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Media Literacy and Education needs of journalists and the public in Bosnia and Herzegovina



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Authors: Kanita Halilovic, Hafiz Korac and Radenko Udovičić
Media Initiatives, Bosnia and Herzegovina



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BOSNIA AND HERZEGOVINA

Executive Overview

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

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

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

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

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

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

However, with regard to the cognitive segment of understanding and processing messages, there is a big unknown for the population at large. As we were told by Vanja Ibrahimbegovic Tihak, editor of the book “Media Literacy in the Digital Age” and former director of Internews’ Media Literacy Program, the general view is that media literacy of BiH citizens is low. She believes a comprehensive survey needs to be carried out to show all segments of media literacy in BiH. “The fact that we have very passive citizens indicates a low level of media

literacy. Because, if we define media literacy as the ability to think critically about media content and the resulting actions, then it is low. Namely, some theories in the United States equalize media literacy with civil activism. Therefore, according to that, we should have media-literate/active citizens who take responsibility and decide about themselves in democratic society”, said Ibrahimbegovic Tihak.

Ethnically Partitioned Country

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

The new generations coming onto the social stage, having grown up and acquiring value judgments in post-war BiH, unlike previous generations has no experience of previous coexistence as well as of the wartime suffering and separation, this is a generation that does not know anything different. It is clear that a time is coming when the new generation will be in charge of social developments, having grown up largely in isolation from anything different. Unfortunately, 60 percent of young people in BiH have never, except perhaps in transit, been in territories inhabited by an ethnic group they do not belong to¹. Practically speaking, young people do not have even basic familiarity with their country, except from media reports which are usually based on negative selection of information about the other and the different. The degree of their willingness to communicate among themselves and to share existing common responsibilities is largely proportionate to the degree of long-term stability and peace in BiH. On the other hand, the young generation is unsatisfied because they are unable to influence social developments. A 2014 survey carried out by Media Plan Institute showed that as many as 16% of the young people want to leave BiH at any cost, while 40% would have nothing against leaving BiH forever if they were certain they could find a good job in another country. The reasons for these views are the poor economic situation in BiH, as well as lack of joint activities in which young people would propose solutions for improving both their position and the overall environment in the society.

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

Media Landscape

Bosnia and Herzegovina, for the size of its population², has a large number of media outlets. The main reason is political, as in a situation of deep ethnic and political division every

¹ Needs of Young People, Media Plan Institute survey (2013)

² A population census was carried out in BiH in 2013, but the results have not yet been released due to political and methodological disagreements between the two entity (federal) statistical bureaus. However, according to unofficial data from the census, BiH has 3.8 million residents. Before the war there were 4.4 million. Approximately

community has developed “its own” media, either to stay in power with their help or due to the audience’s desire to consume what is “pleasing to its ear”.

According to Communications Regulatory Agency (CRA) data, there are 187 electronic media outlets broadcasting in BiH in 2016, comprising 139 radio stations and 48 TV stations. Thanks to strict technical, program and financial criteria for obtaining a broadcast license and general regulation of the situation with the frequency spectrum, an initial anarchy in the broadcast offer has been curbed. The number of broadcasters has been relatively stable in the last 10 years.³ However, BiH is the only country in Europe that has not yet transitioned to digital television broadcasting. Although the deadline, set by the Council of Ministers of BiH (the national government), had been the end of 2012, there have been many delays due to procedural⁴, but also political⁵ reasons.

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

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

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

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

According to Media Plan Institute and Media Initiatives surveys, half of BiH citizens consider the internet their dominant medium, while the other half chooses television. However, even the majority of those who prefer television place the internet in second place. The key issue of the internet as a media remain that production and distribution of information is de-professionalised. The internet offers a variety of options for publishing and expressing oneself,

100,000 people were killed in the war and half a million of the 1.2 million who were expelled or went to other countries have not returned to BiH.

³ In 1996, 121 electronic media outlets were broadcasting in BiH (92 radio stations and 29 TV stations); in 2000 there were 281 stations (210 radio stations and 71 TV stations). A downward trend has been present since then. In 2005 the number of electronic media was 183 and has been more or less stable since then.

