

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile SLOVENIA		Resources; other usable datas
Context – educational system	Overview	<p>In the Republic of Slovenia, the education system is mainly organised as a public service as part of which public and private institutions and private persons who hold a concession provide accredited programmes.</p> <p>Compulsory basic education (<i>osnovna šola</i>) in Slovenia is organized in a single-structure nine-year basic school attended by pupils aged six to fifteen years. Public basic schools are founded by municipalities. Basic education is financed from municipal and state budgets.</p> <p>Upper secondary education (<i>srednješolsko izobraževanje</i>) takes 2 to 5 years. Educational programmes include vocational, professional and gimnazija (general) programmes. Decisions concerning the founding and financing of upper secondary schools and the distribution of education programmes are taken at the national level.</p> <p>Pre-school education, compulsory basic education (integrated primary and lower secondary education), basic music education, upper secondary, higher education and adult education are in the domain of the Ministry of Education, Science, Culture and Sport. In the management of public education institutions, the government plays several roles: it is the regulator, the founder, the main finance contributor and the supervisor.</p>	https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries
	Primary and lower secondary education	<p>The Basic School Act (in Slovenian) defines general basic education objectives; gives parents the right to choose the education method for their child; prescribes components and the scope of compulsory and elective basic school programme; regulates enrolments, rights and responsibilities of pupils, basic assessment and testing rules, conditions for pupils progression to the next year and the reporting on end-of year results.</p> <p><i>Basic school objectives</i></p> <p>The main basic education objectives include: to enable pupils to acquire knowledge and skills in accordance with their abilities and interests; to support personal development; to develop the ability for life-long learning and further education; to develop awareness of belonging to the nation, national identity and cultural heritage, and to nurture general cultural values; to develop respect for human rights, tolerance and acceptance of diversity; to develop communication skills in the Slovenian language and foreign languages; to facilitate sustainable development and to take responsibility for one's actions, one's health, for other people and the environment; to develop entrepreneurial skills, innovation and creativity.</p> <p>In accordance with the Basic School Act (in Slovene), the following subjects are mandatory in the basic school: Slovenian language, and Italian or Hungarian in ethnically mixed areas; two foreign languages, history, social sciences, geography, civic and patriotic education and ethics, mathematics, natural sciences, environmental education, technical education (including ICT), chemistry, biology, physics, visual arts, music, sports education, technology and home economics.</p> <p>For pupils in the third cycle, schools provide a range of elective subjects. Pupils select two lessons per week. Elective subject offerings must include a foreign language, rhetoric, religions and ethics; and at school's discretion, it can also include lessons in natural sciences and technology, computing, social sciences, humanities and arts.</p> <p>A school is free to organise the weekly number of lessons for each school year in a different way from what the curriculum stipulates (flexible time-table). Schools in ethnically mixed areas follow and adapted curriculum.</p> <p>The individual subject curriculum includes goals of the teaching process, content, standards of knowledge, including minimum standards. They include also didactic recommendations for teachers.</p> <p>Information and communication technology skills are included in the curricula for several mandatory subjects and areas. Pupils in the third cycle can choose to study one of computing subjects as one of their electives.</p> <p>The second foreign language was first introduced as a mandatory subject in school year 2008/2009 in a small number of schools. In 2013/2014, this subject is expected to become mandatory for all pupils.</p>	
	Upper secondary education	<p>Children aged 15 years may choose to continue their education at the upper-secondary level of two to five years in duration.</p> <p>The upper-secondary education encompasses general education, namely different types of gimnazija programmes and the matura course, and vocational and technical education.</p> <p>In general education, students attain knowledge and skills needed to continue the education at universities.</p> <p>In general upper-secondary education, the programme encompasses:</p> <ul style="list-style-type: none"> • Name of the programme, • Objectives, • Duration of education, • Compulsory forms of testing and assessment, • Admission requirements, • Progression and completion requirements, 	

