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The use of public relations and social media by schools in the process of informing the public

Abstract

The Internet is a natural environment for the new generation. Children today do not learn how a computer is used, but use a computer when learning. Through the search engine, it is possible to find an answer to any question that someone might have. In other words, the Internet has penetrated all areas of human life. In the future, the computer will play an even greater role in people's lives. However, the chief institute in the direction of the educational system of young people remains to be the school. Today, public relations and social media are an integral part of the educational process, precisely in the part of the availability of information to the public. They represent an essential and firmly inte-grated relation in public policies in every field of interest. Their use in today's world, in an era of fast communication, has become part of our daily lives, because they summarize public opinion. The schools managed to maximize this free internet space, and use public relations and social media management techniques by placing photos, content, comments, videos, etc. i.e., sharing informative announcements for the public, which contributed to creating, establishing, and projecting the image of the educational institution. Thus, schools managed to bring their activities and information to the public and change the long-standing habit of non-compliance with public information.

Introduction

Public relations are a very important planning process for influencing public opinion, i.e., for mutually satisfactory two-way communication. Public relations contribute to creating and projecting the perfect image of an institution to the public. As mentioned, it is a two-way process in which the message is transmitted to the audience, but there must be feedback, above all, due to the practicality of the work. In recent years, a major upswing in Internet communication has brought to the forefront social media (especially certain social networks) that are a set of numerous communication channels, interaction among more people, who can share a variety of content and at the same time to cooperate. It is even considered that "online" communication through social media can create public opinion, that is, contribute to the initiation of certain activities among citizens for various issues. In addition, social media are increasingly used in public relations by practitioners. The purpose of this paper is to emphasize the impact of public relations and social media, which is indeed of great importance and crucial in the process of informing and familiarizing the public in the part of the educational process.

Research methods

The research methodology used in this scientific paper is content analysis combined with a qualitative methodology. The research method is an analysis of documents as a data source. Using content analysis, we will quantify and analyze the presence, meanings, and relationships of certain concepts of the use of public relations and social media by schools. Sources of data will be from interviews, field research notes, conversations, or literally any occurrence of communicative language (such as books, essays, discussions, newspaper headlines, speeches, media, historical documents).

Early media education and its practice

Education on media literacy in Europe occurs in different contexts, depending on the various traditions of school systems, and in practice, one can come across different models. Most often, it is a matter of media literacy as a separate subject or its integration, through different text sets, in many courses. Each model has its advantages and disadvantages. This approach today occupies the attention of experts, especially because of the findings that media education as a special (most often election) subject is low on the list of priorities for schools and teachers, while its integration into other school subjects makes it "invisible". So, it's harder to learn, that is, every teacher teaches "a little bit" of it. One of the most important documents currently in the field of media education is certainly the Declaration of Media Education (Grunwald's Declaration on Media Education), which UNESCO brought to the international symposium in Grunwald, Germany in 1982. It emphasizes the necessity of a coherent and systematic form of education for mass media, as a prerequisite for modern citizenship. In that direction, the competent authorities in the states have called:

1. To initiate and support comprehensive media education programs, from pre-school to university level, as well as in lifelong education and adult education aimed at developing knowledge, skills, and attitudes that will encourage the level of critical awareness and greater competence among users of electronic and print media. Ideally, such programs should include the analysis of media products, Media use as a means of creative expression and efficient use and participation in the available media channels;

2. Develop teacher training courses and mediators, increase their knowledge and understanding of the media and train the appropriate teaching methods, taking into account the significant, but fragmentary familiarity with the media already possessing many students;

3. To encourage research and development activities in the interest of media education, from the sphere of psychology, sociology and communication science, and

4. To provide support and strengthen the activities undertaken or provided by UNESCO aimed at encouraging international cooperation in the field of media education.

