

SURVEY ON COMMUNICATING EDUCATION REFORM IN SOUTH EAST EUROPE



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EXECUTIVE SUMMARY

The shift to democratic governance creates pressure for a shift to a more open culture of information-sharing and transparency of policy-making. Governments and citizens are dealing with new complex issues in education reform, such as the restructuring of education systems, decentralization and community involvement in education, curriculum change, new learning methodologies, introduction of new forms of learner assessment and examinations, school location remapping and school closures, development of new policies on religious education, anti-corruption measures, changes in teachers' compensation, introduction and/or increase of education-related fees etc. Many government leaders and Ministries of Education need support in order to develop effective communications and effective use of the mass media in the process of policy and social change. In a democratic society, the role of the mass media is to inform, to exchange ideas, to encourage diverse perspectives and debate, and to ensure transparency and accountability.

The Survey on Communicating Education Reform, prepared jointly by the Open Society Education Programs – South East Europe (OSEP-SEE, <http://www.osepsee.net>) and the South East European Educational Cooperation Network (SEE ECN, <http://www.see-educoop.net>) aimed to explore communication practices used by relevant stakeholders in education reform in South East Europe (SEE), in particular to obtain information on:

- public support to education reform in countries of SEE
- communication effectiveness and capacity
- stakeholders' habits and the existing media market.

The survey was implemented as a part of OSI's broader involvement in communicating education reform in SEE which includes relevant resources offered online (available at <http://www.espblackboard.org>, enter as a guest by clicking on Preview button and look for Communicating Education Reform Resource Pack), training modules and events. The Resource Pack on Communicating Education Reform draws from OSI's experience in education and media development and is designed to assist agents of change in the education reform process.

These data were collected by the SEE ECN country nodes in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Moldova, Montenegro, Romania and Serbia. For more information on SEE ECN country nodes visit: http://www.see-educoop.net/portal/id_nodes.htm.

The survey was performed in two parts. The first part was carried out in late 2002. The second part, a follow-up survey, was implemented in the Spring of 2004. The follow-up survey served as a monitoring instrument and was also broader than the initial survey, including more stakeholders and topics of interest for the analysis of communicating education in SEE. This publication compiles a summary of findings, as well as all the collected data of the survey implemented in 2004. The data of the 2002 survey can be found on <http://www.espblackboard.org>.

Main conclusions of the survey are:

- The communication of education reform aims, achievements and problems played an important role in the creation of the public's perception regarding the reform.
- Education reform communication has not been successful so far.
- In the majority of cases the reform was not explained in plain and understandable language.
- The communication of education reform is not targeted at all relevant stakeholders – for example, parents are not the target audience of the communication.
- There is a lack of research showing public opinion about education reform.
- Although some improvements in communication at the Ministries of Education have been made (by 2004 all Ministries have web sites, and a majority employ a public relations (PR) person) the information value of such communication is still perceived as low.
- Obtaining information from Ministries of Education (MOE) is still somewhat difficult, and it appears to be harder for an average citizen, than for a journalist or researcher.
- The main sources of MOEs communication are mainstream media (daily/weekly press, TV, radio), specialized press, conferences and round tables.
- From the results gathered it is rather unclear whether education non-governmental organizations (NGOs) in SEE have effective communications as the opinions varied greatly across countries and on the country level.
- Media understanding of issues surrounding education reform is weak or average at best.
- Reporters and PR persons in MOEs and NGOs need further training and resources.

Expressed needs:

- Transparent policy-making and measuring of its effectiveness.
- An active approach to communicating education reform and a more open culture of communication at the Ministry of Education, taking into account different stakeholders of education reform.
- Training for specialists involved in communicating education reform – PR specialists from governmental and nongovernmental organizations and journalists.
- A greater penetration of educational topics into mainstream media.

Policy Recommendations:

- Ministries of Education who are embarking on education reform should consider communication strategies in their change planning processes.
- Professional communications staff in MOEs should be involved early in the policy formulation stage.
- Capacity-building efforts in education should include attention to communication strategies and practical skills in the use of the media in education.
- Training should be provided to communications staff of public institutions, journalists and educational change agents of civil society, by using local cases and examples.
- Cross-border experiences for education communicators in public institutions and civil society should be supported to help encourage quality media coverage of education and to stimulate ideas.



METHODOLOGICAL CONSIDERATIONS

There were several limitations, which need to be addressed in this report and noted when interpreting the results of the survey. Even though the survey was implemented in ten countries in the South East European region, actually only nine countries were included in each particular research. Research data were not obtained from Macedonia in 2002 and from Serbia in 2004.

There is significant methodological discrepancy in the implementation of both surveys, which makes the data collected in two time periods hard to compare. Although initially envisaged as a duplication of the first survey, the follow-up survey had in fact somewhat of a different approach to data gathering. Upon examining the results of the 2002 survey it was soon realized that it had several serious limitations. The data were gathered through questionnaires completed by SEE ECN country nodes, which were instructed to implement a small size survey in their country, if necessary. This was particularly important for completion of some of the open-ended questions, where it was expected that some additional research might be needed (data analysis, interviews etc.) In regards to this, the country nodes were instructed to provide the source of information and the methodology used to obtain information, in order to determine if answers were:

- the opinion of the respondent,
- from a number of interviewees (how many, whom),
- based on media monitoring, secondary research data, or
- something else.

Since respondents were allowed to decide which methodology to use, the collected responses, at least in strict scientific terms, were not entirely comparable.

It was also evident that it is hard to analyze some answers, which are more or less individual judgments of the respondent. For example, answers to questions such as: "Was the education reform successfully communicated in your country?" are very subjective and depend on the professional background of the respondent. This consideration becomes even more important when we examine the sample of respondents. Looking at the list of SEE ECN country nodes, which provided the answers in 2002, one can quickly conclude that they are almost all NGOs. This must be taken into the consideration when reading the answers, since the representatives of the Ministries of Education could arguably provide less critical answers if they had been more closely involved in the survey.

All these considerations led to the conclusion that in order to ensure better validity of findings a greater number of stakeholders had to be involved in the follow-up survey. It was decided that for the purpose of the 2004 survey two versions of the questionnaire should be prepared. The first questionnaire completed by SEE ECN country nodes helped

to obtain basic information on communication practices in educational reform in each country. This, essentially stock-taking survey, enabled reliable identification of the main changes in the general communications capacity and existing media market that occurred since 2002. The data obtained with the second questionnaire completed by journalists and PR specialists in governmental organizations and education NGOs, on the other hand, captured general opinions about the ineffectiveness of communicating education reform in SEE. The answers collected with the second questionnaire were therefore expressions of opinions of professionals who are involved in the practice of communicating education reform.

For these reasons there is a significant difference in the sample of respondents included in each of the surveys, which makes the data hard to compare. While the analysis of the 2002 survey compiles the answers of only nine respondents (experts from SEE ECN country nodes), the 2004 survey is based on a sample of 42 respondents (16 journalists, 9 communications specialists in Ministries of Education, 8 communication specialists in education NGOs and 9 experts from SEE ECN country nodes). On the other hand, a greater number of respondents in the 2004 survey, not only enabled greater validity of findings on communicating education reform practices in each country and SEE in general, but also a comparison of the views between the three most important groups of stakeholders involved in the process of communicating education reform - journalists, PR specialists in governmental organizations and PR specialists in NGOs.

In the process of gathering the data for the survey, several databases have been built¹. We welcome your feedback on the surveys and encourage you to contribute to the data gathered. Our virtual *Resource Pack on Communicating Education Reform* (available at <http://www.espblackboard.org>) gives us the possibility to keep the dynamic character of the data and update it as needed. As the databases may be incomplete and as most of the information is constantly subject to changes, we would welcome your contributions in the form of additional information, opinions and updates. Please send them to osep-see@zavod-irc.si.

¹ Some of the databases include: Reference lists of the MOEs and education NGOs websites, lists of specialized education journals and bulletins in SEE, lists of specialized, regular TV or radio shows that have in-depth coverage of education issues in countries of SEE, lists of daily newspapers that have regular educational supplements once a week or once a month, lists of the most significant, influential, and professional reporters (either TV, radio, or press) in SEE countries who are specialized in covering education issues etc. They can be found in the appendix or at <http://www.espblackboard.org>.



SUMMARY OF THE 2002 SURVEY FINDINGS

Implemented: September – November 2002

Number of Respondents: 9 (Education Specialists from SEE ECN Country Nodes)

SEE Countries Included: 9/10 – Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Moldova, Montenegro, Romania and Serbia.

Data have not been obtained from Macedonia.

Research Data on Public Support to Education Reform

The first set of questions focused on somewhat general information concerning public support to education reform in particular countries of the SEE region. The results showed that only three out of nine respondents were aware of any research showing public opinion about education reform in their country. The results implied that this kind of research *had never been done in Albania, Bosnia and Herzegovina, Croatia, Bulgaria, Romania and Serbia.*

Communications Effectiveness and Capacity

Respondents were asked to provide information concerning communication effectiveness and capacity in their country. Some of the questions were additionally divided into two thematically separated clusters – first, asking about the communication effectiveness and capacity of the respective Ministry of Education, and the second, asking the same questions for education NGOs.

According to the answers, in most countries of SEE, *communications of the reform aims, achievements and problems played more or less an important role in the creation of public perception regarding the reform.* The exceptions were Albania and Serbia.

The respondents were also asked to evaluate whether the education reform communication had been successful so far. Notably, only respondent from Moldova estimated that education reform communication has been successful, while respondents from Albania, Bosnia, Croatia, Kosovo and Serbia explicitly said it was not.

In this regard, the analysis showed that in all countries, with the exception of Bulgaria, the *reform was poorly explained to stakeholders, particularly to parents*. A somewhat *better situation was expressed in regards to teachers' understanding of reform*.

According to the survey results, the reform was appropriately explained in laymen's terms only in Albania and Montenegro, while it definitely was not in Bosnia and Herzegovina, Croatia, Kosovo and Serbia. The remaining respondents estimated that *the communication of education reform was neither good nor bad, but somewhere in between*.

Although the respondents were asked to identify main weaknesses and strengths of the communication process, almost all focused on and stressed only weaknesses. The most common weaknesses listed were:

- Public campaigns do not provide differentiated information targeted at different stakeholders; for example, parents, teachers, students, etc.
- There is confusion and lack of understanding of the substantial issues and concepts in the reform. Very often the public focuses on only one aspect of education reform, while key themes such as framework curriculum, evaluation, etc. are not recognizable at all in media coverage.
- There is a lack of specialized TV, radio shows, and newspaper supplements which cover educational reform.
- An insufficient level of knowledge and understanding of education reform exists among news reporters.
- Teachers, parents and the general public are not actively involved in the reform – in the best instances they are merely being informed about the changes.

The next set of questions examined MOEs' communication effectiveness and capacity.

Do SEE Ministries of Education have a professional communicator?

Education Ministries in Albania, Bulgaria, Croatia, Kosovo, Macedonia and Romania employ a professional communicator, while MOEs in Bosnia and Herzegovina, Moldova, Montenegro and Serbia do not. The title of the professional communicator varies from country to country – the most common title is *Public Relations Person or Officer*, but it may also be *Head of Information Division*, *Advisor in the Communication Department* and similar.

With how much ease can one obtain information from a Ministry?

Evidently, *asking for information from a MOE as an average citizen was quite difficult in all examined countries*, especially in Bosnia and Herzegovina, Moldova, Romania and Serbia. *For a journalist or a researcher it was much easier*, except again in Moldova, where this is apparently still difficult. Usually, *the best way to obtain information was by telephone or by e-mail*. *Contacting a MOE Information Office was considered inefficient*. In fact, some of the respondents stated that the Information Office didn't even exist in their country.

Respondents confirmed that the majority of the Ministries in the region have a website, except for the Ministries in Albania, Bosnia and Herzegovina, Kosovo and Moldova. These websites, although usually *intended for teachers, pupils, parents, researchers and journalists*, are *not updated very frequently*, with the exception of the Croatian website, which is updated daily.

In order to find out somewhat more detailed information concerning the type of content the websites offered, respondents were asked to estimate what percentage of the website was devoted: to *Public Information (information that taxpayers have a right to know)* and what percentage to *News about education issues, reform, achievements, problems, innovation, etc.* Responses varied greatly and there was no distinct pattern among answers. However, if results are combined into one average ratio, one can discover that news about education issues, reform, achievements, problems, innovation, etc. in average represent 75 % of MOEs websites. In addition respondents claimed that *the Ministries generally use other tools in communicating education reform, such as organization of conferences and round tables, developing manuals, bulletins, billboards, etc.* However, at the same time some of the respondents noted that these conferences and round tables don't seem to have much of an effect, because even in the best cases the information is only communicated to a small portion of teachers.

