

The Civil Society Facility, Media Freedom and Accountability Programme,  
EuropeAid/134613/C/ACT/MULTI

## **Media Literacy and Education needs of journalists and the public in Montenegro**



This project is funded by  
The European Union



A project implemented by the  
Center for Independent Journalism



## Media Literacy and Education needs of journalists and the public in Montenegro

Daniela Vranković, Montenegro Media Institute (Montenegro)



*This document has been produced with the financial assistance of the European Union. The contents are the sole responsibility of the Center for Independent Journalism and can under no circumstances be regarded as reflecting the position of the EU*

# MONTENEGRO

## Executive Overview

Media community in Montenegro is deeply divided in pro- and anti- government media. This kind of perception is preventing the owners, and what is more worrying, their employees in reaching agreement in any professional matter including any common demands toward the states institution that provide formal education. It is questionable, who, when or how might work on any kind of plan and strategy on how to improve both formal and informal education of journalists in Montenegro.

The honest answer to the first question set by this research “What is the government policy in the fields of media literacy and formal journalism education?” would be “Not quite sure”. The biggest step in terms of government policies in the fields of media literacy and formal journalism education is the setting up of an elective course in gymnasium. However year by year there are smaller numbers of students applying for this curriculum as the other issue is the fact that only the gymnasiums offer this subject and not all the high schools.

On the other hand, formal journalism education, journalism course at Faculty of political studies, is apparently about to take a step backward. After a couple of months of public debate a decision is expected to shut down, or “reconstruct” courses in the Faculty of political science by transforming journalism into communications studies course. The process of taking this decision by the administration was so far not transparent and without sharing any details and rationale.

Informal education of journalists, trainings, seminars, courses are available to all the professionals in the country. Their effect, however is questionable not for their need or quality but because the editors and media owners are not very often supportive of joutrnalists in allowing absence form daily routine to attend courses and because of their orientation and editorial policy that may not allow the full implementation of knowledge and skills obtained.

## Media Landscape

Montenegro data on electronic communication penetration in 2015 is as follows<sup>1</sup>:

- Fixed telephony penetration – 24,91 %
- Mobile telephony penetration- 162, 55%
- Broadband internet penetration- 18,1 % of citizens and 57,7 % of households
- Cable media network penetration- 84.27 % of households.

---

<sup>1</sup> Ivona Marić, Agency for electronic communication, 14 April 2016

In 2015 Montenegro switched to the digital TV signal, which brought changes in the numbers but much less in terms of quality of the content, says deputy director in Agency for electronic media, Jadranka Vojvodić.

**Table: Number of broadcasters in Montenegro<sup>2</sup>**

	2013		2016	
	Coverage	Platform	Coverage	Platform
<b>Commercial broadcasters</b>				
TV	4 national coverage	13 analog broadcasting	4 national coverage	7 digital broadcasting (DVB-T2 FTA)
	15 regional coverage	6 „cable platform <sup>3</sup> “	9 regional coverage	9 „cable platform <sup>4</sup> “
			2 local coverage	
<b>Total</b>	<b>19</b>		<b>15</b>	
Radio	4 national coverage	FM	5 national coverage	FM
	8 regional coverage	FM	8 regional coverage	FM
	26 local coverage	FM	24 local coverage	FM
<b>Total</b>	<b>38</b>		<b>37</b>	
<b>Non profit media</b>				
TV	0	0	0	0
Radio	0	0	2 local coverage	FM
<b>Total</b>	<b>0</b>		<b>2</b>	

Dispite the numbers and variety the viewers and listeners have been offered still the same content. “Number of commercial radio broadcaster did not change significantly. Choice for the listeners hasn’t been improved since, broadcasters (facing the economic crisis and less investment in advertising) invest less in content which demands serious human resources and technical investments (informative, educational and documentary content). On the other hand they focus on entertainment, easy contact programs and publishing service or agency information”, says Vojvodić.<sup>5</sup>

On the other hand, in the last three years one in five TV stations stopped operating, which is a 20% decrease in the number of electronic media. “After shutting down the analog broadcasting

<sup>2</sup> Jadranka Vojvodić, deputy director Agency for electronic media, 22 April 2016

