



**Journalistic Education
in
South East Europe**

Country Reports

Journalistic Education in South East Europe

Publisher



Media Program

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Editorial

Education of journalists – an important basis for the role of media in the democracy

The media landscapes in South East Europe have experienced big changes since the emergence of democracy in the 1990s. Freedom of the press and liberal markets have facilitated the creation of many new newspaper titles, radio and TV stations and later online media. However, favourable conditions for free media did not appear at once, just like democratic changes had to be introduced step by step in the political and economical spheres and society.

Furthermore, the political and social role of journalists and media outlets has dramatically changed. Before, they had to be a pillar of the power. Now, in democratic societies, they are considered to be public watchdogs and work in the presumed interests of the public. It is their task to inform as independently as possible in order to encourage public opinion making and help citizens to participate in public debates.

In the last 25 years not only political, but also technological revolutions took place. Mobile phones and the Internet conquered the world faster than any new technology before. Now, especially the young and urban generations in many countries, consider the Internet to be a more important information source than traditional media.

These radical changes – both political and technological – have had a deep impact on journalistic education. Faculties and providers of vocational education schemes had to discuss and implement new values in their curricula. They constantly have to keep up with the technological developments and include new methods of reporting and writing in their programmes. Besides that, the ratio of theory and practice in journalistic education is being discussed time and again.

This ongoing process is especially challenging in young democracies. The developments in the political culture and the education of media representatives cannot be seen separated. Models of journalistic education also have to take into account the relation between politics and media, different professional role models and common ethical standards.

For this reason, Media Program South East Europe of Konrad-Adenauer-Stiftung (KAS) has founded a working group with experts from universities and media NGOs all over the region. They have been gathering since May 2013 in order to assess the standards of journalistic education and give recommendations for future improvement. The publication at hand provides country reports about the situation in seven South East European countries, to be followed by further analyses. The estimations can serve as a basis for debate among all the stakeholders of journalistic education – in universities, NGOs, media outlets and politics.

Sofia, 1 October 2014

Christian Spahr
Head of KAS Media Program South East Europe

Summary

The publication contains national reports from seven South East European Countries: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania and Serbia. The authors involved are representatives of the academic community and the NGO sector of each respective country. The main purpose and objective was to look into the educational system in the field of journalism in the aforementioned countries and in which ways it can be improved. Based on a reading analysis of reports, the authors have noticed some key findings which all countries share. They have drawn conclusions and made up directions to achieve improvement.

Strong changes in journalistic education have taken place in the last 20 years, even though in some countries like Serbia and Croatia a modernisation started even earlier (at the beginning of the 1970s). Education is predominantly focused on state universities. E.g. Romania has 14 state universities which offer B.A. and/or M.A. courses in journalism, Bosnia and Herzegovina has seven, Bulgaria and Croatia have four and Albania, Macedonia and Serbia have three. Apart from state universities, education is being carried out at private institutions, in-house and NGOs.

A disadvantage that is present in all countries is the insufficient cooperation between the universities and media outlets. There are not enough internships available. Besides that, it should be mentioned that many students continue to work at a media outlet where they did their internship and therefore risk to not graduate college.

In the current educational system and curricula, there is a lack of practical work, in comparison to theoretical elements. The main cause for this situation is that the faculties cannot provide sufficient technical equipment and specialised teaching staff. Greater emphasis should be put in the future on the subjects of ethics, languages, law, investigative journalism etc. Digital media should also play a bigger role in journalistic education.

The authors believe that it is important to work on the monitoring of career paths of journalists and on the systematic analysis of the labour market. Media companies should provide a greater number of additional workshops for their employees who are willing to upgrade their knowledge, skills and competences.

Marin Bukvić

University of Zagreb

Methodology

The information for the reports has been delivered by academics and NGO representatives working in the field of journalistic education in South East Europe in the context of two sessions of a KAS working group, which took place in May 2013 in Sofia and in April 2014 in Belgrade. Experts from seven South East European countries and Germany had gathered to discuss developments in journalistic training in the region and prospects for the future.

The primary aim of the country reports is to give an overview of journalistic studies in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania and Serbia. Aspects are the structure and topics of journalism programmes, as well as the most relevant schools and institutions. Also, the organisation of study programmes and career paths of graduates are mentioned.

Furthermore, the assessments of the experts offer basic information for the qualitative analysis of journalistic education in the observed countries. The experts were asked to define milestones of journalistic studies in their respective countries, to reflect on the standards of education and to provide recommendations for improvement.

The current publication is intended to be a starting point of a discussion about improvement and professionalization of journalistic education in South East Europe. As such, it may serve as a reference point for students, academics, professional journalists and media experts, but also for politicians in the region. It delivers a summary of the observations of the media experts present in the working group and the initiators from the KAS Media Program South East Europe. However, the publication makes no claim of completeness and the evaluation of journalistic education in South East Europe will be continued within the working group.

Denica Zheleva

Project coordinator of KAS Media Program South East Europe

Albania

Bashkim Gjergji, PhD, Associate Professor at the University of Tirana

Introduction

Most of the journalism courses in Albania are held at universities. Three Albanian public universities offer a Bachelor's degree programme in journalism and communications. These are the University of Tirana, University of Shkodra and University of Elbasan. The Department of Journalism and Communication at the University of Tirana also offers a Master's degree programme in journalism and communications, as well as a PhD scheme, which was introduced three years ago. This is the first and only doctoral school in this field in Albania. The private Albanian University also launched a Bachelor's programme in journalism and communication studies, but within five years the programme was closed due to lack of enrolments. Another private university, namely Bedër University, faced the same problem, but its programme still exists. There are no journalism courses at other colleges or educational institutions.

Journalistic programmes

University/school	State/private	Name of faculty	Name of course(s)	Graduates per year
University of Tirana	State	Department of Journalism and Communication	Journalism / Communication	25-30
University of Shkodra	State	Department of Journalism	Journalism / Communication	20-40
University of Elbasan	State	Section of Literature Department	Journalism	n/a
Bedër University	Private	Department of Communication Science	Communication / Journalism	48

Milestones of journalistic education

In the year 1968, the first centre for journalistic education was founded at the Faculty of Political Science and Law of the University of Tirana. It started as a four-year programme, but was then reduced to three years. The number of students per year was merely 13 to 15. Immediately after graduating, students started to work for newspapers, magazines or the only radio-television corporation of the time. This school of journalism was closed in 1978. After the fall of communism, the pluralistic press was on the rise. At that time in 1992 the programme reopened at the University of Tirana, but at the Faculty of History and Philology. In the beginning it was incorporated as a special section at the Department of Artistic Literature. After two months it was treated as an exclusive department. Several international institutions helped to create curricula and offered textbooks, the first computers, and

investments in laboratories. The International Media Fund in Washington D.C., Freedom Forum (SHBA), the Aarhus School of Journalism in Denmark, Press Now in the Netherlands and IREX (USA) deserve a special mention. From 1992 until 2005 journalism students benefited from the teaching of great numbers of visiting lecturers from the US, Denmark and the Netherlands.

The new University of Tirana programme started off with 33 students in the first year and until 2003 the numbers ranged from 25 to 35 per year, with no more than five full-time lecturers. These pioneering students were usually hired as reporters by the different media of the time. After 2004, there were between 80 and 100 students per year and the number of full-time lecturers is presently 13. In addition, there are some part-time lecturers. They are usually distinguished journalists with a specialisation in a certain field, invited according to the needs of the department.

In the beginning, students had to undergo an admission process organised by the department in cooperation with the editors-in-chief of the main private newspapers and the public RTV channel. Nowadays the ministry of education manages university admissions for all high school graduates; therefore there are no more direct interviews for applicants.

After 1997, the Ministry of Education decided to open two more departments of journalism, one at the University of Shkodra, the other at the University of Elbasan. The Communication Sciences department at Bedër (Hëna e Plotë University) commenced its activities in 2011, and the journalism courses there train students in engaging practically in the profession. The Albanian Media Institute (Instituti Shqiptar i Medias) was opened in the mid-90s and has also played a crucial role in the training of journalists for the national and local media, considering that many of them had come from studies different from journalism or communication.

For the first time in Albania, the Department of Journalism at Tirana University applies the European Credit Transfer System in order to improve the quality of journalistic education at BA and MA level. Not long ago the third level PhD degree programme was launched as well. Other visible improvements include the creation of the first media database, students' engagement with studies on media development and audiences, as well as the organisation of different projects and events. The department of journalism extended its scope also to the teaching of communication studies and by now has made its name as "Department of Journalism and Communication".

Prevalent standards of journalistic education

In general, the Department of Journalism and Communication of the University of Tirana has undergone serious transformations in order to improve and advance the students' professional preparation. Bedër University, even though without a long experience in the field, is also trying to develop along those lines. Other schools reflect a lower quality concerning the standards for the journalistic profession.

The Department of Journalism and Communication at the University of Tirana, as the most important centre for journalistic education in Albania, has often adapted the basic curricula

to achieve a good balance between journalism and communication studies. The success of this strategy is evident: most of the students that graduated between 1996 and 2000 were not only hired, but most of them became editors-in-chief, TV hosts with large audiences, or were employed in managing positions at communication agencies, international organisations and other institutions. At the time the demand for graduates with good connections to the media was very strong. The picture has somewhat changed. Therefore, the department is now introducing a new field of study – marketing and management.

The curricula of the departments in Tirana, Bedër, Elbasan and Shkodra include the main contemporary media theories, journalism ethics, and courses on the new media. As a matter of fact, despite some specialised courses, such as Ethics in Media, New Technologies, Computing, or Audiences, there is a distinct effort to merge similar subjects and sometimes even offer joint diplomas. For example, the Master students that focus on International Reporting or Public Diplomacy might have a joint diploma with the Department for Intercultural Communication. Methodology is another important aspect of the curriculum. The recent annual conference on Albanian Media Studies has concluded that journalism education should begin as early as in high school.

In summary, journalistic education in Albania has seen much improvement over the last years. In two respects, however, the educational institutions are powerless. Recruiting capable students and admitting them to the programme is entirely in the hands of the Ministry of Education.

Career paths of graduates

There are no official and holistic statistics yet, when it comes to graduate employment and chosen career paths. Any concrete numbers can only be based on estimates. There is no tradition of keeping in touch with alumni at Albanian universities, but the Departments of Journalism and Communication at the University of Tirana and Bedër University have undertaken some first steps in organising contacts of all current journalists and public figures that have previously studied there. It is seen as an opportunity to create a platform for thoughts and remarks about the needs of today's media, to discuss potential training courses for the professionalization of Albanian media, and foster cooperation between the school and the media.

Conclusion and recommendations

The system of journalistic education in Albania is now 20 years old. Big changes were made after 1999/2000 when the number of lecturers and their publishing activities increased. The departments' equipment could be improved and, in general, the experience from the first ten years could be reflected upon to make adjustments. The establishment of additional programmes of journalism that were opened outside the University of Tirana lowered the pressure in regard to enrolment and admissions.

In all these educational institutions better academic discussions and more critical thinking

are needed. This holds especially true today, as a culture of images has been established, the use of the internet and the social media has increased and the focus in the media sector is moving away from professional and culturally-sensitive education.