Numerous other conferences ensued, expanding, clarifying and developing the concept, theory and practice of media education. Thus, 1990 in Toulouse, France, the conference's new routes in media education (New Directions in Media Education) embraced the concept of media literacy as "knowledge about the structure, economy and functions of the mass media system in the society, as well as the analytical skills for reading both the aesthetic and ideological content of messages on mass media (THOMAN, 2000). It is determined that modern society, from an era of linguistic literacy, has transferred to the era of electronic literacy, and therefore media literacy is not a luxury, but a necessity. What is most important is the understanding of the role of media consumers. If in the '50s and in the '60s they were seen as "Tabula Rasa", now they are already becoming active creators of content and the question is no longer how media impacts people, but what people do with the media. The goal is to enable citizens for having an active relationship with the media, rather than their protection from the potentially harmful influence of mass media (through mediation ideology, commercialization, paid advertisements, and content with low aesthetic and educational values). The elements needed for the development of media education are as follows:

a. Establishing guidelines for curricula (at the national or regional level) of appropriate educational institutions,

b. Training programs for teachers at the university level (not journalism programs, but education with specific specialization),

c. Teacher support - educational programs during work, summer courses, etc. through which teachers will advance in the selected specialization,

d. Educational resources for teaching - teachers, curricula, lists of activities, videos, posters, and brochures needed for teaching.[1]

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1   http://www.unesco.org/education/pdf/MEDIA_E.PDF

An effort of implementation in elementary education

The importance of Grunwald's declaration from 1982 was confirmed at a government meeting in 2007, and it was estimated that the importance would become much greater in 25 years. At the meeting, it was emphasized that everything that was then said on that occasion is made more imminent in the context of information society and dissemination of knowledge in a global context. The place and role of the media are growing in our societies, and the citizens, now more than ever, must have the ability to critically analyze content, regardless of the symbolic system used (image, sound, text) to adapt to social change. Hence, there is an urgent need for international mobilization for increasing media education and involvement in the process of all stakeholders. 12 recommendations for four priority activities arose from the gathering: developing a concept for comprehensive media education at all educational levels, teacher training and raising the awareness of other stakeholders in the social sphere, research and their network dissemination, and international cooperation. In this context, the first two (with 8 recommendations) seem to be significant. They include:

1. Adoption of an inclusive definition of media education with three main objectives - Access to all types of media that are potential tools for understanding society and participation in democratic life, developing skills for critical analysis of messages, encouraging production, creativity and interactivity in different areas of the media;

2. Strengthening the links between media education, cultural diversity and respect for human rights by adapting curricula to the diversity of the cultural, educational, social and economic context;

3. Defining basic skills and assessment systems. They have an interdisciplinary character and should be listed for each level of the school system. Their assessment should take account of students, as well as training teachers, and should help improve the relevance and effectiveness of media education curricula.

4. Integration of media education in the initial training of teachers. It is a key element of the system and must include theoretical dimensions and practical skills, based on a good knowledge of the media needs of young people. In times of rapid change, this training must rely on institutional activities and self-interference, using teaching aids that have been tested and confirmed by teachers and students.

5. Develop appropriate and advanced developmental pedagogical methods. The main goal is to set new "active" methods that are not compatible with already prepared recipes for lecture, as well as the evolution of the role of the teacher and greater participation of students.

6. Mobilization of all participants in the education system. The integration of media education in the educational system must mobilize all stakeholders. You need to increase awareness of the curriculum managers for school principals, the main educational officers, in order to take responsibility for the legitimization of these actions.

7. Mobilizing other stakeholders in the social sphere. Media education cannot be limited to the school environment, and families, associations and media professionals. Media education should be integrated into the professional training of journalists and include legal entities and ethical knowledge. The same applies to all media professionals, content manufacturers, editors, broadcasters, etc.

8. Establishment of media education within lifelong learning. Media education is not only for young people, but also for adults whose main information and sources of knowledge are the media. In this context, media education is a process of good quality lifelong learning. Adults should be provided with training that will help them become freer and more active citizens in society. Continuous training should be implemented locally, with the support of civil society associations, non-governmental organizations and experts.[2]

What do public relations represent?

Public relations represent an essential element in the management of any transparent and responsible organization. By implementing public relations in the work, a positive reputation is acquired and the image of each organization is being built. Permanent two-way communication with citizens and the media is an obligation and a challenge for each organization whose task is to inform citizens about their work in a timely, truthful and open manner, thereby providing mutual trust and support. Thanks to public relations and their use in the information process, citizens actively take part in the policy making process. In the past period, public relations in the Republic of Macedonia have experienced a real boom, especially in public institutions, which began to recognize their importance.