<sup>3</sup> KDS/IPTV/DTH/MMDS/Mobile and other restricted access platforms

<sup>4</sup> KDS/IPTV/DTH/MMDS/ Mobile and other restricted access platforms

<sup>5</sup> Jadranka Vojvodić, deputy director Agency for electronic media, 22 April 2016

in June 2015 only seven TV commercial broadcasters got the rights for digital broadcast, three national and four local. If you compare that to the 2013 at that time 13 TV commercial broadcasters had analog signal. Content of the TV broadcasters deteriorated since it has been influenced by the crisis in a even drastic manner”, says Vojvodić<sup>6</sup>. In her words, the most significant change in these two periods was founding of two non profit radio broadcasters. “Their programs definitely represent the change of content aiming to certain issues and target groups.”

### **Government Policy on Media Literacy**

When talking about journalists, education and trainings biggest step forward was made in the "media literacy" area. Božena Jelušić, a high school teacher, former daily Vijesti ombudsman, prepared a program for the high school subject Media Literacy with Tomislav Reškovic. She says that this subject is very popular at the school where she teaches. "At this point it is attended by 30 something out of 80 second grade gymnasium students. I have to say that in a process of preparing and adoption process of this subject I had full understanding by the Ministry in charge", says Jelušić<sup>7</sup>.

Still there are no specific determinations about media literacy in Montenegrin media legal framework, but the ground stone is set with establishing the regulatory body- Agency for electronic media in the Electronic media Law <sup>8</sup> and with a clear definition of regulatory principles, explains Borka Vuković, adviser to the Ministry of culture. "Many provisions, as those defining protection of children and minors, by their content and essence, are referring to media literacy, because they were defined by the EU convention of human rights Article 10”, says Vuković<sup>9</sup>. She explains that this law complies with EU directive which defines media literacy as “skills, knowledge and understanding which enables consumers to use media in an efficient and secure manner. Media literate people are capable to make choices according to awareness and understand nature of content and services and use all the possibilities which offer new communication technologies”.<sup>10</sup> Crucial role in developing media literacy should have self-regulation but media community fully defined as either anti- or pro- government cannot reach agreement on any profession related issue.

Media literacy is as hard to define same as media are. It has basic and its higher, sophisticated level explains Jelušić. “In other words, life-long learning is needed because media always brings new challenges. Our citizens in general believe that “media lies”, but as a paradox, they are very easy to manipulate by the media. That is why I find it necessary that media literacy should be improved, starting in school. Especially this subject should be introduced in other high schools

---

<sup>6</sup> Jadranka Vojvodić, deputy director Agency for electronic media, 22 April 2016

<sup>7</sup> Božena Jelušić, Media literacy teacher, 21 April 2016

<sup>8</sup> Available at: [http://www.ardcg.org/index2.php?option=com\\_docman&task=doc\\_view&gid=405&Itemid=26](http://www.ardcg.org/index2.php?option=com_docman&task=doc_view&gid=405&Itemid=26), accessed on 01 May 2016.; Article 10

<sup>9</sup> Borka Vuković, adviser to the Ministry of culture, 27 April 2016

<sup>10</sup> Borka Vuković, adviser to the Ministry of culture, 27 April 2016

not just gymnasiums”, says Jelušić<sup>11</sup>. Nataša Ružić agrees on that. “I do not understand why they omitted other schools in this process. Error is to position media literacy as an elective because we live in a time when the media became a primary factor of socialization and children at an early age begin to use the media. In the future, we should think about media literacy youngest starting from kindergarten. The research that has been conducted in high schools in Budva and Herceg Novi has shown that students who do not have the subject Media Literacy have no precise idea of the process. In Montenegro year after year reduces the number of students who choose media literacy as an elective course. During 2011/12 for the study of media literacy is decided 257 students and 2014/15 only 170 in all high schools in Montenegro”, says Ružić<sup>12</sup>. But there is another problem related. Media literacy of the lecturers is questionable, she claims. According to the program that have put together Prof Božena Jelušić and Tomislav Reškovic media literacy can be taught by teachers of language and literature, philosophy, sociology, psychology with additional professional training. “UNESCO is committed to sharing the experience of trainers, so they launched the Open Educational Resources Platform and lecturers in Montenegro had a meeting at which the prof. Jelušić shared her experience about ways of learning and never met again. In fact, the question is whether and to what extent media literate lecturers are literate themselves”, says Ružić.<sup>13</sup>

## Media Education

The Faculty of political science was founded 10 years ago. One of the courses in the faculty is journalism. A total of 594 students enrolled in this course, and 254 out of the total graduated.

