



Background Document on National Media and Information Literacy Policies and Strategies in Bosnia and Herzegovina

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Executive Summary

This Background Document on MIL Policy and Strategy in Bosnia and Herzegovina is developed by a multidisciplinary team of experts with multi-stakeholder participation. Its purpose is to provide the foundation for the discussions in the process of national consultations on national MIL policy and strategy, as well as to provide concrete recommendations on integrating MIL in the formal, non - formal and informal education as well as across sectors and society in B&H.

This study is using the UNESCO's composite concept of Media and Information Literacy. For UNESCO, MIL includes a combination of knowledge, attitudes, skills, and practices required to search, access, critically analyse, evaluate, use, contribute to, and communicate information and knowledge wisely and ethically, understanding ones' rights offline and online, and engaging with information, media, and technology for sustainable development.

There are many reasons why B&H needs MIL policies. These policies are needed not only for citizens but also for governments to fulfill their role in the digital world. These policies need to reach all parts of the population and prevent processes that lead to the spread of disparities and increase of digital divide in society. Also, these policies provide a framework for finding adequate responses to the growing problems of spreading various forms of fake and distorted news and information on the Internet. MIL policies can contribute to empowering citizens to participate and direct public debates about issues that are relevant for them. This opens up opportunities for meaningful dialogue among citizens of different ethnic, religious, ideological, and political groups. In the process of joining the European Union, there are various opportunities for developing MIP policies in different sectors. There is no doubt that Bosnia and Herzegovina will in the future, through its commitment for European integrations, have to put a greater emphasis on media and information literacy, especially through Chapter 10 of the *Acquis Communautaire* – Information Society and Media. Finally, in the light of the changes in different sectors, the field where MIP operates is necessary to extend beyond education so that it includes some new stakeholders such are public libraries, youth work and cultural and art sector.

Media and information literacy is almost not mentioned in B&H public policy documents. This, however, does not mean that various aspects of MIL are not covered by legal decisions. Hence, media legislative framework, in general, promotes freedom of expression, limits undue influence on the media, and establishes the responsibility of the media in terms of acceptable restrictions on freedom of expression. In certain educational strategies, the need for changing the classroom approach is emphasized, by shifting the focus from “teachers” to “learners” and implicitly refer to MIL competencies, such as searching and accessing information, assessing sources and critical thinking. Information Society Development Policy of B&H points to the “low level of digital literacy and skills” and underlines the need for the development of activities that should result in guidelines for digital literacy enhancement together with “framework for recognition of ICT skills”. Legislation treating youth and youth issues accentuate youth rights on education, organizing and voluntarism, and employment. This means that young people have the right to good living conditions, and the right to be involved in and affect their own lives, their local environment, and development of society in general. Law on gender equality in Bosnia and Herzegovina defines that everyone has the right to equal access to media, prohibits degrading and demeaning representation in media, and obliges media to develop consciousness on gender equality through their programs.

Despite the increasing development of new technologies and the growing role played by media in society, there is no adequate public discussion on issues related to media and information

literacy. Even when there are debates and initiatives, they do not include many stakeholders such as representatives of competent ministries, regulatory bodies, industry, the academic community, or the NGO sector.

In the education sector, there is an insufficient representation of classes dedicated to the development of MIL skills in curricula, and teachers do not have adequate skills in the area of MIL education, nor the possibility for attending quality teachers' training. But there are several examples of a new approach to education that show that changes in perceptions occur.

In the media sector, the main actors in promoting MIL are the Communications Regulatory Agency (CRA) and the Press and Online Media Council. The CRA has certain activities in four areas (1) access to media and media content, (2) analysis of media and media content, (3) evaluation of media content and (4) creation of a media message. The Press and Online Media Council, besides resolving complaints from citizens on the content published in the press and online media, is also active in other media literacy activities such as holding seminars and roundtables and broadcasting radio show in which they educate and inform citizens about the concepts of media literacy.

Libraries are not recognized as institutional support for achieving the goals of the information society, and archival and museology studies in the context of information and communication sciences are not existent. The non-governmental sector in a certain way has been trying to compensate identified oversights in formal education system through informal education, discussions, seminars, train the trainer sessions, publication of analyses and other publications on the topic of media literacy, etc.

The basic recommendations of this study are as follows:

HARMONIZE PUBLIC POLICIES, defining areas relevant to the development of Media and Information Literacy (i.e., Policies for the development of the information society, Education strategies, Broadcasting sector policies, instruments for the implementation of the UN Convention on the Rights of the Child, etc.), **AND DEVELOP THE NEW POLICIES** where necessary.

INTRODUCE/DEVELOP MIL AS A COMPOSITE CONCEPT that should lead to a common or core competencies, and a comprehensive and harmonized approach to the design, planning, and implementation of MIL programs.

HARMONIZE FORMAL EDUCATION SECTOR WITH MIL OBJECTIVES, together with the capacity building for those who will be implementing the policies in the educational practice, as well as strengthening interdisciplinary academic programs.

DEVELOPMENT OF MIL FOR ADULTS IN NON-FORMAL AND CONTINUING EDUCATION CONTEXT, in order to build environment for the continual development of necessary skills for active citizenship and employability.

STRENGTHENING THE ROLE OF LIBRARIES and other heritage institutions as key actors in the lifelong learning process, in particular learning with the support of new media and technologies, and transferring MIP knowledge to broad user communities.

I. Purpose of the Background Document

This Background Document on MIL Policy and Strategy in Bosnia and Herzegovina is developed by multidisciplinary team of experts with multi-stakeholder participation, with the goal to provide an analysis of media and information literacy (MIL) policies and strategies in Bosnia and Herzegovina (B&H). Its purpose is to provide the foundation for the discussions in the process of national consultations on national MIL policy and strategy, as well as to provide concrete recommendations on integrating MIL in the formal, non - formal and informal education as well as across sectors and society in B&H. Key principle is a multi-stakeholder participation approach both in this document and in the process of national consultations.

This Background Document on MIL Policy and Strategy in B&H is using the UNESCO's composite concept of Media and Information Literacy, as well as MIL Policy and Strategy Guidelines (Grizzle and Torras Calvo, 2013). It will serve as a basis for discussions before, during, and after the national consultative meeting on MIL policy and strategy in Bosnia and Herzegovina. The Background Document has the intention to clearly address media and information literacy in the context of building trust in media and promoting and supporting high-quality media, access to information, open and plural society, as well as gender equality issues in Bosnia and Herzegovina.

II. Brief introduction of how MIL is conceptualized in this document

As concluded in Moscow Declaration on Media and Information Literacy (2012), "Media and Information Literacy (MIL) is a prerequisite for the sustainable development of open, plural, inclusive and participatory knowledge societies, and the civic institutions, organizations, communities and individuals which comprise these societies." For UNESCO, MIL includes a combination of knowledge, attitudes, skills, and practices required to search, access, critically analyse, evaluate, use, contribute to, and communicate information and knowledge wisely and ethically, understanding ones' rights offline and online, and engaging with information, media, and technology for sustainable development. (C.f. Moscow Declaration, 2012). As per UNESCO's description, MIL recognizes the primary role of information and media in our everyday lives. It lies at the core of freedom of expression and information – since it empowers citizens to understand the functions of media and other information providers, to critically evaluate their content, and to make informed decisions as users and producer of information and media content (Grizzle and Torras Calvo, 2013).

III. Why MIL policies and strategies are needed in Bosnia and Herzegovina

MIL policy development in B&H is in its early stages, and in a similar situation with related public policies and strategies. As Turčilo and Tajić (2015, p.17) note, "there is a lack of a broader state strategy, an appropriate legal framework (which would be valid throughout the entire territory of the state, not divided by current entity and cantonal lines), sufficient financial resources and broader connection and cooperation of formal and non-formal educational institutions". However, no matter how unfavourable the situation is, it is necessary to begin to systematically deal with the issues of MIL since the overall development of Bosnian society relies heavily on the development of new competencies among citizens, young people in particular (Vajzović, 2017, p. 269, 274-276).