The textbooks in use are mainly written by American and British authors and to a lesser extent by French and Italian ones. Anyhow, the Albanian authors, mainly lecturers of media and communication studies, do have several publications that are often used as a reference in the auditorium. Lecturers and students should be involved in research projects on the Albanian media context, in order to make publications in the local language. Furthermore translations of studies and text books in Albanian can improve the publishing of scientific literature.

The relations with the media have been kept up by inviting journalists to lecture hands-on courses. This practice has shown the need for more dialogue between the school and the media, despite the existence of different approaches in some areas. For instance, the University of Tirana also aims to study the contemporary cases, while the traditional media have their difficulties in adapting to the recent challenges.

While the University's relations with the media are somewhat established, cooperation between universities is still weak and sporadic. As for education policies, we are waiting for a comprehensive study on the actual labour market situation in order to stop recruiting students in large numbers beyond necessity, as it has been done in the past. And there have been made attempts to design different specialisation profiles at both Bachelor and Master level.

Forward-looking, one can say that the possibilities for students to do internships as part of their profiles (Art and Culture, Economics, Politics) and the quality of them need to be improved. At the Research Master level, the correlation between theoretical and practical knowledge needs to be better observed.

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Bosnia and Herzegovina

Enes Osmančević, PhD, Assistant Professor at the University of Tuzla

Introduction

The Bosnian higher education system offers a large number of journalism departments in comparison to the size of the population. Before the 1990s there was only one department of journalism at the Faculty of Political Sciences of Sarajevo University. Nowadays there are about ten departments offering journalism education, at both public and private institutions. Statistics show that about 400 students graduate every year. Additionally, 100 complete journalist training programmes. Only a small percentage of the graduates find a job in journalism – about 6 percent. Some of them seek employment in sectors not related to journalism. To put it in perspective, the number of graduates of journalism studies exceeds the country's demand for journalists. Before the 90s there were only 20 to 30 students, graduating in journalism per year.

Journalistic programmes

University/school	State/private	Name of faculty	Name of course(s)	Graduates per year
University of Sarajevo	State	Faculty of Political Sciences	Department of Communication Science	100
University of Tuzla	State	Faculty of Philosophy	Department of Journalism	30
University "Dzemail Bijedic" Mostar	State	Faculty of Humanistic Sciences	Department of Communication Science	50
University of Mostar	State	Faculty of Philosophy	Department of Journalism	50
University of Mostar	State	Faculty of Philosophy	Department of Journalism	30
University of Banja Luka	State	Faculty of Political Sciences	Department of Journalism and Communication Science	70
Media Centar Sarajevo	Private	-	Journalist training programme	50
Media plan Institute	Private	-	Journalist training programme	40
University for Business Studies Banja Luka	Private	Faculty of Journalism and Communicology	Faculty of Journalism and Communication Science	50
University of Eastern Sarajevo	State	Faculty of Philosophy	Department of Journalism	40

Milestones of journalistic education

Milestones of journalistic education were set by the war in the 1990s. It changed the course of journalistic education in Bosnia and Herzegovina. At that time, people who did not have a journalism background started to work as journalists in local media, especially radio stations. The workforce of the local media had been made up almost entirely of these journalists. Many of them required a journalism degree to remain employable after the end of the war. This demand accelerated the establishment of several journalism departments all over Bosnia and Herzegovina, for instance in Mostar, Tuzla and Banja Luka. Those departments tried to professionalise journalistic education, but there were a lot of quality problems, especially in the higher education institutions. The prospects for journalistic education in Bosnia and Herzegovina remain unclear. One recurring problem is the country's media policy and the status of public media. It is very difficult to establish professional journalistic education in a country, where media experts and professors of journalism are not included when defining a coherent state media policy.

Prevalent standards of journalistic education

Theoretical basics and prevalent media theories are incorporated into the curricula at institutions offering journalistic education. However, the main problem that remains is the question of how to establish nationwide uniform teaching standards. Bosnian libraries do not own literature on the subject matter. That is why teachers mostly use personal transcripts for teaching. The lack of financial and technical resources at journalism departments is thus an overwhelming problem.

On the positive side, however, lecturers usually have a strong professional background in journalism. Most of them started out as practicing journalists and then moved into academia. Their experience makes them well-equipped for teaching practical modules. Furthermore, students usually do training at some of the 50 television and 150 radio stations in order to improve their practical skills. Moreover, universities and private journalistic training centres increasingly cooperate, sponsored by international media organisations, enhancing the quality of journalistic training in Bosnia and Herzegovina.

More cooperation between Bosnian higher education institutions and universities in other European countries could greatly benefit students of journalism, allowing them experience foreign journalistic education systems.

Career paths of graduates

There is no qualitative evaluation of career paths of graduate students. What can be observed is that many students from journalism departments start to work in fields unrelated to the media, or become unemployed. There is little career counselling in the journalism departments and no events are organised for media professionals to meet the promising soon-to-be graduates. There are some amateur alumni networks, but they are run by students and face a number of problems.

Public media in Bosnia and Herzegovina do not reflect higher professional standards than private media. Unfortunately, both are alike in their practice of promoting specific political interests. In such kind of media system, it is very hard to evaluate the effectiveness of journalistic educational programmes.

Conclusion and recommendations

There is high level of political influence on the Bosnian education system in general, and especially in journalistic education. As the main problem we can identify the competences of the Bosnian regions to frame their own education policies, influenced by the dominant political interests.

Bosnia and Herzegovina's current education system reflects the complicated governance structure of the country. While devolution can in theory benefit citizens by giving them influence in their local schools, decentralization of the education sector brings numerous difficulties, as there is no unified approach to policy-making as well as implementation and interpretation of legislation. In the absence of transparency and proper enforcement mechanisms, fragmentation can also lead to exclusive practices and the inefficient use of funds.

The low level of cooperation between educational institutions in Bosnia can be traced back to strong political influences. That is one of the main problems for developing a coherent state policy for journalistic education. It is also one of the reasons why we still have a high number of local media working under the influence of political parties. There is no alternative to this situation – only a few professors in Bosnia and Herzegovina are actively trying to overcome the obstacles and to establish good connections between universities and students, inside Bosnia and abroad. It is, however, realistic to assume that this process of creating a decent educational policy in Bosnia and Herzegovina might easily take another 20 or 30 years.

Already in 2002 foreign journalists and organisations remarked that journalists in Bosnia and Herzegovina needed further education in languages, culture, journalistic ethics, and even in basic news reporting. Since then, nothing much has been improved. These recommendations are still given today.

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Bulgaria

Orlin Spassov, PhD, Associate Professor at Sofia University “St. Kliment Ohridski”

Introduction

Journalistic education in Bulgaria needs an overhaul. The main problems are associated with:

- insufficient topicality of many of the academic courses, which often lag behind journalistic practice;
- lack of adequate facilities for practical training as well as lack of sufficient and well-trained teachers;
- imbalance between practical training and theoretical education;
- deficiencies in education in ethics, media law, investigative journalism, etc.;
- as well as the very serious deficiency of quality journalism in the media.

Journalistic programmes

University/school	State/private	Name of faculty	Name of course(s)	Graduates per year
Sofia University “St Kliment Ohridski”	State	Journalism and Mass Communication	Bachelor’s Degree Programme in Journalism	427 (2012/13), total from 1st to 4th year
			Master’s Degree Programme: International Journalism	14
			Journalism and Media	24
			Lifestyle Journalism	36
St Cyril and St Methodius University of Veliko Tarnovo	State	Faculty of Economics	Bachelor’s Degree Programme in Journalism	77 (2012/13), total from 1st to 4th year
			Master’s Degree Programme: Mass Communications and Journalism	20
New Bulgarian University	Private	Mass Communications	Bachelor’s Degree Programme in Journalism	46 (2012/13), total from 1st to 4th year
Konstantin Preslavsky University of Shumen	State	Faculty of Humanities	Bachelor’s Degree Programme in Journalism	64 (2012/13), total from 1st to 4th year
			Master’s Degree Programme: Journalism	6
American University in Bulgaria	Private	Separate programme	Minor Programme in Journalism and Mass Communication	101 (2012/13), total from 1st to 4th year
Burgas Free University	Private	Faculty of Humanities	Bachelor’s Degree Programme in Journalism	110 (2012/13), total from 1st to 4th year
University of National and World Economy	State	Economics of Infrastructure	Bachelor’s Degree Programme in Media and Journalism	90 (2012/13r.), total from 1st to 4th year
			Master’s Degree Programmes: Media and Journalism, and Public Relations specialization	19
			Media and Journalism, and Producer’s and Cultural Industries specialisation	13
			Media and Journalism, and Business Journalism specialisation	10

Milestones of journalistic education

Journalistic education was introduced in Bulgaria in the 1952/1953 academic year – with a degree programme in Journalism at Sofia University. In 1968 the Department of Journalism became part of the newly established Faculty of Slavic Studies at Sofia University. At that stage, journalistic education was based primarily on literary approaches, focusing on the study of journalistic genres. Between 1969 and 1973 a new model of journalistic education was adopted, responding to the need for broader instruction in the humanities and specialised training. New academic disciplines were introduced and specialised education in the different media categories was offered for the first time. In 1974 a separate Faculty of Journalism was established, with a postgraduate education section.

In 1991 the Faculty of Journalism was renamed the Faculty of Journalism and Mass Communication, a name that more adequately represents the enriched and extended content taught. After 2000 the academic schedules and programmes were gradually reformed so as to conform to European practices; amongst other developments, leading to the introduction of the credit system. The Faculty of Journalism and Mass Communication has a press training studio, an audiovisual training complex with radio and television studios and facilities, a cinema and video centre, a photo lab, a specialised library and computer rooms. Its state-of-the-art facilities allow the production of student print and online publications, and radio and television programmes.

The other Bulgarian universities that offer journalistic education largely follow the model established by the Sofia University. As a rule, new courses in journalism at other universities are developed by teachers from the Sofia University.

Prevalent standards of journalistic education

Bulgaria's media outlets rely primarily on university education in journalism. In-house training courses are rare, especially in print media outlets. Training courses for journalists by NGOs have become increasingly rare in recent years.

Journalistic education is strongly practice-oriented. Still, the standards are not satisfactory. The reason lies in the lack of adequate technical resources. Most of the technical equipment at universities is outdated and far from the actual conditions under which media (and especially television) operate.

The practical focus comes at the expense of historical and theoretical lectures. In most cases, they are minimised and viewed as not particularly useful. Until 1989, the Soviet model of journalistic education was prevalent in Bulgarian universities. After 1989 its influence rapidly declined. Interest shifted mainly towards German media theoreticians (Michael Kunczik, Roland Burkart, and others). At the same time, there was growing interest in leading American scholarship and, later, in the experience of media studies in the context of British cultural studies. Furthermore, teaching still does not rely sufficiently on the state-of-the-art possibilities of multimedia. The specialised libraries do not have sufficient subscriptions and rarely acquire new international publications.

There is a shortage of teachers, and especially of younger teachers. Most lecturers are overloaded with classes.