Interestingly enough, there were great differences in the answers given to questions concerning communication effectiveness and capacity of education NGOs. According to the responses received, education NGOs in Bosnia and Herzegovina, Croatia and Montenegro did not communicate very effectively, whereas respondents from Bulgaria, Kosovo, Moldova, Romania and Serbia thought that education NGOs in their country did practice effective communication. These answers correlated greatly with the answers to the next question, whether "NGOs in general have a communicator – PR person?" We found almost the same distribution of answers as on the previous question; NGOs in Bulgaria, Moldova, Romania and Serbia usually had a PR person, while this was not true for the rest of the countries (Albania, Bosnia and Herzegovina, Croatia, Kosovo, Macedonia, Montenegro).

We were interested in finding out, how difficult it was to obtain information from an NGO working in the field of education. The data showed that *it was much easier to obtain information from an NGO than from a Ministry of Education.* Of course, one might quickly point out the possibility that results would be diametrically opposite if the respondents from Ministries would complete the questionnaires. Be that as it may, examining the answers closer, we can see that *obtaining information from an education NGO is usually somewhat harder if one presents him or herself as a citizen, in contrast to a researcher or journalist.*

Education NGOs in SEE in general have their own websites. According to information gathered it was clear that NGOs updated their websites more frequently than Ministries of Education. With regards to the content of these websites, we found out, that most websites cover the same topics: basic information about the organization, programs, news, projects, etc. Except in the case of Croatia, education NGOs from the region, much like the MOEs, usually use other tools (such as organizing conferences, round tables, etc.) in communicating education reform.

Stakeholders' Habits and the Existing Media Market

According to the results, *mainstream media and in particular conferences and round tables are by far the most important source of information that influences the opinion of main education change stakeholders.*

According to the respondents, mainstream media was the most important source in Albania, Bosnia and Herzegovina, Kosovo, Montenegro and Serbia, while conferences and round tables were the most important source in Bulgaria, Croatia, Moldova and Romania. Interestingly, besides these two, no other sources of information were marked as most important in any country.

Further investigation of sources of information revealed that Kosovo and Serbia did not have any regular TV or radio shows with in-depth coverage of education issues. According to the survey, in Croatia, Moldova and Serbia there was no newspaper, which had a regular educational supplement at least once a week or once a month.

"Insufficient knowledge of reporters" was stated as one of the main weaknesses of communication. Respondents estimated that *mainstream media had mainly a weak understanding of the issues surrounding education reform.* The situation is much better with *specialized educational media*, as more than half of the respondents estimated that they *had good or at least an average understanding* of the same issues. However, asking about the reporters' experience in covering educational issues, the vast majority of respondents evaluated it as unsatisfactory or weak. Furthermore, every single one of our respondents stated that reporters needed additional training and resources.

At the end of the questionnaire, when asked to add comments, suggestions or recommendations which they think could be useful regarding education reform communications in their country, the majority of the respondents expressed their wish that the Ministry would develop a *more open culture of communication and transparent policy making.*



SUMMARY OF THE 2004 SURVEY FINDINGS

Implemented: February – May 2004

Number of Respondents: 42

- 16 Journalists
- 9 Communications Specialists in Ministries of Education
- 8 Communication Specialists in Education NGOs
- 9 Education Specialists from SEE-ECN Country Nodes

SEE Countries included: 9/10 – Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Moldova, Montenegro and Romania.

Data have not been obtained from Serbia.

Research Data on Public Support to Education Reform

The results showed that the number of SEE countries, in which research showing public opinion about education reform had been implemented, had *grown from three countries in 2002 (Kosovo, Moldova, Montenegro) to six countries in 2004 (including Bulgaria, Macedonia and Romania)*. According to respondents, such research had never been implemented in Albania, Bosnia and Herzegovina and Croatia².

Communications Effectiveness and Capacity

Much the same as in 2002, respondents in general estimated that *communication of reform aims, achievements and problems played an important role in the creation of public perception regarding reform in their country*.

A bit striking, however, was the fact that *not one respondent felt that education reform communication had been successful so far*, and there was no significant difference between the answers of the three groups.

² No data for Serbia were available in 2004.

A large majority of respondents felt that *the education reform was not well explained to parents. Teachers and journalists had a better understanding of the education reform*, although notably only a few of the respondents claimed that the education reform was explained clearly and understandably to teachers and journalists while the majority of respondents estimated that it was explained neither well nor poorly, but somewhere in between.

When asked to list main weaknesses and strengths of the communication, the majority of respondents restricted their comments only to weaknesses. Some of the most common statements were:

- The Ministry of Education is not very transparent with the media and the decisions are taken without considering different sources and specialist opinions;
- There is insufficient feedback between educational institutions and the “customers” of educational services;
- There is an absence of communications specialists in the ministry;
- Some data reaches the public rather late, without being well explained. There is inconsistent and vague communication between schools and those who are designing the reform strategy;
- The media does not pay enough attention to informing the public about education reform, because they themselves are not informed and educated enough in this matter;
- The education reform was never explained properly. It was presented like a group of people wanting to do something with the education system rather than institutions aiming to undertake the reform in education.
- There is no continuity in the process.

The set of questions, which were aimed at examining MOEs communication effectiveness and capacity, revealed that the *majority of Ministries in the region had a professional communicator, with the exception of Ministries in Albania, Bosnia and Herzegovina and Moldova*.

How difficult or easy is it for one to obtain information from a Ministry? Although the given answers varied greatly among the respondents, it could be concluded that *obtaining information from a Ministry was still quite difficult, particularly for citizens when compared to journalists and researchers*. It was interesting to correlate the answers with the profession of the respondent: almost all journalists stated that obtaining information from a Ministry was usually very hard, while the majority of PR specialists in governmental organizations estimated that this was rather easy.

All Ministries had their own websites, however only two of them were updated on a daily bases (in Croatia and Montenegro). All existing websites, in general, had been slightly modified in the last year.

In order to find out somewhat more detailed information concerning the type of content the websites offered, respondents were asked to estimate what percentage of the website was devoted: to *Public Information (information that taxpayers have a right to know)* and what percentage to *News about education issues, reform, achievements, problems, innovation, etc*. Responses varied greatly and there was no distinct pattern among answers.

Respondents claimed that *all Ministries of Education generally also use other tools in communicating education reform, such as the organization of conferences and round tables, developing manuals, bulletins, billboards, etc*.

Education NGOs in the region, in general, have a professional communicator/PR person, except in Albania, Croatia and Kosovo. There was a varying distribution among

respondents regarding whether NGOs practiced effective communications and answers were evenly divided between *Yes*, *In between* and *No*. Education NGOs usually have their own websites, though answers again varied greatly on the issue whether the information provided was current and updated. It was stated: "*some of them are updated weekly, some monthly, or even rarely*". This is quite a representative answer and reflects a general situation in the region.

Respondents generally agreed that *obtaining information from education NGOs in the region was rather easy – and certainly easier than obtaining information from a Ministry*, as even the PR specialists in governmental organizations admitted that this was true.

Stakeholders' Habits and the Existing Media Market

Respondents were asked to rank the sources of information that influenced the opinion of main education change stakeholders (both the supporters or opponents of the reform) by their degree of importance. Some differences in answers were noted when compared among the three groups:

- Journalists and PR specialists in governmental organizations ranked mainstream media as the most important source of information.
- PR specialists in NGOs, on the other hand, felt that conferences and round tables with domestic/or international participants and visits from neighboring or Western countries were the most important source of information, while this was the least important source of information for journalists.
- PR specialists in governmental organizations, as well as in NGOs thought that the least important source of information were specialized trade journals (educators journals, bulletins issued by scientific or research institutes, etc.).

The next set of questions was aimed at establishing how respondents felt about the media and reporters, who covered education. They were asked to evaluate, if a.) mainstream media b.) specialized educational media, or c.) reporters covering educational issues had a solid understanding of the issues surrounding education reform.

The least critical assessment of the work of media and reporters was expressed by journalists themselves. For example, only one journalist admitted that the media's understanding of the issues surrounding education reform was unsatisfactory. *The majority of journalists felt that the media had a good understanding of the reform*. PR specialists from NGOs were much more critical towards this issue. This was particularly noticeable when asked: "To what extent are reporters experienced in covering educational issues?" *While the majority of PR specialists from NGOs stated that the experience of reporters was quite weak or even unsatisfactory, the majority of journalists felt that reporters were quite experienced in covering educational issues*. Finally when asked if reporters needed further training and resources, all respondents (with the exception of two journalists) agreed that *further training was indeed needed*.

Other notable points from submitted answers included:

- In Bulgaria there are no specialized regular TV or radio shows devoted to educational topics, but only some publicist shows that touch upon educational problems.
- In Croatia there were no specialized educational TV or radio shows. There are some shows within the frame of the Program of Culture, Science and Education on Croatian Radio Television (national TV), which educates pupils about school subjects, and the radio station First Program of Croatian radio regularly provides some information for

students. Furthermore, in Croatia there are also no regular educational supplements in daily newspapers.

- Respondents from Bosnia and Herzegovina and Albania were not aware of a single professional reporter who covered education exclusively.



WHAT HAS CHANGED SINCE 2002?

The survey showed that *the communication of reform aims, achievements and problems played an important role in the creation of public perception about reform*. Slightly discouraging is the fact, that both in 2002 and 2004 respondents replied, that *education reform communication had not been successful so far*. In the majority of cases the reform was not explained in laymen's terms, and although it seemed that teachers and journalists had an increased understanding of the reform, parents were not a target audience of the communication.

It is clear that there is *a lack of systematic and regular research showing public opinion about education reform in countries of SEE*. Although it seemed that the situation had improved since 2002 (the results showed that by 2004 such research was implemented for the first time in three additional countries), there is still a great need for systematic and ongoing research in order to inform stakeholders of the process and pinpoint issues that need to be resolved for strengthening the communication process among them.

When comparing the results of both surveys, some improvements in governmental communication of education can be established. By 2004 all the Ministries of Education had a website, which was not the case in 2002. The informational value of the websites still varied greatly across the region (and was usually evaluated as low).

According to the survey findings, even in 2004, all Ministries still did not have a professional communicator. Whether this data was due to a poorly informed respondent who completed the questionnaire, this information was clearly a sign of the lack of professional practice of communication in some Ministries. The 2002 survey results showed that NGOs in only four countries usually had a professional communicator and a slight improvement was noted in the 2004 survey as this number of countries had increased to six.

Furthermore, it seemed that obtaining information from a Ministry was still somewhat difficult as it was in 2002, and it appeared to be harder for an average citizen, than for a journalist or researcher. The main sources of MOEs communication remain the mainstream media, specialized press, conferences and round tables.

From the results gathered though it was still rather unclear whether education NGOs in SEE had effective communications as the opinions gathered varied greatly across the countries and on the country level.

Highly encouraging were the findings in regards to the media's understanding of the issues surrounding education reform. In 2002 a majority of respondents estimated that the media's understanding of the issues surrounding education reform was weak or

average at best. It appears that things had changed in the last two year as in 2004 only 30% of respondents felt that the media's understanding was below average. Although there was apparent improvement in the media's understanding of education reform basically all the respondents felt that reporters needed further training and resources.

At the end of the questionnaire, when asked to add comments, suggestions or recommendations which they thought could be useful regarding education reform communications in their country, the majority of the respondents expressed the need for:

Transparent policy-making and measuring its effectiveness

"There is insufficient information regarding the results of the reform. Greater transparency concerning the reform's effectiveness is needed and greater transparency is also desired concerning the financial implications of the reform. Statistical information as well as sociological surveys are not enough."

An active approach to communicating education reform and a more open culture of communication at the Ministry of Education, taking into account different stakeholders of education reform.

"Authorities should shift their attitude and be more open to providing information."

"Communication of reform must be oriented towards parents and presented in an understandable manner."

"A strong desirable point of the whole process in the dialogue between school and the Ministry: the response given by the teaching staff must be taken into account."

"Organizing roundtables, conferences and a more direct approach to citizens (parents) and teachers, as well as other stakeholders."

Training for specialists involved in communicating education reform – PR specialist from governmental and nongovernmental organizations and journalists.