⁴ Tenders for procurement of technical equipment for digitalization of transmitters were annulled several times, resulting in two-year delays.

⁵ Due to deep disagreements over ownership of transmitters among the public services, backed by entity governments and various political options, experimental digital program was prolonged for more than a year.

not just to journalists and public officials, but also to those who did not have that opportunity before – ordinary people. However, on a considerable number of websites, precisely due to the fact that regulation of internet content is not clearly defined, forums and comments on articles are often a place where very strong nationalist and homophobic views are expressed and hate speech is used. That is something that is not present to large extent in media in BiH, at least not in direct form.

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

Currently the biggest media problem in BiH is the situation with the public broadcasting system, which comprises of three public services – RTV Republika Srpska, RTV Federation of BiH and RTV BiH (two entity services and one state service), which are on the verge of bankruptcy. A proposition has been sent into parliamentary procedure on which Croat political institutions in BiH are insisting, envisioning total transformation of RTV BiH into three channels – in Bosnian, Serbian and Croatian language. However, it is much more evident from arguments that are heard regarding the proposition that the proposers primarily want a Croat channel that expresses thematic, political, partisan, cultural and even lingual specificities.

The public broadcasting system now faces its biggest challenge. Croat political parties have a concept, which they are not hiding, that if this or similar proposition is not accepted, they will not give a green light to any model for collecting TV license fees or for funding from the budget. That would be an end of the system. Media experts believe it would additionally, both politically and organizationally, complicate the already complex broadcasting system in BiH. Croat politicians in BiH have for years pointed out that public services do not reflect political and cultural interests of Croats.

Citizens of BiH are every day cancelling landline connections which TV license fee is connected with as this is evidently an outdated communication technology. The cancellations have reduced public services' revenue in the last two years by nearly one-half. The broadcasting system board has sent a proposition to BiH Parliament to collect TV license fee in the form of a media tax, which would restrict many rights for non-payers, such as obtaining passports and other documents. Parallel with that, the Bosniak parties SDA and SBB have proposed that along with telecom operators, license fees should also start being collected by cable operators. However, it is clear that there will be no political compromise on the proposition in Parliament. Croat parties' request for a Croat public service channel is basically just a way of achieving a third federal unit in BiH, which has been a Croat wish for years. However, in contrast to this proposition, which is politically totally unattainable in parliament, in the case of the public service there is a realistic foundation for either getting their wish or for the system to be destroyed, at least as it is now. Reconstruction according to Croat wishes cannot be carried out without the consent of Bosniaks and Serbs in the House of Peoples. But likewise, funding cannot be continued without the consent of Croats.

However, Croat representatives are not the only ones to blame for this situation. Even without a Croat channel, millions of marks in debts have been incurred at BHRT. On the other hand, the self-confidence and political elation of certain structures at both broadcasters in Sarajevo, who have rejected any kind of discussion with people in Croat regions, as well as with their political representatives, may now mean their end. Some people thought that the public service was a permanent category, that something like this would not happen and that the international community would help out. As things stand now, it will not. Most citizens are unsatisfied with the TV program, although Federal Television, when it comes to terrestrial broadcasting, is still the most watched domestic television.

According to many media analysts and experts, the two highest quality TV stations in BiH are N1, an affiliate of CNN, and Al Jazeera, which both of course broadcast in the local languages⁶. Both television stations receive a lot of funding from their owners, allowing them to hire good journalists, develop a regional concept and ultimately provide a good quality news and documentary program.

In this chaotic media situation, it is clear how important it is to insist on systemic and alternative education both of journalism students and journalists in strengthening professional qualities and of citizens so they can better evaluate the enormous amount of information they are showered with every day through various media channels.

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

The Law on Communications of BiH⁷ lays out the general framework for different types of broadcasting in the country. Article 1 defines that “communications include telecommunications, radio, broadcasting (including cable television) and related services and resources”. It regards different forms of commercial and public communications/broadcasting, as well as other communications that serve citizens. It is clearly emphasized that the law does not refer to telecommunication equipment installed and used exclusively for the purpose of public security and defense. Radio and television stations are not a direct subject of the law, but considering that the law establishes technical principles of broadcasting and well as rules on

⁶ The Serbian, Croatian, Bosnian and Montenegrin languages are either identical or very similar and totally understandable to everyone.