Students are admitted in two ways. Admission to Sofia University is based on entrance examinations (a written essay on a topic and an oral interview on current affairs). Admission to most of the other universities is based solely on a ranking of applicants by grades from their secondary education diplomas. Among the courses in different media categories, those devoted to television are the most sought-after by students, followed by courses devoted to print media and radio.

There is little cooperation between universities and media outlets. It was only in the last few years that prominent journalists, producers and presenters were being invited to teach courses at universities (most often elective courses).

Career paths of graduates

In Bulgaria, there are no statistics on the career paths of graduates in journalism. There is no independent ranking of universities depending on the percentage of graduates who start work and their initial salaries. That is why it is difficult to assess the relative weight of the different faculties and programmes in finding employment. There are no alumni networks maintained at the institutional level. It was only in the past couple of years that more serious attention has been paid to systematic tracking of professional careers and maintaining contact with alumni after graduation.

Graduates in other subjects (Western linguistics, Bulgarian philology, history, sociology, etc.) are also actively entering the journalistic profession. There is an especially large crossover between journalism and PR. In a poll conducted recently, a large part (45.5 percent) of the PR experts said they were working simultaneously in the field of journalism. Almost half of them (49.1 percent) said they had worked as journalists in the past. Against this background, it is not surprising that 57.5 percent believed they could work as journalists in the future. This strong degree of openness is also found in the responses of journalists, although there are some differences. A total of 10.5 percent of them said they were working simultaneously as PR experts, while 22.5 percent said they had worked in PR. At the same time, as many as 65.9 percent of the journalists pointed out that they believed they could work in the sphere of PR in the future.

As a whole, finding a job in a media outlet is not a problem, even for those who are still at university. This is due to the quantitatively over-developed media market (according to National Statistical Institute data, in 2012 there were 114 licensed television broadcasters, 87 radio broadcasters, and 354 newspapers in Bulgaria). The Bulgarian media market, however, is quite small in financial terms. This disproportion has caused significant distortions which have also affected the practice of the journalistic profession.

The aggressive approach of commercial media outlets and insufficient qualification of young journalists have proved to be a serious threat to the quality of journalism in Bulgaria.

Conclusion and recommendations

Faculty education and programmes need to be thoroughly reformed. Journalistic education in Bulgaria is out of step with the practices of integrating a wide set of skills in media outlets, as well as with the pace of development of the new communication platforms and citizen journalism. The quality of journalistic education is entirely dependent on the quality of the overall media environment. The teaching of high professional and ethical standards at universities is out of line with the media market, which is dominated by commercial principles and the pursuit of quick profits through media products of an entertainment/tabloid type. Journalistic education is not sufficiently open to cooperation with media outlets. The main obstacle is a shortage of financial resources. The lack of resources hinders the invitation of top journalists to teach courses at universities. Student groups are organised ineffectively – the number of students is usually too large.

As a whole, journalistic education in Bulgaria lags behind the leading international achievements in theory, research and teaching practices. Among the more concrete deficiencies in journalistic education in Bulgaria are the following: ethics, media law, investigative journalism, production, copyright and television camerawork. The most common weaknesses of young professionals include the following: insufficient fluency in foreign languages, lack of sufficient competencies in news writing, a desire for rapid career advancement combined with a low interest in mastering analytical journalistic genres, as well as a reluctance to work in regional media. In the past few years, many graduates in journalism have sought other fields of employment as they do not want to work in the media. The reason for that lies in the declining prestige of the journalistic profession (especially in the press), low pay, and the overall climate of growing political and economic pressure on the media, which strongly limits possibilities for the free and creative exercise of the profession.

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Croatia

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Introduction

There are three state universities in Croatia, with headquarters in Zagreb, Dubrovnik and Zadar that offer a formal journalistic education. There is also a private media university in Koprivnica/Varaždin and a private college in Zagreb. Non-formal education and trainings are being carried out by NGOs and professional associations in form of schools, workshops, roundtables, conferences and similar activities.

Journalistic programmes

University/ school/ institution	State/ private	Name of faculty	Name of course(s)	Graduates per year BA/MA (academic year 2012/13)	Remarks BA: bachelor level MA: master level
University of Zagreb	State	Faculty of Political Science	Journalism	189 / 176	BA + MA www.fpzg.unizg.hr
University of Zagreb	State	Centre for Croatian Studies	Communication Sciences	57 / 79	BA + MA www.hrstud.unizg.hr
University of Zadar	State	Faculty of Humanities and Social Sciences	Journalism and Public Relations	15	MA www.unizd.hr
University of Dubrovnik	State	Department of Mass Communication	Media and Social Culture Studies	25 / 5	BA + MA www.unidu.hr
VERN University of Applied Sciences	Private	Department of Psychology And Communications	Journalism	21	BA www.vern.hr
University North	Private	Department of Journalism	Journalism	0*	BA www.medijsko-sveuciliste.hr
HRT** Education Centre/Academy	State	-	Media education	n/a	www.hrt.hr
Matica hrvatska	State	-	Journalism and Communication Sciences	12	Communication science school (5 days) www.matica.hr
Croatian Journalist Association	State	-	-	Unknown	Occasional workshop www.hnd.hr
Cenzura Plus	NGO	-	-	Unknown	Occasional workshops www.cenzura.hr
The Center for Peace Studies (CMS)	NGO	-	-	Unknown	Occasional workshops www.cms.hr
FADE IN independent video production	NGO	-	(Internships)	1	www.fadein.hr
Edward Bernays (Higher Education)	Private	-	Media and Social Culture	0***	BA www.bernays.hr

* The first generation of 50 students entered the programme in 2012/2013, and the second

generation of 30 students in 2013/2014. First graduates are expected in summer/autumn 2014.

**HRT = Hrvatska radiotelevizija (Croatian Radio-television, public service)

*** The first generation of 70 students entered the programme in academic year 2013/2014.

Milestones of journalistic education

Since the break from the socialist former Yugoslavia (1945-1990), Croatia has been trying to find a model for journalistic education that would preserve the basic values of the profession: ethics, credibility, responsibility and professionalism. Despite many efforts and attempts to present such a model, it has neither been constructed nor implemented into the system yet. Historically, compared to the present situation, journalism was much more professional before the former state of Yugoslavia collapsed. Following the patterns and trends in Europe and in the rest of the world, Croatian journalism, with the liberalization of the market and the privatization of the media, has taken a form in which the primary purpose of journalism is for the publisher to make profit, while the quality of the content becomes of secondary importance or even irrelevant. Tabloidization of media content has become a general trend – a model in which publishers pander to the audience with the aim to attract advertisers, who are the only source of profit.

Below follows a list in chronological order of state institutions, professional (associations), non-governmental (organisations) and other civil (society) associations which are dealing with different models of journalistic education, from the Yugoslavian period up until today.

- **1950 – 1952:** Croatian Journalists' Association; Journalism School (*Viša novinarska škola*) in Zagreb.
- **1962 – 1990:** Yugoslav Journalism Institute (*Jugoslavenski institut za novinarstvo*); three-month education for journalists in Belgrade, and one-year courses, symposiums and other activities for reporters from the other parts of Yugoslavia.
- **1964 – 1970:** School of Journalism (later renamed to Center for Journalistic Education, *Centar za izobrazbu novinarskih kadrova – CINK*) of the publishing house *Vjesnik* that gave rise to highly professional staff who have been very successful representatives of the profession. This in-house school for journalism was the most prominent one at the time. Almost all of the most respected Croatian journalists used to be students of this so-called "Vjesnik School of Journalism". They continued to work in different newsrooms in the 1970s and 1980s. In the 1990s in the context of the Homeland War and political changes, and due to the liberalization of the national media market, new professional standards were adopted. These were more in favour of media owners and advertisers, and the "old Vjesnik School journalists" disappeared.
- **1971:** University of Zagreb, Faculty of Political Science (FPZG); two-year programme in journalism that was added to the major studies offer in e.g. political science, economics, sociology, etc.

- **1986:** This programme developed into a four-year study programme, still with many political science courses. With this reform the Study of Journalism gained its autonomy.
- **2002:** A new curriculum was introduced with less theoretical political science courses, and more practical journalistic courses. Another two-year programme in journalism was introduced, adopted for journalists who had already finished two years in another field. For them, this was a possibility to get a university diploma without starting the study from the beginning (four years).
- **2005:** With the introduction of the Bologna Process the Study of Journalism was prolonged to a duration of five years: three years of undergraduate (BA) studies and two years of graduate (MA) study.
- **1991 – present:** Non-governmental and professional associations offer occasional workshops for journalists: Cenzura plus, Croatian Journalists' Association, Center for Peace Studies, etc.
- **1996:** University of Zagreb, Croatian Studies (*Hrvatski studiji*, HS), introduced a three-year journalism programme. With the introduction of the Bologna Process it evolved into undergraduate and graduate studies in communication sciences.
- **1997 – 2000:** Inter-Regional Journalist Workshop; organised by international media institutions; by the European Union, the German and French Embassy and others.
- **1998 – 2008:** International Center for Education of Journalists (ICEJ), with headquarters in Opatija. Numerous educational programmes were conducted in form of workshops, congresses, symposiums, roundtables, etc. Unfortunately, because of some financial and legal irregularities, since 2008 its activities were marginalized.
- **2001 – n/a:** Europa Press Holding (one of two largest newspaper publishers in Croatia), the Journalism Academy. The programme was created to fulfil the needs of the EPH group. Duration: three months or 120 working hours.
- **2003:** University of Dubrovnik (UNIDU), Communication Department. With the introduction of the Bologna Process it evolved into an undergraduate (BA) study in Media and Social Culture Studies and a graduate (MA) study in Media Studies.
- **2007:** Faculty of Philosophy, University in Zadar (UNIZD), two-year graduate (MA) studies in Journalism and Public Relations.
- **2007:** NCL Media Group, Higher School of Journalism, three-year BA programme. In 2011 VERN University of Applied Sciences acquired it.

- **2008:** Matica hrvatska (lat. Matrix Croatica), Media Department; Communication Science School, five-day school for students of journalism and communication science programs (once a year).
- **2010 – present:** Croatian Radio-Television Education Centre (HRT EDU), public service, recently renamed as HRT Academy; trainings for HRT employees.
- **2012:** University North in Koprivnica and Varaždin, undergraduate Journalism Study
- **2013:** Higher Education Institution for Communication Management Edward Bernays

Prevalent standards of journalistic education

- **Prevalent educational paths into journalism and for professional career (university, in-house models, others)**

It would be wrong to state that there are only few people with formal journalistic education working in journalism in Croatia, and that the only problem of the profession is lack of education. It is hard to present a realistic number of journalists with a higher education degree due to the fact that everyone can become a member of the newsroom, if the editors or editorial board decides so. However, taking into account the membership report of the professional association, the Croatian Journalists' Association (2013), it can be noted that 58 percent, or 1595 out of 2722 members, have received a formal university education (MA, MSc or PhD).