Media and information literacy policies are needed not only for citizens, but also for governments to fulfil their role in the digital world. These policies need to reach all parts of the population and prevent processes that lead to the spread of disparities in society. Furthermore, such policies have implication to those who have access to information and those who do not have it; those who know how to use digital technologies and those who do not know; and to those who have the skills of critical evaluation of media messages and digital information and those that do not.

Lately, the problem of increased forms of disinformation (i.e. the fake news, distortion, exaggeration, propaganda, etc.) has become more and more important. The current legal framework dealing with media policies that were supposed to make traditional media more transparent and accountable have never been as effective as expected (Mapping Digital Media: B&H, 2012; MSI B&H, 2016). With the rise of the Internet, appropriate public policies that would ensure transparency and accountability of the online media did not follow the development of the Internet. This situation does not arise solely from the passivity of the domestic authorities, but rather reflects the existing Internet structure and governance globally.

Bosnia and Herzegovina is a post-conflict country in which, even more than 20 years after the war, wounds have not healed fully, at least not in media sphere. Political turmoil contributes to the growth of distrust among ethnic groups and citizens (ECRI, 2017)¹. MIL policies can contribute to empowering citizens to participate and direct public debates about issues that are relevant for them. This opens up opportunities for meaningful dialogue among citizens of different ethnic, religious, ideological, and political groups. MIL policies should rely on the concept of human rights, in particular to deepen the understanding of the concept of freedom of expression, which includes not only rights but also responsibilities, to encourage a new culture of dialogue in Bosnian-Herzegovinian society, and to contribute to the suppression of various types of extremism.

As in the case of other Western Balkan countries, B&H is in the process of joining the European Union, which opens various opportunities for the development of MIL policies in many different sectors, including the media and education sector. Bearing in mind that the consensus on the B&H accession to European Union is one of the rare agreement between all political parties, it is necessary to point out that this path includes various activities for the development of MIL competencies for all citizens of B&H.² There is no doubt that Bosnia and Herzegovina will in the future, through its commitment for European integrations, have to put a greater emphasis on media and information literacy, especially through Chapter 10 of the *Acquis Communautaire* – Information Society and Media.

Lately, the area of MIL has experienced a foremost change. There are more public debates and scientific research on and responsiveness to MIL. In many countries, the field where MIL operates has expanded beyond education to include for example some new stakeholders such as public libraries, youth work and cultural and art sector. But, MIL in Bosnia and

¹ The European Commission against Racism and Intolerance (ECRI) published its report on Bosnia and Herzegovina on November 7, 2017. The report urged the authorities and political leaders to condemn firmly and unequivocally all instances of hate speech and other forms of ethnic intolerance, and act in a principled and determined manner towards rebuilding a tolerant and inclusive society without discrimination on any ground.

² For example, in neighbouring Serbia Media Literacy as a term entered for the first time the official government policy document in the Strategy for the Development of the Public Information System in the Republic of Serbia until 2016, which was a significant element of the political criteria that was noted in the Commission Opinion on Serbia's application for membership of the European Union. See more in the *Background Document on the National MIL Policies and Strategies in Serbia*.

Herzegovina is still not seen in a broader sense particularly in the context of policies. Bosnia and Herzegovina should become a society where MIL is valued and appreciated and the importance of MIL is understood better.

IV. An overview of MIL in Bosnia and Herzegovina

IV.1. Policy action - MIL in relevant policies and other strategic documents

IV.1.a. MIL in Media policy

Media policy documents in B&H almost do not recognize the term 'media literacy'. It is only mentioned in one document, but in a general sense (Council of Ministers of B&H, 2006). This, however, does not mean that various aspects of MIL are not covered by legal decisions. On the contrary, the legal environment that is needed to enable the development of media and information literacy has solid foundations. Some areas such as freedom of expression and freedom of media, ethical conduct of journalists and editors, protection of audience, etc., although not explicitly referred to as parts of MIL, are already regulated by laws and by-laws.

In the Constitution of Bosnia and Herzegovina, as well as in the constitutions of lower administrative units, the right to freedom of expression is guaranteed, and in many other documents, freedom of the press is also protected³.

The most important laws regulating media activity are: The Law on Communications (2003) regulating the functioning of electronic media, telecommunications and radio-frequency spectrum management, the set of laws on Public Broadcasting System in B&H (2005,2006,2008), Defamation laws (2001, 2002, 2003), Freedom of Access to Information acts (2001, 2002), and laws on Public Information / Media and Public Information in the entities and cantons.

While none of these laws mention MIL explicitly, all of them, to a greater or lesser extent, strive to establish a framework promoting freedom of expression, limiting undue influence on the media, and establishing the responsibility of the media in terms of acceptable restrictions on freedom of expression. These laws generally seek to uphold high international standards in the field of freedom of expression and establish good European practice in media management.

The Communications Law of B&H authorizes the Council of Ministers of B&H to create a communication policy and entrust the implementation of this policy to the Communications Regulatory Agency (CRA), an independent, converged regulatory body. The strategic document 'The Broadcasting Sector Policy' adopted by the B&H Council of Ministers in 2006 mentions media literacy in the context of justifying tasks prescribed to Public Broadcasting Services when switching to digital broadcasting. It is thus said that the task of public service broadcasters is to provide citizens with a wide range of information about media, because "media literacy is a key factor in reducing the risk of 'digital divide'." **This is, in fact, the only explicit reference to the term "media literacy" in BH media policy documents.**

³ Rights and freedoms set forth in the European Convention on the Protection of Human Rights and Fundamental Freedoms are directly applicable in B&H and have priority over all other laws. In this context, it can be considered that the highest legislative acts provide a media environment in line with EU and Council of Europe (CoE) standards, in which it is possible to meaningfully develop the concept of media and information literacy.

On the other hand, the CRA in a series of by-laws that are in line with the provisions of the Directive on Audio-visual Media Services of the European Union has established certain principles that could enhance MIL. Thus, for example, the codes and rules of the Agency prescribe the protection of minors and vulnerable categories of the population in broadcast media programmes, concealed and misleading advertising is prohibited, and the obligation of information of service providers to publish contact information to allow for communication with service users.

Print and online media work in B&H is effectively left to the system of self-regulation. There are no laws defining the activities of these media, and even the existence of a central registry of these media is not envisaged. In practice, representatives of printed and online media have a self-regulatory body - the Press Council (PC). The PC's main task is to mediate between dissatisfied readers and the media, monitor the application of the Press Code and online media, improve professional standards in the press, protect the public from unprofessional and manipulative journalistic reporting, protects print and online media from political, economic and all other pressures that jeopardize freedom of information and media freedom. From these tasks it is evident that the system of self-regulation of the media in B&H is in the function of MIL.

IV.1.b. MIL in Education policy

The complex education policy and institutional framework in B&H (13 separate education ministries with separate budgets and nine Pedagogical Institutes) makes it difficult to coordinate and to have a uniform approach to education policy development and its implementation. (MEASURE B&H, 2017)

This complicated education system in which MIL should be incorporated, in their nature, represents at least two divided systems. The first is centralized in Republika Srpska, where jurisdiction over education lies with one ministry. The second is highly decentralized in Federation of Bosnia and Herzegovina, where cantonal ministries of education – 10 of them – together with Federal Ministry of Education, as a coordination body, are holding the power in education. This system is often dysfunctional and struggles with different approaches. (MEASURE B&H, 2017)

This is mostly visible through the scarcity of strategic documents which are, when in place, inconsistent regarding the time of implementation across different levels of government, such as in the development and implementation of education strategies. Furthermore, the existing documents are not mentioning the MIL per se, as the set of skills and competencies to be developed by the learners. But the development of those skills is not completely ignored. Strategy for Education Development 2016-2021 in Republika Srpska (RS) emphasizes the need to change the approach to the classroom work, by shifting the focus from “teachers” to “learners” and implicitly refers to MIL competencies, such as searching and accessing information, assessing sources and critical thinking.

