



Country profile **SLOVENIA** V4.0



Index

Overview.....	3
1. Media Literacy-related policies and actions.....	5
1.1 Government and authorities.....	5
1.2 Civil society.....	6
1.3 Commercial communication	8
1.4 Audiovisual works	8
1.5 Online environment	8
1.6 Media production skills.....	9
2. Media literacy in the curriculum	10
2.1 Media literacy in education.....	10
2.2 School enrolment and attainment.....	10
3. Country statistics	11
3.1 General data	11
3.2 Information society data	11
Studies and Bibliography.....	13



Overview

Little consideration is given to the ML skills in the educational curriculum and life-long learning					Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system.
Hardly any basic teacher training given					ML forms part of basic and further teacher training . Both, technical and critical awareness are included. Systematic ML training for parents and teachers.
Non existent ML evaluation systems					ML is evaluated not only in an educational context, but as a basic life skill.
Scarce access to and production of didactic resources					Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis.
Systems for guidance and orientation on ML doesn't exist.					Important centres for ML guidance and orientation exist . Good systems for coordinating and uniting efforts.
Stable ML campaigns doesn't exist.					There are important, large-scale and far-reaching ML initiatives and events
Specialised government or public departments on ML doesn't exist.					Organised centres exist that bring together different areas of public administration
Almost none Involvement of civil associations with ML					There are important and influential associations involved with ML which unite different entities and promote relations between different institutions.
They are hardly any regulatory authorities involved in the area of ML					Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy.
Media barely broaches ML programmes and initiatives.					Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities.
Media industry's mediation towards citizens is not well developed					Systematic and coherent mediation . Particular attention paid to plans for media literacy. In connection with services for the defence of consumers.
Very sporadic and incoherent visibility and public debate on ML					Important events and fairs take place on a regular basis . Support of public institutions. Emphasis on media literacy. Active involvement of citizens.
Incentives for creative production by citizens hardly exist.					Good promotion in all contexts . There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people.
Research rarely deals with ML subjects.					There are specific institutions for research, Permanent Observatories and regular and continuous studies . High level of participation in international networks.
Rare participation in international cooperation initiatives					Leadership and international reference. Centres with international links .
Participation of families					Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level.
Few Commercial communication initiatives					Specific centres and initiatives

General Situation

Media literacy in the curriculum

Slovenia was among the first post-socialist countries of Central-Eastern Europe that introduced Media education in its educational system, so 1996, Media education is officially and formally a part of the Slovenian educational curriculum. Media education is defined as a process of teaching about and with the media. By attempting to develop and create a critical understanding and active participation in classrooms, Media Literacy is seen as a final result of Media education. "Media education provides the ability to critically analyse media messages, and the recognition of the active roles that audiences play in making meaning from media messages" (Curriculum for Media education, 1997: 2).¹

Actors in ML

Beside the formal education on media literacy in school and media pedagogy at the university there are some non-formal initiatives concerning media literacy in Slovenia. Mostly they are a part of the non-educational youth work in youth organisations. The main aim of these initiatives is to encourage the creativity of young people in which media production skills are combined with art work. Alternative media works are presented at different festivals and events, which aim to bring together young people, creative and media artists.

The focus of media literacy in Slovenia is on young and creative people and their ability to use media critically. However, there are not many activities to ensure that all citizens benefit from Media Literacy.

Statistics Information Society

There are nearly 5,4 millions of inhabitants in Slovenia. 98 % of the households have at least one television and a telephone (fixed or mobile), 59 % have at least one computer and 54 % have internet access.

¹ ERJAVEC, Karmen and VOLČIČ, Zala (2006) Becoming Media Literate? Journalism & Mass Communication Educator 61(3): 284-296.

1. Media Literacy-related policies and actions

1.1 Government and authorities

Ministrstvo za šolstvo in šport

www.mss.gov.si



Key reason

The Ministry of Education and Sport is responsible for the implementation of the education policy and to perform tasks relating to education and the social protection of citizens.