⁷ <http://rak.ba/hrv/index.php?uid=1272014085>

management and use of frequency resources, it is clear that the law most certainly does regard radio and television media. The law establishes the Communications Regulatory Agency as the supreme regulatory body for all types of telecommunications and broadcasting.

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

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

Public broadcasting in BiH is regulated by as many as four laws. Two on state level – Law on the Public Broadcasting System of BiH⁸, Law on the Public Broadcasting Service of BiH – and laws establishing entity public services – Law on the Public Broadcasting Service of FBiH and Law on Radio and Television of RS.

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

Communications Regulatory Agency (CRA)

Although media literacy is not part of its direct legal authority, CRA is carrying out some activities in this area (such as advancing professional standards by passing rules and codes

⁸ https://www.parlament.ba/sadrzaj/zakonodavstvo/precisceni_tekstovi_zakona/default.aspx?id=58892&langTag=bs-BA&pril=b

***that regulate broadcasting and telecommunications; participation of the public in the process of passing regulations through public consultations; mechanisms for citizen complaints...).* CRA has also assumed the task of promoting media literacy and raising awareness on responsible and safe consumption of all media services.**

As written by Lea Tajic, CRA officer in charge of media literacy issues among other areas, the wide array of regulators in the field of media literacy may be summarized in four most important categories: education and raising awareness, research and reporting, cooperation with other actors, and classification of content. As for target groups, focus is most often placed on children and minors. However, regulators in Europe, including BiH, are aware that media literacy is part of life-long participation and is needed for all categories of society especially in the contemporary convergent media environment⁹.

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

Since 2011 the Agency has supported the marking of Safer Internet Day, where the ability of consumers, either children or adults, to assess inappropriate or criminal content is discussed at various meetings. As Maslo said, although there is no formal forum for promotion of media literacy, there is cooperation with the Ministry of Security of Bosnia and Herzegovina on a number of projects on protection of children on the internet and on development of an Action Plan for improving the system of battling child pornography and other forms of sexual abuse and abuse of children through information and communication technologies. Further, in March 2016 the Agency held regional advisory meetings on the topic of availability of information and

⁹ *Medijska pismenost u digitalnom dobu* (Media Literacy in the Digital Age) (2015), article by Lea Tajić (p. 181), Internews, Sarajevo

communication technologies and radio and television content meant for persons with disabilities and specific needs. In addition, the Agency's website has a section called "Media literacy and protection of children and minors" which contains documents related to media literacy.

As Lea Tajic said, by involving the public in the process of passing regulations and by publicly promoting regulations, CRA can help people to better understand the terminology and concepts behind certain terms, such as hate speech, subliminal advertising, product placement, virtual advertising and so on, and thus to their better ability to analyze media content¹⁰.

Media Literacy in BiH

A study from 2011 on views of media consumers in BiH¹¹ gave indication that citizens are not receiving information uncritically. For example, when asked "Do you think that various political groups are squaring accounts through media in BiH?", more than 90% of the respondents gave an affirmative answer, which shows that citizens do notice the deep politicization of media and the political antagonisms permeating them. Respondents' opinion was also sought on "Can you recognize when media non-objectively and uncritically emphasize someone's political and economic interests?" A very high percentage, 94%, answered affirmatively. Five percent answered "I don't know", and only 1% percent said "No". This shows that citizens think they "cannot be fooled", as a respondent said. A significant variation in percentages occurred in the category of formal education, where those with an elementary school degree are least certain they can recognize economic and information manipulation in the media.

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

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

¹⁰ Ibid

¹¹ Udovičić, R, *VJERODOSTOJNOST MEDIJA, teorijske i praktične dileme* (MEDIA CREDIBILITY – Theoretical and Practical Dilemmas) (2012), Sarajevo, Media Plan Institute

different. “It generally suits them to have media say what they want to hear, based on which they only reinforce already formed opinions”, said Zuber.

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

Media Education

Before the war there was only one department of journalism in BiH, in Sarajevo at the Faculty of Political Science, which was founded in 1971. Before that time, most journalists who had a university degree had come from faculties of social sciences, mostly law and philosophy.