The public sector has seen the importance of implementing public relations in the work because it constitutes a part of creating the image and the positive reputation of public institutions.

The practice of public relations is a challenge for the functioning of organizations, primarily in terms of the need for citizens' information for the undertaken activities by government institutions involved in all spheres of life, starting with the creation of laws on the economy, the construction of road infrastructure, ventures in culture, tourism, sports, etc. Including public relations is a step forward in the direction of professional planning, creation and realization of two-way communication with citizens. With timely, daily and real informing of citizens about their work, each government institution can expect their trust, support, but also their active participation in the process of policymaking and decision-making. The establishment of public relations in public institutions ensures the citizens' initial contact with the institutions in the area of public services, so they eventually create and have the overall picture of the institution.

Public institutions are those that should clearly use the opportunity to respond to the need of people in a manner of positively contributing to society. The offer of programs and services increases the interest of the citizens. By improving government performances and reporting about them, support is acquired. By developing the road infrastructure, the conditions and the safety of every citizen are increasing. By providing easy access to public sector services, the interest in and utilization of them increases. When misdirecting public relations in the public sector, the activities of public sector institutions are marked as unsuccessful, thus, the programs of public sector institutions are equally marked. Above all, contact and communication with citizens will be lost, and thus the real picture will be lost. Therefore, when speaking of public relations, that means a long-standing process of interconnected activities. Public relations are an essential and firmly integrated link to public policies in every field of interest.

2   Shopar, V., Temenugova, A., Aksentievska, M., (2018) Media Literacy in Macedonia: An Attempt at Implementation in Primary Education, School of Journalism and Public Relations, Institute of Communication Studies, Skopje

Their practice in today's world, in an era of fast communication, has become commonplace, because, above all, we sublimate public opinion. In a broader sense, public relations imply communication, a systematic planned process of influence in order to gain a positive impact, interactive communication based on open, democratic action in favor of the organization and the public. It can be said that public relations are science and art or analysis of current events, counseling, introducing novelties in programs, and realization. In particular, they represent a concept, the realization of the created activities and events that are important for the public or, more simply put, public relations are a systemic process of communication between the organization and the public in order to improve the image. First, the term "public relations" had been used by US President Thomas Jefferson in his address to Congress in 1807. US historian Robert Hailbronette described this area on one occasion as a "Brotherhood" of 100,000 members whose joint relationship is the profession and whose common problem is that none of the two can agree on what the profession is.

What do social media represent?

Social media are a dynamic medium that changed the way we work. They are commonly defined as new sources of "online" information that are created, initiated, circulated, and used by consumers to exchange information on products, services, peculiarities, and specificities. There are numerous different media such as web pages, blogs, email addresses, social networks, instant messages, etc. It is very important to distinguish between classical and social media.

Social media essentially are places of "gathering of people" with similar interests. In this way, certain virtual communities have been created that gather around certain topics and information, which can interact with each other, transmit views, and comment.

Social media are a strong instrument, especially for marketing, advertising, and free publication of information, because they have their own target - goal.

Social media began with the development of technology in France, by the discovery of the telegraph, and the emergence of radio, and TV, creating a revolution in information, but also in the creation of public opinion. But the communication was one-way. With the emergence of the Internet that connects a large number of people, mass communication was created, first through e-mail, then the websites, blogs, social networks that make a real explosion and are one of the most important communication tools in modern society. People can say that social media have become one of the most important channels for communication between people, as well as contributing to the formation of public opinion. The popularity of social media and networks begins in 1995 with the emergence of the US portal classmates.com. The project proved to be quite successful, after which other services appeared analogously.[3]

Officially, social media appear in 2003-2004 with My Space, Facebook, and LinkedIn. In Macedonia, social media take an upswing in the late 2000's[4]. Social media are a social structure of nodes (individuals or organizations) associated with each other through values, visions, ideas, financial interests, and the result of those structures is complex. The nodes are individual "actors" inside the network, and the links are realization between the actors. With proper use of services and targeting, effective results are obtained. Because of its widespread prevalence, social media are widely used.