Definition

The Ministry of Education and Sport performs tasks relating to the education and social protection of children, adolescents and adults in kindergartens, primary schools, school student residence halls, music schools, secondary schools and in institutions and units for adult education. Education of members of the Italian, Roma and Hungarian ethnic communities, education of members of the Slovenian minority in Italy, Austria and Hungary. Supplementary lessons in the Slovenian language and literature for Slovenians around the world.

Media Literacy-related campaigns or initiatives

- Formulating systemic and other solutions; designing an IT system for the area of education and sport; establishing personnel records and the education of teacher trainers, adult education and other professionals; and general promotion of the sector.
- The program priorities of the Ministry are developing curricula and quality in kindergartens; implementing the nine-year school program; achieving internationally comparable standards of knowledge in primary and secondary schools;
- Establishing the principles of lifelong learning; educating adults as an incentive to development;
- Financial supporting inclusion in the education system through scholarships and improving the spread of international information in the area of sports in Slovenia.²

Target groups

Children, youth and adult who live in Slovenia and Slovenian people.

Urad RS za mladino

www.uradzamladino.org



Key reason

Monitors the situation of young people and implements the measures in the field of non-formal education, leisure time and participation of young people in society.

Definition

The Office for Youth of the Republic of Slovenia plan, organise and implement measures in the area of youth policy to improve the conditions for organisations.

Media Literacy-related campaigns or initiatives

- Activities in the area of social policy for children and young people, education and informal education, leisure activities, culture, public information and international co-operation;
- The monitoring of the implementation of the regulations and other acts relating to young people, warning of non-effective application of the regulations and proposing measures for a more effective application.

Target groups

Young people.

² <http://www.culturalprofiles.net/Slovenia/Units/5466.html>

Ministry of Culture

www.mk.gov.si



Key reason

Part of the Government of the Republic of Slovenia responsible for regulating those matters in the sphere of culture which are in the public interest.

Definition

The **Ministry of Culture** is the main broadcasting regulatory body – including the **Media Inspector**, and the Ministry's special **Directorate for Media** (established in autumn 2004); the **Agency for Post and Electronic Communication** (APEK); and the Broadcasting Council (SRDF).

The Ministry for Culture performs administrative, expert and other tasks in the areas of art, cultural heritage, media, European Matters and Cultural Development, Minority Cultural Rights and Development of Cultural Diversity, Slovene Language and Promotion of Slovene Culture and International Co-operation.

Media Literacy-related campaigns or initiatives

- Works in relation with the EU TWF Directive.³

Target groups

Media industry.

1.2 Civil society

ŠKUC

www.skuc.org/index.php?lang=eng



Key reason

ŠKUC is one of the leading non-governmental organisations promoting non-profit cultural and artistic activity in Slovenia.

Description

ŠKUC holds the status of association working for public interest in the cultural field. It was created during Ljubljana's radical student movement of 1968, while it was formally established on 31 January 1972. In the late 1970s and in the 1980s ŠKUC was one of the key supporters and promoters of alternative culture in Slovenia. Its aim is to support young and promising artists by including them in the cultural sphere and to organise creative spare-time activities for young people.

Media Literacy-related campaigns or initiatives

- In the past few years the activities of ŠKUC have expanded to areas such as providing information and counselling for young people, education, a library, archives, social affairs, prevention, sociology, humanism as well as research activities. It has also acquired the status of association working in the public interest in the area of health care.
- In broad terms, ŠKUC is involved in the following activities: Visual Arts, Music, Film, Publishing, Civil Rights Movements and Information and Counselling⁴.

Target groups

Students, artists.

³ http://www.ejc.net/media_landscape/article/slovenia/

⁴ <http://www.skuc.org/index.php?lang=eng>

Andragoški Zavod

<http://www.azm-lu.si/>



Key reason

Offers education and infrastructure for media literacy.

Definition

Public institution for development and research for adult Slovenes. The objective is to educate Slovenes of all generations and provide them the best infrastructure.

Media Literacy-related campaigns or initiatives

- Media skills programs.
- Web design workshops.

Target groups

Adults, students.