**Table: Number of Faculty of political science, Journalism course enrolled and graduated students for the period 2016-2016**<sup>14</sup>

Faculty of political science, Journalism course										
YEAR	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
ENROLLED	58	61	71	60	66	82	42	58	56	40
GRADUATED	40	47	38	34	37	37	21			

On the other hand, data of the national employment agency are not very encouraging. Mid April 2016, almost half of them- 111 of them were registered unemployed. Little less than a half of that number, 46, were undergoing the Government financed Program of professional training.<sup>15</sup>

<sup>11</sup> Božena Jelušić, Media literacy teacher, 21 April 2016

<sup>12</sup> Nataša Ružić, lecturer at Faculty of political science, 20 April 2016

<sup>13</sup> Nataša Ružić, lecturer at Faculty of political science, 20 April 2016

<sup>14</sup> Sekule Raičević, head of students service in Faculty of political studies, 25 April 2016

<sup>15</sup> Data provided by the PR department of National employment bureau.

Lecturer at the couple of the subjects at the course Prof Nataša Ružić says she is pleased with the accomplishments of the students. Most of them, as she claims, are already employed either in Montenegrin media, or in some institutions working as PR managers. "I can say that we are satisfied with the knowledge acquired, although we are aware that we are a relatively young Faculty and that it is necessary to develop and improve study program", says Ružić. Faculty has developed good cooperation with the daily Pobjeda and Dnevne novine, during the obligatory practice for the radio journalism student go to Radio CG and students radio Krš. "We try to provide them with a good theoretical knowledge, and then send them to the practice", says Ružić. Another guest lecturer, Gordana Vilović agrees. For the large majority of the students journalism was their first choice. "I think that quality of knowledge of colleagues' students of journalism at Faculty of political studies is equally good as those for example studying at journalism on Faculty of political studies in Zagreb. I say that, because at the last year when I had lectures in Montenegro, most of them had been thru practice or even employed in some of media in Podgorica or Montenegro", says Vilović<sup>16</sup>.

On the other hand, students are not very pleased with the knowledge gained at the faculty. Most of them put the accent on the fact that they lack more practice and experience in their studying, but they are not pleased with the theoretical knowledge and the quality of lectures either. Third year political science student, and one of the students Radio Krš, founder Đorđe Stojanović, says that quality and level of knowledge at Faculty of political science should and has to be better. "Usually it is enough to learn the lectures by heart because in most of the cases lecturers are not going to ask you what your opinion is nor if you understood what you just learned", says Stojanović.<sup>17</sup> Another third year student, Jelena Vukašinić, is also not very pleased. For the low quality of the knowledge gained she blames lecturers. "Lecturers are not up to the task. I could name two of them I find good. I think that in general lecturers at Faculty of political studies in general are really bad. Mostly those are individuals who have done the practical part of the profession very long ago, or haven't done it at all. And I find that very important- if they were in everyday connection to the profession they could explain it better to us too", says Vukašinić.<sup>18</sup>

By now, faculty has managed to bring renowned speakers to the Faculty, but the problem remains- Faculty lacks their own staff, says Ružić. Relatively young institution in a decade hasn't managed to educate enough staff which might hold the course independently. "At all the journalism studies we still lack personnel. On one hand you have very good practitioners, but on the other they lack academic specialization! They find it hard to manage between commitments they have in news rooms and to be at the same time, university lecturers and to commit to gaining additional knowledge and PhD thesis. In nowadays complicated

---

<sup>16</sup> Gordana Vilović, lecturer at the Faculty of political science, 19 April 2016

<sup>17</sup> Đorđe Stojanović, thrid year Faculty of political science student, 20 April 2016

<sup>18</sup> Jelena Vukašinić, thrid year Faculty of political science student, 20 April 2016

circumstances it is hard to find time for academic perfection and to hold on to journalism. I see that as a large problem”, says Vilović.<sup>19</sup>