The post-war period saw an expansion of departments at faculties that educate journalists. The biggest is the Department of Journalism of the Faculty of Political Science of Sarajevo, which enrolls 120 students every year, 40 of whom attend education while working at the same time. The Department of Journalism of the Faculty of Philosophy of Istocno Sarajevo enrolls 30 students a year, the Department of Journalism and Communications of the Faculty of Political Science of Banja Luka enrolls 50, and the Department of Journalism of the Faculty of Philosophy of Tuzla enrolls 45. Mostar is the only city in BiH with two universities, a result of the city’s deep division between Croats and Bosniaks, the two majority peoples living there. Thus, the Department of Journalism of the Faculty of Philosophy of Mostar enrolls 40 students, while the Department of Communicology of the Faculty of Humanities of Mostar enrolls 70 students.

There are also two private faculties – Communications Faculty of Banja Luka, which enrolls 100 students at the Department of Communications, and Department of Computer Science and Communications of the Faculty of Humanities of Medjugorje, which has a small group of no more than 10 students.

Such a big number of faculties of journalism/departments of journalism is not a result of actual needs of media outlets and communication institutions, but is rather a consequence of the country’s division into entities and cantons, but even more of the country’s ethnic fragmentation. Historically each government, i.e. each ethnic political structure was educating “its own” journalists. This is additionally reinforced by the fact that BiH is a complex country with two entities. Each entity has its own Ministry of Education. Furthermore, the Federation of BiH entity consists of 10 cantons and each canton has its own Ministry of Education with enormous powers. In addition, the administrative unit of Brcko, which is a district, has a department of education as part of the local government. This prevents the conduct of a consistent and rational education policy harmonisation with the labor market needs.

A total of 465 future journalists enroll at faculties in BiH every year. About 30% to 70% graduate every year, which is around 200 students. According to Media Plan Institute's estimates, an equal number of students from other faculties decide to try their luck in journalism and PR, as a result of which there are around 400 people formally on the market every year who seek or can perform the work of professional communicators. The term "professional communicators" is used because faculty curricula, even if they are formally called just faculties of journalism, are actually communications departments where students study various aspects of public and public opinion, sociology and marketing aspects, investigative procedures as well as journalism skills, which according to many opinions are the weakest segment of university education of journalists.

Media literacy does not exist as a subject in elementary schools in BiH but, at least formally, some subjects foresee discussions on topics related to so-called media education. According to a survey carried out by the author Lea Tajic, most of the planned media topics in the common core curricula for elementary schools in the Federation of BiH are part of the subject of Bosnian/Serbian/Croatian Language¹². This subject foresees discussion on media as part of the teaching category of media culture. It includes theater and film in lower grades and critical thinking about film, radio and TV shows and reportage as a genre in upper grades. However, students who graduated from elementary school have said in informal conversations that they did not do anything in language class other than various aspects of grammar and writing.

The internet is studied in computer science class. As for high school, the subject of Democracy and Human Rights covers the topics of freedom of expression and role of media in democracy, two hours each. During a discussion on how to improve school curricula, on a show on the state public service BHT in 2015, the principal of a Sarajevo high school said that staff is insufficiently trained for some knowledge and information and that guest lecturers are therefore required, but there is no money in the budget for them. Sometimes lecturers who work for free are brought in, usually along private lines, and in that case schools request permission from the Education Ministry, although the school principal may also approve something of that kind.

The organization "Step by Step" carried out a survey in 2014 with educators working at elementary schools in 19 cities in BiH. Some of the questions were related to media competence of staff and use of media and computers in class as contribution to media literacy education. The surveyed teachers have virtually no dilemma on the necessity of media education from the earliest age. Ninety-eight percent think that media education should be taught in elementary school. And 93% of them maintain that this should start in lower grades of elementary school¹³. The overwhelming opinion of respondents is that they need vocational training in this field. Ninety-one percent said additional training in media literacy would considerably help them.

