civic education under the status of the optional subject in formal education, a degree of media education of pupils in primary and secondary schools is suggested. The main goal was to have the assessment of the effects of civic education, after eight years of teaching. This research showed that, of all the forms of social activism, it is slightest possibility that elementary school students participate in co-operation with the newspapers for publication of a problem (only 28.5% of the students said that they participated in it). Further, less than half of the students saw the freedom of the media as a significant (43.8%), which reflects the underdeveloped awareness of students about the importance of this issue in a democratic society. Media largely contribute to the understanding of political events in the country, with TV (75.3%) and newspapers (58.2%) on leading positions, followed by the Internet (41%), conversations in the family (41.6%) and discussions with friends (34.8%). According to these data, radio has the smallest impact on the understanding of the political situation (16.8%). On the other hand, half of the students considered that the development of democracy is not favourable when media have freedom to write whatever they want (44.1%). This response is related to the freedom of the press, which is recognized as unfavourable for democracy. This is probably an indication of the relationship to the quality and manner of writing in the press, and such "freedom of press" is negatively perceived by half of the students. Students` confidence in the public media is only 13.8%, similar as confidence shown towards international financial institutions (16.5%), domestic judiciary (14.9%) and multinational companies (13.4%).

In 2011, The National Education Council adopted the indicators for monitoring education in Serbia. Since there is no official media education programme in Serbia, there are no indicators for it monitoring it.

<b>3.2 Dimension</b>	<b>Capacity-building: <i>Teaching/training</i></b> <b><i>Materials and other relevant content</i></b>
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Teaching resources and materials are provided by NGO and private sector, mostly as a result from specific project activities.

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

There are also handbooks for teachers in *Civic Education* made by NGO *Civic Initiatives*, which include some areas and issues of media education.

Publishing house *Creative Centre (Kreativni centar)* publishes books for young children and primary school children on film and computer sciences.

*Microsoft Office* in Serbia provides education workshops and seminars for teachers and students on digital literacy.

[http://www.microsoft.com/serbia/obrazovanje/pil/materijali/digitalna\\_pismenost.mspk](http://www.microsoft.com/serbia/obrazovanje/pil/materijali/digitalna_pismenost.mspk).

Microsoft also provides online education in digital literacy for all citizens only on English

(<http://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/gbr/Curriculum.mspk>), journal for educators in schools

(<http://www.microsoft.com/serbia/obrazovanje/pil/casopis/default.mspk>) and journal for children

(<http://www.microsoft.com/serbia/obrazovanje/pil/casopis/casopiszaucenike.mspk>)

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

## **Research institutions**

Universities and research centres provide researches on the situation in the media environment, the education system and new tendencies. In recent period, several academic researches have been conducted and a few conferences organized on this topic. The status of media literacy of future teachers and teachers in Republic of Serbia was the main field of research within the academic research project “*Creating models of the centre for media study and the development of distance education (1401)*” implemented in the period 2002-2005. This project was conducted by The Teacher Training Faculty, The University of Belgrade, and funded by The Ministry of Education. Results showed low level of media awareness and media literacy of current and future primary school teachers (students of teacher training faculties in the country)<sup>5</sup>. As professor Svetlana Beždanov Gostimir shows in the research paper “*Čovek\_od\_medija@scuola.net*”, in the sample of 3961 pupils from 76 primary schools in Serbia and Montenegro, domestic children know more than their teachers about: computer games, television, film, mobile phones, music stars<sup>6</sup>.

<b>3.3 Dimension</b>	<b>Capacity-building: funding</b>
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*The Ministry of Culture, Information and Information Society* used the budget funds in 2011, 2012 and 2013 intended for media literacy, exclusively for the co-funding projects that contribute to the development of media literacy, the introduction of new information and communication technologies and which contribute significantly to information and education of children and youth in this domain. Mainly one-year projects of NGOs, local media and some youth and student organizations were financially supported.

**In 2011** The Ministry of Culture supported 92 projects with total sum of approximately 327.500 Euros (37 million RSD). From that sum, all projects related to media education and media literacy (widely defined) received approx. **18.900 Euros**. **In 2012** The Ministry supported 83 projects with a total sum of approx. 300.000 Euros (34 million RSD). All projects related to media education and media literacy received approx. **9.715 Euros**. **In 2013** The Ministry supported 118 projects in the field of public information with a total sum of more than 248.000

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<sup>5</sup> Beždanov Gostimir, Svetlana & Radmilović, Katarina, *Medijska pismenosti*, Fond za umetnost media SMArts, Beograd, 2006 (e-source), and Beždanov Gostimir, Svetlana, *Medijska pismenost u Knjiga ze medije-mediji za knjigu*, Clio, 2008: 173-187.