Stjepan Malović one of the guest lecturers from Croatia, who held lectures since the Faculty was founded says there were not enough local staff at the beginning eligible to work at the university. And that is not the problem, problem is the fact that still there are no enough staff. “A larger number of well-known professors, mainly from Belgrade and Zagreb, were engaged to fill in. A number of local journalists and PR professionals were engaged too- they had great professional knowledge, but they could not carry out lecture since they haven't had sufficient levels of theoretical knowledge. The solution was that these personnel were educated and to gradually take over the lectures. A number of prominent media workers started moving in that direction by enrolling master studies. But only a small number graduated at the master's degree, and barely anyone enrolled a PhD studies”, says Malović.<sup>20</sup> In his opinion, duty of the university was to create conditions for the education of their own staff, using visiting professors as a mentors. He was a mentor to more doctoral candidates and two of them obtained the PhD title. “I cannot understand why they did not open the way to education of their own staff and why the number of students was limited to only a few. It's like you do not want to develop your strengths, and you have potential. As an illustration, in Croatia there are three doctoral studies where they can study communication sciences, and each enrolls dozens of students”, says Malović.<sup>21</sup>

Beside the fact that journalism course lacks lecturers, another and not less important problem is the fact that students lack practice, training and experience. They have theoretical knowledge which they do not know how to apply in practice, says Vladan Mićunović, who was editor in couple of media and now is acting head of Media Institute. “It is interesting that in media in which I have worked we haven't had any cooperation with Faculty of political studies, or any kind of program for students, unless they individually showed initiative to come and see how newspapers or TV program are being made. There were some initiatives to start cooperation, but in that field wasn't done a lot. Both Faculty and media are to blame for that, but the very fact that Faculty of political science worked isolated and I dare to say in an autistic manner”, says Mićunović.<sup>22</sup>

Starting from the second year, students have two weeks mandatory practice. Jelena Vukašinović, third year journalism student, just went thru one of those. “On one hand you have students, which often are not very willing to learn, and on the other had you have media which are not really committed to passing the knowledge. I found it funny, because I expected some dynamics, passion about this work, a wise word, and advice. I saw, and got something very

---

<sup>19</sup> Gordana Vilović, lecturer at the Faculty of political science, 19 April 2016

<sup>20</sup> Stjepan Malović, former lecturer at Faculty of political science, 17 April 2016

<sup>21</sup> Stjepan Malović, former lecturer at Faculty of political science, 17 April 2016

<sup>22</sup> Vladan Mićunović, acting head of Media Institute, 20 April 2016

different. People with who we were supposed to work, I say supposed because that what we were doing in those two weeks cannot be called work, didn't care for us at all. They gave us two reports to rewrite at our own hand, with no checks and controls. Those work experiences actually last for 15 minutes. Only advice I got was "How about you go home now, and I'll send you to your mail what you need", says Vukašinić<sup>23</sup>. No matter the fact that two weeks are too short of a period to learn anything, apparently there is no system or control of any kind how productive these practices were. These experience programs turn out to be eventually not very useful. Not rarely students go thru them without obtaining any set of skills. And then, once when employed, again- there is no help guidance or mentoring says head of Media Union, Marijana Camović. "It is unrealistic to expect people who have just come out with a faculty immediately be top journalists but it is also unrealistic to expect the owners of Montenegrin media that in a near future they see those people as investment and not an expense", says Camović.<sup>24</sup>

Beside the fact that there is no wide spread cooperation with media, another problem is the fact that part of mandatory practice is held in a student's radio- where the "control", or mentoring of any kind is even less developed then in established media. Even at the radio Krš they say that they need more professional help. One of the radio founders, Đorđe Stojanović is very honest about it- during that experience students cannot learn a lot. "It doesn't last long enough. They usually prepare a report, a vox pop or an interview. We are asking just for the very basics because we are not competent enough to organize practice at a higher quality level. We have no help by the experts. Beside this program, students can volunteer and gain some basic experience which will make their work in the future easier", says Stojanović<sup>25</sup>. Problematic is the thing that journalism students not rarely come with complete lack of knowledge on journalism basics. "It happens very often that I as a political science student had to teach journalism students, or even those who graduated some basics- how to prepare report, interview or some things without which you cannot be journalist. The very fact that it was me who had to teach them basics is deflating- not because I am bad at what I do, but because I had to learn it on my own, so that I could teach others who haven't had any kind of practice or experience. Do we need good journalists? For sure. Do we need kind of journalists University produces now? Well, not really", says Stojanović<sup>26</sup>.