"There is a need to educate PR persons in Ministries and the journalists in the field of education; for example – PRs don't even have a media plan ... "

"Journalists and reporters are not qualified enough in order to report about education reform."

"Training of journalists who would take part in education reform was planned three years ago. However this group of journalists attended only one workshop and (their training isn't finished so far)."

A greater penetration of educational topics into mainstream media.

"Encourage media to have enough space for disposal of education reform information."

"Regular TV programs and debates should be organized."

"There is a need to talk more about education reform in the media, especially on TV shows which are widely accessible and viewed."



INSTRUMENTS AND DATA OBTAINED IN THE 2004 SURVEY

Appendix 1: Country Brief Data

Appendix 2: Journalists on Communicating Education Reform in SEE

Appendix 3: Communications / Public Relations Specialists in Governmental Organizations on Communicating Education Reform in SEE

Appendix 4: Communications / Public Relations Specialists in NGOs on Communicating Education Reform in SEE

APPENDIX 1: COUNTRY BRIEF DATA

SEE ECN country nodes filled out the questionnaires in this section. The questionnaire was designed to obtain basic information on communication practices used by relevant stakeholders in educational reform in each country.

This section contains data on:

- Research showing public opinion about education reform
- PR Specialists in Ministries of Education in SEE
- MoEs' Web Sites
- PR Specialists in Education NGOs in SEE
- NGOs' Web Sites
- List of specialized education journals and bulletins in SEE
- List of specialized, regular TV or radio shows that have an in-depth coverage of education issues in countries of SEE
- List of daily newspapers that have regular educational supplements once a week or once a month?
- List of most significant, influential, and professional reporters (either TV, radio, or press) in SEE countries who are specialized in covering education issues
- Comments, suggestions, recommendations on communicating education reform

1. Are you aware of any research done in your country during the last year showing public opinion about education reform?	
ALBANIA	No
BOSNIA and HERZEGOVINA	No
BULGARIA	Yes
CROATIA	No, but there was some research showing teachers opinion about education reform.
KOSOVO	No
MACEDONIA	Yes
MOLDOVA	Yes
MONTENEGRO	No
ROMANIA	Yes

2. If such research exists, please provide reference to the research.	
ALBANIA	/
BOSNIA and HERZEGOVINA	/
BULGARIA	Survey of the public opinion as part of the "Modernization of the Education" Project, ordered by the Ministry of Education and Science and implemented by "Info Art-Ltd" Agency in 2003. Social evaluation of the functioning of the Public Education Act, particularly of the relationship teacher-student. The survey was conducted by "Ikonomika 2000" Club. S., 2003 (available on the website of the Ministry of Education and Science, 122 pages).
CROATIA	PhD. Petar Bezinović - "The analysis of the conditions for introducing the national secondary school leaving exam (state Matura) in Croatia".
KOSOVO	/
MACEDONIA	/
MOLDOVA	"Reforms of educational system" - Institute of public politics. "Reforms of pre-university curriculum"- Pro Didactica.
MONTENEGRO	/
ROMANIA	The Institute for Educational Sciences undertook a major research project in 2003 regarding the "Extension of compulsory education from 8 to 10 grades. Study of the implementation conditions". In 2003 some amendments of the Education Law were made. The structure of the education system was modified according to some new decisions: <ul style="list-style-type: none"> • Extension of compulsory education from 8 to 10 grades. • Children will start school at the age of 6 instead of 7 as before. • A new type of vocational school was created (grades 9 to 11) - Arts and Craft School. About 2000 of teachers from pre-university education were investigated through questionnaires and interviews (a representative sample). The aim was to analyze the impact of the reform measures previously mentioned at school level, to see if the teachers and school managers are prepared for such changes, to identify concrete solutions for a better implementation of the reform. Some of the findings: 75% of respondents said they are informed about the reform measures. Still there is a deficit of information, as the only official document teachers received was a document on the MoE website. Information deficit can be noticed in the area of compatibility of the Romanian education system with the EU standards. Reform is communicated especially through administrative and managerial channels, and debate is not enough encouraged at school level. entrance exams or accession to next education levels etc). The study is available in Romanian language at the Institute for Educational Sciences (info@ise.ro , http://www.ise.ro or at the Ministry of Education).

3. Does the Ministry of Education have a professional communicator? What is his/her title?	
ALBANIA	No
BOSNIA and HERZEGOVINA	<p>1. The Federation of Bosnia and Herzegovina Entity Federal Ministry of Education does not have a professional communicator or at least it is not stated on their web site. The Ministry has a chief of cabinet and her name is Suada Numić; Tel: +38733666 693, ext. 176). From my understanding, this lady and the Minister's secretary are just contact persons while the Minister always gives out information. The website: http://www.fmon.gov.ba.</p> <p>Cantonal Ministries: My research shows that cantonal ministries (10 cantons) do not have PRs. However, recently a representative from each cantonal ministry underwent training on communications. It is not known when they will start working as public relations officers for their respective cantonal ministries.</p> <p>2. The Ministry of Education in the Republic of Srpska. This ministry has a public relations person: Grbić Novak, Tel: +38751331769. His title is public relations officer.</p>
BULGARIA	Yes, Head of Public Relations and Protocol Department
CROATIA	Yes, PR Person
KOSOVO	Yes
MACEDONIA	Yes, Deputy
MOLDOVA	No
MONTENEGRO	Yes, UNDP CDP consultant for external communications
ROMANIA	Yes, Press Officer (The Ministry of Education has a special Service for Public Relations and Mass-Media).

4. Does MoE have web sites? If yes, list the web sites.	
ALBANIA	http://www.mash.gov.al
BOSNIA and HERZEGOVINA	http://www.fmon.gov.ba - The Federal Ministry of Education http://www.vladars.net/lt/min/mp.html
BULGARIA	http://www.minedu.government.bg
CROATIA	http://www.prosvjeta.hinet.hr - Ministry of Education and Sport http://www.mzt.hr - Ministry of Science and Technology
KOSOVO	http://www.mashtgov.net
MACEDONIA	http://www.mon.gov.mk
MOLDOVA	http://www.moldova.md
MONTENEGRO	http://www.mpin.cg.yu
ROMANIA	http://www.edu.ro

5.1. If MoE has a web site, please explain in a few sentences how often is information on a web site updated?	
ALBANIA	For a long time it was not updated. Recently it is being updated more often, but not regularly. Usually it is being updated once three-four months as is indicated recently.
BOSNIA and HERZEGOVINA	Updates do not take place very often.
BULGARIA	The frequency of the updating depends on several things: coming out of new official documents of MoE (regulations, decisions, instructions, etc.); new events in the educational system (conferences, discussions, competitions, official visits, etc.); publishing of curricula, changes in the Public Education Act and Higher Education Act; events related to the European integration of Bulgaria in the field of education (international cooperation, official visits, agreements, educational exchange). At the same time, part of the information on the website is old, for instance: there are still materials about the ex-Minister of Education, who was changed in June 2003. That means that the website is not maintained very well.
CROATIA	Daily
KOSOVO	This web site exists since three months, it wasn't updated since then!
MACEDONIA	Weekly
MOLDOVA	Monthly
MONTENEGRO	Daily
ROMANIA	Twice a week

5.2. What portion of the web site (please insert an estimated percentage) is devoted to: Public information (information that taxpayers have right to know, providing for accountability and transparency, i.e. tender results, budgetary spending, decisions about school recapping, etc.)? News about the education issues, reform, achievement, problems, innovation, case studies, etc?		
ALBANIA	10%	0%
BOSNIA and HERZEGOVINA	In both cases, Ministrys' of Education website (rather a link on the overall Government website) provides only basic information such as who is the Minister, the staff, and a few laws.	
BULGARIA	30%	70%
CROATIA	70%	30%
KOSOVO	30%	70%
MACEDONIA	20%	30%
MOLDOVA	5%	50%
MONTENEGRO	20%	80%
ROMANIA	2%	60%
	*38% - description of MoE structure, staff, ongoing programs, statistic data, databases, legislation	

5.3. Is there data available on daily/monthly number of visits to the sites? If yes, please provide the number.	
ALBANIA	No
BOSNIA and HERZEGOVINA	No
BULGARIA	No
CROATIA	Yes; 1 200 000 MOE (total number of visits till 22nd March 2004)
KOSOVO	No
MACEDONIA	No
MOLDOVA	Yes
MONTENEGRO	Yes; 1,874 average hits per day
ROMANIA	Yes; Monthly 131,816 visitors (meaning unique visitors per day); Daily 5,500; Weekly: 28,182.

5.4. Please describe what, if any changes have been made to the web site in last 12 months.	
ALBANIA	The most relevant changes are made regarding the statistical data, which were very poor before.
BOSNIA and HERZEGOVINA	/
BULGARIA	The design was changed and new rubrics were introduced.
CROATIA	Links on web sites about new projects.
KOSOVO	This web site exists since three months.
MACEDONIA	- New design - Providing sites for different projects (Tempus, World Bank, Education Modernization project...).
MOLDOVA	For example: new structure of ministry of education, new administration of ministry etc.
MONTENEGRO	New links, question of the week, English version is better now.
ROMANIA	Website structure: better organization of information. Content is improved and updated regularly. A special section for Events was established.

6. Do educational NGOs in your country in general have a communicator – PR person? What is his/her title?	
ALBANIA	No
BOSNIA and HERZEGOVINA	Yes, some of them. Public relations officer.
BULGARIA	Yes, the biggest NGOs have a public mediator, acting as a PR person. Most of them do not have such position; usually, somebody holds more than one office.
CROATIA	No
KOSOVO	No
MACEDONIA	Yes
MOLDOVA	Yes, specialist in public relations.
MONTENEGRO	Yes, executive director of Pedagogical Center of Montenegro.
ROMANIA	Yes, only the major and more active NGO's have a PR manager.

7. Do the educational NGOs have web sites? If yes, list the web sites.	
ALBANIA	Center for Democratic Education: http://www.cde-ct.org Open Society Foundation For Albania: http://www.soros.al
BOSNIA and HERZEGOVINA	Yes, some of them: International Forum Bosnia: http://www.ifbosna.org.ba/engleski/centri/obrazovanje OSCE: http://www.oscebih.org Open Society Fund Bosnia and Herzegovina: http://www.soros.org.ba Svjetski Univerzitetski Servis Bosne i Hercegovine: http://www.sus.ba Academic Co-operation Centre for Students in Sarajevo: http://www.access.ba Step by Step Program: http://www.coi-stepbystep.ba Association Education builds B&H: http://www.oqbh.com.ba Soros Foreign Language School: http://www.soros-school.com
BULGARIA	Open Society Institute Sofia: http://www.osf.bg http://www.partners-bg.org
CROATIA	Forum for Freedom in Education: http://www.fso.hr Step by Step Program: http://www.korakpokorak.hr Center for Education and Consulting of Women: http://www.zamir.net/~cesj Center for Gifted Child Development: http://www.nadarenost.hr Croatian Society for IT Education: http://www.hdpiio.hr
KOSOVO	Kosovo Education Centre: http://www.kec-ks.org Kosovo Educator Development Project: http://www.kedp.ca
MACEDONIA	Foundation Open Society Institute Macedonia: http://www.soros.org.mk Macedonian NGO Online Network: http://www.mango.org.mk Reality Macedonia: http://www.realitymacedonia.org.mk
MOLDOVA	Soros Foundation Moldova: http://www.soros.md International Language Training Center: http://www.iltc.md
MONTENEGRO	Pedagogical Center Montenegro: http://www.pccg.cg.yu
ROMANIA	Association for Excellence in Career in partnership with the Institute for Educational Sciences: http://www.1educat.ro Center Education 2000+: http://www.cedu.ro , www.ceduconsult.ro , http://www.egale.ro TEHNE- Center for Innovation and Development in Education: http://www.tehne.ro Association for Education Alternatives: http://www.geocities.com/apa_ong International Education Center http://www.iec.ro Save the Children Romania: http://www.salvaticopiii.ro Association for Community Development: http://www.ardc.ro Association for Civil Society Development in Rural Area: http://www.adesc.ro Intercultural Institute of Timisoara: http://www.intercultural.ro Civil Society Development Foundation: http://www.fdsc.ro Ste by Step: http://www.stepbystep.ro etc.