3   Asatjani, S., (2011) Social Media at School, Sandros Books Publishing, Tbilisi, Georgia

4   https://www.opensocietyfoundations.org/uploads/960d8b50-c9e6-48b4-8745-ab68d682b5f9/mapping-digital-m dia-macedonia-20120625.pdf

Nowadays, it is incomprehensible for people dealing with marketing, communication, media and public relations, not to be present on social media. It is very important to know how social media can be successfully used, because the advantages are related to transparency, co-payments, the focus of the community, large user capabilities, conversation, the massive connection. Social networks begin with communication among young people who wanted to contact each other. Their use and growth increased in the 21st century. Moreover, not only did the use of social networks increase among people, but also in public relations practitioners. In addition, at least in the past period, social networks are "creators" of public opinion, but also they are appropriate for marketing and product advertising. Social networks, as part of social media, as we previously noted, first appeared in 1995, with the emergence of the US page www.classmates.com, which was founded by Randy Conrads, who wanted to find a way not to "lose" mutual relationships between classmates. As his idea grew and the project for creating the first social network has developed, the coverage of users was also expanded. Conrads made it possible to meet friends and colleagues from other institutions, organizations - kindergarten, primary and secondary school, faculty, work, and military through his website. In 1997 "AOL Instant Messenger" appeared on the market, which popularized the exchange of instant messages. The same year, the site "sixdegrees.com" appeared and it allowed the creation of profiles and adding friends. In 2002, this continued through the "Friendster" page, by allowing "online" connecting friends. The database of users of this social network was most popular in Asia and it grew to 3 million during the first three months. If compared to the total number of Internet users at that time, one can conclude that1 of 126 Internet users had their own profile on "Friendster." In 2003, Tom Anderson and Chris Dewolf created the largest Internet music library in the world "My Space". With the emergence of this site, social networks got their standardized shape, followed by a huge array of similar websites around the world. Facebook appeared on February 4, 2004. This page originally appeared as a network for connecting students from American faculties. With the first Facebook member at Harvard University, more than half of the 19,500 students opened their own Facebook profile. Twitter appeared on the scene two years later.[5]

The practice of public relations and social media in schools

In Macedonia, primary and secondary education is compulsory for all children. Special laws, the Law on Primary Education and the Law on Secondary Education, regulate the educational process, the activity, organization, functioning and management of the two levels of education. The Law on Primary Education is based on the right to free and high-quality education of each child (Article 3) and emphasizes the basic principles of primary education, including the best interest of the child, equality, availability, accessibility and inclusiveness, quality education and international comparability of students' knowledge, etc. (Article 4). The Law on Secondary Education determines that secondary education (gymnasium and vocational) is mandatory for every citizen, is free of charge and provided equally for all (Article 3). The Law on Primary Education defines the objectives of primary education (Article 7) including:

5   Stojanovska, S., (2012) Communication in Public and Private Schools (Master Thesis), Faculty of Philosophy - Institute of Pedagogy, Skopje

- Providing a full scope in the educational process and responding to the diverse needs of all students, by providing the essential participation of all students in it,
- Achieving national standards for primary education from the areas: Language literacy, learning other languages, mathematics, natural sciences and technology, digital literacy, personal and social development, democratic culture and citizenship, entrepreneurship and financial literacy, as well as artistic expression, culture and multiculturalism,
- Developing self-esteem and awareness of the student about their own individuality and responsibility for their actions,
- Education for respecting diversity, cooperation, basic human freedoms and rights,
- Preparation of the student for a responsible life in a free, civil and democratic society,
- Developing skills and competences for research, experimentation and problem solving,
- Acquisition of general and applicable knowledge and skills needed in everyday life or for further education,
- Preparation for further education and lifelong learning.

Nowadays, people's primary source for education is the school, yet they gather other information using radio, television, computers and the Internet, wherein lie our dominant cultural tools for pursuit, selection, collection, storage and transfer of knowledge. Information is coming from everywhere, there is no longer a distinction between traditional and digital media, people can read a newspaper, watch television and movies on a computer or mobile phone. However, the increase in knowledge in the use of mass media and communication has its advantages and its drawbacks. While we should take advantage of their merits, we should try to avoid the negative.