Namely, in the last fewof months, some media headlines raised the flag – journalism course is about to be shut down.<sup>27</sup> Three courses will be closed- journalism, international relations and European studies. One new will be introduced - Communication studies. "We agree with the planned reorganisation of the courses because we see it as an improvement of the studying

---

<sup>23</sup> Jelena Vukašinić, third year journalism student, 20 April 2016

<sup>24</sup> Marijana Camović, head of Media Union, 18 April 2016

<sup>25</sup> Đorđe Stojanović, cofounder of the Student's radio Krš, 20 April 2016

<sup>26</sup> Đorđe Stojanović, cofounder of the Student's radio Krš, 20 April 2016

<sup>27</sup> <http://www.cdm.me/drustvo/crna-gora/cdm-saznaje-na-fpn-se-gase-novinarstvo-medunarodni-odnosi-i-evropske-studije>

program and quality. Communications studies is a broader concept of journalism and this gives us the ability to prepare students for the profession of PR-managers. Under the new curriculum, we have introduced a module Public Relations in the sixth semester, which will open to students new opportunities in terms of employment. We have introduced and communications subjects because we do not want to restrict them to a job in the media and PR“, says Nataša Ružić, one of the lecturers at the journalism course.<sup>28</sup>

“I find the idea or reconstruction, or shutting down the journalism course at Faculty of political studies a very bad decision which says a lot on how much society cares about freedom of speech and media. It is very easy to close down something, but it is very hard to start it all over again. Without journalism course it is hard to develop independent and quality journalism, and without it there is no media freedom and democracy“, says Malović.<sup>29</sup> Gordana Vilović says she can't believe that anyone would think of that. “Professional journalism is needed more today, perhaps than ever. Only question is how to upgrade existing course and add some specializations in ending years of the course. As far as I know, no one ever “shut down” the journalism course. I hope Montenegro won't be the first one!“, says Vilović.<sup>30</sup>

The acting head of the Media Institute Mićunović said in regards to the expected reorganization in the faculty: “The most problematic thing in this is how this decision was made. And it was made in a closed circle, in a not-transparent procedure, without involvement of the media community, which, naturally, should be interested for the subject. If it was otherwise, opened and public process, I am sure we could have heard many useful opinions and suggestions which could have helped to take a right decision, whether to reform or shut down the journalism course at Faculty of political studies“, says Mićunović.<sup>31</sup>

"The problem is that future generations will have to study for five years in order to gain the master of journalism title. System is being imposed in where in order to get a job you have to study for five years and gain a master degree which get the people who tend to deal with a subject scientifically, and not in an everyday practice. In this manner, this level education is going to be degraded, and this will endanger the quality of PhD studies which as a result are going to be more accessible. Communication studies are much more represented all around, but I think that this model of studies will compromise already debased journalism profession", says Đorđe Stojanović, Students Radio Krš cofounder.<sup>32</sup>

Another fourth year student and editor in chief of a student's portal Tragom, says also she doesn't have enough information about the reconstruction plan. “Therefore I cannot give any judgement. As far as I know- journalism and communication studies are not the same. I think that journalism should not be master course because it is unnecessary waste of time- after all, not all of the students want a master title. And, more or less, students at their second year

---

<sup>28</sup> Nataša Ružić, lecturer at journalism course Faculty of political studies, 20 April 2016

<sup>29</sup> Stjepan Malović, former lecturer at journalism course at Faculty of political studies, 17 April 2016

<sup>30</sup> Gordana Vilović, lecturer at journalism course at Faculty of political studies, 19 April 2016

<sup>31</sup> Vladan Mićunović, acting head of Media institute, 20 April 2016

<sup>32</sup> Đorđe Stojanović, Students Radio Krš cofounder, 20 April 2016

already know what journalism is and whether they want to go on with their studies. There is also one more thing problematic- fact that students were notified about the reform only couple of days before the decision was taken, thanks to the information leak“, says Tijana Radulović<sup>33</sup>.