8.1. If yes, please explain in a few sentences how often is information on a web site updated?	
ALBANIA	Not very often, because of the limited activities and lack of the staff to update regularly. Every six months it is being updated.
BOSNIA and HERZEGOVINA	Some of these websites are updated on a monthly basis, while others are updated on either quarterly basis or when something is new within their organizations. Some of them have not updated their websites for a year or two.
BULGARIA	There are indications that the websites are updated every two weeks, two months, or one year, depending on different competitions or new information.
CROATIA	Weekly/monthly
KOSOVO	Monthly
MACEDONIA	Rare
MOLDOVA	Sufficiently often
MONTENEGRO	Last updated in February 2003.
ROMANIA	Some of them weekly (ex. http://www.fdsc.ro , http://www.iec.ro) and some monthly or even rarely.

8.2. Is there data available on daily/monthly number of visits to the sites? If yes, please provide the number.	
ALBANIA	No
BOSNIA and HERZEGOVINA	No
BULGARIA	No not all of them have such data.
CROATIA	Forum for Freedom in Education - Yes: 11,251 Step by step - Yes: 23,350 Center for Education and Consulting of Women - No Center for Gifted Child Development - No Croatian Society for IT Education - No
KOSOVO	No
MACEDONIA	No
MOLDOVA	Yes
MONTENEGRO	No
ROMANIA	Yes, unique visitors (from independent traffic monitoring services): http://www.1educat.ro : daily: 582, monthly: 12,900 http://www.egale.ro daily: 7, monthly: 226 http://www.intercultural.ro daily: 14, monthly: 305

8.3. Please describe what, if any changes have been made to the web site in last 12 months.	
ALBANIA	The programs and activities accomplished up to date, publications. There have been a number of activities done so far, which are reflected at the web site. The second one all publications are put there.
BOSNIA and HERZEGOVINA	/
BULGARIA	Change of the design.
CROATIA	/
KOSOVO	The latest events have been published.
MACEDONIA	Have not notified.
MOLDOVA	New regulations of summary exams; new regulation of graduation of teachers.
MONTENEGRO	/
ROMANIA	http://www.1educat.ro : new content has been added (support documents for teachers and trainers), new training companies have been added in the database, the information about companies has been updated recently. http://www.cedu.ro : description of new projects, teacher-training programs have been updated, contact list has been updated. http://www.egale.ro : new support documents for schools with Roma pupils, description of the new schools in the network, a section with products within the project has been added. http://www.intercultural.ro : information about new projects being developed. http://www.fdsc.ro : information about funding opportunities are updated weekly.

9. Can you please list the most influential specialized education journals and bulletins in your country? Please provide the title of the publication, publisher, name and telephone/email contact of the editor.

The name of the journal /bulletin	Name and contact of the publisher	Name and contact information of the editor	Frequency of publishing and circulation	The target audience (profile of the readers)
ALBANIA				
Subject journals	Institute of Curricula and Standards	Erlehta Mato	Quarterly	Teachers
School administration	Institute of Curricula and Standards	Erlehta Mato	Quarterly	School directors and administrators
Vocational education	Institute of Curricula and Standards	Erlehta Mato	Quarterly	Vocational education teachers
BOSNIA and HERZEGOVINA				
Vesela Sveska3	/	/	Monthly	Children
Palčić	/	/	Monthly	Children
5plus	/	/		Children
Cvitak	/	/	Monthly	Children
Mali Princ	/	/	Monthly	Children
Glas	Osnovna Škola Simin Han	Ul. Sarajac 4, 75207 Simin Han Tel: +38775237961, E-mail: siminhan@bih.net.ba	Monthly	Children and the community
Časopis Most: Časopis za obrazovanje, nauku i kulturu (Magazine Bridge: Magazine for education, science and culture)	Bulevar NR 41, 88 000 Mostar, Bosna i Hercegovina Tel: +38736580261	Alija Kebo E-mail: edin@cob.net.ba	Monthly, internet based and in paper	General
Omnibus	http://www.omnibus.ba	Lamija Begić E-mail: info@omnibus.ba	Internet based	
Didaktički putokazi		Pedagoški zavod Zenica, Sarajevska 77, Zenica Tel: +38732401627	Dom štampe Zenica	Teachers and other stakeholders

BULGARIA				
There is a specialized publishing house (General edition of the pedagogical magazines) for pedagogical editions. It publishes 15 pedagogical journals in which different educational issues are presented. Some of them are: Pre-school pedagogy, Foreign language learning, Pedagogical magazines in biology, chemistry, philosophy, Pedagogy magazine etc.				
General edition of the pedagogical magazines	Ani Tarsankova Address: 125, Tzarigradsko shousse, bl.5 Tel: +35928705119 E-mail: grpi@dir.bg	Ani Tarsankova Address: 125, Tzarigradsko shousse, bl.5 Tel: +35928705119 E-mail: grpi@dir.Bg	Frequency: Between 6 -12 magazines per year for each of them. Circulation: Between 500 - 1000 copies for each of them.	Teachers, educator, students
Strategies for Policy in Science and Education	Elka Nikolova 125, Tzarigradsko shousse, bl.5 E-mail: strategies_nio@yahoo.com	Stojanka Daskalova 125, Tzarigradsko shousse, bl.5 E-mail: strategies_nio@yahoo.com	Frequency: 4 times per year Circulation: 700 copies	Researchers, lecturers, experts
CROATIA				
Školske novine	A.Hebranga 40, Zagreb Tel: +38514855720, +38514855824, Fax: +38514855712	Marijan Šimeg, Tel: +38514855709, +38514855720	Weekly	Teachers
Prosvjetni vjesnik	Ministry of Education and Sport, Trg hrvatskih velikana 6, Zagreb Tel: 38514569000	Tel: +38513820 246	4 Times a Year	Teachers
Napredak	Croatian Pedagogical-Literary Society Tel: +38514855713 Fax: +38514810396 E-mail: hpzk@zg.hinet.hr	Prof. Dubravka Maleš, Ph.D.	4 Times a Year	Researcher/scientists
KOSOVO				
Shkëndija	Sabit Jaha E-mail: shkendija1971@yahoo.com	Sylejman Dërmaku Tel: +37744121293 E-mail: sylejmandermaku@hotmail.com	Monthly	Educational administrators
MACEDONIA				
Prosvetno delo		Nikola Petrov	3-4 a Year	Students and professors
Prosveten rabotnik			Monthly	Teachers
Studentski zbor			Monthly	Students
Godišen Zbornik	Faculty of Philosophy	Trajan Gocevski	Yearly	University professors and students

MONTENEGRO				
Prosvjetni rad	Department for publication of textbooks and teaching aids Phone Tel: +38181230413 Fax: +38181230406	Miroje Vuković Tel: +38181248673	Monthly	Teachers, parents, partners
Vaspitanje i obrazovanje	Department for publication of textbooks and teaching aids Phone Tel: +38181230413 Fax: +38181230406	Dr. Pavle Gazivoda Tel/fax: +38181265014	Monthly	Teachers, experts in education
MOLDOVA				
Univers pedagogic	Editura Lyceum	Miron Iurie	Every 2 months	Teachers
Faclia	Newspaper	Rusu Tudor	Weekly	Teachers and students, parents
ROMANIA				
TRIBUNA INVATAMANTULU I (Education Tribune)	Mega Press Holding S.A.	E-mail: tribuna@megapress.ro	Weekly	Teachers
Revista învățământului primar (Primary Education Review)			Weekly	Primary education teachers
Revista de Pedagogie (The Review of Educational Sciences)	Institute for Educational Sciences	Dr. Eugen Noveanu E-mail: info@ise.ro	Four times a year	Teachers, researchers, academics, students

10. Can you please provide a list of specialized, regular TV or radio shows that have an in-depth coverage of education issues in your country? Please provide the title of the show, name of the media outlet, name and contact of the editor, day/time when it is aired, and for whom it is made (general audience, parents, teachers, all of them?)

The title of the show	Name of the media outlet	Name and contact information of the editor	Day/time when it is aired	The target audience
BOSNIA and HERZEGOVINA				
	Public Broadcasting System (Federal and RS TV stations)	Ms. Jurišić Tel.: +38733455115		General
	OBN	Mr. Bilić Tel: +38733460534		General
	Hayatt	Ms. Memić Tel: +38733271550		General
	RTRS (Radio i Televizija Republike Srpske)	Mr. Milidrag Tel: +38757340537		General
*Up to my knowledge, specialized shows, mostly news, on education are shown from time to time on TV stations, both local and state wide; some of them are aired on radio stations. I listed a number of TV and radio stations that report on education.				
BULGARIA				
There are no specialized regular TV or radio shows devoted to educational topics, there are some publicist shows that touch educational problems.				
CROATIA				
There are no specialized educational TV or radio show. There are just shows in Program of Culture, Science and Education on Croatian Radio Television (national TV) which educate pupils about school subjects, and First program of Croatia radio regularly providing some info for students.				
KOSOVO				
Pak më ndryshe	RTV 21	Bahtir Cakolli	Weekly	All stakeholders
Medika	RTK		Occasionally	
Informatika	RTK		Occasionally	
MACEDONIA				
Zvon	MTV1	Silvana Bojcevska	Morning program every working day	Primary school
MOLDOVA				
Alma mater	Radio	Tatiana Fiser	Each friday	Teachers, parents, students
Governmental Hour	TV	Vasilache V.	Each month	Teachers, parents, students
MONTENEGRO				
Mozaik	Radio Montenegro (Channel 1)	Ljiljana Ivanović Tel: +38181224457 Mobile: +38169311434	Once a week on Tuesday at 10 o'clock in the morning	Mostly parents
ROMANIA				
Paidea	Radio Romania Cultural	Teodora Stanciu, Educational Programs	Monday to Friday, 9.45 (15 minutes in the framework	General

		Department Tel: +40213031316 Fax: +40213121336	of a larger program, called “ Cultural Temptations”	
Invatamantul azi	Romania Cultural Radio	Bogdan Vilceanu Tel: +40745027819	Monday morning	General audience
Omul si cartea (Man and the book)	Realitatea TV	Ion Cristoiu	Saturday, 19.15	General
Idei in nocturna (Ideas in the night)	Radio Romania Cultural	Bogdan Radulescu	Tuesday and Friday, 22.20	General; It’s not only on education but very often the moderators invites education specialists and discuss different issues.

11. Can you provide a list of daily newspapers that have regular educational supplements once a week or once a month? Please provide the contacts as well.

Name of the newspaper and name of the supplement	How often is supplement published / what day, what week in the month, etc.	Name and contact information of the editor	Is the supplement distributed only in the paper, or separately as well? What is the circulation?	The target audience
BOSNIA and HERZEGOVINA				
Daily news paper “Dnevni Avaz”	/	Contact person: Mr. Dizdarević Tel: +38733281389	In the paper	General
Daily newspaper “Oslobodjenje”	/	Mr. Kurtović Tel: +38733276900	In the paper	General
Slobodna Bosna	Weekly	Mr. Avdić Tel: +38733444041	In the paper	General
Dani	Weekly	Mr. Imamović Tel: +38733220462	In the paper	General
BULGARIA				
There is no specialized daily newspapers that have regular educational supplements. However, there is a newspaper, which MES issues once a week.				
Azbuki	Once a week	Zlatimir Zlatanov Tel: +35928705298, E-mail: azbuki@minedu.government.bg	/	Expert, pupils, teachers, parents
CROATIA				
There are no regular educational supplements.				
KOSOVO				
/				
MACEDONIA				
Dnevnik		Branko Geroski	Only in the paper 40.000	14+
Utrinski Vesnik		Erol Rizaov	Only in the paper 55.000	14+
Nas Svet	Weekly		Only in the paper	7-14

Razvigor	Weekly		Only in the paper	7-14
MOLDOVA				
/				
MONTENEGRO				
Pobjeda The name of the supplement is 'Zvijezdana pobjeda'	Once in a week (on Thursday)	Nada Radević Tel: +38181264458	Supplement is distributed separately. Circulation is 16,000.	Pupils
Pobjeda	Every Sunday	Vesna Šofranac Mobile: +38167281201	Only in the paper. Circulation is 16,000.	Parents and teachers
ROMANIA				
Adevarul (The Truth)	Twice a week: Tuesday and Wednesday	Mr. Eugen Chelemen E-mail: redactia@adevarul.kappa.ro	One of the most popular newspaper in Romania.	Heterogeneous, General audience
Capital	Weekly	Mr. Paul Lacatus E-mail: placatus@capital.ro	This magazine is very popular for businesspeople, experts in different areas.	Business people, experts in education, ICT, career guidance, economy, etc.