<sup>6</sup> For more information see “*Čovek\_od\_medija@scuola.net*”, published within the “School without weak pupils” (2004), Univesity of Philosophy, Pula.

Euros (more than 28 million RSD). All media education and media literacy governed projects received approx. **12.050 Euros**.

Other financial information related to media education programmes is not available.

<b>4 Dimension</b>	<b>Role of actors (outside school system)</b>
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There are partnerships with actors outside of school system. *Internest* Project is being implemented in cooperation with *Clio* publishing house. *ICT teachers* is project provided by the Centre for Research of Information Technologies (*Belgrade Open School*) for secondary school teachers in new media technologies. Microsoft office in Serbia, through the project *Partner in Education*, provides free trainings for teachers and instructional materials that meet the specified needs of schools, teachers and students. The problem is that these projects participate only in selected number of schools, which deepens the differences between children (and their educators) in different schools.

The Republic Broadcasting Agency (RRA) regulates the field of broadcasting media, defines criteria to media, monitors their work and warns broadcasters if they do not abide by the law and the general legally binding instructions. At the initiative of UNICEF and the Association of Journalists of Serbia (UNS), RRA is currently working on establishing criteria for content rating which includes a media literacy campaign.

Beside those already mentioned, other civil society associations provide awareness, rising initiatives for parents associations, specific groups and wide public. There is no information about the level of youth participation.

Media coalition, informal partnership between five media organizations in Serbia, currently implements a campaign for media literacy. This coalition consists of three journalists' associations, Association of Local Independent Media (Local Press) and the Association of Independent Electronic Media (ANEM). The Coalition and the Campaign for Media Literacy are supported with USAID grant funds. In January 2014 *Online Resource Center* will be opened for educators, high school students and journalists. This site should serve teachers to find resources, materials and lesson plans on topics related to media literacy for civic education. For high school students, online resource center should enable access to material on the nature and role of media in their lives. Journalists will be able to find the latest online tools that they can use in their work, as well as ideas on how to responsibly use social networks and the Internet to produce texts in the public interest. Workshops with journalists should lead to the development of the

*Code of Ethics of Online Journalism* which will deal with the urgent ethical issues of contemporary journalism and *mini brochures for journalists* about online tools they can use in their work.

CSO *Belgrade Open School's Centre for Research of Information Technologies (Cepit)* educates youth on digital and media literacy. Beside those two fields, *Cepit* provides educational seminars on online behaviour, online reputation, critical thinking and media creation. The main *Cepit's* activity is related to online portal *Mingl*, the web portal which publishes youth related news, articles, public calls and similar content important for youngsters. This portal has its own youth desk with around 30 high school students from all over Serbia that are sending articles and information about youth events and different topics. Like other CSOs, *Cepit* is funded by different institutions and foundations. Some of them understand the importance of media literacy and they have supported *Cepit's* activities such as seminars, researches and promotion of media literacy among Serbian youth. The latest *Cepit's* activity (may 2013) was related to research on youth and media relations, funded by the Open Society Fund from London. Within this research, a few interesting topics were covered and results are to be expected by the end of 2013.

There are several conferences and roundtables that bring together analysts, researchers and media professionals. Conferences that connect stakeholders from education, educators, psychologists, media analysts and media professionals are less frequently organized. Several competitions take place in the area of digital and information literacy for high schools.

It is necessary to encourage cooperation and exchange among different actors and launch long-term projects that will provide connection and communication between actors from various levels of education, associations of parents, children's centres, civil society organizations, the media, public institutions and the private sector.

Many initiatives are implemented in some schools and in others – there are not any. One should keep in mind the differences that already exist in the same town, between villages and towns, between the south and the north. Serbia is a poor country. All children do not have access to quality education. There is an urgent need for positive measures for development of poorer regions and for the systematic development of media education through the educational system.

<b>5 Dimension</b>	<b>Evaluation mechanisms (inside and outside school)</b>
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In the policy document, the development of media literacy is seen as a way to strengthen the role of citizens – the issue of public interest of the state for encouragement of an active citizenship in information society. Whereas strategic documents provide only a framework and

set goals, different stakeholders have different expectations of media education. Journalists' associations expect that the rise of media literacy level will disseminate awareness of citizens as users of the media and will help to retain the quality and professionalism of media workers. School teachers who are open for changes expect from media education programmes to modernize schools and classes. Students expect school modernization, more creativity and provision of the useful knowledge for the future.

Media education programmes are usually targeted to youth (15+) and educators. There is no available data about the number of them who participated in some of those programmes. According to our knowledge, few of these projects are implemented in minority languages. One of them is organized in Vojvodina by The Novi Sad School of Journalism. This school is the only organization that provides media education to students with disabilities with the project "A Day in Your Shoes". There are few media education projects for adults, focused on computer literacy as additional training for easier job finding. Older categories of society are generally not included in them.