Members of the Croatian Journalists' Association 1998-2013

YEAR	Members (total)	Female	Male	Average age	EDUCATION					
					SSS*	VŠS*	VSS*	MSc*	PhD	Unknown
1998	3049	1039	2010	45	1404	202	1411	13	12	7
2000	3431	1240	2191	46	1484	224	1599	25	23	76
2001	3480	1183	2147	46	1520	227	1631	25	26	51
2004	3401	1344	2057	48	1331	207	1773	37	25	28
2005	3300	1315	1985	48	1291	194	1725	41	25	25
2006	3286	1325	1961	48	1297	191	1704	43	23	28
2007	3146	1264	1882	48	1230	175	1651	42	21	27
2008	3235	1319	1916	41	1265	177	1705	41	21	26
2009	3185	1326	1859	44	1233	173	1691	44	19	25
2010	3071	1286	1785	48	1125	164	1689	50	20	23
2011	2951	1223	1728	49	1075	161	1622	52	21	20
2012	2797	1632	1165	50	1001	146	1558	49	21	22
2013	2722	1147	1575	50	961	143	1525	50	20	23

*SSS = Secondary school level; VŠS = Undergraduate level / BA; VSS = Graduate level / MA; MSc = Master of Science

Source: Croatian Journalists' Association (HND). Data for 1999, 2002 and 2003 are not available.

- **Theoretic basics and prevalent media theories**

The majority of university programmes in journalism are based on theoretical principles, which is one of the disadvantages of journalistic education. This model is a legacy from the time when journalistic study was only an addition to political science study. For a number of years there have been attempts to avoid this theoretical model of education, which is lacking practical education. At the Faculty of Political Science of University of Zagreb there have been many improvements, while at other university departments the problem is of financial and organisational nature – there are no rooms and equipments for practical journalistic teaching. On the other hand, in former socialist times, in-house mentorships were the norm. Today only the public service HRT funds some for trainings and mentorships, while in commercial media there are not even any discussions on such offers – the main reason being lack of financial resources.

Theoretic basics at university level are in media and communications studies, film studies, political science (policy, polity and politics) and cultural studies. In other non-university programs, usually there are no theoretical backgrounds, only the practical approach.

- **Understanding about role and ethics of journalists**

For the *Mapping Digital Media – Croatia* report, the authors (of the report) interviewed a sample of 13 journalists and/or editors who work for traditional or digital media in Croatia in a range of different fields, from politics and economy to media and new technologies¹ (Car & Andrijašević, 2012: 45). The fourth chapter *Digital Media and Journalism* (ibid: 45-57), in the subchapter *Ethics* (ibid: 47-48), deals with digital media impact on journalists in newsrooms concerning their ethics:

According to the journalists who were interviewed for this report, the publication of unverified information is one of the most serious consequences of online journalism. Journalists often lift information from other media without verifying the facts with official or any other original sources. Further, they know that they can re-edit the news published on the portal, and that is why they do not thoroughly check sources for the first version. It has become more acceptable to make mistakes. Data theft occurs, but it varies depending on the experience of journalists and editors. The more experienced ones usually cite the source, and create a link to the original information or data, while the less experienced just copy-paste or translate the information from foreign media.

At the beginning, I felt really bad about not checking facts for my article. But, since I did not have time to do it, and since I realized other colleagues do not check facts regularly, I stopped feeling bad about it. At the end of the day, the only thing that matters is productivity.

The protection of private information has become one of the biggest issues. Information from private Facebook profiles is misused by journalists, but

¹ Ana Benačić (Net.hr), Jelena Berković (Radio 101), Igor Duić (HTV), Jasmina Franjić (Jutarnji.hr, e-Hrvatska), Marko Franjić (Jutarnji list, e-Hrvatska), Robert Gabelić (Jutarnji list, e-Hrvatska), Elvir Mešanović (Rtl.hr), Tomislav Novak (Vidi.hr), Zoran Pehar (Hrt.hr, Nova TV), Nikolina Šajn (Jutarnji list), Mladenka Šarić (Večernji list, Javno.hr, television Z1), Sabina Tandara (Nova TV), and Saša Vejnović (Poslovni dnevnik, Poslovni.hr). Each interview took approximately 75 minutes. All journalists agreed to be interviewed on condition that they would not be quoted individually because of fears for their job security.

journalists interviewed for this report agree that individuals holding public office should recognize that once they publish their private information or images anywhere on the internet to advance their own political goals, this information also becomes public and available to others to use as they please.

With Facebook, privacy is dead — claims Mark Zuckerberg. I agree. If you publish something on Facebook, and you are a public person, do not expect that people will not share your post and re-publish it. Remember, you published it first!

Today, it is easier than ever before to misuse or to steal someone's intellectual property. Because it is easier, I believe it happens more often than 15 or 20 years ago. Investigative journalism is not credible any longer; it is not paid well. That is why we have the same news, with just some minor usually graphic editing, published on a number of web portals, and you will see that no one is signed as an author, and there is no source at the end of the text. That is in direct violation of author's rights. Croatia is a country with 99 percent digital piracy; everything that is online is perceived as public, anyone can re-use it and re-publish it, under the different name.

The most obvious question is: How come students, while studying journalism or media studies, have obligatory courses in journalistic ethics, on reporting on minorities, on human rights, etc., but when they start working in the newsroom all this theoretical knowledge is somehow forgotten. The likely reason for that is their personal fear for their job security. Sometimes editors openly ask from them not to follow the ethical standards, but sometimes journalists themselves decide not to follow the ethics because in that way their text or story will have more readers or viewers.

- **Methodology of teaching, materials and resources, background of teachers**

At the university level, standards are high concerning methodology of teaching and teaching materials. Sometimes they vary depending on teachers' abilities. Some of them are more into theories, other are more into practical approaches. Still, there are university standards for the evaluation of university programmes, and such discrepancies in programmes should be minimal. In the academic year 2013/2014, the Faculty of Political Science and the Croatian Studies Center are undergoing the process of university evaluation for re-accreditation, and international expert teams will evaluate the organisation (as a whole), processes, research, teaching quality, international cooperation, technical, financial, and human resources, etc.

At university programmes there are some practical courses as well. The best practical media majors are at the Faculty of Political Science, where students learn about television journalism while working for the student TV channel, or about radio journalism while working for the student radio. They learn about digital media while publishing on Studosfera.net, or via Facebook, Instagram and Twitter. They practice writing for newspapers and photojournalism while writing for and publishing in students' newspapers. There is also a yearly student photo exhibition.

Private institutions in Croatia have problems in attracting quality teachers to work for them, as university teachers are not allowed to work both for state university and in the private sector. Working for the University is far more prestigious with many possibilities for research

and international cooperation. Therefore, private institutions usually hire practitioners (journalists or ex-journalists), but their lack of theoretical knowledge, as well as their lack of pedagogical and methodological skills, can be big obstacles for quality teaching.

Finally, when civil society organisations (NGOs) conduct workshops or trainings, quality varies drastically. The International Center for Education of Journalists (ICEJ) was one with rather high standards, but priority for most NGOs is low costs of such programmes, negatively influencing the quality. Sometimes they even invite Bachelor students as speakers. To conclude, in Croatia, the state universities still stand for the highest teaching standards in terms of methodology of teaching and teaching materials, technical, financial and human resources, and the highest number of quality teachers.

- **Application, entrance requirements and overall school enrolments**

To enter state university programmes, there is a system based on the results of the high-school final examination records. Applicants are listed, only the best can enter and they do not pay tuitions. Every year there are 120 new BA journalism students at the Faculty of Political Science and 150 in the master programme.

At private universities and schools, the prerequisite for applications is the security of private financial support (usually from parents, as student loans are still not common in Croatia). Entrance selection is limited with a quota, but usually there are fewer applicants than places.

For other trainings and workshops, the rule is usually that if a programme is free for applicants, the selection procedure is stricter and has higher standards, while if applicants have to pay for such programmes, selection criteria are usually “all applied and ready to pay are accepted”.

- **Media categories, practical trainings, cooperation of universities and media outlets**

At the university level, a real practical specialization track exists only at the Faculty of Political Science. Before, internships at the public service HRT were organised in radio, TV and online journalism, and students who had a major in print media could do internships at the daily *Večernji list*. Unfortunately, because of the large number of students and organisational problems, such an internship scheme does not exist any longer. Only individuals can personally apply for internships in particular newsroom, or with small independent audio-video productions, like FADE IN, on their own initiative and with a professor’s recommendation. On the positive side, when media outlets need new interns or employees, they always contact professors who teach media and journalistic courses. That is the best way to receive a recommendation as a young journalist.

The best in-house radio, TV and online workshops are given by HRT (public service radio-television). The education centre of the Croatian radio-television channel (today called HRT Academy) was established in 2009, as the broadcaster wanted to increase the quality of

skills and knowledge of its employees. The organisational team consists of four people who conduct trainings in the field of journalism in cooperation with the EBU (Eurovision Broadcasting Union) and CIRCOM (European Association of Regional Television), but also other fields such as digital literacy, logistics, trainings for technicians and the like.

The objective of these trainings is to provide the best examples from Europe and present them to the attendants, who are trying to develop their competencies and skills. The Academy provides teams for different fields, such as multimedia, general literacy (speaking and writing), advanced technological possibilities or the use of new media in journalism. The trainings are carried out in form of workshops dealing with key topics from certain areas, where certified coaches with great work experience at the HRT and other experts from Europe (recommended by the Eurovision Academy and CIRCOM) transfer their knowledge to Croatian colleagues. The duration of the workshops depends on the topic and can consist of one or more lectures on a weekly basis.

Since 2009, there have been more than 150 HRT Academy workshops with 2697 attendants, out of which 2000 were journalists. The Academy is trying to pursue cooperation with as many partners as possible, including universities, organisations, associations and the government. The current cooperation with universities has made it possible for more than 300 students to follow the practical part of programme. A good example of cooperation is the fact that the Croatian radio-television is the only broadcaster in Europe which has developed unique regional courses on crisis reporting in collaboration with the Ministry of Defence.

Career paths of graduates

In Croatia there is no continuous, comprehensive evaluation of journalists' career paths. There is no institution in Croatia that systematically monitors the individual careers of journalists. The Faculty of Political Science does not have an alumni office; the Center for Croatian Studies has recently launched the alumni network of graduates in communication science, while VERN is the only institution with an alumni office which has been operating for more than five years. The only and at the same time very good example of in-house mentorship can be found at the Croatian radio-television where employees get opportunities for specialization and improvement of their skills. Other broadcasters and publishers are not so keen on investing in their employees' knowledge and skills, due to the fact that most editors prefer the commercial value of the presented content over its quality.

Every person working in journalism in Croatia can, but does not have to, become a member of the Croatian Journalists' Association (HND), which is a professional association that is monitoring the domestic journalistic state of events. It is also trying to promote professionalism and ethics in journalism, as well as constitutionally guaranteed rights and media freedoms.