		<ul style="list-style-type: none"> • Syllabus, • Curricula for individual subjects, • Standards of knowledge for <i>matura</i> examination, and • Required knowledge and skills for teachers of a specific subject. <p>Syllabi differ slightly for specific types of gimnazija programmes (in Slovenian); however, they all have basic structure of compulsory and elective part; whereas, the scope of one or the other varies, depending on the programme type. The compulsory part comprises 81% of all hours (in general <i>gimnazija</i>) to 93% of all hours (in some options of gimnazija of arts); students may decide on the rest; whereby, the least electivity exists in year 1 and the most in year 4 when the students prepare for the matura exam. Students choose among various matura subjects, elective subjects, and elective contents. Students opt for problem research, field work or interdisciplinary project work and work methods, such as excursions, sports and research camps, project week, etc. Elective content includes cross-curricular and general knowledge topics, e.g.: education for family, peace and non-violence, environmental culture, health education, entrepreneurship, cultural and artistic activities, voluntary social work, translations, citizenship culture, a successful learning course, and first aid as well as traffic regulations courses. <i>Gimnazija</i> programmes focus mostly on shared interaction among subjects of the core and elective part at the level of content, implementation, and learning objectives.</p> <p>Gimnazija The syllabus (in Slovenian) includes:</p> <ul style="list-style-type: none"> • Compulsory four-year subjects: mother tongue, Maths, first foreign language, second foreign language, History, and Gym; • Compulsory subjects: Music, Visual arts, Geography, Biology, Chemistry, Physics, Psychology, Sociology, Philosophy, and Information science; <p>Classical gimnazija The classical <i>gimnazija</i> puts educational emphasis on the interest of ancient Greek and Roman culture and its focus on human beings as the main value; it encourages the development of critical thinking and judgement based on the understanding of causal consequence of natural and social phenomena through space and time; it encourages tolerance of diversity and the awareness of the student's belonging to a common cultural environment.</p> <p>Gimnazija of arts Gimnazija of arts, drama-theatre The <i>gimnazija</i> of arts, drama drama-theatre section, provides students with a deeper understanding of the purpose and importance of drama and theatre, its historic development and the theory of drama and theatre. Students acquire basic knowledge in drama, dramaturgy, theatre, literary history, music, visual arts, dance and film theory and film practice. The school develops students' special skills needed in a systematic approach to drama and theatre artistry and their own creativity and performance.</p> <p>The syllabus includes:</p> <ul style="list-style-type: none"> • Compulsory four-year subjects: mother tongue, Maths, first foreign language, second foreign language, and Gym; • Compulsory subjects: History, Geography, three natural science subjects: Biology, Chemistry, and Physics (two provided by school); three social science subjects: Psychology, Sociology, and Philosophy (of which student opt for two); Music, Visual arts, Information science, History and theory of drama and theatre, Art of speech, Art of movement, and Video and film; • Classes of elective subjects: 2 to 4 periods per week in Year 4; • Other forms of individual or group work: Drama-theatre workshop, Musical instrument and music theory basics, Sound-musical workshop, Improvisation workshop, Movement workshop, and Visual arts workshop; • Compulsory elective contents. 	
	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	Two different Media Education models, as integrated into curriculum: first, Media Education as an optional, independent course on the level of primary school is analyzed. In the second model, Media Education as integrated within established courses is described. Media Education here presents a topic	Karmen Erjavec - Zala Volcic: Ten years of Media Education course in

		within other different courses at the kindergarten level, primary and secondary school curricula alike. The optional Media Education course is a part of a nine-grade primary school system, designed for the last three grades. In that, Media Education is composed of three different one-year independent courses: the Press; Radio; and Television and the Internet. Overall, this adds up to 35 hours per year or one hour per week.	Slovenia In: Medienimpulse Heft Nummer 61 September 2007
	resources	http://www.uradni-list.si/1/content?id=74775	
	Media literacy in education from a historical view	<p>From 1996 on, the Media Education course is officially and formally a part of an educational curriculum – from kindergarten to university levels. The course involves an examination of the techniques, technologies and institutions that are a part of media production and consumption, and furthermore, provides the ability to critically analyze media messages, and the recognition of the active roles that audiences play in making meaning from media messages.</p> <p>During the transformation of the education system in Slovenia (1990–1998), the Media Education project received political and public support, and the detailed national program was created by the Media Education Curriculum Research Group. The research group framed the curriculum in a theoretical and practical productive manner. Ultimately, the reason behind the course was to craft such an educational framework that makes it possible for the students to be able to speak independently, politically, and with confidence about the forms and pleasures of a range of different kinds of media texts. During the transformation processes of political and economic systems, the Slovenian Media Education project did fulfil its potential for a democratic empowerment and social change and did encourage the creation of open democratic spaces of dialogue and discussions.</p>	
	Media literacy in the curriculum – recent view	<p>The first year focuses on the topics related to print media. Media Education informs students about how the press functions in a democracy, why it matters that citizens gain information and are exposed to diverse opinions, and why people need to participate in policy decision-making at the community, state and federal levels. Students learn the basic principles of mass media, and the similarities and differences between media messages. After the first year course, our evaluation shows that students do indeed understand that the media create and construct the world and do not reflect it. Furthermore, they are able to comprehend how messages have social, political, aesthetic and economic purposes. They familiarize themselves with the history of media, and the role that the press plays in private and public spheres. At the end of the year, students produce their own newspaper.</p> <p>The second year course explores the medium of radio and its characteristics. Students are invited to create their own radio show and they discover how individuals actively construct and make meaning from messages. According to our evaluations again, they learn successfully about different effects of the mass media. The most popular topics discussed in classes include themes such as media violence, media heroes, and predominant media stereotypes.</p> <p>The third year course deals with television and Internet. The students address questions of global imbalance of power, the history of broadcasting, and the concepts such as public television, and global media. In cooperation with local TV stations, students are encouraged to create their own TV show, as imagined. The most popular format chosen among the students was a talk-show. At the end the year, students analyze the media content and write a letter to various editors in which they present their</p>	