12. Who are the three most significant, influential, and professional reporters (either TV, radio, or press) in your country who are specialized in covering education issues? Can you please provide their name, contact, and name of media outlet where they work?

Name	Contact information	Media outlet where he/she works, name of show/column he/she writes for	Participation at conferences and round tables on education reform (is it: frequent, sometimes, never)	Journalistic awards and other achievements
ALBANIA				
No one is specialized. They are responsible for social issues and education is part of their job.				
BOSNIA and HERZEGOVINA				
/				
BULGARIA				
Tania Petrova	Tel: +35929694398 Fax: +35929694398	"Sega"	Frequent	Award of the MoE for 2003
Veliana Hristova	Tel: +35929426014	"Duma"	Frequent	Award of the MoE for 2003
CROATIA				
Sanja Šegedin - Mirijovsky	Croatian national television, Prisavlje 3, Zagreb Tel: +38516342634	Croatian national television	Yes	No
Ivana Kalodjera-Brkić	"Jutarnji list", Slavenska avenija bb, Zagreb Tel: +38516103101	Daily news paper "Jutarnji list"	No	No
Irena Kustura	"Večernji list" Slavonska avenija bb, Zagreb Tel: +38513600600	Daily news paper "Večernji list"	No	No
KOSOVO				
Gjergj Filipaj	E-mail: filipaj@hotmail.com	Koha Ditore	Sometimes	
Bul Salihu	E-mail: B_salihu@hotmail.com	Zëri	Sometimes	

MACEDONIA				
/				
MOLDOVA				
Natalia Porubin	/	She writes for Moldova suverana – newspaper.	Frequent	Award of ministry of education
Tatiana Fiser	/	Radio - Almamater	Frequent	Award of ministry of education
Tatiana Tibuleac	/	PRO TV	Frequent	Award of ministry of education
MONTENEGRO				
Vesna Šofranac	Mobile: +38167281201	Pobjeda (newspaper) Name of column she writes for Pobjeda is 'education'.	Frequent	Pobjeda's annual award and an award as a contributor of Prosvjetni rad
Ljiljana Ivanović	Tel: +38181224457 E-mail: jodzo@cg.yu	Radio Montenegro	Frequent	Award as a contributor of Prosvjetni rad
ROMANIA				
Paul Lacatus	Tel: +40212030872 E-mail: placatus@capital.ro	Capital (magazine)		
Mr. Eugen Chelemen	E-mail: redactia@adevarul.kappa.ro			
Mr. Sorin Ivan	Tel: +40214610811 Fax: +40214610809 E-mail: tribuna@megapress.ro	Tribuna invatamantului Megapress Holding		

13.	Approximately what percentage of the schools in your country have Internet access?	Approximately what % of teachers in your country have access to the Internet in schools?
ALBANIA	Less than 1%	Ca. 2%
BOSNIA and HERZEGOVINA	20%	20%
BULGARIA	35%	40%
CROATIA	70%	80%
KOSOVO	10%	10%
MACEDONIA	10%	5%
MOLDOVA	5%	5%
MONTENEGRO	15%	25%
ROMANIA	/	/

14. What were the top stories and /or "hottest" topics in the media coverage of education in the year 2003?

ALBANIA

1. Education budget
2. Drop out
3. Financial autonomy at universities

BOSNIA and HERZEGOVINA

1. Common core curriculum
2. Transition to the nine year long schooling
3. Treasury activities

BULGARIA

1. The debates about the Higher Education Act and Academic Titles and Ranks Act.
2. The confusion concerning the process of applying for specialized high schools after the 7th grade
3. The cancellation of the mandatory matriculation exams after the 12th grade under the pressure of the society and the decisions of the Supreme Administrative Court.
4. The protest of teachers, students, parents, citizens against closing of schools in some small villages.

CROATIA

Ministry of Education and Sport

1. Matura
2. Violence in school
3. Changes in primary education – curriculum, duration of primary education etc.

Ministry of Science and Technology

1. Fee in higher education
2. Pass the Law on High education
3. Illegal work of Polytechnic school in Split

KOSOVO

1. Teachers` strike
2. Reform in the University of Prishtina
3. Corruptions in the University of Prishtina

MACEDONIA

1. Ohrid Agreement
2. University of Mala Rečica- Tetovo

MOLDOVA

1. Summary exams
2. New curriculum
3. Reorganization of schools (11 LEVELS) in lyceums

MONTENEGRO

1. New Curriculum
2. Legislation
3. Donor Conference

ROMANIA

1. National examinations & admission exams
2. Aspects of educational reform
3. ICT access for schools and universities

15. Please add other comments, suggestions, recommendations, which you think could be useful to know about education reform communications in your country.	
ALBANIA	/
BOSNIA and HERZEGOVINA	Specialized TV and radio shows on education, better informed journalists, more campaigns on education issues by government. Specialized training for public relations officers/journalists who will cover education issues.
BULGARIA	There is no sufficient information about the results of the reform; more transparency concerning its effectiveness is needed. More transparency is also wanted concerning the financial expenses of the reform. Statistical information, as well as sociological surveys, are not enough.
CROATIA	There is a need to educate PR persons in Ministry and the journalists in field of education. For example, PRs don't have media plan, and PR in Ministry of Education and Sport doesn't know how to use the e-mail.
KOSOVO	/
MACEDONIA	Most of all, there is no possibility to have education as well, regarding the educational technology, the social climate in R. Macedonia is not so well. Most of the problems in education in our republic are as result of the political situation. I hope that in the near future there will be less politic and more educational problems.
MOLDOVA	/
MONTENEGRO	Journalists and reporters are not qualified enough in order to report about education reform. Training of the journalists who would take part in education reform was planned three years ago. However this group of journalists attended only one workshop (their training hasn't finished so far). Educational institutions at the central level aren't 'aggressive' enough toward media. There are a lot of daily problems so it is difficult to talk about education reform at the moment. Overall sociopolitical context isn't in favor of more intensive media maintaining of education reform.
ROMANIA	/

APPENDIX 2: JOURNALISTS ON COMMUNICATING EDUCATION REFORM IN SEE

16 Journalists, covering educational topics, from 9 SEE Countries - Albania (2), BIH (1), Bulgaria (2), Croatia (2), Kosovo (2), Macedonia (2), Moldova (1), Montenegro (2), and Romania (2) - filled out the questionnaire in this section.

The questionnaire was designed to capture general opinion about: the communicating education reform in SEE countries; public support to the education reform in countries of SEE; communication effectiveness and capacity; stakeholders habits; characteristics of existing media market.

This section contains data on:

- Successfulness of the education reform communication
- Weaknesses/strengths of that communication
- Effectiveness of MOEs' communications
- What other tools does MoE use in communicating the educational reform?
- Effectives of education NGOs' communications
- Media covering education in SEE
- Journalists covering educational topics in SEE
- Journalists opinion on Communicating Education Reform Resource Pack

1. Have *communications* of the reform aims, achievements and problems played an important role in creation of public perception about the reform?		
	Journalist 1	Journalist 2
ALBANIA	No	Yes
BOSNIA and HERZEGOVINA	In between	/
BULGARIA	In between	No
CROATIA	In between	No
KOSOVO	In between	No
MACEDONIA	In between	Yes
MOLDOVA	Yes	/
MONTENEGRO*	In between	Yes
ROMANIA	No	Yes

2. Has education reform communication been successful so far?		
	Journalist 1	Journalist 2
ALBANIA	In between	In between
BOSNIA and HERZEGOVINA	In between	/
BULGARIA	No	No
CROATIA	No	No
KOSOVO	In between	No
MACEDONIA	In between	In between
MOLDOVA	In between	/
MONTENEGRO	In between	In between
ROMANIA	In between	In between

3. Was the reform explained well to parents?		
	Journalist 1	Journalist 2
ALBANIA	No	In between
BOSNIA and HERZEGOVINA	No	/
BULGARIA	No	No
CROATIA	No	No
KOSOVO	No	No
MACEDONIA	No	No
MOLDOVA	In between	/
MONTENEGRO	In between	In between
ROMANIA	No	In between

4. Do the teachers understand it?		
	Journalist 1	Journalist 2
ALBANIA	In between	In between
BOSNIA and HERZEGOVINA	In between	/
BULGARIA	In between	No
CROATIA	In between	No
KOSOVO	No	In between
MACEDONIA	In between	Yes
MOLDOVA	In between	/
MONTENEGRO	In between	In between
ROMANIA	In between	In between

5. Was it explained in plain, understandable language?		
	Journalist 1	Journalist 2
ALBANIA	In between	In between
BOSNIA and HERZEGOVINA	No	/
BULGARIA	In between	No
CROATIA	In between	No
KOSOVO	No	No
MACEDONIA	In between	In between
MOLDOVA	In between	/
MONTENEGRO	Yes	In between
ROMANIA	In between	No

6. What are the weaknesses/strengths of that communication?	
ALBANIA	There is no dialog between the parents, students, teachers and the initiators of these reforms. There is a lack of round tables and workshops intended for teachers and students. Teachers and students in periphery, outside of Tirana city, have not knowledge for the reform in education. - Actually the MoE is not very transparent with the media and the decisions are taken without considering different source and specialist opinions.
BOSNIA and HERZEGOVINA	Our institutions communicate with the public through the most basic medium that is a press conference. The positive side of this approach is the relative ease to organize a press conference, but very little information is conveyed to the public in this way (especially to parents). Parents, and quite often journalist, often do not understand some components of education reform, because it is not explained in detail. Sometimes it seems that education officials do not understand some of the education reform aspects. Lively workshops and presentations are lacking.
BULGARIA	- Insufficient information about the educational reform in the country (mainly in the society). - There is no sufficient feedback between the educational institutions and the "customers" of educational services.
CROATIA	The things you just have asked about!
KOSOVO	One of the weak points is that unprofessional people who didn't understand the concept of reform themselves led communication.
MACEDONIA	The communication in this area is one of the most important subjects in the Country, because the children's education is taken in consideration. That is why the public should be informed on time about the reforms in this area, so that they can react on time and effect the changes. The weakness is that in this country the communication did not influence much to the decision of the government so far.
MOLDOVA	Absence of specialist in communications in ministry. Absence of information in mass media and schools about educational reforms. Explanation of educational reforms in mass media.
MONTENEGRO	Weaknesses – There is need for more space in mainstream media. Strengths – Reform aims are understandable. We have to improve communication about reform issues.
ROMANIA	Some data reach the public rather late, without being well explained. There is no constant and substantial communication between the school and ones who are running the reform strategy. In brief: gaps in dialogue lack of understanding of some initiatives because of the techniques language. The information launched on the interest is not accessible to everyone because not all the people involved in the teaching process have computer abilities or even computers.