Media Watch

URL: <http://mediawatch.mirovni-institut.si/mediawatch/oprojektu/>



Key reason

Research on the mass media agenda in Slovenia

Description

The Media Watch project covers the study and monitoring of the mass media in Slovenia and publishes reports of their findings. This project unites journalists and scientists to improve the quality and openness of the Slovenian media landscape.

Media Literacy-related campaigns or initiatives

- The Media Watch bi-lingual (Slovenian - English) book series⁵
- The Media Watch magazine

Target groups

Journalists, scientists, students.

Slovensko Komunikološko Društvo Media Literacy Section

www.kom-drustvo.si/



Key reason

Seminars and conferences dedicated to Media Literacy.

Definition

- The Slovene Communication Association has the objective of responding to urgent themes and intervenes in public discussions and to unit Slovene specialists from the media landscape.

Media Literacy-related campaigns or initiatives

- **The Alternative Media Conference**⁶. The conference aims to recapitulate the changes in mass communication brought about by the disintegration of socialism from both structural and cultural angle and intends to attract communication scholars from and of the broadly defined cultural and geographical area of Central and Eastern Europe.

Target groups

Journalists, students.

⁵ <http://mediawatch.mirovni-institut.si/eng/>

⁶ <http://www.kom-drustvo.si/index.php?nav1=conference>

1.3 Commercial communication

We could not find specific policies or actions in Slovenia that help people to acquire the necessary skills to decipher and evaluate advertising and other forms of commercial communication.

1.4 Audiovisual works

Luksuz produkcija

www.kid-pina.si/~dzmp/



Key reason

Different educational programs from the field of media literacy in audiovisual works.

Definition

Non-governmental association to enable the young creators to have access to the knowledge and modern digital equipment for video production, with which Krško became an important “video classroom” and a production centre for new generations of directors and reporters. In 1997 Luksuz started video production and they are the pioneers for the use of film as a media and artistic means in Slovenia.

Media Literacy-related campaigns or initiatives

- Projects:
 - Youth TV magazine
 - Youth TV goes international
 - Multimedia workshops
 - Crossvideo
 - LUKSUZ cinema network.⁷

Target groups

Young people, artists.

1.5 Online environment

We could not find specific policies or actions in Slovenia that help people to acquire the necessary skills to decipher, evaluate or create information in the online environment.

⁷ <http://www.kid-pina.si/~dzmp/luksuz/firstpage.htm>

1.6 Media production skills

Blogres

www.blogres.si



Key reason

Blogres is the first international bloggers' congress in Slovenia.

Definition

The international congress of bloggers in Ljubljana to encourage discussion on important themes being opened up online by the public, especially by the blogosphere. Its aims are to integrate a community of bloggers, who live online but also communicate in person.

Media Literacy-related campaigns or initiatives

- Lectures by local and foreign guests⁸
- Practical workshops by experts from the fields of design, development and creative blogging.

Target groups

Bloggers, journalists, young people.

⁸ <http://blogres.blog.si/ol.net/2007/06/12/blogres-2007-posnetki-predavanj/>

2. Media literacy in the curriculum

2.1 Media literacy in education

Since 1996, Media education is officially and formally a part of a Slovenian educational curriculum. Slovenia is among the first post-socialist countries of Central-Eastern Europe that introduced and implemented Media education in its educational curriculum. In a way, it can be assumed that the Slovenian Media education model has set the frameworks and normative for the rest of former Yugoslav countries, which were in desperate need to restructure their educational systems after the wars.

In this sense, an overall Media education project offered an important site to investigate and develop the dynamic nature of citizen-making and media in post-conflict situations. Countries following the Slovenian model, as for example Croatia and Serbia, have similarly employed optional Media education courses, while Bosnia is in the process of passing new (media) educational policies.

Slovenia Education System includes: pre-school education (not compulsory), primary education, secondary education, higher education and professional. Pupils to select (7, 8 and 9 class) three courses out of eighty-six, including Media education.