Similarly, Strategic Directions for the Development of Education in B&H with the Implementation Plan 2008-2015, underlines the necessity to modernize education process as a whole, in order to make it responsive to the needs of children of today and tomorrow. Modernizing and development of teaching and learning on all levels of education system, as emphasized in the Strategic Directions, call for the content-related interventions in order to abandon the factographic approach and move towards the development of critical thinking, problem solving skills, and applying gained knowledge in the real life. In addition, it calls for use of ICT in education, constant teachers training, and for lifelong learning. All these concepts

are linked to the MIL competencies and goals. It is important to note that though the period, which this document covers has passed, no new strategy has been adopted.

When it comes to the higher education strategic documents, some progress can be identified in the process of synchronization of B&H level documents with the EU standards⁴. Even though no explicit mentioning of MIL skills can be found in those documents, they still are important as they mark the direction for the further development of the education sector in line with the EU standards. This inevitably includes development of MIL competences (knowledge, skills, and attitude). In addition, both of these documents in the introductory parts are referring to the necessity of higher education to address the challenges of today's digital age.

Having in mind all of the above, it is fair to say that education policy framework in B&H, leaves the space for the MIL strategy development, within the current policy, as it recognizes and prioritizes the development of the skills and competencies of MIL, even without naming them as such. This should be taken as the window of opportunity for the MIL policy articulation in this sense.

IV.1.c. MIL in Information policy

Libraries are public information institutions par excellence whose mission is central to development of citizens' critical literacy skills along with lines of servicing their information needs. Although librarians and other information workers are to be inherently involved in creating and transforming information policy (at least because they are regularly influenced by its effects) in Bosnia and Herzegovina they are not substantially involved in upholding of (national) information policy.

Following the proposal of the Ministry of Communications and Transport, the Council of Ministers of B&H issued resolution on acceptance of the Information Society Development Policy 2017-2021 (Council of Ministers of B&H, 2017). MIL is not addressed, but what is present is the term "digital literacy" (seen as information and communication competencies) emphasizing needs for development of a new ICT skills in order to enhance competitiveness.

In this policy document, libraries and librarians are not recognized nor regarded as key partners in lifelong education of citizens but mentioned only in the context of recommendations for finding sustainable model of financing digital library of B&H that would be linked to EU library.

Information Society Development Policy 2017-2021 points to the "low level of digital literacy and skills" and underlines the need for the development of activities that should result in guidelines for digital literacy enhancement together with "framework for recognition of ICT skills", especially in regard of coping with agenda named "New skills for new jobs" (Council of Ministers of B&H, 2017). The Policy refers to the need for update of the educational curricula but it is solely emphasized at the level of inclusion of subject "informatics" (computer science) as mandatory part of all teaching units. Furthermore, need for active campaign in digital literacy promotion is marked as crucial (from the level of elementary school to "citizens' education on new ICT media") but the role of librarians and libraries (nor MIL educators) in

⁴ For example, B&H has adopted the Priorities for the development of the higher education in Bosnia and Herzegovina 2016-2026. Besides higher education, there is also the Action Plan for Creation and Implementation of the Qualification Framework for Life Long Learning in Bosnia and Herzegovina 2014-2020.

the process of enhancing of *netizens*⁵ (Hauben and Hauben, 1997) skills matching information society goals is not recognized.

Among acknowledged obstacles for the development of information and communication technologies in B&H are the lack of education and understanding about necessities and gains in ICT usage, stronger institutional support, absence of effective competitiveness at the broadband market, shortfall in coverage and access to the broadband infrastructure, insufficient investments in ICT development, inadequate laws for data protection and ICT legislation, deficiency of academic research network, and ICT workforce shortage (Council of Ministers of B&H, 2017).

Recognizing library/librarians role in information society policy is therefore indispensable factor for putting the Information Society Development Policy 2017-2021 at work. Legislation in the domain of library management policy has not been changed since almost twenty years. As significant problems in the field of information policy asks for its recognition on boundaries of social, informational, and technological systems, therefore libraries still matters (besides undervalued institutions in the context of informationalism) since they provide the context for all communications, interaction, and social processes, practices linked to the historical development of a democratic public sphere, an ideal form of rational organization of human intellectual production, that is currently being dismantled. Without rationale that would accept that modern library activities are based on ICT technologies that operate as integral part of information infrastructure and being driving force for encouraging and stimulating MIL competencies it would not be expected that they are to be recognized as primary institutional support for tendencies in reaching goals of information society.

Archival and museology studies in the context of information and communication sciences are not existent. Since professionals in archives and museum are in deficit with knowledge concerning information and knowledge management, as well as information and media literacy, it leads to poor institutional sustainability and reaching of the goals valid in digital era. In such a context archives and museums rely on librarians, trained as information specialist, but existing educational framework for library and information science studies is not sufficient as well. As Dizdar wrote ten years ago: “today, when we speak about transformation of programs for information specialists, it is common to ask if they are conceived in a way that bring students to understanding of nature of information profession, reasons for its existence, role o information institutions and as well as its subsistence” (2007). Apparently, a need for creating of “conditions for developing a strategy to deal with cultural policy, education, heritage institutions, activities, services, and information technologies, in the heritage sector, is indispensable” (Zaimović, 2011).

⁵ Netizens are the people who actively contribute online towards the development of the Net.

IV.1.d. MIL in other related policies

Youth

MIL embraces multipurpose literacy competencies and with them people of all generations, principally youth social groups gain better skills for engaging in everyday life. MIL is especially relevant for youth – they use media for their free time, pursue their hobbies and interest, experience various feelings, learn something new and take part in communication with different communities and individuals.

A review of all relevant legislation documents treating youth and youth issues⁶ shows that are no mentioning of either MIL or related MIL competencies. That is why it is vital for this particular social group to be accentuated regarding MIL and MIL competencies within institutional context.

Mostly, these laws accentuate youth rights on education, organizing and voluntarism and employment. The rights-based perspective means that young people have the right to good living conditions, for example good health and education. This also means the right to be involved in and affect their own lives, their local environment and development of society in general. The youth issues in B&H are addressed withing different governmental bodies at state, entity and municipality level.

In order to provide an introductory framework for the MIL culture of youth in B&H, there are some valuable and newer data (Youth Study Bosnia and Herzegovina -2014, 2015.) at least on their attitudes and activities. This particular data can give a layout of their performances in this particular field.

The results of this study show that 83,5% of young people in Bosnia and Herzegovina use the Internet, while 2,7% do not use the Internet at all. 94,2% of young people have permanent access to the Internet, while 5,8% have no such access at all. According to these findings, young people spend their time involved in different types of media, primarily with information and communication technologies.

Young people use the Internet not only to become informed but mostly to access social networks, such as Facebook, Twitter, Instagram, LinkedIn, and others. 29,9% of young people use the Internet exactly for this purpose, while 13,1% use the Internet to search for the information related to school, information that they find interesting, while 26,6% of young people obtain information via Internet to communicate with friends and relatives.