7. How difficult/easy is it to obtain information from a Ministry:			
	For a citizen?	For a journalist?	For a researcher?
ALBANIA	Very difficult; Very difficult	Difficult; In between	In between; In between
BOSNIA and HERZEGOVINA	Difficult	In between	Very difficult
BULGARIA	Difficult; In between	In between; In between	In between; In between
CROATIA	Difficult; Difficult	Difficult; Difficult	Difficult; Difficult
KOSOVO	Very difficult; Very difficult	Very difficult; In between	Very difficult; /
MACEDONIA	Very difficult; Difficult	In between; In between	Difficult; In between
MOLDOVA	In between	Difficult	Difficult
MONTENEGRO	In between; In between	Easy; In between	In between; In between
ROMANIA	Difficult; In between	Easy; In between	/; In between

8. Is it possible to obtain information from a Ministry:			
	By telephone?	By e-mail?	From an information office?
ALBANIA	No; No	No; No	Yes; Yes
BOSNIA and HERZEGOVINA	No	No	No
BULGARIA	Yes; Yes	Yes; Yes	Yes; Yes
CROATIA	Yes; Yes	Yes; No	Yes; No
KOSOVO	No;	No;	No;
MACEDONIA	Yes; Yes	No; No	Yes; No
MOLDOVA	Yes	No	Yes
MONTENEGRO	Yes; Yes	Yes; Yes	Yes; Yes
ROMANIA	Yes; Yes	No; Yes	Yes; Yes

9. What other tools does MoE use in communicating the educational reform?				
	Organization of conferences	Organization of round tables	Manuals and bulletins	Other (please specify):
ALBANIA	Yes; Yes	No; Yes	No; No	/
BOSNIA and HERZEGOVINA	Yes	Yes (rarely)	No	/
BULGARIA	Yes; Yes	Yes; Yes	Yes; Yes	1) Website of the Ministry of Education and Science. 2) Public Relations Department at the Ministry.
CROATIA	Yes; Yes	Yes; No	Yes; No	/
KOSOVO	No; No	No; No	No; Yes	Only during the visits of Minister to Schools and University when he talk to press about reforms.
MACEDONIA	Yes; Yes	Yes; Yes	Yes; No	/
MOLDOVA	Yes	Yes	Yes	/
MONTENEGRO	Yes; Yes	Yes; Yes	Yes; Yes	/
ROMANIA	Yes; Yes	Yes; No	Yes; Yes	Press releases, internet

10. Do you think Education NGOs in your country have effective communications?		
	Journalist 1	Journalist 2
ALBANIA	Yes	Yes
BOSNIA and HERZEGOVINA	Yes	/
BULGARIA	Yes	No
CROATIA	No	No
KOSOVO	Yes	No
MACEDONIA	Yes	Yes
MOLDOVA	Yes	/
MONTENEGRO	Yes	Yes
ROMANIA	No	No

11. How difficult/easy is it to obtain information from an NGO working in a field of education?			
	For a citizen?	For a journalist?	For a researcher?
ALBANIA	Difficult; In between	Easy; Easy	Very easy; Easy
BOSNIA and HERZEGOVINA	Easy	Very easy	Very easy
BULGARIA	In between; In between	Easy; In between	In between; Difficult
CROATIA	Difficult; In between	Difficult; Easy	Difficult; Easy
KOSOVO	Easy; Difficult	Easy; In between	Easy; In between
MACEDONIA	Easy; In between	Easy; Easy	Easy; Easy
MOLDOVA	Easy	Easy	Easy
MONTENEGRO	Difficult; In between	Easy; In between	In between; In between
ROMANIA	In between; Difficult	Very easy; Difficult	/; Difficult

12. What other tools do Educational NGOs use in communicating the educational reform?				
	Organization of conferences	Organization of round tables	Manuals and bulletins	Other (please specify):
ALBANIA	Yes; Yes	Yes; Yes	Yes; Yes	
BOSNIA and HERZEGOVINA	Yes	Yes	Yes	Often, NGOs organize workshops or broadcast shows on local radio and TV stations.
BULGARIA	Yes; Yes	Yes; Yes	Yes; Yes	/
CROATIA	Yes; Yes	Yes; Yes	Yes; Yes	/
KOSOVO	Yes; Yes	Yes; Yes	Yes; Yes	/
MACEDONIA	Yes; Yes	Yes; No	Yes; No	/
MOLDOVA	Yes	Yes	Yes	/
MONTENEGRO	No; Yes	Yes; Yes	Yes; Yes	/
ROMANIA	Yes; Yes	Yes; Yes	Yes; Yes	Press, but rather difficult.

13. RANK the sources of information that influence the opinion of main education change stakeholders (both the supporters or opponents of the reform) by their importance (use the scale from 1 - most important to 5 - least important)?

	Mainstream media (daily/weekly press, TV, radio)	Specialized, so called "trade press" (educators journals, bulletins issued by scientific or research institutes, etc)	Conferences and round tables with domestic / or with international participants	Visits of neighboring or western countries	Other
ALBANIA	1; 1	2; 3	2; 2	4; ³	Seminars and workshops
BOSNIA and HERZEGOVINA	1	1	2	2	/
BULGARIA	4; 3	2; 4	3; 2	3; 1	/
CROATIA	2; 1	1; 2	4; 3	3; ³	/
KOSOVO	3; 4	5; 2	4; 3	4; 5	/
MACEDONIA	1; 1	4; 4	3; 3	2; 2	/
MOLDOVA	3	3	2	4	/
MONTENEGRO	1; 2	3; 3	2; 3	2; 4	/
ROMANIA	5; 1	3; 3	2; 2	2; ³	The school feedback, but not to a large extent.

14. To what extent do the media have solid understanding of the issues surrounding the education reform?

	Journalist 1	Journalist 2
ALBANIA	Average	Average
BOSNIA and HERZEGOVINA	Good	/
BULGARIA	Good	Unsatisfactory
CROATIA	Good	Good
KOSOVO	Good	Good
MACEDONIA	Good	Average
MOLDOVA	Good	/
MONTENEGRO	Good	Average
ROMANIA	Good	Average

15. To what extent do the specialized educational media have solid understanding of the issues surrounding the education reform?

	Journalist 1	Journalist 2
ALBANIA	Good	Good
BOSNIA AND HERZEGOVINA	Average	/
BULGARIA	Good	Average
CROATIA	Good	Good
KOSOVO	Good	Weak
MACEDONIA	Weak	Good
MOLDOVA	/	/
MONTENEGRO	Good	Good
ROMANIA	Outstanding	Outstanding

16. To what extent are the reporters experienced on covering educational issues?		
	Journalist 1	Journalist 2
ALBANIA	Average	Good
BOSNIA and HERZEGOVINA	/	/
BULGARIA	Good	Unsatisfactory
CROATIA	Good	Good
KOSOVO	Good	Good
MACEDONIA	Good	Average
MOLDOVA	Average	/
MONTENEGRO	Average	Good
ROMANIA	Good	Average

17. Do they need further training and resources?		
	Journalist 1	Journalist 2
ALBANIA	Yes	Yes
BOSNIA and HERZEGOVINA	Yes	/
BULGARIA	Yes	Yes
CROATIA	Yes	Yes
KOSOVO	Yes	Yes
MACEDONIA	No	Yes
MOLDOVA	Yes	/
MONTENEGRO	Yes	Yes
ROMANIA	No	Yes

18. What were the top stories and /or "hottest" topics in the media coverage of education in the year 2003?		
	Journalist 1	Journalist 2
ALBANIA	The debate for putting average marks, as main criteria of concourse. "Pisa's Study" about quality of schools. The score of fictive marks, educational handicap.	The implementation of the high school notes as a criteria for being admitted at universities. The adding of the ninth year in the basic education.
BOSNIA and HERZEGOVINA	Transition to nine year long schooling. Teachers strike. Introduction of the European Transfer Credit System in our Universities.	/
BULGARIA	State matriculation exams Closing of schools. The admission at the language high schools after the 7th grade.	Students with criminological behavior (violence, drug habit, smoking, alcohol). Educational leaders breaking the Public Education Act. Insufficient integration of the children with special educational needs. Matriculation exams.
CROATIA	Bullying in schools. Education reform. Lack of funding.	First day in primary school of HIV positive girl Ela. Violence in the schools (bullying) Stories about (only announced) reform of education in Croatia.
KOSOVO	Guardia Di Financa investigation in University of Prishtina. Licensing of private schools Statute of University	Reforms in the University of Prishtina. Plagiarism in doctoral degrees in UP. The ninth class.
MACEDONIA	Opening University of Mala Rečica, Tetovo Introducing Education Credit transfer System.	The higher prices for participations of the faculties. The living conditions and high prices of the student houses. Discussions about the legalization of the Tetovo University.
MOLDOVA	Summary exams. Teacher training. Curriculum of life skills education.	/
MONTENEGRO	New curriculum. Communication teacher – parents – students. Donor conference.	New curriculum. Beginning of the reform implementation. Donor conference.
ROMANIA	Starting school at six years old. Ten grades compulsory school in Romania. The changes in the higher education system.	The confusion in assessment within the school-leaving examination. The contradiction development of the reform. The teaching staff public protests for better wages.

19. Please add other comments, suggestions, recommendations, which you think could be useful to know about education reform communications in your country.		
	Journalist 1	Journalist 2
ALBANIA	/	It would be more than necessary to have more workshops, press conferences, more possibilities to get information from the MoE web. Good will of the MoE to collaborate with the press is needed.
BOSNIA and HERZEGOVINA	There is a need to talk more about education reform in media, especially on TV shows, which are widely accessible and viewed. Authorities should shift their attitude and be more open to providing information. Communication of the reform must be oriented towards parents and presented in an understandable manner. The reform must be advertised, literally.	/
BULGARIA	/	Independent research is needed about the status quo of the educational reform.
CROATIA	Currently we have a new Ministry and we don't know what the reform will look like.	/
KOSOVO	Organizing roundtables, conferences and more direct approach to citizens (parents) and teachers, as well as other stakeholders.	There is an instant need to go from one school to another and to organize debates with parents in order to give more useful information about the educational reforms, because there is a lack of information in this point of view.
MACEDONIA	/	/
MOLDOVA	/	/
MONTENEGRO	Stakeholders need to know more about education reform. Enable media to have enough space for disposal of education reform information.	Improving communication with NGO's and government sector.
ROMANIA	/	The reform needs more transparency. The information must reach the ones directly interested in the educational changes faster and more effectively. A strong desirable point of the whole process in the dialogue between school and the Ministry: the response given by the teaching staff must be taken into account.

20. Did you recently participate in any kind of course / seminar / workshop on effective communicating educational reform. Please list them.		
	Journalist 1	Journalist 2
ALBANIA	I have been in the course, organized by Soros, a year before.	I have participated only in one workshop organized by the ministry of education, ministry of health about the subject of sexual education in schools.
BOSNIA and HERZEGOVINA	No	/
BULGARIA	1) International seminar "National Policies about Teachers". 2) Research conference organized by the "Strategies of the Educational and Research Policy" Journal.	/
CROATIA	Seminar about high education in Opatija.	/
KOSOVO	No	Since I started to cover up educational issues I wasn't invited to a seminar that would include educational seminars form the Ministry of Education, Technology and Science.
MACEDONIA	No	Considering the fact that I recently started covering the topics from education and the educational reform, I haven't participated in such seminar and I am not aware if they are organized. But if there is one, I would be pleased to participate, because I find them very useful.
MOLDOVA	No	/
MONTENEGRO	No answer	Communicating Education Reform Workshop in Zagreb (February 2003.)
ROMANIA	No	A seminar on the educational system decentralization, organized by the Institute for educational Sciences, Bucharest. A seminar on quality in VET (Sinaia), organized among others by the MoE. Mention should be made that there are some reform meetings we do not know about.

21. Are you aware of the Resource Pack on Communication Education Reform (reachable on http://www.espblackboard.org)? If yes, when did you last use it?		
	Journalist 1	Journalist 2
ALBANIA	Yes, in 2003	No
BOSNIA and HERZEGOVINA	No	/
BULGARIA	No	Yes, in 2004
CROATIA	Yes, in 2004	Yes, in 2003
KOSOVO	No	No
MACEDONIA	No	No
MOLDOVA	/	/
MONTENEGRO	No	No
ROMANIA	Yes, in 2003	No

22. If yes, what parts of the resource pack were useful to you (please mark the answer)?								
	Practical Tips & Tools	Info – Kit for Journalists	Information on Seminars	Case Studies	Press Clippings	A Learning Module for Journalists	Electronic Library /Reference List	None
ALB		x	x		x	x	x	
BIH								
BUL	x		x	x	x	x	x	
CRO	x	x x	x		x x			
KOS								
MAC								
MOL								
MON								
ROM	x			x				

APPENDIX 3: COMMUNICATIONS/ PUBLIC RELATIONS SPECIALISTS IN GOVERNMENTAL ORGANIZATIONS ON COMMUNICATING EDUCATION REFORM IN SEE

9 Communications / Public Relations Specialists in Governmental Organizations (Ministries of Education) from 9 SEE countries (Albania, BIH, Bulgaria, Croatia, Kosovo, Macedonia, Moldova, Montenegro and Romania) filled out the questionnaires in this section.

The questionnaire was designed to capture general opinion about: the communicating education reform in SEE countries; public support to the education reform in countries of SEE; communication effectiveness and capacity; stakeholders habits; characteristics of existing media market.