With regard to consumption of media by potential educators in media literacy, which of course is the precondition for everything, their media habits correspond to the trends of most citizens. Seventy-three percent watch television every day. On the other hand, 49 percent respondents

¹²Tajic, L, *Medijska pismenost u Bosni i Hercegovini (Media Literacy in Bosnia and Herzegovina)* (2013), Internews, Sarajevo

¹³Ibrahimbegović-Tihak, V, *Medijska pismenost u digitalnom dobu* (2015), Internews, Sarajevo

answered that they used the internet every day in the last three months. A total of 41.6 percent said they access the internet on their smart phones¹⁴.

The survey shows that the most used media in that particular school year were TV and newspapers. In both cases, media were used in less than five and more than one class. This is a very small ratio if we consider the fact that as many as 87 percent of respondents gave an affirmative answer to the question “Is it possible to use media in your work?”¹⁵

However, it is clear, especially in urban communities, that children generally do not need development of technical competence. In the book “Literacy for the 21st Century: Media Literacy Education”, Elizabeth Thoman and Tessa Jolls maintain that the previous approach to education, which was used in the last two decades and in which a person who teaches is the source of information and knowledge for their students, using textbooks as a resource, no longer exists today. Children today are subjected through the internet to a deluge of information of all kinds, useful, useless and even harmful¹⁶. Therefore, the authors suggest that education should focus on helping children develop critical thinking about the information they are showered with.

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

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

Vanja Ibrahimbegovic-Tihak, head of Internews’ former media literacy program, believes there is no willingness at the moment, or creative and political strength, to introduce a totally new subject on media literacy. But she thinks there is enough room in existing subjects for this field. “We should look up to Croatia, whose new education strategy contains cross curriculum

¹⁴ Ibid

¹⁵ Ibid

¹⁶ Ibid

issues on digital literacy. That means this field is studied through different subjects. For example, when as part of a certain subject you give children an assignment to find something on the internet, they evaluate the sources, comparing them and checking their credibility. It is also possible to talk about media and role of media in language, history and human rights subjects,” said Ibrahimbegovic-Tihak.

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

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

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

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

With regard to higher education, the stand is unanimous that a course in media literacy is not really necessary for communicology or journalism departments, because this issue permeates most courses, but it is necessary for departments of other social studies. Some departments in BiH, such as philosophy, pedagogy and sociology, have courses in communicology or media and society and it would be useful to introduce a course in media literacy or replace a related course with it. Internews is the only organization that developed a concrete initiative (but limited in terms of universities covered) to introduce a new course and educate university staff in this field. "We visited faculties of media. We saw there was a lot of disparity even in understanding the term media literacy. Therefore, we offered educators to address this matter in depth at the faculties," said Vanja Ibrahimbegovic Tihak, head of Internews' media literacy project. She said seven or eight people stood out after the first education round and they remained on a team from which Media Literacy Clinics were created. These clinics were interactive workshops with students from various faculties of social sciences, where they were introduced to each other and discussed all aspects of this issue. Ibrahimbegovic Tihak said the most concrete result of the project was introduction of an elective course in media literacy at the Department of Journalism of the Faculty of Philosophy of Istocno Sarajevo and Faculty of Philosophy at Cultural Studies in Zenica. "I agree it is very important to introduce a course in media literacy at other faculties too, but our project was limited to faculties that educate journalists, which is why it remained within these bounds," said Ibrahimbegovic Tihak.

Vuk Vucetic, who completed the Internews' training program, confirmed that Media Literacy at the Faculty of Journalism of Istocno Sarajevo is an elective course in the fourth year. "Every department at our faculty has the right to change the program by up to 20 percent without asking for approval from the faculty and university. We replaced one elective course with Media Literacy because we believe it is more useful for students at this moment," said Vucetic. But, he said, the course will start for the first time in the fall semester of the 2016/2017 generation. "We believe there will be a lot of interest and our plan is to have this elective course as an elective course on the level of the whole faculty. If students from other departments have an opportunity to choose this course, it will achieve its full purpose," said Vucetic.

Ines Bamburac thinks that media literacy at journalism faculties and communication faculties is necessary because these faculties are educating future professors and teachers who will be working in this field as lecturers. According to her, this should be a long-term process, at least three or four years long, until communication faculties produce the first generation of trained people who will teach media literacy in elementary or high schools.