Therefore, we need to develop media literacy, especially among children, population born and brought up in the age of the new information and communication technologies, present both at home and at school. Public relations and social media are the main tool in terms of sharing information with the public outside schools. When schools emerged as a social institution, and teaching as a form of work, the education became communication. Educational communication is achieved in the process of upbringing and education work with the transfer of knowledge and personality development. The nature and quality of communication depends on the achievement of the goal and objectives in teaching. The educational process is communication. In schools as an organization, this activity is directed towards the goals of the school. The information as the subject of communication in the school can be of different content. This information can be of varying intensity on the rights and obligations of individuals, stakeholders. Many factors depend on communication in the school. Managers need to be effective communicators to achieve good results in today's schools. No matter what kind of school communication is concerned, the important thing is the process and not be one-way communication. In terms of school communication, there are three directions, as follows:

- Communication should go from the school principal to the teachers and vice versa, but it should go between teachers;
- There must be a good horizontal flow of communication between teachers;
- Also there should be communication with external factors such as parents, staff and other educational institutions.[6]

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6   Stojanovska, S., Communication in Public and Private Schools (master thesis), Faculty of Philosophy - Institute of Pedagogy, 2012

Case Study - Primary Municipal School "Gjorgjija Pulevski"

The case study of the primary municipal public school ,,Gjorgjija Pulevski" portrays the way of practicing public relations and social media, which will contribute as an example for further practice of public relations and social media in other schools.

The school was founded in 1983. The school has 38 classes and 19 classrooms. The building stretches over an area of 4.915 m², while the yard is 11.757 m². According to the basic info that is posted on the official website of the Municipality of Aerodrom, its address is "Jane Sandanski" Blvd, 27A, the email address of the school is gpulevski@yahoo.com, while the website is http://www.ougpulevski-aerodrom.edu.mk. The number of teachers is 69, while the number of pupils totalled 994. The school principal, Marjan Jovanovski, is responsible for providing information and for representing the school before the public. According to the analysis we did on the online database, we can conclude that actions should be taken to improve the learning conditions i.e., renovation and training premises for inclusion and digitalization of the educational process. Though, there are the international successes of the students from this elementary school.

MPS "Gjorgija Pulevski" as part of the Erasmus Project

(Published 06.02.2020)

The elementary school "Gjorgjija Pulevski" from the Municipality of Aerodrom was part of the Erasmus + project, dedicated to ecology, held in Riga, Latvia, in the period from 19 to 25 January 2020. At the first meeting in the school partner in Riga, there were the project coordinator, teacher Ana Petrovska, two other members of the teaching staff, as well as the school principal Marjan Jovanovski. The participants participated in a paper reeling workshop, exchanged ideas and draft measures for the prevention of environmental destruction, and exchanged experiences from the education system and the way of working in their countries.[7]

MPS "Gorgjija Pulevski" primary school installs an elevator for students with physical disabilities

(Published 22.07.2019)

The elementary school "Gjorgjija Pulevski" in the Municipality of Aerodrom will get an elevator, which will allow and facilitate the movement of persons with physical disabilities in the facility itself, the municipality said. The construction of the elevator started these days and is expected to be completed before the start of the new school year. The elevator is a donation from the US Embassy, and its value is about 57 thousand dollars. Construction of such lifts is also foreseen in the primary schools "Ljuben Lape" and "Lazo Angelovski", the Municipality of Aerodrom informed.[8]

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7   https://skopskiportal.mk/aerodrom/50832-ou-gjorgjija-pulevski-del-od-proekt-za-ekologija-na-erazmus
8   https://www.slobodenpecat.mk/ou-gorgija-pulevski-dobiva-lift-za-licza-so-fizichka-poprechenost/

Completely unusable classrooms at MPS "Gjorgija Pulevski" renovated

(Published 15.03.2021)

Today, the Mayor of the Municipality of Aerodrom, Zlatko Marin, inspected the renovation of classrooms in the elementary school MPS "Gjorgija Pulevski", which are being completely restored these days. The classrooms, which have not been in use for 15 years, are being currently renovated by the Municipality of Aerodrom. This is the first time they are renovated since the school was built and will soon be adapted for teaching. They got a new floor, restored walls, brand new lighting, as well as new windows and doors.