Recent study (Turčilo, Osmić, i Žiga, 2017, p.7), presents that youth in B&H have no critical attitude towards contents from the on line media. They demonstrate a high level of trust towards all media dispatchers across on line space particularly social networks (Turčilo, Osmić, i Žiga, 2017, p.27), with a low level of trust for the politics and society as well as the printed media, radio and television. But, according to the authors of this particular study, an encouraging fact is that youth are familiar with the term “media literacy” and find it is necessary for their better interaction with media and society in general. “Even though some of them consider themselves more literate in this context than older citizens (more upon technical skills in using on line media for example), most of the young people claim that general level of MIL in B&H is on the low level and that most citizens believe “in everything that is written” (Turčilo, Osmić, i

⁶Resolution on Youth B&H – B&H Official Gazette 12/03, Constitutional Law B&H, Constitutional Law on Federation of Bosnia and Herzegovina, Constitutional Law of Republika Srpska, Law on Youth Federation B&H, Law on Youth RS, Law on Youth of Brčko District; Municipal laws and statues.

Žiga, 2017, p.24). Large number of young people admit that they are inadequately media literate and that they are lack of skills for presentation of their own ideas, opinions and attitudes. What is the most important is that youth have expressed their readiness to participate in programmes related to MIL and need for MIL to be included in the programs of formal education.

Gender

Law on gender equality in Bosnia and Herzegovina in its Article 2 paragraph 2 defines that full and equal treatment of both sexes is guaranteed “in all segments of society” that includes also media (Zakon o ravnopravnosti spolova u B&H, 2010). Article 21 of the same law states that everyone has the right to equal access to media, prohibition of degrading and demeaning representation in media, and media is obliged to develop consciousness on gender equality through their programs.

In terms of gender policy most of the actions done by the state and entity gender agencies are focused on implementing Beijing declaration and improving conditions related to gender in the media, but they do not have any elements of a MIL actions specified in their documents and reports aimed at general public. Gender Action Plan B&H related to education states as one of the planned measures i.1.8 to “support equal opportunities programme for both sexes in capacity building, access and use of new information and communication technologies in government, public and private enterprises, media as well as in education sector.” (Gender centar FB&H, 2017) There are no additional information on progress related to this measure. With Beijing declaration in mind State agency for gender equality in cooperation with the Committee for gender equality of the Parliamentary Assembly of B&H initiated the harmonization of the Law on Public Broadcasting Service, Law on Public Broadcasting System and Communications law with the Law on Gender Equality. (Agencija za ravnopravnost spolova Bosne i Hercegovine, 2014) The goal of this initiative has been to introduce equal representation of both man and women in management, employment as well as in program with prohibition of insulting and discriminatory and stereotypical content for both sexes. Unfortunately beyond these identifications in Gender Action Plan B&H, the plan itself does not propose how issues of lack of same access to information, media and new technologies and equal access to MIL competencies should be addressed.

One positive example has been Council of Europe’s Recommendation on the Gender Equality in the Audiovisual Sector that was adopted in 2017 following Sarajevo Conference Declaration from 2015 under Bosnia and Herzegovina’s chairmanship of the Committee of Ministers. (Sarajevo Film Festival, 2017)

IV.2. Other Actions - MIL in formal, non-formal education, role of different governmental and non-governmental actors on MIL

IV.2.A. MIL in formal education curricula and programmes

Despite the increasing development of new technologies and the growing role played by media in society, there is no adequate public discussion on issues related to media and information literacy. Even when there are debates and initiatives, they do not include many stakeholders such as representatives of competent ministries, regulatory bodies, industry, the academic community, or the NGO sector. (MEASURE B&H, 2017)

The development of MIL skills and competencies in the formal education curricula reflects the absence of a policy framework. It is barely present in the curricula for the elementary schools; namely within the curricula of the subject of the mother tongue, in the section called Media Culture, and to some extent within the subject Computer Science. In the secondary schools, the number of classes treating the MIL competencies development is even smaller than in elementary schools. In the best-case scenarios, the numbers of hours of teaching media culture does not go beyond 6-8 hours per school year, whereas in the high-schools it is in some cases reduced to two hours during four years of schooling. (Tajić, 2013; Ibrahimović, 2015; Ibrahimbegović-Tihak, 2015)

The curriculum analysis shows that the most of planned media-related topics in the common core curricula for elementary schools in the Federation of B&H are part of the subject of Bosnian/Serbian/Croatian Language. 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 grade. 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. (Tajić, 2013)

Content-wise in primary schools, teaching of media culture does not go beyond discussing the film, theatre, some TV shows (limited) and literature. The focus is on the understanding the language that respective media use. Other important aspects for development of media literacy skills, such as access to different media content, critical approach to it, and the development and production of media content are completely neglected. Internet, social media and ICT in general, are barely even mentioned within the media culture. (Tajić, 2013; Ibrahimović, 2015)

In terms of teaching media and information literacy in B&H, the most progress has been achieved in the system of higher education. According to the programme report of USAID's Strengthening Independent Media (SIM) in B&H, that involved Media Literacy Program, in 2011 there wasn't a public university in B&H that had a study program in media literacy. Today, there are four public universities offering media literacy as either regular or elective course to their students. These exist mainly within the journalism study programs, of which the University of East Sarajevo, University of Zenica, University of Tuzla and University of Banja Luka have it as the regular subject in the BA level study cycles, whereas Sarajevo University offers it as an optional subject during the MA studies.

In addition to weak representation of MIL skills development in the curricula, there is another important problem burdening the quality of implementation of MIL education. It is inadequate skills of teachers to teach MIL as well as the lack of systematic teachers' training. If provided at all, the teachers training has, thus far, been done sporadically, project-based and mainly funded by the different donors rather than public (formal) education institutions. Almost as the

rule, these education programs were organized by different NGO's, and conducted by the trainers- consultants, again outside of the system of formal education. (Ibrahimbegović-Tihak, 2015)

In spite of the rather discouraging environment for the use of ICT as well as for teaching MIL skills in B&H classrooms, there are some examples showing that the changes in the perceptions are happening, and that new approach to education (recognized at the policy level as well) is inevitably coming. (Ibrahimbegović-Tihak, 2016)

One of them is the School of Future Project (Škola budućnosti) launched in April 2015 in Sarajevo. Another one is Dositej Project in RS, launched in 2012 as an attempt to systematically integrate the use of ICT in primary education, introduced by the Ministry of Education of Republika Srpska. It provided the technology (hardware and software) supporting a one-to-one e learning process (each learner uses a connected device/laptop, each e classroom has 20-25 devices) for in total 310 e classrooms across RS. It overall assists in many administrative teachers' tasks; however, it does not necessary by itself, provide an innovative approach to the way of teaching. (Ibrahimbegović-Tihak, 2016)

The examples above, both with many different limitations of their own (see analysis Ibrahimbegović-Tihak, 2016), are far from systematically teaching of MIL skills and competencies. But still, they both open doors for continuing the process of piloting, testing and learning on how to most successfully integrate technology in the classrooms in B&H, and how to improve it in the manner to encompass actual teaching and learning of MIL skills and competencies.

The pace of bringing MIL education into B&H, needs to be enhanced in order for the generations of learners currently going through the education process, to gain the MIL skills and competencies needed for successful living in today's digital age. It would be commendable to introduce it into the education process in a systematic way, through the formal education system. However, due to a complexity of the system itself, combined with the outdated skills of teachers and a lack of teachers' training, the more realistic option is to intensify teacher's training in MIL competencies (even if project based and outside of the formal teachers' training system) and to develop teaching and didactic materials easy to use and adjusted to utilize current space in the curricula to actually teach MIL skills and competencies.

IV.2.B. MIL and the role of different actors

The role of regulatory and self-regulatory bodies

The role of regulatory bodies in the field of media and information literacy can be assessed through their participation in four areas (1) access to media and media content, (2) analysis of media and media content, (3) evaluation of media content, and (4) creation of a media message (Tajić, 2015). In all four segments, the B&H Communications Regulatory Agency has recorded certain activities.