Lejla Turcilo told us there is a course in Media Literacy at the Faculty of Political Science, but it is an elective course only for the Ph.D. program. "My opinion is that this course can best be implemented in sociology, pedagogy and library science programs, however with participation of experts from the field of communicology. The reason I think it should be offered at these departments is because media literacy needs to be introduced in the education system from the earliest age, i.e. from kindergarten, and in this regard university should educate future teachers, pedagogues and librarians who will be able to teach media

literacy to children in school,” said Turcilo. She thinks the topic of media literacy should be studied at the Communicology Department only in a context in which communicologists take pedagogical courses as well so they are later prepared to teach media literacy.

Professional Development and Specialisation

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

There is no data on how many journalists have a university degree. Borka Rudic, president of the BH Journalists Association, said that according to the association’s rough data, this figure is around 70%. In any case, a rise in the number of journalists with university degrees is evident. For example, Glas Srpske daily from Banja Luka, according to a Media Plan Institute survey, had only 23% journalists with a university degree in 2001¹⁷, while today it has 90%. This is the situation with other strong media outlets.

However, many editors say the fact that a beginner journalist has a university degree does not mean very much to them. Journalists usually do not receive practical know-how at universities and newsrooms must train them and “teach them the trade”. Many newsrooms therefore take students or graduated students for unpaid internships or probationary work where they train them with the goal of selecting the best. Amir Zukic, editor-in-chief of the TV station with the strongest production in BiH – N1, is very critical of today’s graduated students.

“It seems that the situation in this regard is deteriorating with each passing year. Unfortunately, each new generation is worse, not only in terms of journalistic know-how, tools required to do this job, but also in terms of general knowledge and literacy,” Zukic told us. He said that 400 candidates applied after the latest vacancy announcement, of which, according to CNN and N1 criteria, only 20 met standards that allowed them to go into the second round, where six were selected.

But what Zukic finds extremely distressing is that the vast majority of future journalists do not demonstrate a real desire and passion for this job. “I don’t only see university as an education problem; I generally see their lack of willingness and desire to work on themselves in any way, except in the way of being beautiful, being charming and going on television as soon as possible, hoping to become popular,” he said.

¹⁷ <http://www.mediaonline.ba/ba/?ID=182>

Drasko Ignjatic, editor-in-chief of the public service TV Republika Srpska, believes it is absolutely impossible for a student who graduates from university to be trained as a journalist. The newsroom that hires them needs to train them in practical journalistic know-how.

“Universities try to follow trends, but the situation with higher education is complicated and burdened with many problems. There are few examples where they are able to start working right away, with full capacity, after finishing university. Even then only if they had internships while studying. It is clear that theoretical knowledge is impossible without quality practical training to fully train young journalists to perform top work in the best newsrooms.”

According to Ignjatic in his experience the highest quality staff at this moment comes from the Banja Luka-based Academy of Arts Drama Department, where they take courses in editing, camera, directing and production, and that they also used to get excellent journalists from the Media Plan High School of Journalism, which had strong practical classes.

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

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

Lejla Turcilo, head of the Faculty of Political Science Quality Division and former head of the Department of Journalism, says that education of future journalist must be a combination of theoretical and practical classes and that lecturers must come from both the academic circle and from the practice. “Insistence on journalism as a trade that does not need professionals from the academic community is equally devastating for the profession as insistence on theoretical know-how without practical work,” said Turcilo. She emphasized that the faculty has compulsory month-long practical work for students, which students perform at a media

outlet. In addition, in courses in Print Journalism, Radio and TV Journalism, and Online and Digital Communication, meetings with journalists are organized for them, as well as visits to media organizations. "That is efficient to an extent, but it is not enough. The most ideal model would be to provide technical and staffing conditions at the faculty, in the form of radio and TV studios, where students could have practical education," said Turcilo, who believes that with the large number of students in each generation, it is difficult to organize cooperation with media so that each student gets an appropriate internship at a media outlet of their choice. "The quality of practical training that students get depends on individual efforts of the journalist mentors who are assigned to students, certainly not an easy task for journalists in newsrooms, who in addition to their everyday work also get students they need to train. However, for media organizations this is a good way to recruit future journalists among students who come for internships," said the Sarajevo professor.