### **Journalism Quality and Standards**

10 years of journalism course at Faculty of political science has significantly improved educational profile of journalists in Montenegro, says head of Media union, Marijana Camović. "Before, ten or 15 years ago that wasn't the case in media, especially private ones - in most of the cases students were employed and they couldn't graduate because of their commitments in the newsroom. They are now journalists in their 30ties or 40ties, experienced journalists, but with a formal education at a high school level. In private media, acts on systematization of the job assignments are very loosely defined and for a job position of a journalist they look for someone with professional degree of third level up to Moa"<sup>34</sup>, and as Camović explains this was done on purpose, because if it was insisted on formal education degree, many editors could not fill these positions.

More problematic is the fact that ten years of university course cannot be connected to the higher quality of journalism says Mićunović who himself was an editor for many years. "Sadly I cannot interconnect studies of journalism and higher quality of media in Montenegro in last 10 years. Issue of quality journalism in Montenegro and comparing to some other periods deserves much wider perspective, but in that I see no influence of journalism studies"<sup>35</sup>, says Mićunović. Not optimistically, head of Media self-regulatory council Ranko Vujović agrees: " I am not sure that University journalism course has any influence on quality of journalism, but I think it cannot do any harm and can be very useful for the development of journalism. Good journalists are need, it doesn't matter whether they have university degree or not. But I think in general, media and media owner invest very little if they invest anything in their journalists trainings and specialization and training"<sup>36</sup>. On the contrary. Practice has shown that media owners, sometimes are not willing even to "invest" time. Trainings and courses are perceived as a "waste of time" which can be spent more productively in the news room, says Camović<sup>37</sup>. "For the media owner this is unnecessary spending because on this ground they cannot cut down employed pay check and by their logic in this case they would pay someone who is not working. Media owners speak openly like this, even one of the editors in chief one of the prominent daily newspaper to the question of the NGO sector representative why he didn't send anyone to their training replied „I do not pay them to educate“, says Camović<sup>38</sup>.

On one hand there are not enough resources nor human nor material in which media might allow themselves to invest time and money in trainings in journalism. This approach brings its

---

<sup>33</sup> Tijana Radulović, fourth year Faculty of political science student, 21 April 2016

<sup>34</sup> Marijana Camović, head of Media Union, 18 April 2016

<sup>35</sup> Vladan Mićunović, acting head of Media institute, 20 April 2016

<sup>36</sup> Ranko Vujović, head of Media self-regulatory council, 25 April 2016

<sup>37</sup> Marijana Camović, head of Media Union, 18 April 2016

<sup>38</sup> Marijana Camović, head of Media Union, 18 April 2016

consequences - it lowers standards in general says Dejan Milovac, head of NGO MANS Investigative Center. "Journalists are not expected to know how to read the list of real estate, property card of a public official, a court judgment, an analysis of the state of the environment, to make sense decision on public procurement, to recognize what is wrong in a privatization contract. Most journalists do not know the basics of the legal framework that regulates the key social processes, making them significantly restricted in the recognition of violations of law and corruption as an issue that could be deserving their attention and time", says Milovac<sup>39</sup>.

In the last 16 years, since Media Institute was founded it has been organizing journalism trainings thru different forms- journalism schools, courses. In last three years we organized about 10 trainings for journalists all of which were aiming to raise journalism and ethical standards, and to more efficient use of new technologie Now, as Mićunović explains focus is shifting to online media and digital forms. Still, no plans or strategies of any kind are made in this aspect of profession. "There is no word of planned, organized, informal education, but ad hoc learning thru cooperation, media partnership with media, media organizations and other organizations in region and abroad", says Mićunović<sup>40</sup>. Most of the projects are being funded by EU funds or by the EU member states and international organizations. NGO MANS is another organization providing training for journalists. But they do not do it on a regular basis, but as a part of another project. "Difference to standard journalists trainings is a fact that we prepare journalists to work on specific subjects and that they can use their new skills right away for a certain research. We try to adapt our trainings both to Montenegrin market, and to their knowledge level. At these trainings journalists could learn what the usual sources of information are and how they can get in Montenegro so called "triggers"- initial information to start investigation. Besides, journalists can learn to which extent internet can be friend or an enemy in investigation, and how to use it in a most efficient manner. Also, MANS spent significant time to explain how Free Access to Information Law is important for journalists and for what kind of information it can be used. Trainings are also opportunity for journalists to learn in which way financial investigations work and in what manner they can investigate companies", explains Milovac<sup>41</sup>.