"It is very important to provide better conditions for students and allow uninterrupted teaching," said Mayor Zlatko Marin. He pointed out that, in the past years, all primary schools are being regularly renovated, and the construction of 4 new classrooms in the elementary schools "Lazo Angelovski" will be finished very soon, and classes will no longer need to be held in three different shifts. Also, with the predicted pace, the construction of the new facility of the school "Dimitar Makedonski" in Lisice was carried out.[9]

Euroins donates sensory room at MPS "Gjorgjija Pulevski" – Aerodrom

(Published 13.09.2021)

The primary municipal school "Gjorgija Pulevski" from the Municipality of Aerodrom received a new sensory room made with the donation of Euroins Insurance, as part ofthe project "Be IN, be INclusive, be INcluded" which is funded by the European Union. This is the second donation made by Euroins Insurance for fully equipping the sensory room, after a sensory room was opened in the elementary room "Blaze Koneski" – Aerodrom.

The official opening of the sensory room was attended by the executive director of Euroins Insurance - Ravila Goberova, school representatives, as well as representatives of the project "Be IN, be INclusive, be INcluded". "With this second donation, Euroins Insurance once again shows its social responsibility and unreserved support that it gives for the most vulnerable categories. We are happy that in a short period we managed to equip two sensory rooms in the schools "Blaze Koneski" and "Gjorgjija Pulevski" that are intended for learning and the development of students with disabilities. At the same time, we are grateful for cooperation with the project "Be IN, be INclusive, be INcluded" and the opportunity to support inclusive education "- Ravilova, executive director of Euroins insurance, pointed out.[10]

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9   https://mia.mk/renovirani-celosno-neupotreblivi-uchilnici-vo-oou-orgi-a-pulevski/

10   https://denesmagazin.mk/evroins-so-nova-donatsija-za-senzorna-soba-vo-oou-gorgija-pulevski-aerodrom/

14-year-old mathematicial Alexis Tasic won a hold medal at the international Iranian Geometry Olympiad

(Published 17.03.2021)

With societal trends where young people often are directed towards social media, in Macedonia there are individuals who not only can stand shoulder to shoulder with the world's talents in science, but also can win the most important awards in international Olympiads. Young talents from Macedonia become the most important Macedonian ambassadors in the country, affirming successes and positive values. 14-year-old mathematician Alexis Tasic won a gold medal at the International Iranian Geometry Olympiad. He was a ninth grader at the primary school MPS "Gjorgija Pulevski" in the Municipality of Aerodrom. His desire to compete has moved his teacher Biljana since fourth grade. He had offered to apply to the municipal contest in mathematics. Thus began the mathematical story of Alexis. - I've always liked maths, but that love really started to soar above other subjects in my first competition - he says. His mother Elizabeth, who is a professor of mathematics, gave him love and truly supported his interest in mathematics. It was her, when he was little and when she recognized his talent, who gave him guidance and knowledge that could not be covered by regular classes. Alexis' shows that it is very important to engage in extracurricular activities where children with the same interests can work together and share ideas.[11]

The Olympic Committee of Macedonia and the Municipality of Aerodrom marked the Day of sport

(Published 06.04.2021)

In the elementary school "Gjorgija Pulevski", today the Olympic Committee and the Municipality of Aerodrom marked April 6, the International Sport Day.

The president of the Olympic Committee, Daniel Dimevski and the principal of the school Marjan Jovanovski sent messages to all young people about the importance of sports.

"Sports can cross all boundaries, improve our physical and emotional health and inspire hope among the nations, but we will be able to return to this, only if we recover better and help in stopping the pandemic by ensuring that we will ensure that all are protected from Covid-19," Dimevski said.

As part of the International Sports Day, basketball, handball, cycling, football, volleyball, athletics and other sports matches were held, where all participants sent a strong message for the appropriate and long-term development of Olympism, sports, healthy life and fair play.[12]

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11   https://www.fakulteti.mk/job/17032021/matematicharot-aleksij-tasikj-na-14-godini-osvoi-zlaten-medal-na-megjunarod-nata-iranska-geometriska-olimpijada

12   https://sportclub.mk/dominatsija-na-skandinavskata-zemja-nitu-sad-nitu-kina-nitu-rusija-nemaat-tolku-medali/

Physical education - necessary for
young people in times of a pandemic
(PUBLISHED 13.04.2021)

Professionals already alert - the lack of adequate physical activity can lead to serious problems in developing students.