Ines Jokoš examined in her Master's thesis project what journalism and communication science students of the University of Zagreb (Faculty of Political Science and the Center for Croatian Studies) expect and suppose of their future profession. The aim of the research was to determine whether there are differences in the perception of journalism with respect to

participants' level and type of study. Almost all journalism and communication science students in the study believe that journalists should be educated, trained and qualified to work in journalism. Most of the research respondents believe that the Croatian journalist should be a critic of irregularities and that he/she should be the source that provides the citizens with information about their rights. They also believe that today's typical Croatian journalist is prone to manipulation, tendentious writing, and tends to emphasize bad news and sensationalism (Jokoš & Kanižaj, 2012).

A big problem in Croatia is that more journalists are educated than the market needs. A great number of institutions for journalistic education have emerged, but the media market is shrinking. According to the Croatian Employment Service (CES, *Hrvatski zavod za zapošljavanje*) in 2013 there were more than 750 unemployed journalists in Croatia and this number will probably raise even more. A reform of the journalistic education models is needed, instead of launching new educational institutions without any coordination with the labour market.

Unemployed journalists in 2013

JOURNALISTS	Unemployed		How long they have been unemployed			Become unemployed because of			Employed through CES				
	total	without any previous experience	0 - 6 months	6 - 12 months	1 year and more	losing the job	finished the school	just being inactive	total (A+D)	A	B	C	D
										full time job (B+C)	part time job	position for goods	internship
Total	781	218	364	121	296	324	146	193	457	292	20	272	104
under the age of 29	307	189	190	40	77	100	143	92	236	139	6	133	85

Source: CES, Croatian Employment Service (*Hrvatski zavod za zapošljavanje*), January 2014.

Unemployed journalists (2010-2013)

Employed and unemployed journalism students of BA and MA level								
JOURNALISTS	graduated before 2013	unemployed		employed				
		total	without experience	2010	2011	2012	2013	total of employed
MA	577	169	118	3	17	33	46	99
BA	276	34	18	2	0	11	13	26

Source: CES, Croatian Employment Service (*Hrvatski zavod za zapošljavanje*), January 2014.

Conclusion and recommendations

- **Theoretic basics (including political and ethical aspects)**

Journalism studies include political science courses – on politics, polity and policy – as well as courses in ethics. As mentioned before, once starting to work in a newsroom former journalism students do not follow the principles they were taught. The usual answer they give is that their editors do not mind about ethics and they expect them, journalists, not to bother with it either. Therefore, it seems that theoretic basics stay in classrooms, while in newsrooms the real life is very different.

- **Methodology of teaching (e.g. less/more 'class teaching' or discussions)**

Methodology of teaching depends on the institution. At the Faculty of Political Science, students have both theoretical classes and very practical courses in print journalism, radio journalism, television journalism and digital media journalism. They have "Radio Student", a fully equipped radio station, operating since 1996, located on the 5th floor of the Faculty's building, with a local transmitting license for the area of the city of Zagreb. "Television Student" is located in the basement of the Faculty's building. The first equipped studio was opened in 2002 just for practical classes, while in 2012 "Television Student" became IPTV television, and it now broadcasts 24/7, four hours of news programmes every day. The "Global" newspaper (fully prepared and edited by students, published once in a semester), and a number of Faculty's social network groups (Facebook, Twitter, Instagram), or blog platforms like Studosfera.net, provide further opportunities to publish their works.

Other Faculties do not have facilities for practical education; therefore so-called "practical classes" are usually focused only on writing. The quality level of private courses, trainings and workshops varies. Usually they focus on one particular aspect of journalistic reporting, e.g. reporting on national minorities, gender issues, children, ecology, investigative journalism, etc.

- **Teaching materials (textbooks/ handbooks / working materials, etc.)**

There are plenty of teaching materials, both in English and in Croatian. Students and trainees have access to the University Library and a number of faculty libraries, or the public library. Access to online open access books, journals, data bases and practical toolkits is also possible.

- **Relation of theory and practice (practical trainings and internships)**

The relationship between theory and practice should be better and more institutionalized. Because of the large number of students, the obligatory internships are not possible for all. Therefore, only the most motivated get the possibility to experience “real life” journalism. Apart from in-house trainings, all other trainings are usually far away from real newsroom situations and conditions. It would be perfect if all large news outlets would have in-house trainings, both for newcomers and as a part of continuous, lifelong learning schemes.

- **Combination of courses in journalism + area of specialisation**

Good journalists in Croatia usually do not have formal education in their specialization. It seems that the only true specialization is sports. Media outlets do not invest into the specialized education of their employees and students who aspire to be journalists find it easier to get a journalism job when they study journalism, media or communication studies, rather than economics, law or agriculture. Therefore, specialization depends entirely on individual initiative.

- **Application, entrance requirements and overall school enrolments**

Still, there is a big gap between state (free of charge) and private programmes that cost money. State programmes are in general of better quality than private.

- **Alternative education models, e.g. traineeships in media outlets**

In-house traineeships are rare, while NGO programmes are numerous of diverse quality and usually they do not include newsrooms trainings.

- **Interaction and cooperation between universities and media outlets**

The interaction and cooperation between universities and media outlets is good at the communication level between editors and teachers/professors, especially when editors need new interns, or employees. Still, there is no strategic and career planning for journalists.

- **Overall political and economic framework for journalistic education**

Context: Croatia ranks 64th in the 2013 World Press Freedom Index. Albeit moving up four

spots from the last year, Croatia's position reveals the existence of a huge discrepancy between proclaimed principles and the de facto situation. Despite the fact that cross-media concentration is prohibited by law, it is difficult to monitor this, as not all publishers publicly declare their ownership structures and there have been no sanctions for violations of the law. Most of the mainstream media, apart from the public service HRT and HINA (Croatian Information News Agency) are owned by foreign companies – for example, more than 90 percent of newspaper titles are owned by international corporations like WAZ (Germany) and Styria (Austria).

Consistent with global trends, Croatia has witnessed the dramatic decline of newspaper circulation and revenues that has occurred due to major transformations in media consumption. While the existing infrastructure is technologically developed (Croatia has the highest free-to-air digital terrestrial coverage in Europe, exceeding 99 percent of national territory), responsible institutions have failed to develop a coherent media strategy and consistent policies in order to ensure the democratic contribution of the media. Moreover, the leading regulatory institutions have failed to neutralize the power of dominant media organisations together with the influence wielded by political elites and advertisers. Recent research demonstrates that, in response to digitization, journalism has become increasingly tabloid while the future sustainability of public interest media remains uncertain.

The lack of transparency and accessibility of relevant data regarding the media industry and its impact on pluralism has made progress more challenging. Due to economic crisis and concentrated media ownership, journalists in Croatia face serious hardship. Since 2007, the number of unemployed journalists in Croatia has increased more than 300 percent and the fear of redundancy, with little chance of finding new work, often results in self-censorship. Consequently, journalists frequently fail to maintain a rigorous commitment to citizens and the public interest.

Within electronic media in Croatia, the only stable outlet with a commitment to serving the public interest is the public service broadcaster HRT. However, in the last five years, despite maintaining some financial stability thanks to the license fee, HRT has faced a very complex management crisis. Outside of HRT and if no suitable intervention occurs, the only potential for quality media in Croatia lies with small and insecure non-profit media outlets, predominantly news web portals, which provide an insufficient base for the plurality Croatian citizens require. A special Fund for the Promotion of Diversity and Pluralism of Electronic Media has been established to support financially the production and broadcasting of media content of public interest at a local and regional level. However, criteria for the award of the stimulus funds are not clear and consequently it is difficult to challenge the evaluation system.

What we are facing in Croatia is devastation of the media, in general. Because of the media tabloidization, low quality of media content and job insecurity, good journalists are not motivated to work in journalism, while others are not motivated to become better journalists. The privatized media market and a lack of professional journalistic and ethical standards are some of the many problems due to which journalism is being qualified as a

marginalized social activity. State universities, which are the highest form of journalistic education, are relying mainly on theory and to a lesser extent on practical knowledge. In order to upgrade the quality of journalism, it is necessary to enable a modern and practice-oriented education of journalists. The best formula to success for a journalist career would be a higher level of education and training combined with theoretical knowledge. After graduating from college, journalists must have possibilities for additional training.

References

For the purpose of this report, we interviewed persons who play or have played an important role in journalism in Croatia. Those are:

- Ante Gavranović, journalist and editor with almost 60 years of experience; Croatian “journalistic legend”
- Dr. Gordana Vilović, Associate Professor in Journalism at the Faculty of Political Science of the University of Zagreb
- Nela Gudelj, founder and manager of the Croatian radio-television Academy
- Vladimir Lulić, Secretary of the Croatian Journalistic Association
- Zdenko Duka, President of the Croatian Journalistic Association

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APENDIX 1

Information and Communication Science university programmes in Croatia

(Mozvag.hr, 2014)

Study programme name	University	Performer	Study program type
Information Sciences	University of Zagreb	Faculty of Humanities and Social Sciences (Zagreb)	Undergraduate study program
Information Sciences – Library Science	University of Zadar	Department of Information Sciences (Zadar)	Undergraduate study program
Information Systems	University of Zagreb	Faculty of Organisation and Informatics (Varaždin)	Undergraduate study program
Informatics (two majors) (***)	University of Rijeka	Department of Informatics (Rijeka)	Undergraduate study program
Informatics (one major)	University of Rijeka	Department of Informatics (Rijeka)	Undergraduate study program
Information Sciences	J. J. Strossmayer University of Osijek	Faculty of Humanities and Social Sciences (Osijek)	Undergraduate study program
Communication Science (two majors) (***)	University of Zagreb	Croatian Studies (Zagreb)	Undergraduate study program
Communication Science (one major)	University of Zagreb	Croatian Studies (Zagreb)	Undergraduate study program
Media and Social Culture Studies	University of Dubrovnik	Communicology Department (Dubrovnik)	Undergraduate study program
Journalism	University North	Media University (Koprivnica)	Undergraduate study program
Journalism	University of Zagreb	Faculty of Political Science (Zagreb)	Undergraduate study program
Databases and Knowledge Bases	University of Zagreb	Faculty of Organisation and Informatics (Varaždin)	Graduate study program
Information Sciences – Library Science	University of Zadar	Department of Information Sciences (Zadar)	Graduate study program
Information Sciences (two majors); Specialization: Informatics (teaching, research), Information Sciences, Archival Science, Library Science, Museology and Cultural Heritage Management (***)	University of Zagreb	Faculty of Humanities and Social Sciences (Zagreb)	Graduate study program
Information Sciences (one major); Specialization: Informatics (teaching, research), Information Sciences, Archival Science, Library Science, Museology and Cultural Heritage Management	University of Zagreb	Faculty of Humanities and Social Sciences (Zagreb)	Graduate study program