With regard to access to media and media content through the creation and implementation of media policy oriented towards the affirmation of diversity of sources of information, access to a large number of media content on various media platforms was facilitated. Without any doubt B&H has a large number of media and citizens are exposed to various viewpoints and ideas. Moreover, many experts consider it too large, and state that this pluralism does not necessarily reflect the pluralism of ideas and opinions.

The analysis of media and media content implies that the regulator contributes to knowledge of the language used by media, media structures and representation. Apart from the adoption of regulatory provisions clarifying certain terms, the CRA in its work through the process of public consultations as well as participation in various conferences and seminars attempts to reach the professional public in an effort to clarify these terms. Yet, in this field, little has been done to reach the general public. Citizens are mostly referred to the official web- site of the CRA, which does not offer particularly relevant content in this respect.

The evaluation of media messages allows for adequate understanding of media messages and their placing in the appropriate context. In this context, the CRA provides partial information on the ownership structure of the media, program orientation, and provides some guidelines for media literacy and the protection of minors. However, this information is of low value and is far from being able to easily provide citizens with access to relevant media information or some of the basic statistical indicators of the program content of electronic media. In addition, the CRA almost does not monitor media content, nor does it make significant efforts to provide practical examples to citizens to see how media messages are evaluated.

Finally, the CRA, though limited, contributes to the realization of citizen communication in different contexts. The CRA's current activities went so far as to impose obligations on broadcasters in communicating with citizens, for example through telephone calls and SMS messages in order to prevent misuse.

Furthermore, as tool for empowering readers and raising professional standards in print and online media, as self-regulatory body, the most important role of the Press and Online Media Council in B&H is reflected in resolving complaints from citizens on the content published in the press and online media. Through these activities, the Press Council promotes freedom of expression but also emphasizes the importance of media responsibility. The existing self-regulation concept foresees the obligation of the media to publish the decisions of the Press Council, but in practice it rarely happens. Mostly, these decisions are available through the Press Council website and interested citizens may access this site to be informed about them. In addition to this, the Press Council is also active in other media literacy activities such as organizing student education, holding seminars and roundtables, and broadcasting radio shows in which they educate and inform citizens about the concepts of media literacy.

Information Intermediaries

Since traditional (information) intermediaries (press, radio, television) are coping with changing patterns of bottom-up netizens' consumption of information (prosumerism) facilitation of transactions between users of online media content and Internet-based services are not only to be accompanied with investments in new technologies but followed up by enhancing MIL competencies to think wisely and act creatively. Online freedoms of expression are both fostered and restricted „across a range of jurisdictions, circumstances, technologies, and business models” (Gagliardone et al., 2015, p. 15), therefore, online production and distribution of information asks for critical literacy skills that include knowledge and expertise about digital rights protection (issues ranging from online freedom of expressions, privacy, copyright infringements, safety, hate speech to “intermediaries liability”⁷). A mosaic outlook

⁷ “Intermediary liability provisions formalize government expectations for how an intermediary must handle ‘third-party’ content or communications. In some intermediary liability approaches, such legal provisions define circumstances under which intermediaries can be exempt from liability by setting forth criteria that intermediaries must follow in order

of intermediary issues in the digital age range from online freedom of speech and access, media pluralism, whistleblowing and investigative journalism, privacy related issues, intellectual property, data collection and monitoring, cybersecurity, software filters and algorithms, surveillance, to platform capitalism etc.

Although the telecom market has been liberalised and a regulatory framework has been created based on the EU's regulatory framework for communications domination of three operators (BH Telecom, HT Mostar, Telekom Srpske) are almost absolute since they control 99% of the market: according to the Internet World Statistics (IWS) internet users in the Bosnia and Herzegovina stand at 2,628,846, which means a 68.1% penetration rate, Facebook is the leading media platform with 1.5 million users, equal to a 39.5% penetration rate (Internet World Stats, 2017). According to the EU Commission Staff Working Document (Bosnia and Herzegovina 2016 Report) shortcomings are found in the implementation of the freedom of access to information under institutional framework (institutions still interpreting the legal provisions in a way that protects private rather than public interest), independence of public service broadcasting, effective implementation of market regulation and information society services, hence securing the political, financial and operational independence of the Communication Regulatory Agency (CRA) is critical in this domain (EU Commission B&H Report, 2016).

In 2015 first Internet Governance Forum of Bosnia and Herzegovina was held, organized by the OneWorld Platform CSO (organization that deals with internet rights) bringing together different agents in order to raise awareness and promote better understanding of the Internet as an open platform for all stakeholders (government, business sector, civil society, technical community, academia, media); contribute to a better understanding of roles and responsibilities stakeholders have in Internet Governance tackling the issue of need for a national strategy; and create a framework for discussions on the role of internet in empowering the exercise of human rights and promoting the rule of law and democracy (BHIGF, 2015).

For the most of these issues B&H is still in the process of coming to terms of information society paradigm and capacity building for its realization. Growing importance of intermediaries in the global knowledge economy ask for experts capable of understanding digital labour in extremely complex environment that disrupts old categories of information seeking, retrieving, access, distribution, and consumption. Rise of the new communication intermediaries brings great challenges as well as changes to traditional intermediaries roles, services as well as capacities to cope with users' needs. MIL competencies therefore stand for demanding know-how that could be developed only by reforming and expanding educational curricula framed around issues concerning a new information/media ecology. Unfortunately, exploring the changing cultural, socio-economic, legal and policy issues of Internet in current academic setting of B&H educational sector is lacking.

CSO sector

The non-governmental sector in a certain way has been trying to compensate identified oversights in formal education system through informal education, discussions, seminars, train the trainer sessions, publication of analyses and other publications on topic of media literacy, activities aimed at media literacy program development in higher education institutions,

to escape civil or even sometimes criminal penalty for users' actions." See: MacKinnon, R. et al. (2014). *Fostering Freedom Online: The Role of Internet Intermediaries*. Paris, France: UNESCO. Available at: unesdoc.unesco.org/images/0023/002311/231162e.pdf

support to research of media literacy, promotion of safe use of internet and ICT, publication of analysis of media content, supporting youth journalism etc. (Turčilo, 2017).

While there are some organizations that deal with different aspects of MIL there have been only some cases where civil society organizations had this subject in core of their program through a comprehensive approach. Most of the CSO working in the field of media development focused their efforts to increasing capabilities of current and future journalists to responsibly perform their job, but some of them also worked with general population, mainly young people, and offered training in media literacy. **Press Council** as a self-regulatory body but also a CSO organized seminars on media literacy in 2009 and 2010 for students and teachers coming from 24 high schools in Bosnia and Herzegovina. Some previous researches done by Internews in Bosnia and Herzegovina have identified 13 CSOs “that are working on enhancing media literacy education in B&H.” (Brunwasser, Turčilo, & Marko, 2016). More information about organisations and their work is available in the Annex 1.