Besides the obvious need to gain additional knowledge, small numbers of journalists come to trainings, says Milovac. And not just because of that, influence of the seminars and trainings is very limited and again connected to the circumstances in which journalists work. "Changes have to come at first form the top level media management that will insist on excellence in journalism. As long as we keep on chasing the headlines we will have mediocrity in both quality of media and journalists", explains Milovac<sup>42</sup>. Marijana Camović agrees. Even if the journalist get the time off, finds a good course or a useful training it eventually comes down to the question how to apply the skills gained. "Montenegrin media are very closed for new inventions

---

<sup>39</sup> Dejan Milovac, head of NGO MANS Investigative Center, 22 April 2016

<sup>40</sup> Vladan Mićunović, acting head of the Media Institute, 20 April 2016

<sup>41</sup> Dejan Milovac, head of NGO MANS Investigative Center, 22 April 2016

<sup>42</sup> Dejan Milovac, head of NGO MANS Investigative Center, 22 April 2016

and do not give the freedom to their employees but force them to stick to old forms they think of as any right way to write, what is de-motivating for journalists", explains Camović<sup>43</sup>.

### **Insights & Recommendations**

Montenegro lacks a comprehensive strategy on journalists formal education and transparency of the decision-making processes on the theme. It is expected that the journalism course, after ten years since it was founded, might be closed, or reorganised into "communications studies" course.

However, update and transformation of the formal education is needed since day-to-day practice shows that graduate students do not acquire the knowledge and skills the media market needs.

In terms of informal education, there is no strategy, plan and any alignment of trainings and seminars, which are held occasionally and most often by the NGO's. Many of the sector organisation are not pleased how their efforts and investments in raising the quality of journalism are perceived by the media management. Editors and media owners very often are not willing to allow absence from work for attending such career-crucial and important for the quality of the media learning opportunities.

Biggest hopes are set onto media literacy program. Namely, Media Literacy is an elective course in the gymnasium. The issues this program faces are that this course is not obligatory and there is a visible decrease in the number of students who choose this course in the recent years and the fact that it is only available in the gymnasium and not all of the high schools in the country. Yet, the ground stone is set. Future generations, more educated and demanding media consumers and higher legal standards will force the media to invest more in educating journalists and offer higher quality programs.

#### Recommendations:

- University administration should postpone the Faculty of political science reorganisation and hold a public debate on the topic.
- More attention should be paid to the practical education or mandatory practices during studies.
- The Faculty should consider a wider cooperation initiative with the media not just with couple of the newspapers and radio stations.
- The evaluation system of the achievements during practice should be established and strictly applied.
- Change of perception of training, seminars, courses and all the informal education in journalism is needed.

---

<sup>43</sup> Marijana Camović, head of Media Union, 18 April 2016

- Media Literacy should become part of the curriculum in all high schools in the country. More efforts should be put into promoting this subject.

### **List of Interviewees**

#### **MONTENEGRO**

- Borka Vuković, adviser to the Ministry of culture, 27 April 2016
- Božena Jelušić, Media literacy teacher, 21 April 2016
- Dejan Milovac, head of NGO MANS Investigative Center, 22 April 2016
- Đorđe Stojanović, third year Faculty of political science, 20 April 2016
- Gordana Vilović, former lecturer at Faculty of political science, 19 April 2016
- Ivona Marić, Agency for electronic communications, 14 April 2016
- Jadranka Vojvodić, deputy director of Agency for electronic media, 22 April 2016
- Jelena Vukašinović, third year Faculty of political science, 20 April 2016
- Marijana Camović, head of Media Union, 18 April 2016
- Nataša Ružić, lecturer at Faculty of political science, 20 April 2016
- Ranko Vujović, head of Media Self-regulatory council, 25 April 2016
- Sekule Raičević, head of Students service at Faculty of political science, 25 April 2016
- Stjepan Malović, former lecturer at Faculty of political science, 17 April 2016
- Tijana Radulović, fourth year Faculty of political science student, 21 April 2016
- Vladan Mićunović, acting head of the Media Institute, 20 April 2016