Study programme name	University	Performer	Study program type
Information and Software engineering	University of Zagreb	Faculty of Organisation and Informatics (Varaždin)	Graduate study program
Informatics	University of Rijeka	Department of Informatics (Rijeka)	Graduate study program
Informatics (two majors); specialization: teaching (***)	University of Rijeka	Department of Informatics (Rijeka)	Graduate study program
Informatics (one major); specialization: teaching	University of Rijeka	Department of Informatics (Rijeka)	Graduate study program
Informatics in Education	University of Zagreb	Faculty of Organisation and Informatics (Varaždin)	Graduate study program
Information Sciences	J. J. Strossmayer University of Osijek	Faculty of Humanities and Social Sciences (Osijek)	Graduate study program
Communication Science	University of Zagreb	Croatian Studies (Zagreb)	Graduate study program
Media	University of Dubrovnik	Mass Communication Department (Dubrovnik)	Graduate study program
Journalism	University of Zagreb	Faculty of Political Science (Zagreb)	Graduate study program
Journalism and Public Relations	University of Zadar	Tourism and Communication Sciences Department (Zadar)	Graduate study program
Public Relations	University of Dubrovnik	Mass Communication Department (Dubrovnik)	Graduate study program
Business Systems Organization	University of Zagreb	Faculty of Organisation and Informatics (Varaždin)	Graduate study program
Written Heritage <i>in</i> Digital Environment	J. J. Strossmayer University of Osijek	Faculty of Humanities and Social Sciences (Osijek)	Graduate study program
Knowledge Society and Information Transfer	University of Zadar	University of Zadar (Zadar)	Postgraduate study program (PhD)
Information Sciences	University of Zagreb	Faculty of Organisation and Informatics (Varaždin)	Postgraduate study program (PhD)
Information Sciences	University of Zagreb	Faculty of Humanities and Social Sciences (Zagreb)	Postgraduate study program (PhD)
Informatics	University of Rijeka	Department of Informatics (Rijeka)	Postgraduate study program (PhD)
Communication Science (***)	J. J. Strossmayer University of Osijek	J. J. Strossmayer University of Osijek (Osijek)	Postgraduate study program (PhD)
Information Society Organisations Re-Engineering	University of Zagreb	Faculty of Organisation and Informatics in Varaždin (Varaždin)	Specialist postgraduate study program
Information Systems Security and Auditing Management	University of Zagreb	Faculty of Organisation and Informatics (Varaždin)	Specialist postgraduate study program

Study programme name	University	Performer	Study program type
Informatics	Business School "Hrvatsko Zagorje", Krapina	Business School "Hrvatsko Zagorje", Krapina (Krapina)	Professional studies program
Informatics	University of Rijeka	University of Rijeka (Rijeka)	Professional studies program
Informatics; Specialization: Office IT Support, E-Business, IT Design	Polytechnic of Zagreb	Communication Science (Zagreb)	Professional studies program
Journalism	VERN University	VERN University (Zagreb)	Professional studies program
Market Communications	College of Agora	College of Agora (Zagreb)	Professional studies program
Public Relations and Media Studies	College for Public Relations and Media Studies „Kairos“	College for Public Relations and Media Studies „Kairos“ (Zagreb)	Professional studies program
Business and Management in the Media	Media University	Media University (Koprivnica)	Professional studies program
Information Technology in Business Application	University of Zagreb	Faculty of Organisation and Informatics (Varaždin)	Professional studies program
Information Technology in Business Systems	University of Rijeka	University of Rijeka (Rijeka)	Specialist graduate professional study program
Communications Management	College of Business and Management Baltazar Adam Krčelić	College of Business and Management Baltazar Adam Krčelić (Zaprešić)	Specialist graduate professional study program

Macedonia

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Introduction

Five state universities exist in Macedonia, one private-public university and 16 private higher education institutions (nine universities and seven professional schools which offer practically oriented academic education)². Nine of them offer a formal journalistic education in undergraduate and graduate studies. The numbers are based on the list of accredited academic institutions, published by the Macedonian Ministry of Education and Science.

Journalistic programme

University/school	State/private	Name of faculty	Name of course(s)	Graduates per year
School of Journalism and Public Relations	Non-profit higher institution	-	BA in Journalism; and Public Relation and Corporate Communication	10-20
Institute of Communication Studies	Non-profit higher education institution	-	MA in Media Management and Multimedia; Management of Strategic Communication	10-20
Sv. Kiril & Metodij University, Skopje	State	Faculty of Law – Journalism Department	BA in Journalism MA in: Media and Communication; Public Relations	n/a
Drzaven Univerzitet Tetovo	State	Faculty of Law	Journalism Studies	n/a
Goce Delcev University Stip	State	Faculty of Law	BA in Journalism and Public Relations MA in Management of Communications and PR; Mass Communications and Media Management	n/a
Univerzitet na Jugoslovska Evropa Tetovo	Public-private	Faculty of Languages, Culture and Communication	BA in Media Studies, Culture Relations, Political and Social Analysis MA in Media Strategies; and PR and Marketing Communications	n/a
FON University	Private	Faculty of Political Science, Diplomacy and Journalism	BA in Journalism	50 total (NOTE: not known number or students in Journalism) ³
Institute of Sociological, Political and Juridical Research	State	-	MA in Communication; New Media and Social networks	n/a
Evropski Univerzitet – Skopje	Private	-	MA in Communications and Media	n/a

² Ministry of Education and Science of R. Macedonia (2010), *List of Accredited Universities and Faculties in Macedonia*, available at: <http://mon.gov.mk/index.php/component/content/article/597> (last time accessed: 20.09.2014)

³ Press Release by the State Statistical Office of R. Macedonia, Skopje, (16.06.2014, Skopje), available at: <http://www.stat.gov.mk/pdf/2014/2.1.14.19.pdf>

Milestones of journalistic education

The first Journalism Study programme in Macedonia was established in 1977 as an interdisciplinary degree program offered by the Faculty of Law, the Faculty of Economics and the Faculty of Philological Studies in Skopje. In the late 1980s Journalism Studies were transformed into an independent study programme within the Faculty of Law in Skopje. Even though this is the oldest journalism study program in the country and majority of the leading news editors and numerous renowned journalists are graduate students, the Faculty does not provide any alumni data on its web-site, as well as the number of graduate students per year. Still, the main weakness of this journalism programme was the lack of practical orientation: the curriculum was rather theoretical, overloaded with courses that were thought on other departments (Law, Political Sciences) and knowledge was delivered in an old-fashioned way. The Faculty provided publishing monthly student's newspaper "Stav", which was coordinated by the professors. Still, the graduate students lacked the basic journalism skills needed as common newsroom routine. In 2003 the European Credit Transfer System was introduced and at the same time there were made some educational reforms in order to equip students with a wider spectrum of knowledge on EU-Macedonia relations: human rights, freedom of expression, ethics and intercultural aspects of media.

Significant improvements in (non-formal) journalism education were noticeable in the period between 2004 and 2008, when the Macedonian Institute for Media (MIM) introduced the "One Year Journalism Diploma Programme" (OYJDP). This was an extremely fruitful project, supported by several international donors and ended up as a successful annual training program with nearly 120 trained students.. The students were thought basic journalism skills through intensive training in print, TV, radio and online reporting, as well as the basics of investigative and computer assisted reporting (CAR). Nearly 75 percent of the alumni work in Macedonian media outlets. It is worth mentioning that nearly 20 experienced journalists attended the Training of Trainers, delivered by the Danish School of Journalism and Media. The positive experience of OYJDP gave MIM a solid base and motivation to found the School of Journalism and PR (SJPR), which was accredited by the Ministry of Education and Science in 2008 as a not-for-profit higher education institution.

Numerous study programs in mass media, journalism and public relations were established after several changes in the National Law of High Education were made. Still, some of the universities and faculties offer curricula, in which journalism is mixed with public relations.

During the last decade the media outlets (mainly broadcast) hosted some sporadic in-house trainings provided mainly by foreign donors (such as OSCE, Media Development Loan Fund, IREX etc). Reporter teams from BBC visited some TV media outlets in 2005. According to the strategy for the modernisation of Public Broadcasting Service, a Training Centre is to be established.

Along with the development and strengthening of civic sector and the increased number of NGO's in the country, there is a need of special trainings for journalists (mainly students, young and mid-career) for covering particular issues of human rights, diversities, court and

crime, investigative journalism, data journalism, ethics, economy etc. So, the last couple of decades, numerous NGO's, often in partnership with several training centres as MIM, The Centre for Media Development, Soros Institute in Skopje, The Association of Journalists in Macedonia (AJM) and many others, realised various trainings and seminars for significant number of media practitioners. The National Law encourages lifelong learning education, mainly in form of vocational trainings and courses, which can be valorised in certain number of credits. SJPR offers such courses in the fields of journalistic writing, broadcast journalism (TV and radio, anchoring), photography. The diploma of these courses is equivalent to 5 ECTS. There is no information for such trainings/courses in media and communications offered by other higher education institutions.

The NGO's BIRN Macedonia (which is a part of the Regional Balkan Investigative Reporting Network) and SCOOP MK work on enhancing investigative journalism in the country, through organisation of journalistic trainings on coverage of transitional justice issues, production of TV documentaries, publishing of analysis and investigations, and the organisation of round tables on issues related to the country's EU integration.

Career paths of graduates

According to the National Law of High Education and Science and Law of State Statistic, each institution is obliged to report to the State Statistical Office about the number of enrolled and graduated students. There are no clear numbers of enrolled students in journalism study programs, since the data provides only the number of students per faculty.

Additionally, the Law envisages the establishment of a Career Centre as part of each higher education institution in order to coordinate and disseminate information regarding possibilities of employment. Still, how successful this Career Centre will be, depends on the enthusiasm of the management of faculty and the previously established cooperation with the media industry. At this point is worth mentioning the compulsory internship of 30 days for each student per academic year. Unfortunately, there is no recent and specific research in the country which will provide more specific details regarding this issue. SJPR has a career centre which is obtaining the professional engagement for its students. The centre coordinates the compulsory internships and intermediates in employment options. SJPR has around 65 graduate students and 36 of them are employed either in media, and PR or other communication fields. Its alumni network is organised via the career centre.

Conclusions and recommendations

The perspective of journalism education in Macedonia cannot be taken in any type of evaluation without bearing on mind two important issues: the current media situation in Macedonia as well as the level of professional standards; and the rapid development of new media.

1. The current media situation heads to the question about the quality of media

freedom⁴ in the country⁵. How and why adjust the students themselves to the media environment when they start working as journalists? Or, is the pressure of the editors and the editorial policy so strong and dominant? Two year ago, MIM and AJM developed an *Action plan for Improvement of Media Landscape in Macedonia*⁶, where among other issues, it was pointed out the low level of journalism education and the lack of specific programs for specialisation of journalists. Both organisations detected the need for more practical journalism education and that “the editors do not motivate the journalists to apply what they had learnt in training and journalism education”. Even though there is not a recent research about the level of education of journalists in media industry in the country. The Action plan stresses out that “a large number of journalists is employed without adequate criteria and education”. A recommendation regarding this issue is continuous mapping of needs of the media industry in order to find “a specialised journalism academy for journalists who do not have formal journalism education.”

2. The journalism education in digital era. The existing journalism study programs in Macedonia step far behind the development of new media. As mentioned before, there is no form of identifying the real needs of the media market, as well as the required skills that the future journalists need to have. Even though some of the existing journalism programs contain the term “new media”, “social media”, “multimedia”, in practice a very few courses are taught. The universities/faculties show indolent approach of offering open courses in journalism.