V. Suggested national MIL policy statements that should guide strategic development

- MIL programmes will provide opportunities for empowerment and increased democratic participation by involving citizens in the creative production of media and information content and through providing them with the knowledge, attitudes and skills to critically use and engage with media and other information providers. Programmes aimed at empowering citizens with MIL competencies will support the development of open knowledge societies including reformed libraries, diverse media which are free from external and internal influences, freedom of expression, freedom of information as well as open development (i.e. development characterized by accountability and transparency) and the benefits of human rights.
- MIL programmes will promote social inclusion and aim to reduce the ‘participation gap’ between citizens who are involved in the creation and critical use of media and information content and those who are not. MIL programmes will promote gender equality and women’s empowerment and provide opportunities for participation by diverse communities, including indigenous communities, people living with disability and children and youth living in poverty.
- MIL programmes will provide specific education and training to develop individuals’ media and information competencies (knowledge, skills and attitudes) and create knowledge of and expertise in a broad range of media and information sources.
- MIL programmes will identify the economic benefits associated with media, memory institutions and other information providers, including those on the Internet. They will also stress how the expert development of skills, knowledge and attitudes related to media and information can lead to new opportunities for commerce and trade and the development of new industries.
- MIL programmes will take advantage of the cultural opportunities provided by media and information technologies by facilitating intercultural dialogue and developing mutual understanding, through passing on tradition and cultures in new ways and through recognizing new cultural practices.
- MIL programmes will promote the benefits of media, memory institutions and other information providers, including those on the Internet, through making connections between MIL, health literacy, e-health initiatives, agriculture, science literacy, financial literacy, etc. In particular, they will promote access to information and care for remote and rural communities.
- MIL programmes will identify the sustainability opportunities for media and information technologies and will demonstrate how they can be used to promote education about sustainable development and provide opportunities for sustainable development practices.

VI. A framework for national MIL strategies in Bosnia and Herzegovina

Goal 1: POLICY HARMONIZATION

Strategies/objectives:

- Systematic review of existing strategies and plans defining areas relevant to the development of Media and Information Literacy (i.e., Policies for the development of the information society of B&H 2017-2021, Education strategies, Broadcasting sector policies, domestic instruments for implementation of UN Convention of the Rights of the Child, etc.), and development of new policies where necessary.
- Introducing MIL as a composite concept that should lead to a common or core competencies, and a comprehensive and harmonized approach to the design, planning and implementation of MIL programs. The new concept should include the interweaving of ICT skills, information literacy and media literacy, and place the MIL into the realm of social sciences and humanities in opposition to the existing concepts that place the issue of information literacy into the domain of ICT as a technical skill only.
- The appointment of responsible governmental body to lead implementation of the MIL strategy objectives, development of indicators, national research, coordination, monitoring and evaluation.
- Setting of specific mechanisms for necessary multi-stakeholder approach that will lead to the encouragement of various co-operations between different stakeholders to make all needed MIL competencies (and programmes) available to all social categories within formal, non-formal and informal education context. It should include, among others, coordination and harmonization between the Ministry of Civil Affairs B&H and the Ministry of Transport and Communications of B&H, as well as coordination between other relevant governmental bodies at all levels of governance.
- Setting MIL indicators as well as monitoring and evaluation instruments to access progressive integration of MIL. Indicators should include environmental factors (policy framework, media system, educational system, ICT sector and access to information) and individual MIL competencies.
- Support to research, seminars and conferences which aim at bringing together stakeholders across professions and sectors.
- Provide policy makers with access to online training programmes on MIL

Key Stakeholders: Ministries of civil affairs, transport and communication at state level. Ministries of education, culture, technology, youth at entity and cantonal levels. Other governmental bodies at all levels of governance (Agencies for information society, Ombudsman, etc). Parliament members and working groups. Professional and expert groups. Civil society groups.

Goal 2:

HARMONIZATION AND IMPROVEMENT OF FORMAL EDUCATION SECTOR WITH MIL OBJECTIVES

Due to a specific and a complex situation in B&H education in terms of jurisdictions and shared responsibilities among different levels of governmental institutions, combined with the poor coordination among them as mentioned earlier, this policy document focuses at the Sarajevo Canton as a pilot for harmonization of formal education with MIL objectives. In the next stages, the pilot from Sarajevo Canton should, as a model with some adjustments, be transposed to other territorial and administrative units in charge for education (other 9 cantons, RS entity and Brcko District). In this sense, it should be taken into account unsynchronized education policy development on different levels of government in B&H, which also needs to be harmonized.

Strategies/objectives:

The policy harmonization needs to be done hand in hand with the capacity building for those who will be implementing the adapted policies in the educational practice. This includes the training of all groups of experts in the field. In addition, wider advocacy efforts are needed for the MIL approach and reforms it will inevitably bring into the education, to be accepted by policy makers as well as education practitioners’.

- Revision of the existing curricula and syllabus of primary and secondary education, inclusion of MIL and utilization of media.
- Identify and train experts that can lead the process of curriculum adaptation.
- Integrate MIL into schools’ extra-curricular activities to complement formal classroom settings (MIL clubs, school journals, etc.)
- Development of school libraries (pre-school, elementary school, high school, faculty libraries) as crucial places for knowledge accumulation, research and analysis of all available information and media forms.
- In order to do so, train the librarians and advocate for the schools’ administrations accept libraries for the above.
- Introduce MIL cross-curricula, through different subjects and with different thematic focus like gender equality, discrimination, stereotypes, minorities’ rights, children’s rights, etc.
- Introduce online media into classroom especially those that young people use most - social media (Instagram, Facebook, YouTube, etc.).
- Developing of the Pilot MIL Curriculum and Guidelines for professionals, including teachers. Demonstrate that MIL can enhance new methods of teaching and learning inside the classroom, while creating a bridge with the everyday life outside of classroom.
- Organizing the teachers’ training for the teachers of mother language(s), computer science and civic education
- Organizing trainings, seminars or workshops for the Pedagogy Institute staff as well as for other interested civil servants involved in educational policy in Sarajevo Canton (Ministry of Education).
- Advocating for the use of existing learning materials for teaching media and information literacy.

- Production of new learning materials such as textbooks, guidebooks for teachers, and practical examples on teaching media literacy, on line and printed.
- Support to research in the field of media and information literacy.
- The resources needed to media literacy content within the curricula should be identified, and the finance-planning sector within the Ministry of Education should estimate and allocate the funds for this purpose.
- Introduce MIL related courses for future teachers of specific school subjects e.g. history, geography, biology, sociology etc. that will empower teachers to improve their lessons in accordance with the needs of students.
- Increase the number of MIL related courses in all academic years and levels of higher education (BA, MA, PhD) for future teachers and educational experts.
- Conduct ongoing monitoring and evaluation.

Key Stakeholders: Ministry of Education and Science of Sarajevo Canton; Educational Institution of Sarajevo Canton; faculties; CSOs; memory institutions; professional associations; media professionals and media experts; research institutions and faculties; schools, libraries, private sector, etc.

GOAL 3: DEVELOPMENT OF MIL FOR ADULTS IN NON-FORMAL AND CONTINUING EDUCATION CONTEXT

Strategies/objectives:

- Advocating and promoting MIL and Lifelong learning in order to build environment for continual development of necessary skills for active citizenship and employability.
- Strengthening the role of public and academic libraries and other memory institutions as crucial for delivering MIL to general public.
 - Prepare a survey of librarians' perceptions of MIL techniques (instructional practices)
- Reviewing and/or reformulate current policy guidelines to comply with IFLA's⁸ MIL recommendations:
 - Recognition of Media and Information Literacy and Lifelong learning as key elements for the development of generic capabilities which must demonstrated for accreditation of all education and training programs;
 - Inclusion of MIL in the core and continuing education of information professionals, educators, economic and government policymakers and administrators, as well as in the practice of advisors to the business, industry and agriculture sectors;
 - Implementation of MIL programs to increase the employability and entrepreneurial capacities of women and disadvantaged groups, including migrants, the underemployed and the unemployed;

Key Stakeholders: Ministry of Civil Affairs; academia/universities; public and academic libraries; PBS; CSOs; memory institutions; professional associations; civic associations; regulatory and self-regulatory institutions; schools; cultural institutions; private sector, etc.

⁸<https://www.ifla.org/publications/ifla-media-and-information-literacy-recommendations>

VII. Roadmap to MIL Development

Basic assessment of MIL programmes and related policies at national level



Debate with a wide audience of governmental and non-governmental stakeholders on national priorities that MIL programmes will support (through events such as national consultations with stakeholder groups before and after policy and strategy formulation) – ongoing.