According to a survey report on lifelong learning of adults, conducted by Statistical Office of the Republic of Serbia from 2011 on a sample of 4138 citizens age between 25 to 64 years, a lifelong learning process attendees are usually male, between ages 25-34, with high school degree, employed, living in a city. According to the participation of adults in education / training, the Republic of Serbia, with 16.5% in 2011, is far below the average of the EU countries, where 40.8% of adults participate in education. Participation in education and training largely depends on the level of education. About one-third (33.8%) of highly educated, 14.26% of the population with secondary education and less than 1% of the population with primary education or less participate in some form of education or training. The largest number of adults attend the following: general programs, humanities and the arts, sciences, mathematics and computer science education. Over 90% of adults (25-64 years) do not participate in social and political life. In political parties and trade unions 6.5% of adults are active, in recreational activities and sports groups and organizations participates 5.7% of adults, and in charitable organizations 4.2% of them. When it comes to cultural activities, adults are usually practicing reading: over 90% of respondents read newspapers, while books are read by 42.4%. About 20% of them attend theater, concerts, opera, ballet, and 19.8% of sporting events. About 13% of adults go to cinema, while about 10% visit sites with cultural content.. Media education does not exist in the offer of further adult education, except in subjects related to development of computes skills. Finally, it is important to stress that abovesaid cultural habits and activities of

adult citizens are also influenced by the accessibility and inequally dispersed network of some cultural institutions, sites and products.

<b>6 Dimension</b>	<b>Main concepts and legitimizing values</b>
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Transmission of knowledge approach is still dominant in formal educational structures, from primary and secondary schools to universities. State actions, like *Click Safely* and *No Hate Speech* are mostly based on prevention. NGO projects are usually based on active learning, participation and workshop activities.

Favoured and adopted competences are: technical (access, media usage, software usage, usage of ICT etc.), critical autonomy, selection of information and their creative use, media production skills, online safety, responsible use of digital technologies and responsible participation in online environment (user generated content, social networks) and citizenship.

Values used to justify policies are related to empowerment, encouragement of participation and civic involvement, diversity and pluralism in media field, public interest issues, development of audiovisual sector and creation of quality contents. They are also related to human rights and children’s rights proclaimed in UN Convention of the Right of the Child.

Outside of formal education and official policies, actions are driven by the need of holistic empowerment of all citizens, especially youth, children and their parents. Focus groups done with the parents in the research on the content rating of television programs (UNICEF, UNS) in September 2013 showed that parents feel powerless in relation to the media. They are not familiar with the mechanisms that are available to them to provide their opinions, reactions and resistance, and mostly show low levels of trust in media’s responsibility in protecting the viewers`, especially children’s rights and safety.

<b>7 Dimension</b>	<b>General appreciation (and recommendations)</b>
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We could conclude that there is a *multitude of unrelated actions of various actors* that need to be somehow organized and harnessed for the purpose of systematic development of media education in Serbia. Since all strategic documents are relatively new, it all depends on



how objectives and activities foreseen in the strategies and laws will be implemented in practice. This relates not only to regulations and educational reforms, but the incitement of active citizenship regarding media issues and responsibilities.

8 Dimension	Good practices
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1. **The Novi Sad School of Journalism (NSSJ)** is a civil society organization, founded in 1996 and is very experienced in the field of promotion of human rights and democratic reforms as well as in education of journalists. Since the late '90s NSSJ has been promoting media literacy through its activities. NSSJ is recognized as a leading non-governmental organization in the SEE region that is not solely focused on increasing the professional standards of journalists, but advocates media literacy at all levels of education for all target groups. NSSJ creates curricula and projects. It has a full-time staff and an extensive network of most competent outside partners for the realization of these curricula and projects.

As a part of a *national program for the improvement of education* NSSJ is working with educators in primary and secondary schools. For a long time it was the only one in Serbia that had accredited and certified training "The media literacy workshop" at the Institute for the Improvement of Education. More than 200 educators from primary and secondary schools in Serbia have finished this training. NSSJ is the only one that organizes media education classes in the languages of national minorities (Hungarian, Slovakian and Ruthenian language). *Together with the youth*, the school creates and implements projects of public interest focused on media literacy but also on the method of implementation of the project task (so far they have realized 12 projects in which different primary school, high school and university students from Serbia and the countries of the region have participated). This school has also implemented *professional trainings with journalists* who are focused on lifelong learning and deconstruction of media policies and editorial strategy, in the Serbian language and the languages of ethnic communities living in Serbia and the region. The school has received several prestigious awards for the achieved results. Centre for British Studies and Culture at the University of Graz in 1999 selected NSSJ for "The model of best practice" as the only NGO in this area (published in the scientific publication "How to Construct Civil Societies? Education, Human Rights and Media in Southeast Europe: a Critical Guide"); In 2013, among 1988 registered projects, The Erste Foundation awarded a special prize to the project "A day in your shoes". The aim of this project

is promotion of media literacy among students with disabilities.