The neighbourhood basketball courts. Once the place where young people got together, yet today they are almost abandoned. This is the image across the city playgrounds for more than a year, ever since the pandemic halted sports activities.

"All those sports competitions that we organize, as an alliance of school sports, at the level of the Municipality of Aerodrom, stopped and we could not continue," says Dejan Stojanov from the School Sports Union of Aerodrom.

The situation is similar in the schools - physical education gymnasiums remained almost empty. Only the pupils from grades 1 – 3 go to school, while the others stayed home, attending classes remotely.

"We could assign some exercises that the children would be able to do. However, when it comes to exercises that involve a ball or sports that include a ball, the fact is that the children simply cannot do them in their homes. Or, perhaps, there is one percent of students who have backyards and could do them" Marjan Jovanovski, principal of MPS "Gjorgjija Pulevski" stated.[13]

Social network - Facebook

From the social networks, the municipal primary school "Gjorgija Pulevski" uses Facebook, where it can be found under the name MPS. "Gjorgjija Pulevski". We analysed their profile and it can be concluded that they are constantly updating their page. Information on the public and students, especially for the successes of students', but also for the activities in the school are shared.[14]

Findings/Results

Communication is at the heart of school's success in the community. While a proactive communications policy is essential, it's not as easy as it sounds to create one. As communications evolve, however, even a robust website is not enough. Parents don't want to check a website; they want information to be "pushed" to them through social media and news. The engagement and leadership by municipal elementary school "Gjorgjija Pulevski" in the part of public relations and social media shows that the practice of communications gives excellent results. The MPS "Gjorgjija Pulevski", with their constant presence in the media and the presentation of all current activities, shows that the school has built an image of an open school for the media and the public.

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13   https://mk.voanews.com/a/5851718.html

14   https://www.facebook.com/MPSGjorgjija-Pulevski-%D0%9E%D0%9E%D0%A3-%D0%83%D0%BE%D1%80%D1%93%D0%B8%D1%98%D0%B0-%D0%9F%D1%83%D0%BB%D0%B5%D0%B2%D1%81%D0%BA%D0%B8-A erodrom-111658040266052

The engagement and leadership by the school in the part of public relations and social media shows that the practice of communications gives excellent results. All activities undertaken by the municipal elementary school "Gjorgjija Pulevski", are timely communicated with the public and students and parents are informed about all procedures.

Conclusion

Public relations and social media, in terms of school districts, aim to establish and properly maintain relationships between the school and its stakeholders to make more effective decisions and function at unprecedented levels. Public relations and social media grants school districts the opportunity to share pertinent and accurate information (through mutual collaborations and decision-making) on how the school is of benefit to not only the students but the society as well. Subsequently, other stakeholders (i.e., the public, businesses, realtors, etc.) should reciprocate and collaborate with their local schools in partnerships, supporting their endeavors to render exceptional service to the students. Effective, ongoing, two-way communication is at the heart of successful schools that help students succeed. Students simply do better when parents and the community are involved with schools. Test scores climb. Remediation rates dip. Graduation rates improve. And everyone understands and values their roles in the success of the school enterprise.

But solid communication is essential to creating the foundation for effective partnerships with parents and the community. Schools and educators need to carefully talk and listen as they build the collaborative environment that meaningful engagement needs to truly work. Parents too have very specific expectations for school communication. And those demands have been expanding as changing media and greater access to information-on-demand places more pressure on schools to be open, responsive and transparent. Public relations and social media help schools welcome outsiders in meaningful ways. It accommodates the diverse communication needs communities have. It identifies the meaningful ways in which everyone can take a stake in student achievement. And it provides the accountability framework for planning, monitoring and evaluating communication accomplishments and their links to student and school success. This paper will contribute as an example for further practice of public relations and social media in other schools, or with other words the guidelines that the schools need to follow toward a better image.

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