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

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

The legal framework that regulates higher education in BiH¹⁸, as the professors have pointed out, does not hold back the development of curricula. As Lejla Turcilo told us, it enables curricula innovations to suit the needs of both students and the market. "Since the adoption

¹⁸ Higher education in BiH is regulated on several levels. The highest document is the Framework Law on Higher Education in BiH. The Republika Srpska has the Law on Higher Education of RS (http://www.vub.edu.ba/dokumenti/dok_menu/1.pdf) and amendments (<http://www.narodnaskupstinars.net/?q=la/akti/usvojeni-zakoni/zakon-o-izmjenama-zakona-o-visokom-obrazovanju-0>), while the Federation of BiH, which consists of ten cantons, has ten cantonal Laws on Higher Education (http://fmon.gov.ba/index.php?option=com_content&view=article&id=159:zakoni-o-visokom-obrazovanju&catid=38:sektor-za-visoko-obrazovanje&Itemid=147). In addition Brcko District has the Law on Higher Education. On state level is also the Agency for Development of Higher Education and Quality Assurance, but it only deals with requirements for obtaining licenses for faculties and not with assessment of quality of programs.

of the Bologna system, we made three corrections of curricula. But the problem is lack of staff for good implementation of curricula, because the policy of hiring young people at universities, particularly experts from the practice, is not supported by budget funding. Thus, it is possible in theory to modify, innovate and harmonize curricula with the needs of the market, with good European practices and so on, but it is questionable how these curricula can be implemented with existing spatial, staffing, technological and other capacities,” said Turcilo.

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

Civil Society/NGO Sector Role

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

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

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

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

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

Findings & Recommendations

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

Recommendation:

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

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

Recommendations:

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

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

Recommendations:

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

The legal framework that regulates higher education in BiH does not hold back the development of curricula and allows their innovation to suit the needs of both students and the market. But the problem is lack of staff for good implementation of curricula, because the policy of hiring young people at universities, particularly experts from the practice, is not

supported by budget funding. Thus, it is possible in theory to modify, innovate and harmonize curricula with the needs of the market, with good European practices and so on, but it is questionable how these curricula can be implemented with existing spatial, staffing, technological and other capacities.

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

Recommendations:

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

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

Recommendations:

- *An empirical study should be carried out on a scientific sample for the whole of BiH on the subject of media literacy, examining this issue from various aspects – media affinities, ability to recognize manipulation, technical aspects of media use and ability to communicate and produce media messages. The study should serve as a foundation for developing a media literacy strategy for BiH and for didactic programs in the education system.*
- *Development of a media literacy strategy for BiH should be initiated on the state level, to be implemented jointly by the Ministry of Transport and Communications of BiH and Communications Regulatory Agency. The strategy should provide guidelines for promotional, educational, cultural and political activities aimed at strengthening*

interaction between professional media reporting and public opinions with the goal of societal progress.

- ***The Communications Regulatory Agency, either by itself or in collaboration with professional content analysis agencies, should launch periodic monitoring of media reports aimed at identifying and eliminating hate speech, defamation or extremely unprofessional political bias.***

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

Recommendations:

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

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List of Interviewees

BOSNIA AND HERZEGOVINA

Azra Maslo, Communications Regulatory Agency (CRA) Program Standards Coordinator

Vanja Ibrahimbegovic-Tihak, head of Internews' former media literacy program

Zoran Udovicic, founder of Media Plan Institute

Semina Hadzovic Ajvaz, Head of the Department of Communications in Mostar

Amir Zukic, editor-in-chief of the TV station N1

Drasko Ignjatic, editor-in-chief of the public service TV Republika Srpska Vuk

Vucetic teacher from the Journalism Department of Istocno Sarajevo

Lejla Turcilo, head of the Faculty of Political Science Quality Division and former head of the Department of Journalism in Sarajevo

Ljubomir Zuber, head of the Department of Journalism of the Faculty of Philosophy of Istocno Sarajevo

Bojana Sutvic, Media Initiatives coordinator

Ines Bamburac, Media Center director