initiatives for change in the television content. It seems that the advantages of establishing Media Education as an independent course, i.e. as a subject specialty, are considerable. The objectives and goals of Media Education are easier to achieve within a specialized, independent Media Education course, which has its own identity, its own teachers, classrooms and equipment, its own resources. (In the 2004/2005 school year, approximately 37% of Slovenian students in 7th grade chose media education as an optional course.)

Furthermore, at the primary school level, Media Education is an obligatory component of the Slovenian language course from the 5th to 9th grades. The media topics within the Slovenian language course provide information about the characteristics of media texts (genres, media language and media aesthetics). Media Education continues to be an important part of a Civic Education and Ethics course in grades 7 and 8 (Curriculum for Civic Education and ethics course, 1997). The attempt here is to become well informed about ethical issues in different areas of communication: advertising, television, film, print journalism, the Internet.

OVERALL OBJECTIVES OF THE SUBJECT

Media Education: 7, 8 AND 9 CLASS	
Includes objectives to:	Pupils will learn:
<ul style="list-style-type: none"> • cognitive • social • emotional • motivational • aesthetic • moral and ethical field 	<ul style="list-style-type: none"> • critically analyze, evaluate and produce various forms of media • Information to be functionally literate and well used media library • analyze their own habits of media monitoring, remove any media addiction and learn how to creatively and critically select media communication • be active citizens, not just passive consumers and develop properties that are prerequisite for the development of a positive self-image of the individual and self- socially functioning: <ol style="list-style-type: none"> 1 communication skills 2 the ability to distinguish reality and fiction 3 ability to express their opinions and debate, 4 ability to accept different opinions ... • to understand the functioning of media institutions (WHO message, and why), media categories (the type of text it), media technologies (how messages), media languages (how do we know what is the meaning of media messages), audience (who and how acceptance of media messages) • Recognize that the media: <ol style="list-style-type: none"> 1 construct reality 2 operate according to their own codes, rules and forms 3 provide ideological and value messages 4 working mostly well under market principles, 5 Forward the message to the audience that they subjectively interprets • In practice, the drawing up of news and journalistic genres in different media (print, television, radio), how come the construction of meaning, what is the routine work of journalists, working with

http://www.mizks.gov.si/fileadmin/mizks.gov.si/pageuploads/podrocje/os/devetletka/pr edmeti_izbirni/Vzgoja _za_medije_izbirni.pdf

			local media will firming own connection and relationship with local schools and institutions in learned about the foundations of civic activities		
		<p>In secondary schools (since there is no independent course available), media education has also been integrated into the secondary school curriculum as a compulsory subject, like the Slovenian language, sociology, psychology and history of art. Thus, the media construction of reality is central to the sociology course. Students also learn about media institutions, the political, economic, social and cultural contexts of media environments, media persuasion and media propaganda techniques (Curriculum for Sociology, 1993).</p> <p>According to the National curriculum for the Slovenian language for secondary schools (1993: 10-12), the aims of media education within the Slovenian language course are focused on linguistic aspects of media: to examine different media text and style forms, to develop the skills of analyzing the grammar of media language and to understand the basic characteristics of journalistic genres. Students taking psychology familiarize themselves with the theories of media effects, and the focus is on psychological aspects of media violence and stereotypes (Curriculum for Psychology, 1993). In the History of Art course, students learn how to evaluate different media products and how to produce them (Curriculum for the History of Art, 1993).</p>			
	Comments, annexes	Teachers themselves are not really familiar with media education and its main goals. Even more, while discussing media themes and some of the main media theories, most of the teachers show no essential media knowledge. In short, teachers themselves are media illiterate..(...) the main problem in teaching media education across the curriculum lies in the lack of a long-term strategy and support for teachers from the educational authorities – there is no serious continuous vision, plan, or policy. The Ministry of Education and Sport did not specify any financial support for media equipment, teacher training, material support, etc. Lack of institutional support for instruction for those teachers who are interested is one of the main problems facing media education in Slovenia. This reduces the possibility of integrating media education into the curricula of Slovenian schools.			
Ad Teacher profession development	-				
Specialized network for media educators	Media Education course teachers are organized in the Slovenian Association of Media Education teachers’ that provides grounds for the organization of individual initiatives, project proposals, workshops, and summer schools.				