LINK: <http://www.novinarska-skola.org.rs/sr/?lang=en>

- 2. Centre for Research of Information Technologies (Cepit, Belgrade Open School)** was founded after democratic changes in 2000. It encourages smart usage of information and communication technologies in all aspects of self improvement and social activism in order to contribute to the development of information society. It conducts educational, media and research projects. The aim of this centre is *promotion of digital literacy in Serbia*, defined as: “ability to locate, understand and evaluate information” as well as “working knowledge of high-technology and understanding of how it can be used in all aspects of life”. Among other aims there are: promotion and enhancement of smart usage of the internet in education, science, social and political activism, business and art; strengthening the youth for personal engagement, social activism and participation in decision making process and the enhancement of the development of Information Policy adequate to contemporary challenges. Target groups are: youth, youth organisations, teachers, parents, information policy stakeholders, education policy stakeholders, civil sector, public sector, business sector and general public.

For ten years this Centre has conducted several researches related to information technologies. Some of them are: *Regional research about youth perception of the media* - 2013 (ongoing), *Online reputation* - research on the use of social networks among high school students in Serbia (2010, 2011), *Safe on Internet* - qualitative research on the use of the Internet among secondary school students (2010), *Internet in Serbia* - internet penetration in Serbia (2006 - 2009). Cepit team also held seminars on digital literacy for school teachers. In 2011 and 2012 *ICTeachers - Trendsetters in ICT Usage in Education* Conferences were held, gathering teachers from all around Serbia. In November 2007, the first Serbian info-web service for high school students, Web portal *Mingl* was launched (<http://www.mingl.rs/>)

LINK: <http://www.bos.rs/cepit-eng/>

- 3. Publishing house CLIO** opened first Serbian *Multimedia* edition in 1997. Within the framework of *Multimedia*, important books have been translated, but it also opened the way for a domestic production of knowledge. Five years ago, in 2009, in cooperation with NGO *Library Plus (Biblioteka Plus)*, *Clio* also started the project *Interrest - Transforming School Libraries* for high schools, in which teachers and students make multimedia contents, while managing book contents and learning about information and media literacy. All school teams that participated in the project chose just one of the offered books in the field of sociology, anthropology, art,

history, theory and critique of the mass media. Their task was to examine in detail the contents of the book, and to expand those contents in different media. At the end of the project *Internest*, every year in May the *Festival of Creativity* was organized. Clio has a plan to expand this project on other high schools and primary schools in 2015.

LINK (available just in Serbian): <http://www.internest.rs/>

### **Recommendations:**

1. It is necessary to clearly define the media, information, computer and digital education in a single document and in accordance with that, their strategy and development goals, as well as a model for the introduction into the education system.
2. The strategy of development of media education should contain clear ways in which other social actors can be involved in this process. Connection and systematization of the work of different actors. Establishment of a common platform and organization of events can that will connect the various stakeholders and that will be aimed to different target groups.
3. It is necessary to provide stable (sufficient and continuous) funding for the development of media education and media literacy.
4. On local level, many initiatives were project related. They were usually finished after one year and were not launched again. There is a need for guidance and stimulation of local initiatives and encouragement of the cooperation between local schools and local media. Since the smaller places in Serbia are poorer and their cultural activities are reduced, encouragement of cooperation between media education projects and local cultural centers could stimulate the cultural development and the media education of adults, minorities and other vulnerable social groups.

### **Final acknowledgments**

The authors wish to thank those consulted to establish this report:

Ministry of Culture and Information of the Republic of Serbia,

Professor Dr Ana Pešikan, Faculty of Philosophy, University of Belgrade, National Education Council of the Republic of Serbia, Education Forum in Belgrade

Professor Dr Desanka Radunović, Faculty of Mathematics, University of Belgrade, President of National Education Council of the Republic of Serbia

Dr Jovanka Matić, Institut of Social Sciences, Belgrade

Dragan Kremer, Fund for an Open Society

Radmila Radić, Civic Initiatives

Zoran Hamovic, publishing house *Clio*

Belgrade Open School, Centre for Research of Information Technologies

Faculty of Political Sciences, University of Belgrade

Professor Dr Milica Andevski, Faculty of Philosophy, University of Novi Sad

Professor Dr Dubravka Valić Nedeljković, Faculty of Philosophy, University of Novi Sad  
The Journalism School of Novi Sad  
Iva Danilovic, researcher

<b>9 Dimension</b>	<b>References and resources</b>
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