The future of journalistic education is an ongoing worldwide debate that shows that reforms will take time. Macedonia is not an exception in this case. The questions what are next-generation competences were widely discussed during the revision of the Tartu Declaration. European Journalism Training Association (EJTA) in 2013 adopted the changes of the Declaration in a direction that the journalism education has to provide inevitably entrepreneurship skills. Last, but not least, the newly adopted adjustments refer to getting back to the basic skills in journalism: abilities for critical thinking, research and verifying information

Aspects of journalistic education that should be improved in Macedonia

Relation theory-practice: Very few programs offer applied education in journalism. The majority of the faculties have more theoretical approach, even though all of them incorporate a number of practical assignments. The study programs, especially those which are offered by the universities, incorporate numerous courses taught at other faculties that are very theoretical. The faculties have to invest more in providing contemporary laboratories for practicing journalism.

⁴ Freedom House. Report on Nation in Transitions, 2014. Available on: <http://freedomhouse.org/report/nations-transit/2014/macedonia#.U9ueKQOSyZx>

⁵ European Commission. Reports on the Progress of the Republic of Macedonia for 2010 and 2011. Available on: http://www.sep.gov.mk/content/Dokumenti/MK/mk_rapport_2010_mk.pdf

⁶ Macedonian Institute for Media and Association of Journalists in Macedonia, *Action Plan for Improvement of Media Landscape in Macedonia* (2011), Skopje. Available at: http://www.znm.org.mk/drupal-7.7/sites/default/files/Action%20plan_2012_AJM_MIM_eng.pdf (last time accessed: 20.09.2014)

Link among journalism education and media outlets: A more organised liaison among journalism education and media industry is needed. There is not a specific path or research that maps the needs of specific skills and knowledge required in the media. There is not enough clear and visible data-base about the number of graduated students in journalism. The universities/faculties have to show much more enthusiasm in obtaining wider visibility of the number of graduated students in journalism and have to invest in proactive career centers. Annual events for networking between journalism students and media practitioners should be considered, too.

Specialisations and trainings: Bearing in mind the current media situation in the country, any kind of training and courses for practicing journalists are needed. It is also inevitable for the study programs to have enough debates and discussions on ethical standards taking local case studies into account. Also, the establishment of active cooperation with the newly founded Press Council and involvement of its representatives should be taken into consideration. Regarding specialisations, the lack of journalists that cover economy issues should be noticed. The faculties offer courses which are dedicated to economy (macro and micro), fiscal policy and marketing. However, core economy reporting that is locally adjusted to the domestic and regional economy system needs to be considered, too.

Literature: Quantitatively, the faculties provide enough literature. Nevertheless, the choice of compulsory and additional literature should be published on the websites of the higher education institutions. Moreover, it would be appreciated by students to renew the library funds in the fields of new media, multimedia, online journalism, data journalism, radio journalism, as well as specific books, which would support the beat reporting in certain topics (health, ethics, economy etc.).

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Romania

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Introduction

In Romania, 20 universities offer journalism as a BA and/or MA studies (14 state universities and 6 private universities).

- Graduates per year: around 2506 (1816 BA + 690 MA)
- Graduates from the state universities: around 1886 (1296 BA + 590 MA)
- Graduates from the private universities: around 620 (520 BA + 100 MA)

There is also a Bucharest-based NGO, the Center for Independent Journalism that is specialised in media development and journalistic training. Its graduates are around 150 per year. The private schools of TV journalism have around 150 graduates per year (overall).

Overall:

- Around 1800 students graduate per year in BA journalistic studies.
- Almost 700 students graduate per year in MA journalistic studies.
- Around 300 students graduate per year from non-academic courses.

The information is based on a combination of the Ministry listing for the academic year 2013/2014, and the websites of the universities.

The information is based on a combination of the Ministry of Education listing of the faculties and their maximum number of enrolled students in 2013/2014 as first academic year, and the websites of the universities. The number of graduates is decreasing significantly in comparison with the previous five academic years. According to the Bologna Treaty, the academic structure is: three years BA, two years MA, and three years PhD.

Journalistic programmes

University/school	State/private	Name of faculty	Name of course(s)	Graduates	Remarks
University of Bucharest	State	Faculty of Journalism and Communication Studies	Journalism BA and MA (MA 3 journalism study programmes)	285 (185 BA, 100 MA)	Type of education: Regular* (135 BA, 50 MA), Distance learning (50 BA, 50 MA)
National School of Political Studies and Public Administration, Bucharest	State	Faculty of Communication Studies and Public Relations	Audio-Video Communication (MA Programme)	40 (MA)	Type of education: Regular
"Aurel Vlaicu" University, Arad	State	Faculty of Humanities and Social Sciences	Journalism	24 (BA)	Type of education: Regular

University/ school	State/ private	Name of faculty	Name of course(s)	Graduates	Remarks
"Babeş-Bolyai" University, Cluj-Napoca	State	Faculty of Political Science, Administrative and Communication Studies	Journalism	450 (350 BA, 100 MA)	BA: Regular - 4 lines of studies: Romanian (200), English (50), German (15), Hungarian (35); Distance learning: Romanian (50). MA: Regular - Romanian and English
University of Technique, Cluj-Napoca, in Northern University Center, Baia Mare	State	Faculty of Letters	Journalism	30 BA	Type of education: Regular
"Ovidius" University, Constanța	State	Faculty of Letters	Journalism	240 190 (BA) 50 (MA)	Type of education: Regular
University of Craiova	State	Faculty of Letters	Journalism	50 (BA)	Type of education: Regular
"Dunărea de Jos" University, Galați	State	Faculty of Letters Department of Literature, Linguistics and Journalism	Journalism	42 (BA)	Type of education: Regular
"Al. I. Cuza" University, Iași	State	Faculty of Letters	Journalism	175 (125 BA 50 MA)	Type of education: Regular
University of Oradea	State	Faculty of History, International Relations, Political Science and Communication Studies	Journalism	50 (BA)	Type of education: Regular
University of Pitești	State	Faculty of Social Sciences and Humanities	Journalism	50 (BA)	Type of education: Regular
"Lucian Blaga" University, Sibiu	State	Faculty of Social Sciences and Humanities	Journalism	150 (100 BA, 50 MA)	BA: Regular (50), Distance learning (50) MA: Regular
"Valahia" University, Targoviște	State	Faculty of Political Science, Letters and Communication Studies	Journalism	100 (50 BA, 50 MA)	Type of education: Regular
Western University, Timișoara	State	Faculty of Political Science, Philosophy and Communication Studies	Journalism	200 (50 BA, 150 MA)	Type of education: Regular
"Hyperion" University, Bucharest	Private	Faculty of Law, Journalism, Psychology and Educational Sciences	Department of Journalism	160 (BA)	Type of education: Regular
"Spiru Haret" University, Bucharest	Private	Faculty of Journalism and Communication Studies	Journalism	210 (160 BA, 50 MA)	BA: Regular (60), Distance learning (100). MA: Regular
"Vasile Goldiș" Western University, Arad	Private	Faculty of Humanities, Political Science and Administrative Studies	Journalism	90 (40 BA, 50 MA)	Type of education: Regular
"Andrei Șaguna" University, Constanța	Private	Faculty of Communication Studies and Political Science	Journalism	75 (BA)	Type of education: Regular
"Apollonia" University, Iași	Private	Faculty of Communication Studies	Journalism	25 (BA)	Type of education: Regular
"Constantin Brancoveanu" University, Pitești	Private	Faculty of Law, Administrative and Communication Studies	Journalism	60 (BA)	Type of education: Regular
Center for Independent Journalism	NGO	---	Journalistic training	150	---

Milestones of journalistic education

Since the nineties (after the fall of communism), many journalism programmes of higher education (departments, specialties/study tracks, a few faculties) were established, delivering thousands of graduates every year. First, the state universities created programmes in response to the job market demand. They were followed by private academic institutions. The first and the most significant school of journalism has been the Faculty of Journalism and Communication Studies at the University of Bucharest.

All the journalism programmes were set up as new departments or degree programmes, because during the communist time journalism wasn't included as a subject in the formal education framework. A small number of the new schools were even set up as full-fledged faculties of journalism. Most of them remained embedded within other faculties, such as Philosophy, Literature, Political Science, Sociology, Psychology, Law, and later, Communication, PR, and Advertising Studies.

In the early years most of the professors did not have a journalism background, but came from other fields like literature, foreign languages, philosophy, history, and even from the industry. The curricula were based on Western models and there were only a few textbooks on journalism studies. Nowadays, with a few exceptions, the journalistic programmes are still organised as departments or specialisation tracks within the faculties. There is a trend of concentration of these programmes, mainly at the private universities. Due to an oversupply of journalism graduates, some owners decided to close journalism programmes and departments. For example, the Bucharest-based Media University had been founded in the middle of the nineties as a private university focussing exclusively on journalism and media studies, but had to close in 2012. At the state and private universities, the number of the students is lower and the number of enrolments decreases every academic year. On the positive side, the quality of the academic programmes and of the courses themselves has gradually improved, due to qualified translations of textbooks and other training materials, the participation of professors in international programmes, and more professional exchanges with visiting professors from Western countries. Most of the units are accredited, meaning they are allowed by the Ministry of Education to organise licence degree, as well as MA programmes. Some units are only authorised, meaning they may act as an educational institution, without the permission to organise licence degree or MA programmes. Their graduates have the possibility to pass the licence degree exam at an accredited university.

The journalism programmes are based in

- towns with a strong academic tradition, such as Bucureşti (Bucharest), Cluj-Napoca or Iaşi;
- in towns with a small university centre that did not have a humanities department before 1990, such as Constanţa, Craiova, Galaţi, Timișoara;
- in towns without an academic tradition before 1990, such as Arad, Baia Mare, Oradea, Pitești, Sibiu, Târgoviște.

Prevalent standards of journalistic education

In Romania there is still a negative attitude of part of the media industry towards academic programmes, which are considered useless for a practising journalist. A common assertion in the media sector is that one cannot learn how to report and write in the classroom. They say that only practice and direct contact with the issues are the key to good journalism. Therefore, in their opinion, in order to be a good journalist, one must have talent and inspiration, and then learn journalistic techniques in the newsroom. Surprisingly, even many students agree with such an approach, based on the perception that professors should teach journalism from the books. This perception is only partly in line with reality. The curricula tend to put more and more emphasis on practical instruction and the titles of the courses tend to reflect their content, not the professor's expertise, as they did a few years back. Teaching methods and materials are being more and more adapted to the practical approaches. However, the theoretical approach helps future journalists to learn professional standards.

Some of the university professors are former journalists, and the trend is to systematically invite current journalists to share their experience. Academic courses alternate with internships in media outlets, based on the cooperation between faculties and media institutions. For being enrolled at the best journalism faculties, the candidates have to pass a written exam on grammar rules. During the classes, they are studying the principles of ethics and journalistic deontology. One can choose between two different types of education – regular (with classes on a daily basis), and distance learning.

In the first 15 years after the fall of communism, the number of regular students increased every year. As a consequence, due to the lack of space that almost all the universities in Romania were facing, attendance was not mandatory for a majority of the courses. Therefore, the quality of the education was somewhat low.