This section contains data on:

- Successfulness of the education reform communication
- Weaknesses/strengths of communication
- Effectiveness of MOEs' communications
- What other tools does MoE use in communicating the educational reform?
- Effectiveness of education NGOs' communications
- Media covering education reform in SEE
- Journalists covering educational topics in SEE
- Communications / Public Relations Specialists in Governmental Organizations opinion on Communicating Education Reform Resource Pack

1. Have *communications* of the reform aims, achievements and problems played an important role in creation of public perception about the reform?	
ALBANIA	No
BOSNIA and HERZEGOVINA	No
BULGARIA	Yes
CROATIA	Yes
KOSOVO	In between
MACEDONIA	In between
MOLDOVA	Yes
MONTENEGRO	Yes
ROMANIA	Yes

2. Has education reform communication been successful so far?	
ALBANIA	No
BOSNIA and HERZEGOVINA	No
BULGARIA	In between
CROATIA	In between
KOSOVO	In between
MACEDONIA	In between
MOLDOVA	In between
MONTENEGRO	In between
ROMANIA	In between

3. Was the reform explained well to parents?	
ALBANIA	No
BOSNIA and HERZEGOVINA	No
BULGARIA	No
CROATIA	No
KOSOVO	Yes
MACEDONIA	No
MOLDOVA	In between
MONTENEGRO	No
ROMANIA	In between

4. Do the teachers understand it?	
ALBANIA	No
BOSNIA and HERZEGOVINA	In between
BULGARIA	In between
CROATIA	No
KOSOVO	/
MACEDONIA	In between
MOLDOVA	In between
MONTENEGRO	In between
ROMANIA	Yes

5. Was it explained in plain, understandable language?	
ALBANIA	No
BOSNIA and HERZEGOVINA	In between
BULGARIA	In between
CROATIA	In between
KOSOVO	In between
MACEDONIA	Yes
MOLDOVA	In between
MONTENEGRO	No
ROMANIA	Yes

6. What are the weaknesses/strengths of that communication?

ALBANIA	There is no communication.
BOSNIA and HERZEGOVINA	<p>Weaknesses:</p> <ul style="list-style-type: none"> • Centralized approach to the reform by the Ministry. • Bureaucratic attitude towards the processes that are always changing. • Treasury activities. • Poverty of schools. • Lack of assets for training and support to teachers and lack of confidence that anything will change. • Obstruction of our activities by the Minister. <p>Strengths:</p> <ul style="list-style-type: none"> • Teachers are for training and they are not afraid of changes. • Parents want changes and involvement. • Principals, teachers and parents have positive experiences with a number of projects that are being implemented in the Canton: Škola prijatelji djece (School, friends of children), Debata (Debate center), Otvoreni centri (Open community centers), Reading and writing for critical thinking, graduate studies in educational management of a number of principals. • Strengthening of the teacher network.
BULGARIA	<p>The weaknesses are connected to the chaotic information provided by the state institutions about the changes in the educational reform.</p> <p>The strong sides of the communication are related to the fact that due to the great number of the changes in the education more and more media cover the opinion of specialists, parents, and students.</p>
CROATIA	No professional journalists.
KOSOVO	<p>Weakness - Students were not informed thoroughly concerning the changes, for different reasons.</p> <p>Strength - Implementation of reforms is very slow.</p>
MACEDONIA	/
MOLDOVA	<p>Absence of specialist in communication in ministry.</p> <p>Absence information for teachers and parents in territory.</p>
MONTENEGRO	Not consistent, segmented and appropriated to the specifics of medium concerned. Lack of any communication management.
ROMANIA	No answer

7. How difficult/easy is it to obtain information from a Ministry:

	For a citizen?	For a journalist?	For a researcher?
ALBANIA	Very difficult	In between	In between
BOSNIA and HERZEGOVINA	In between	In between	Difficult
BULGARIA	In between	Easy	Easy
CROATIA	Easy	Very easy	Very easy
KOSOVO	Very easy	Very easy	Very easy
MACEDONIA	Difficult	In between	Easy
MOLDOVA	Easy	In between	Difficult
MONTENEGRO	In between	Easy	In between
ROMANIA	Easy	Very easy	Easy

8. Is it possible to obtain information from a Ministry:			
	By telephone?	By e-mail?	From and information office?
ALBANIA	No	No	Yes
BOSNIA and HERZEGOVINA	No	Yes	Yes (but limited)
BULGARIA	Yes	Yes	Yes
CROATIA	Yes	Yes	Yes
KOSOVO	Yes	Yes	Yes
MACEDONIA	No	No	Yes
MOLDOVA	Yes	No	Yes
MONTENEGRO	No	Yes	Yes
ROMANIA	Yes	Yes	Yes

9. What other tools do Ministry use in communicating the educational reform?				
	Organization of conferences	Organization of round tables	Manuals and bulletins	Other (please specify):
ALBANIA	Yes	/	/	/
BOSNIA and HERZEGOVINA	No	No	No	/
BULGARIA	Yes	Yes	Yes	Web-site
CROATIA	No	No	No	/
KOSOVO	Yes	Yes	Yes	Seminars, training, press means
MACEDONIA	Yes	Yes	No	Workshops, seminars, publishing, media information, professional papers
MOLDOVA	Yes	Yes	Yes	Seminars, open lesson
MONTENEGRO	Yes	No	No	Media relations
ROMANIA	Yes	Yes	Yes	/

10. Do you think education NGOs in your country have effective communications?	
ALBANIA	No
BOSNIA and HERZEGOVINA	No
BULGARIA	Yes
CROATIA	Yes
KOSOVO	In between
MACEDONIA	Yes
MOLDOVA	Yes
MONTENEGRO	No
ROMANIA	Yes

11. How difficult/easy is it to obtain information from an NGO working in a field of education:			
	For a citizen?	For a journalist?	For a researcher?
ALBANIA	In between	Easy	Very easy
BOSNIA and HERZEGOVINA	Difficult	Difficult	Difficult
BULGARIA	Very easy	Very easy	Very easy
CROATIA	Easy	Very easy	Easy
KOSOVO	/	/	Very easy
MACEDONIA	In between	Easy	Easy
MOLDOVA	Easy	Easy	Easy
MONTENEGRO	Very difficult	Easy	In between
ROMANIA	In between	Easy	Easy

12. What other tools do Educational NGOs use in communicating the educational reform?				
	Organization of conferences	Organization of round tables	Manuals and bulletins	Other (please specify):
ALBANIA	Yes	Yes	Yes	/
BOSNIA and HERZEGOVINA	Yes	Yes	Yes	/
BULGARIA	Yes	Yes	Yes	Some of the NGOs have their own web site and also a web site of the projects they implement.
CROATIA	Yes	Yes	Yes	/
KOSOVO	Yes	Yes	Yes	/
MACEDONIA	Yes	Yes	/	/
MOLDOVA	Yes	Yes	Yes	/
MONTENEGRO	Yes	No	No	/
ROMANIA	/	Yes	Yes	/

13. RANK the sources of information that influence the opinion of main education change stakeholders (either the supporters or opponents of the reform) by their importance (use the scale from 1 - most important to 5 - least important)?					
	Mainstream media (daily/ weekly press, TV, radio)	Specialized, so called "trade press" (educators journals, bulletins issued by scientific or research institutes, etc)	Conferences and round tables with domestic / or with international participants	Visits of neighboring or western countries	Other
ALBANIA	5	5	4	4	/
BOSNIA and HERZEGOVINA	1	2	2	1	/
BULGARIA	1	3	2	3	3 - Internet forums and web-sites on educational topics
CROATIA	1	3	2	4	/
KOSOVO	3	2	1	4	/
MACEDONIA	1	4	3	2	/
MOLDOVA	3	3	2	3	/
MONTENEGRO	2	5	4	3	1 - Word-of-the-mouth
ROMANIA	1	3	3	3	/

14. To what extent do the media have solid understanding of the issues surrounding the education reform?	
ALBANIA	Unsatisfactory
BOSNIA and HERZEGOVINA	Average
BULGARIA	Average
CROATIA	Weak
KOSOVO	Good
MACEDONIA	Good
MOLDOVA	Average
MONTENEGRO	Average
ROMANIA	Average

15. To what extent do the specialized educational media have solid understanding of the issues surrounding the education reform?

ALBANIA	Unsatisfactory
BOSNIA and HERZEGOVINA	Weak
BULGARIA	Outstanding
CROATIA	Good
KOSOVO	Outstanding
MACEDONIA	Average
MOLDOVA	Average
MONTENEGRO	Good
ROMANIA	Good

16. To what extent are the reporters experienced on covering educational issues?

ALBANIA	Weak
BOSNIA and HERZEGOVINA	Average
BULGARIA	Good
CROATIA	Average
KOSOVO	Good
MACEDONIA	Good
MOLDOVA	Average
MONTENEGRO	Weak
ROMANIA	Average

17. Do they need further training and resources?

ALBANIA	Yes
BOSNIA and HERZEGOVINA	Yes
BULGARIA	Yes
CROATIA	Yes
KOSOVO	Yes
MACEDONIA	Yes
MOLDOVA	Yes
MONTENEGRO	Yes
ROMANIA	Yes

18. What were the top stories and /or "hottest" topics in the media coverage of education in the year 2003?	
ALBANIA	University entry exams. Decentralization of universities. Drop out.
BOSNIA and HERZEGOVINA	Framework law. Common core curriculum. Transition to the nine year long primary schooling.
BULGARIA	Will mandatory matriculation exams be introduced after the end of the secondary education? What types of exams the students will have to sit for when applying for special high schools after the 7th grade? Will the diplomas of the Bulgarian students and undergraduates be recognized in the countries of Western Europe?
CROATIA	University of practical science in Split – illegal work. Scholarships for higher education. Reform of higher education (a new law).
KOSOVO	International Donors' Conference. Curricula seminars and trainings. Inclusion of students in the payment of school fee in the University. Reform in education. Teachers' economical conditions. Improvement of conditions in the Student Centre.
MACEDONIA	Ohrid Agreement. The third University in the R. Macedonia in Tetovo. VET Schools.
MOLDOVA	Summary exams. Teacher training. Curriculum of life skills education
MONTENEGRO	Poor quality of the schools. Poor financial status of teachers. Reform.
ROMANIA	National exams (especially the baccalaureate). National contest for vacant places in pre-higher education field. Admission in universities.

19. Please add other comments, suggestions, recommendations, which you think could be useful to know about education reform communications in your country.	
ALBANIA	Public debates need to be organized in a regular bases from TV and newspapers.
BOSNIA and HERZEGOVINA	A public relations person. Media more detailed oriented with respect to education. Informing schools by brochures, CDs, posters, etc. Web page with all news in whole Bosnia and Herzegovina. Teacher and principal training.
BULGARIA	/
CROATIA	There is no money for public campaign for senzibilization of public about awareness and needs of education reform and to educate the journalists in a filed of education.
KOSOVO	The financial support of a medium concentrated in education issues in general, and especially the reform would be useful in the improving of the communication of education reform in Kosovo.
MACEDONIA	There is a need of more and better communication with the students, parents and the community.
MOLDOVA	/
MONTENEGRO	Careful management of communication strategy of education is necessary. Education professionals should capture the interest of the public and become a good referential source for all education themes, concerns and dilemmas.
ROMANIA	/

20. Did you recently participate in any kind of course / seminar / workshop on effective communicating educational reform? Please list them.	
ALBANIA	No
BOSNIA and HERZEGOVINA	/
BULGARIA	No
CROATIA	No
KOSOVO	Communicating education reform workshop in Zagreb (February 26 – March 1, 2003).
MACEDONIA	Presentation of the projects in the secondary education by USAID, Soros, GTZ. Last report of GOPA (ETF) project in Macedonia. Conference of the experts of ETF and local experts on reform in the secondary education.
MOLDOVA	Workshop of communication in life skills education.
MONTENEGRO	No
ROMANIA	/

21. Are you aware of the Resource Pack on Communication Education Reform (reachable on http://www.espbblackboard.org)? If yes, when did you last use it?	
ALBANIA	Yes, in 2004
BOSNIA and HERZEGOVINA	No
BULGARIA	No
CROATIA	No
KOSOVO	No
MACEDONIA	Yes, in 2004
MOLDOVA	Yes, in 2004
MONTENEGRO	Yes, in 2004
ROMANIA	Yes, in 2003

22. If yes, what parts of the resource pack were useful to you (please mark the answer)?								
	Practical Tips & Tools	Info – Kit for Journalists	Information on Seminars	Case Studies	Press Clippings	A Learning Module for Journalists	Electronic Library /Reference List	None
ALB		x				x		
BIH								
BUL								
CRO								
KOS								
MAC	x		x	x			x	
MOL	x		x	x		x		
MON	x							
ROM	x	x		x	x			
SER								

APPENDIX 4: COMMUNICATIONS/PUBLIC RELATIONS SPECIALISTS IN EDUCATION NGOs ON COMMUNICATING EDUCATION REFORM IN SEE

8 Communications/Public Relations Specialists in Education NGOs from 8 SEE Countries (Albania, BIH, Bulgaria, Kosovo, Macedonia, Moldova, Montenegro, and Romania) filled out the questionnaires in this section. The questionnaire was designed to capture general opinion about: the communicating education reform in SEE countries; public support to the education reform in countries of SEE; communication effectiveness and capacity; stakeholders habits; characteristics of existing media market.