Preparation of Position Paper.



Preparation of MIL policies and strategies or an adapted/tailored version of them through an iterative approach has already started. This is followed with the design of concrete interventions. Developing of the Pilot MIL program for the Sarajevo Canton as a model for harmonization of formal education with MIL objectives.



More debates on MIL policies and strategy development, taking into account the specific national context



Implement MIL policy and strategies while ensuring on-going monitoring and evaluation of the process.



Undertake comprehensive national assessment of the impact of the MIL policies and strategies implemented, on individuals and the country as a whole.



Document and share the experiences gained with wider society.

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ANNEX 1

The Annex provides more details about the topics represented in the Background document.

II. Brief introduction of how MIL is conceptualized in this document

MIL, understood as a composite concept, encompasses knowledge, skills and attitudes that enable citizens to:

- Understand the role and functions of media and other information providers, including those on the Internet, in democratic societies
- Understand the conditions under which those functions can be fulfilled
- Recognise and articulate a need for information and media
- Locate and access relevant information and media content
- Critically evaluate information and the content of media and other information providers, including those on the Internet in terms of authority, credibility and current purpose
- Extract and organise information and media content
- Synthesise or operate on the ideas abstracted from content
- Ethically and responsibly communicate one's understanding of created knowledge to an audience or readership in an appropriate form and medium
- Be able to apply ICT skills in order to process information and produce user-generated content
- Engage with media and other information providers, including those on the Internet, for self-expression, freedom of expression, intercultural and interreligious dialogue democratic participation and development (Grizzle and Torras Calvo, 2013, p.14).

III. Why MIL policies and strategies are needed in Bosnia and Herzegovina

The digital age requires new competencies and skills from citizens, to live and prosper in modern societies. Technological innovations are driving the world, and reality is more than ever mediated through digital media.

Special attention should be paid to the new generations: youth and children (girls and boys). How can they be provided with knowledge and skills that will be useful to them in the coming years? It is certain that no country in the world should neglect the interests of these social groups, and Bosnia and Herzegovina, which is facing a significant departure of young girls and boys from the country, should pay more attention to this issue. According to data of the Ministry of Civil Affairs of B&H (2018), the unemployment rate among young people is over 60 percent, which is a cause why young people are leaving the country. According to the World Bank (2016, p.81) database of emigrants as percentage of population is 44.5 percent, which

puts B&H ahead of neighbouring countries (Albania 43.6%, Serbia 20.9%, Croatia 18%). Hence, the primary and secondary education policy framework should be a starting position for advocating for the MIL strategy development and implementation. The primary education age is, according to most authors and institutions promoting MIL, including UNESCO, the best time to start teaching MIL. The primary and secondary education policy framework already opens the window of opportunity for interventions in the policy development and advocacy.

European Union through its several strategies and policies, namely Digital Agenda (as one of the seven pillars of the Europe 2020 Strategy (European Commission, 2015) and European Commission's work on Media Literacy commits a lot of its efforts to the issue of media and information literacy. Even in its pre-accession process through *Acquis Communautaire* (European Commission, 2016) it puts an emphasis on these issues through Chapter 10 – Information Society and Media. In Digital Agenda through several policies such as “Creating a Better Internet for Kids” (European Commission, 2014) and “Audio Visual Media Services Directive” (European Commission, 2013) as well as joint work with European Association for Viewers Interests on better assessment of media literacy levels in Europe (Directorate-General for Education and Culture (European Commission), Directorate-General for the Information Society and Media (European Commission), 2013), EU is putting a great emphasis on MIL issues seeing it as an important pillar of democratization and economic development. All of this leads to the conclusion that Bosnia and Herzegovina will in the future, through its commitment for European integrations, have to put a greater emphasis on media and information literacy, especially through Chapter 10 of the *Acquis Communautaire* – Information Society and Media.

IV. An overview of MIL in Bosnia and Herzegovina

IV.1. Policy action - MIL in relevant policies and other strategic documents

IV.1.a. MIL in Media policy

Media policy in Bosnia and Herzegovina is largely defined by legislative measures that arose from the interventions of the international community in media development in B&H at the end of the 20th century. From that period, a legal framework for the media emerges, which is largely in line with international standards. In that period, the concept of media and information literacy as we know and practice today was not developed, so it is not mentioned in these documents.

Legislative activities of local authorities in the media sphere in the years after that period didn't continue to develop MIL. Many attempts to pass a new Law on Communications and to harmonize existing laws on public broadcasting service with the framework of The Law on the Public Broadcasting System have failed. The attempts to change the Freedom of Access to Information Act have also failed. The assessment indicates that the media and information literacy is underdeveloped in current media policy. It needs to catch up with modern technology and media development and develop further than CRA or NGO sector.

IV.1.b. MIL in Education policy

Strategy for Education Development 2016-2021 in Republika Srpska (RS) emphasizes: *In the time of fast changes, great deal of information and its' fast exchange, we need to enable students to use ICT (information and communication technology) successfully. It is of importance for teachers to enable students to search for credible sources of information, to*

select them and to apply them in the real life. Inspiring of intellectual curiosity, stimulating of critical thinking and creativity, and adopting the research methods and techniques are all components of modern classroom work. It means that the classroom should become the place of the dialogue, discovery and creative thinking. (Ministry of Education and Culture RS, 2016, p. 45)

IV.1.c. MIL in Information policy

Information dissemination and accessibility are underlying aspects of economic, political, communal, and social development and sustainability. Determined as the set of rules, regulation and standards that advances access to information, as well as production and distribution, for citizens, (national) information policy should be seen as a tool for integration to the global, networked society.

The International Federation of Library Association (IFLA) focus to increase awareness among decision makers of the key role libraries play in advancing the information and knowledge society⁹. The Strategic direction for 2016-2021 finds crucial empowering the library and information services sector to build literate, informed and participative societies by developing strategies and tools that will enable libraries to be key providers of information, education, culture and social participation (IFLA, 2015).

IV.1.d. MIL in other related policies

Youth

According to the Fact Sheet prepared by the United Nations Department of Economic and Social Affairs (UNDESA), the UN Secretariat/UNESCO/ILO uses the terms youth and young people interchangeable to mean age 15-24. In Bosnia and Herzegovina defines youth as persons from 15-30 years old (Law on Youth of Brčko District B&H; Law on Youth RS 2004; Law on Youth FB&H 2010).

According to the EC Report Reviews on Youth Policies and Youth Work in the countries of South East Europe, Eastern Europe and Caucasus – Bosnia and Herzegovina- (2011, 14-15), at the state level, within the B&H Council of Ministries, the youth issues are addressed within Ministry of Civil Affairs of Bosnia and Herzegovina, Agency for Labour and Employment of Bosnia and Herzegovina, Directorate for Economic Planning of Bosnia and Herzegovina, Directorate for European Integrations of Bosnia and Herzegovina, Ministry for Human Rights and Refugees of Bosnia and Herzegovina, and Parliament commission in charge of youth issues. Entities' competencies in the field of youth policies are within Ministry for Family, Sport and Youth of RS, Ministry of Education and Culture of the RS, Ministry of Science and Technology of the RS and Ministry of Health and Social Welfare RS, Federation Ministry of Culture and Sport, Federation Ministry of Education and Science, Federation Ministry of Labour and Social Policy and parliamentary commission in charge of youth issues in B&H. Local public authorities responsible for youth policy are within 50 municipalities in Bosnia and Herzegovina deal with the youth issues representing connection between municipality administration and youth organizations (Youth Information Agency, 2007).

⁹ Starting points for invigorating librarians' professional responsibilities could be also found in the IFLA/UNESCO Public Library Manifesto, IFLA/UNESCO School Library Manifesto, IFLA/UNESCO Manifesto for Digital Libraries etc.