Distance learning instruction has been an important means to generate additional funds, both for the state and the private universities. However, the quality of this education has been at least doubtful. The trend is to give up this type of journalism studies.

With regards to funding, three main categories of students exist in journalistic programmes: (1) those who have a state scholarship and attend classes on a daily basis; (2) those who pay for their education and attend classes on a daily basis; (3) those who pay for their distance learning education.

Conclusion and recommendations

The curricula of the journalism programmes have gone through changes every year, since their implementation. Engaged in the Bologna process, Romania now has a national curriculum, and the Ministry of Education has stated that it is untouchable. For many practitioners this is incomprehensible, especially in such a dynamic field. Even though the Ministry set up a national curriculum as a requirement for obtaining the accreditation of the

journalism study track, there are also some doubts concerning its application. There are variations between the institutions. For example, the schools where journalism is the main area of study seem to be more skills-oriented than the journalism departments founded as part of bigger faculties, which have a more theoretical approach. Sometimes, the differences regard not the content of the course, but its title.

The Bologna Process created the framework for a common and modern approach. However, it generates new problems concerning the quality of the higher education in journalism. It brought about some crucial consequences for the study of journalism in Romania. Romania, as a member of the Bologna Treaty, had to make significant changes in its academic programmes and curricula. The academic year 2005/2006 has been the beginning of this process in Romania. The reforms meant the restructuring of all degree programmes to correspond to three years for BA studies, two years for MA studies and three years for PhD programmes in communication studies.

We identify **a common vision of teaching**, including journalism, which did not exist before 2005. For example, foreign languages, digital media and media ethics courses are common requirements for all the faculties and departments with journalism programmes.

However, we identify some problems: how the courses in this area should be taught and the relatively small number of available textbooks. On the other side, we assist to **a simplification** of the whole studying process for the first three years. One-year courses became six-month courses. Disciplines of general knowledge were cut out (as for example "Culture and Civilization"). Therefore, the programmes of journalism education became kind of a vocational school, delivering media workers for the labour market in a short period of time. In my opinion, at this point some changes are necessary.

A suggestion, coming from media practitioners, is to introduce journalism courses at different faculties, such as Economics, Political Science, International Affairs, Medicine/Healthcare etc., for preparing journalists with a deeper expertise in one area.

The MA programmes are better suited for someone who would like to improve his/her knowledge and qualification. However, only a few students are interested in improving their professional skills. Usually, they are already working and have not got enough time for studying. Their main and single goal is to obtain a Master's Degree. Surprisingly the students attending the MA studies programmes are less prepared at the exams than BA students. Some measures are necessary in this field, like a more exigent admission examination.

We have to reflect more on the statement made by Jean-François Revel (1992: 240) regarding academic journalism education: "University diplomas in journalism have an optional value, and they do not guarantee many things. For working as a journalist, such degrees are not needed by law, as for working as a physician, a lawyer or a teacher."

Further observations and remarks

In Romania, in the last 20 years, journalism studies had a big presence in the field of higher education. Erupting from a real need on the media market, and confronted with a lack of

academic tradition, the formal journalism education had to satisfy a big demand. On the other hand, the educational offer was very big quantitatively, but very light regarding the quality of the instruction process. Some programmes provided individuals with degrees that often have a minor relevance to the job market, in exchange for fees, light attendance and a minimal intellectual effort.

Obviously, year by year important steps were made toward improving the journalistic education process. Now the question is, if the educational approach of the last more than 20 years was a good approach. In the nineties and still in the two thousands, media analysts and professors hoped that journalism education could contribute significantly to improve the quality of the Romanian media. Currently, we realised that the quality of the journalism is not as we expected and hoped, and the graduates that the educational system delivered and the media workers with journalism diploma are, generally speaking, not able to practice journalism at high standards. Considering these results, it is obvious that the system is inefficient and must be improved. However, the responsibility of the journalistic academic education has to be shared. The secondary school graduates come to the university with a lack of learning skills and with a very light general background. Their main goal is to obtain a diploma in a very attractive profession that seems easy to do.

Moreover, the aspirations of the new generations of graduates have changed. As Professor Mihai Coman, the first Dean of a Faculty of Journalism, remarked in 2012: "The new generations of journalists are looking for celebrity and a well paid job, while the old generations wanted to become journalists for changing the world, having a social and a political project". Ironically, added professor Coman, "TV outlets hire the worst speakers and correspondents, with the lowest grammar knowledge, and with an unpleasant look for the TV screen". In these circumstances, it is not surprisingly to observe that the efforts made by the professors in the schools of journalism are only occasionally accompanied by the capability of the students to appropriate the high standards of the profession, to learn with diligence and passion.

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Serbia

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Introduction

University training of journalists started in Serbia in 1968. The first school was the Department of Journalism at the Faculty of Political Science, University of Belgrade. The Act of Higher Education (2005) has paved the way for undergraduate, graduate and doctoral studies in journalism at public universities. At the same time, private universities have seized the opportunity to open degree programmes in journalism ever since they were unbanned in 2003, responding to the increased demand for journalistic education. The peak was reached in 2007, when it was possible to study journalism at no less than twelve state and private universities. By the 2012/2013 academic year the number of departments had decreased to five – three at state and two at private universities. Due to the lack of qualified staff and high tuition fees, the other departments of journalism had to close. In order to be admitted, prospective students have to pass an entrance examination. Demand for journalists on the market is low, so there is an oversupply of journalism graduates. Many bachelors are finding jobs in other fields, mostly in PR.

Journalistic programmes

University/school	State/private	Name of faculty	Name of course(s)	Graduates per year	Remarks
University of Belgrade	State	Faculty of Political Sciences	Journalism	130	Program lasts 4 years + 1 to graduate. Students at all years 700
University of Novi Sad	State	Faculty of Philosophy	Journalism	70	Program 4+1, students at the moment all years 295
University of Niš	State	Faculty of Philosophy	Journalism	50	Program 4+1 students at all years 269
Megatrend University, Belgrade	Private	n/a	Journalism and Media Management	100+150	Program 4+1 students at all years 900
Singidunum University, Belgrade	Private	Faculty for Media and Communication	Journalism and Media Production	100+100	Program 3+1 students at all years 800
total				700	3000

Milestones of journalistic education

In the history of journalism education in Serbia two important changes took place. Firstly, in 2003, the monopoly of the Faculty of Political Sciences was broken. Secondly, after a while (by 2007) plenty of university departments and high schools (12) had established journalism study tracks or degree programmes. Nowadays the number of departments is declining. The main reason for this development is the poor demand for journalists because the Serbian media industry is shrinking rapidly. The number of media is decreasing every year due the lack of advertising revenue, privatization and media convergence with digital platforms. Also, teachers are not allowed anymore to work at several departments. Today the number of qualified teachers, capable to offer supervision at graduate and Ph.D. level, is largely insufficient. According to a survey done in 2007, the weak points in university education were:

	Percentage of answers
Too much theory at the expense on practical education	47%
Insufficient connection with media institutions	9%
Insufficient cultivation of general cultural knowledge	9%
Bad teaching staff with no previous experience in journalism practice in most cases	7%
Obsolete programmes not directed towards contemporary digital media environment	4%
Lack of specialization	3%
Absence of critical consciousness	3%

Starting from their working experience with recent graduates, a study made with media editors in 2011 suggested the following courses to be introduced (some of them already exist, but editors do not know):

- Communication skills in face-to-face communication
- Simulation of media desk work
- Distribution of roles and duties in editorial teams
- Organisation and use of databases and social networks as sources of information
- International journalism
- European standards and norms in the media industry
- Knowledge about ethnic and other cultural minorities
- Multi-tasking journalism on digital platforms.

Prevalent standards of journalistic education

The education model of the different programmes depends on the institution at which the journalism course is organised. Thus, at the Faculty of Political Sciences teaching is humanities-oriented. In Novi Sad and Niš the background is philology, so Serbian and foreign

languages and philosophy. Both private universities offer more management-related courses and practical training. Therefore all existing curricula contain over 100 courses altogether. In many cases the only difference is the course title, however, not the content. Many courses are introduced according to the qualifications of the teaching staff, even if they are not very relevant for journalistic education. Only three subjects could be said to be part of all curricula: communication science, informatics and professional ethics. None of the departments offer specializations in print, radio or television. Some of the better ones include photo and agency journalism. Practical courses are all taught by distinguished journalists. Students also do obligatory one-month internships. The focus on online journalism is weak, due to the lack of specialized teachers.

The private universities and two state universities in Belgrade usually use the textbooks written at the Faculty of Political Sciences in Belgrade. Other departments' staff has published fewer textbooks or relevant material. All departments have modest facilities for print, radio and TV exercises and production on their premises. Students of journalism at the Faculty of Political Sciences are producing a radio programme, which is broadcasted by the local Belgrade "Studio B" on a daily basis, and a TV programme that is broadcasted by the same Belgrade station once a week. In-house journalism trainings are organised regularly at the daily "Blic" (Ringier – Axel Springer joint foreign investment) and the public broadcaster RTV Serbia. Apart from internships, there is very poor industry-university co-operation. It is as if journalistic education and journalism in practice were two separate worlds in Serbia.

Conclusions and recommendations

- The curricula at the departments should be changed. The ratio between so-called theoretical and practical courses must be 50:50.
- New modules must be introduced and the range of optional courses widened, giving students a chance to specialize in a field of their choice.
- More courses dealing with digital media should be introduced both at state and private university departments.
- Curricula have to be supported by qualified teachers with relevant references in the field they are supposed to teach.
- Existing textbooks pay little attention to digital media and technical convergence of old and new media. However, changes may be so rapid that even the most recently-published books may be out of date.
- Sub-specialization in mass media or specific areas of modern life is unavoidable but very risky, because the demand for such journalists almost does not exist at the labour market.

Former and current students have evaluated existing studies in a survey as follows:

- More practical courses and skills are needed for the job, so think 68 percent.
- The study must be organised in smaller groups, so ask 59 percent.

- Courses, which develop the critical thinking among students, are of great importance.
- Students need to have excellent knowledge of their mother tongue and foreign languages.
- Students need to acquire fair knowledge about the economy and social processes.
- It must be obligatory for all to have and to develop computer literacy.
- Teachers' competence must be innovated permanently.
- Studies must be adapted at similar speed as changes in the media environment occur.
- A medium-term strategy for university education of journalists needs to be prepared.
- The strategy must take into account current changes in the information society, media audiences and media institutions.
- Other stakeholders, such as media owners, editors and working journalists need to be included in the process of accreditation of journalism study programmes. The drafting of curricula has to involve all parties in permanent control of education quality.
- The number of institutions needs to be further reduced in order to concentrate the best teachers with the best scientific references, especially for graduate and PhD educational levels.
- Journalism must be separated from other similar modules such as PR, media management, media production etc. in order to reduce the number of students in journalism in accordance with the diminishing demand on the labour market.
- Accredited institutions for lifelong education of journalists need to be established in accordance with the Bologna regulations.
- It needs to be ensured that students return to university after doing internships, instead of leaving to work without graduating.

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