This section contains data on:

- Successfulness of the education reform communication
- Weaknesses/strengths of that communication
- Effectiveness of MOEs' communications
- What other tools does MoE use in communicating the educational reform
- Effectiveness of education NGOs' communications
- Media covering education reform in SEE
- Journalists covering educational topics in SEE
- Communications / Public relations specialists in Education NGOs opinion on Communicating Education Reform Resource Pack

1. Have *communications* of the reform aims, achievements and problems played an important role in creation of public perception about the reform?	
ALBANIA	No
BOSNIA and HERZEGOVINA	Yes
BULGARIA	Yes
KOSOVO	No
MACEDONIA	In between
MOLDOVA	Yes
MONTENEGRO	In between
ROMANIA	No

2. Has education reform communication been successful so far?	
ALBANIA	No
BOSNIA and HERZEGOVINA	In between
BULGARIA	No
KOSOVO	No
MACEDONIA	In between
MOLDOVA	In between
MONTENEGRO	In between
ROMANIA	No

3. Was the reform explained well to parents?	
ALBANIA	No
BOSNIA and HERZEGOVINA	In between
BULGARIA	No
KOSOVO	No
MACEDONIA	No
MOLDOVA	In between
MONTENEGRO	No
ROMANIA	No

4. Do the teachers understand it?	
ALBANIA	No
BOSNIA and HERZEGOVINA	In between
BULGARIA	No
KOSOVO	In between
MACEDONIA	In between
MOLDOVA	In between
MONTENEGRO	In between
ROMANIA	In between

5. Was it explained in plain, understandable language?	
ALBANIA	No
BOSNIA and HERZEGOVINA	Yes
BULGARIA	No
KOSOVO	No
MACEDONIA	In between
MOLDOVA	Yes
MONTENEGRO	No
ROMANIA	In between

6. What are the weaknesses/strengths of that communication?	
ALBANIA	There is no agenda of the communication of educational reform. There are no specialized journalists and TV and newspapers do not show any interest. There is a lack of will from Ministry of Education to communicate education reform, there is no real reform. What it is happening so far is an "ad hoc" reform or some changes at different levels of education and not the system as a whole.
BOSNIA and HERZEGOVINA	Weaknesses: Media does not pay enough attention to inform the public about education reform, because they are not informed/educated more in this matter. Ministry does not also give information to the public with respect to education reform. Strengths: OSCE gives support to all governmental and NGOs which want to be involved in implementation of educational reform. The Institute of Pedagogy (PPZ) gives information and educates personnel in schools (teachers and pedagogical workers) as well as improves and corrects curriculum.
BULGARIA	Weakness: insufficient explaining campaign that would make it clear why it is necessary to reform the education.
KOSOVO	It was never explained properly. It was more like a group of people wanting to do something with the education system rather than Institutions aiming to undertake the reform in education. There were more initiatives and support to communication of reform from other partners involved in education rather than Ministry itself.
MACEDONIA	/
MOLDOVA	/
MONTENEGRO	Lack of information. Lack of meeting on the ground – in schools. Inadequate language – too many technical words. Inadequate translation of foreign documents.
ROMANIA	The weaknesses consist in the pattern of the reform itself. Too many changes have been changed back. There was no continuity in the process. The conservatism of a part of the teachers is another weak point. The strengths consist in the public opinion, which provides <i>trust</i> for educational sector and its stakeholders.

7. How difficult/easy is it to obtain information from a Ministry:			
	For a citizen?	For a journalist?	For a researcher?
ALBANIA	Difficult	In between	In between
BOSNIA and HERZEGOVINA	Very difficult	In between	Very difficult
BULGARIA	In between	Very easy	Very easy
KOSOVO	Very difficult	Very difficult	Difficult
MACEDONIA	In between	Easy	Very easy
MOLDOVA	Easy	In between	Difficult
MONTENEGRO	Difficult	/	Difficult
ROMANIA	In between	Easy	Easy

8. Is it possible to obtain information from a Ministry:			
	By telephone?	By e-mail?	From and information office?
ALBANIA	No	No	Yes
BOSNIA and HERZEGOVINA	No	No	/
BULGARIA	Yes	Yes	Yes
KOSOVO	Yes	No	No
MACEDONIA	Yes	No	Yes
MOLDOVA	Yes	No	Yes
MONTENEGRO	/	Yes	No
ROMANIA	Yes	No	Yes

9. What other tools do Ministry use in communicating the educational reform?				
	Organization of conferences	Organization of round tables	Manuals and bulletins	Other (please specify):
ALBANIA	Yes	No	No	/
BOSNIA and HERZEGOVINA	Yes	/	/	/
BULGARIA	Yes	Yes	Yes	/
KOSOVO	Yes	No	No	Meetings within Ministry (imagine!), information meetings on a regional Ministry structure, rare public debated, very rare TV shows and articles or info in daily magazines.
MACEDONIA	Yes	Yes	No	Web-site
MOLDOVA	Yes	Yes	Yes	/
MONTENEGRO	Yes	No	No	Public promotion – TV and radio broadcasting program I've heard they are preparing bulletins for parents.
ROMANIA	Yes	Yes	No	/

10. Do you think education NGOs in your country have effective communications?	
ALBANIA	No
BOSNIA and HERZEGOVINA	Yes
BULGARIA	No
KOSOVO	Yes
MACEDONIA	No
MOLDOVA	Yes
MONTENEGRO	No
ROMANIA	Yes

11. How difficult/easy is it to obtain information from an NGO working in a field of education:			
	For a citizen?	For a journalist?	For a researcher?
ALBANIA	In between	Easy	Easy
BOSNIA and HERZEGOVINA	In between	Easy	Easy
BULGARIA	Very easy	Very easy	Very easy
KOSOVO	Easy	Easy	Easy
MACEDONIA	Easy	Very easy	Very easy
MOLDOVA	Easy	Easy	Easy
MONTENEGRO	In between	Easy	Easy
ROMANIA	Very easy	Very easy	Very easy

12. What other tools do Educational NGOs use in communicating the educational reform?				
	Organization of conferences	Organization of round tables	Manuals and bulletins	Other (please specify):
ALBANIA	Yes	Yes	No	/
BOSNIA and HERZEGOVINA	Yes	Yes	No	/
BULGARIA	Yes	Yes	Yes	/
KOSOVO	Yes	Yes	Yes	Field visits and consultation, media coverage and published articles, guidebooks and manuals for education community, round tables with a specific focus and purpose, ongoing inter NGO communication, etc.
MACEDONIA	Yes	Yes	Yes	/
MOLDOVA	Yes	Yes	Yes	Workshops, seminars, etc.
MONTENEGRO	Yes	Yes	Yes	/
ROMANIA	Yes	Yes	Yes	<i>e-PR</i> (e-publications, specialised <i>E</i> -lists), media events, public campaigns.

13. RANK the sources of information that influence the opinion of main education change stakeholders (either the supporters or opponents of the reform) by their importance (use the scale from 1 - most important to 5 - least important)?					
	Mainstream media (daily/weekly press, TV, radio)	Specialized, so called "trade press" (educators journals, bulletins issued by scientific or research institutes, etc)	Conferences and round tables with domestic / or with international participants	Visits of neighboring or western countries	Other
ALBANIA	4	5	3	3	/
BOSNIA and HERZEGOVINA	1	3	2	4	/
BULGARIA	1	2	3	1	/
KOSOVO	5	4	2	1	3 - Locally produced and compiled materials that strengthen the communication, knowledge and attitude towards the education system reform needs and actions to take.
MACEDONIA	5	4	1	2	3 - direct daily communication.
MOLDOVA	3	3	2	3	/
MONTENEGRO	3	4	4	2	4 - Site visits and conferences in the schools.
ROMANIA	5	4	1	2	3 - Specialists, people with expertise in education from NGOs.

14. To what extent do the media have solid understanding of the issues surrounding the education reform?	
ALBANIA	Unsatisfactory
BOSNIA and HERZEGOVINA	Weak
BULGARIA	Unsatisfactory
KOSOVO	Weak
MACEDONIA	Weak
MOLDOVA	Average
MONTENEGRO	Weak
ROMANIA	Weak

15. To what extent do the specialized educational media have solid understanding of the issues surrounding the education reform?

ALBANIA	Unsatisfactory
BOSNIA and HERZEGOVINA	Weak
BULGARIA	Good
KOSOVO	Weak
MACEDONIA	Good
MOLDOVA	Average
MONTENEGRO	Average
ROMANIA	Average

16. To what extent are the reporters experienced on covering educational issues?

ALBANIA	Unsatisfactory
BOSNIA and HERZEGOVINA	Weak
BULGARIA	Unsatisfactory
KOSOVO	Weak
MACEDONIA	Weak
MOLDOVA	Average
MONTENEGRO	Unsatisfactory
ROMANIA	Average

17. Do they need further training and resources?

ALBANIA	Yes
BOSNIA and HERZEGOVINA	Yes
BULGARIA	Yes
KOSOVO	Yes
MACEDONIA	Yes
MOLDOVA	Yes
MONTENEGRO	Yes
ROMANIA	Yes

18. What were the top stories and /or "hottest" topics in the media coverage of education in the year 2003?

ALBANIA	Equity. School autonomy. Financial autonomy in universities.
BOSNIA and HERZEGOVINA	Nine years of primary schooling. Modifications of common core curriculum (for the national group of subjects). Education of school staff.
BULGARIA	The admission after the 7th grade. The matriculation exams.
KOSOVO	Teachers' strike . University – Ministry 'fight' over the new University Statute. Corruption in the education system (University – MEST).
MACEDONIA	Political appointments. Interethnic issues and conflicts. Poor school conditions and infrastructure.
MOLDOVA	Summary exams. Teacher training. Life skills education curricula.
MONTENEGRO	Expected effectiveness of future educational system. Promotion of standards /both domestic and foreign/ of teaching and good educational practice. Roles, responsibilities and contribution of NGO sector in educational reform.
ROMANIA	Public national exams. Curriculum issues. Social aspects of the school life / violence in schools.

19. Please add other comments, suggestions, recommendations, which you think could be useful to know about education reform communications in your country.

ALBANIA	A professional journal should be prepared. Regular TV programs and debates should be organized.
BOSNIA and HERZEGOVINA	To educated journalists who will follow changes in education reform.
BULGARIA	/
KOSOVO	Communication on the education reform are so controlled and limited that it makes the access to information so difficult and this results with disappointments within the education community and civil society in general. I don't know if there is a policy on Communications but I think they need a policy that is designed with the local people with some input from countries that have this system functioning better.
MACEDONIA	/
MOLDOVA	/
MONTENEGRO	/
ROMANIA	They are not really participating in the decision process. Generally are reactive, not being pro-active. Do not have the power to impose public debates on educational matters.

20. Did you recently participate in any kind of course / seminar / workshop on effective communicating educational reform. Please list them.

ALBANIA	No
BOSNIA and HERZEGOVINA	Public debate on the topic "Inclusion of children with special needs" Tribune in elementary and secondary school in the Republic of Srpska on the topic "Educational reform- active inclusion of parents and pupils in school work. Workshops: "identification of problems in the work with parents, pupils, and school councils in elementary schools". Second regional conference on the topic "Role of state, parents and pupils' councils in educational reform.
BULGARIA	No
KOSOVO	No
MACEDONIA	N/A
MOLDOVA	Workshop in life skills education curricula.
MONTENEGRO	No
ROMANIA	Center's Education 2000+ Colloquia (4 colloquies).

21. Are you aware of the Resource Pack on Communication Education Reform (available on <http://www.espbblackboard.org>)? If yes, when did you last use it?

ALBANIA	Yes, in 2004
BOSNIA and HERZEGOVINA	No
BULGARIA	Yes, in 2003
KOSOVO	No - but I know now!
MACEDONIA	No
MOLDOVA	Yes, in 2004
MONTENEGRO	No
ROMANIA	Yes, in 2004

22. If yes, what parts of the resource pack were useful to you (please mark the answer)?								
	Practical Tips & Tools	Info-Kit for Journalists	Information on Seminars	Case Studies	Press Clippings	A Learning Module for Journalists	Electronic Library /Reference List	None
ALB	X		x	x			X	
BIH								
BUL	X						X	
KOS								
MAC								
MOL	x		x	x		x		
MON								
ROM	x		x		x		X	
SER								



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