IV.2. Other Actions - MIL in formal, non-formal education, role of different governmental and non-governmental actors on MIL

IV.2.a. MIL in formal education curricula and programmes

The research has been done on the teachers' skills, in 2015, and there are several important conclusions coming out of this study:

- The teachers recognize the importance of media use in the classrooms, as well as they are aware of its' insufficient presence at the moment. They just like their students do, acknowledge the need for additional education in this regard.
- They express dissatisfaction with inadequate, or sometimes non-existent, response of Pedagogical Institutes to their rising needs on upgrading their skills and competences for teaching media and literacy skills to their students.
- The vast majority of teachers predominantly use traditional media. Though there is a visible trend of increase in use of ICT, their digital skills are not adequate response to the needs of their students' belonging to 2.0 generation.
- Therefore, an urgent issue for the education policy in B&H is to create a systematic solution in terms of bridging the gap between the digital skills of teachers and students, and equipping current as well as future teachers, to be competent, media and digitally literate citizens and teachers of 21st century. (Ibrahimbegović-Tihak, 2015)

IV.2.b. MIL and the role of different actors

CSO sector

Media Centar Sarajevo published a book "Media Literacy and Civil Society" in 2005 where a concept of media literacy is discussed and this is viewed as "*the first really systematic approach to this issue.*" (Turčilo & Tajić, 2014) Media Center Sarajevo also conducts training of journalism students. In 2017 they were local partner for the international conference Media Meets Literacy. Through their main website www.media.ba they have been publishing articles aimed at education of media professionals and media consumers.

TechSoup Balkans with Mozaik Foundation as a partner in Bosnia and Herzegovina has been implementing a project of supporting CSO in Bosnia and Herzegovina with providing access to software mainly produced by Microsoft and Google but also offers some webinars on its use that can be interpreted as a minor effort in MIL training.

USAID's Strengthening Independent Media Project implemented by Internews lasted from 2010 to 2015. One of the program's main objectives was development of media literacy in Bosnia and Herzegovina. For that purpose Internews in B&H implemented several projects starting with 2013 Training for Trainers in Media Literacy, through seminars in media literacy for university students and general population and culminating with two publications "Media Literacy in Bosnia and Herzegovina" by Lea Tajic and a primer in media literacy edited by Vanja Ibrahimbegovic-Tihak. This program also initially financed a media watchdog website www.analiziraj.ba through its grants program.

Analiziraj is a [project](#) that analyses major TV news programs, Internet portals and generally topics related to media literacy and media law. They have developed the measurement criteria and today is an independent project supported by different organizations such as Open Society Fund and National Endowment for Democracy.

The Online [Platform Raskrinkavanje](#) was launched by the team of "Zašto ne" Association as a media fact checking web site. The objective of this platform is to contribute to the disclosure of false news, propaganda narratives, commercial and political interests packaged in the form of reporting and, ultimately, the construction of a more credible media sphere in Bosnia and Herzegovina and beyond. The Platform seeks to contribute to building a critical approach to media content and strengthening media literacy.

Within its Education for Just Society Program funded by USAID, Center for Educational Initiatives Step-by-Step, has in 2014 introduced media literacy module as an integrative part of the trainings for the primary school teachers from B&H. Around 300 teachers from 20 schools participated in the program, received the training and the materials to be used in the classroom for teaching media literacy.

MS EMAUS in cooperation with the Ministry of Security B&H and donors Save the Children Norway and OAK Foundation has in 2009 started a project of child pornography prevention and pedophilia through use of modern technologies. One of the elements of this project is a webpage www.sigurnodijete.ba with information on the safe use of the Internet, mobile phones, video games for minors, teenagers and parents. This page however does not function completely in 2017. There are a lot of broken links and only some content is still accessible.

During 2016 and 2017, International Organization for Migrations (IOM) has included MIL trainings in their program on countering violent extremism. Among other activities, marginalized youth groups from 10 targeted communities identified as those sensitive to radicalization, took part in two-day media literacy workshops, providing them the basic framework on understanding and analyse the media content, with the basic principles of journalism ethics, and freedom of expression.

Project Hope International has started a project in 2017 with the aim of reducing teen delinquency and socialization of youth with justice. As part of that program they have also organized 2 summer camps in Mostar and Zenica on MIL. These camps included topics on safe use of the Internet, cyberbullying and media literacy. This project will also soon publish a manual on safe use of ICT and media literacy.

IMEP, a five-year USAID [program](#), has started in 2017 with the objective to support the independence of the media and freedom of expression in BiH by strengthening the sustainability of the media, raising the quality of media content, building journalists' competencies, providing legal support to the media and journalists, and actively involving citizens in the media space, with a strong promotion of independent media voices in BiH. Significant part of the project aims at the development of civic journalism and the development of citizens' competences for the creation of media content.

Apart from the above mentioned CSOs with comprehensive approaches to MIL issues there have been several other notable events and trainings implemented by organizations that do not have MIL activities as their main focus.

OSCE Mission in Bosnia and Herzegovina through its Press and Public Information Unit organized two Media Literacy trainings for students of the University of Sarajevo (OSCE Mission to Bosnia and Herzegovina, 2017) and University of Banja Luka. **Banja Luka College of Communications** implemented a workshop on Media Literacy for high school students (Banja Luka: Radionica za učenike, 2017) **University of Sarajevo** has been involved in education in the field of information literacy through two projects School libraries in service

of democratic society development through strengthening of information literacy and life-long learning and Tempus project Development of Information Literacy for life-long learning and economy based on knowledge in Western Balkans countries. These projects apart from workshops produced some academic papers (Muslić & Zolota, 2013)

The Center for Independent Journalism has published a publication [Media Literacy and Education Needs of journalists and the public in Bosnia and Herzegovina](#) (Halilović, Korać, & Udovičić, 2016) through their project The Civil Society Facility, Media Freedom and Accountability Programme, EuropeAid/134613/C/ACT/MULTI funded by the European Union.

Private sector

Private companies mostly focused their efforts on IT training that did not include any, or very few elements of the media and information literacy.

Microsoft B&H signed a MoU with entities' ministries of education on implementation of Microsoft's global initiative "Partners in learning". Aim of this initiative was mostly focused on increasing IT literacy and use of modern technologies in education "*to improve access to different technologies and their usage in the education process.*" This means that education institutions gained access to Microsoft technology for a lower price and some training in use of their software solutions for computer assisted teaching (CAT) focusing solely on information creation but not its evaluation. Microsoft is also working with some cantonal governments on promotion of use of innovative technologies in classrooms.

Academy 387 is a platform for IT education and a co-working space located in Sarajevo. They offer their venue to different trainers and educators who are conducting training in use of different software solutions. One of those courses is also focused on creative learning with use of digital technologies. This course is targeting educators and students but offers limited content on MIL.

Telecom companies in Bosnia and Herzegovina M-Tel and BH Telecom supported different CSO and governmental programs for internet safety mostly aimed at children. **BH Telecom** company launched [awareness campaign](#) on the importance of having a layered protection against online attempts to steal private data. This company supported the EMAUS program [www.sigurnodijete.ba](#) and information and prevention campaign "Surf safely!" on prevention of abuse of children and young people through ICT. BH Telecom expanded this program through cooperation with Communications Regulatory Agency of Bosnia and Herzegovina. **M-Tel (Telecom Srpske a.d.)** supported the portal [www.djecanainternetu.org](#) that promotes responsible use of the Internet and ICT and is implemented by Ombudsperson for children in RepublikaSrpska and Agency for Information Society in RepublikaSrpska. M-Tel has also printed an education publication on Internet safety for parents, teachers and children.