In Slovenia, **Media education is defined as a process of teaching about and with the media:** "Media education provides the ability to critically analyze media messages, and the recognition of the active roles that audiences play in making meaning from media messages" (Curriculum for Media education, 1997: 2).⁹

2.2 School enrolment and attainment¹⁰

Net primary enrolment ratio (%) (2004)	98
Net secondary enrolment ratio (%) (2004)	95
Pupils and students (2004) (Total)	411,000

Youth education attainment level – total (%) (2005)	90.5
Lifelong learning- total (%) (2005)	4.6

⁹ ERJAVEC, Karmen and VOLČIČ, Zala (2006) Becoming Media Literate? Journalism & Mass Communication Educator 61(3): 284-296.

¹⁰ Sources: for enrolment ratios <http://hdr.undp.org/hdr2006/pdfs/report/HDR06-complete.pdf> page 323
http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090_30070682_1090_33076576&_dad=portal&_schema=PORT

3. Country statistics

3.1 General data

Population (2007)¹¹	5,393,637
Human Development Index HDI (2004)¹²	0.91
Life expectancy at birth (years) (2004)	76.6
Adult literacy rate (% ages 15 and older) (2004)	
Combined gross enrolment ratio for primary, secondary and tertiary schools (%) (2004)	95
GDP per capita (PPP US\$) (2004)	20,939

3.2 Information society data¹³

Television (%) (2006)		Telephone lines (%) (2006)	
Households with at least one television	98	Households with access to a telephone line (landline, IDNS or mobile)	98
Households with no televisions	2	Households with access to a main landline, but not to a mobile telephone line	12
		Households with access to a mobile telephone line but not to a main landline	13
		Households without access to a landline or a mobile line	2
		Mobile phone subscriptions (2004)	93

Internet (%) (2006)	
Level of Internet access – households	54
Share of households with a broadband connection	34
Broadband penetration rate	11.4

¹¹ Retrieved at:

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996_39140985&_dad=portal&_schema=PORTAL&screen=detail_ref&language=en&product=Yearlies_new_population&root=Yearlies_new_population/C/C1/C11/caa10000

¹² Retrieved at: <http://hdr.undp.org/hdr2006/pdfs/report/HDR06-complete.pdf>

¹³ Computers, television and telephone lines households
http://ec.europa.eu/public_opinion/archives/ebs/ebs_249_fr.pdf

Information society data:

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996_45323734&_dad=portal&_schema=PORTAL&screen=welcomeref&open=/C/C7&language=en&product=Yearlies_new_population&root=Yearlies_new_population&scrollto=0

Total time on average weekday (%) ¹⁴	Television	Radio	Newspaper
None to 1 hour	39.4	44.9	88.2
From 1 hour, to 3 hours	51.5	24.6	11
More than 3 hours	9.2	30.5	0.7

Personal Computer (%) (2006)	
Individuals' level of computer skills - Low	10
Individuals' level of computer skills - Medium	20
Individuals' level of computer skills - High	28

Personal computers (%) (2006)	
Households with at least one computer	59
Households with a desktop computer but not a laptop	46
Households with a laptop but not a desktop computer	3
Households with a laptop and a desktop computer	9
Households with no computers	41

Internet (%) (2006)	
Individuals who accessed Internet at home	41
Individuals who accessed Internet at place of work (other than home)	28
Individuals who accessed Internet at other places	9
Individuals who accessed Internet at place of education	10
Percentage of individuals regularly using the Internet	47
Percentage of individuals using the Internet for interacting with public authorities	28
(obtaining information) (downloading official forms) (sending completed forms)	17.3 6.3
Share of individuals who ordered/bought goods or services for private use over the Internet in the last three months	8

¹⁴Average media consume. Retrieved at: <http://ess.nsd.uib.no/webview/index.jsp>

Studies and Bibliography

EAVI (2004), Broadcasting and Citizens. Viewers' participation and media accountability in Europe.

European Association for Viewers Interests (EAVI), EACTV Project, eLearning, Rome 2004.

EPRA - European Platform of Regulatory Authorities.

ERJAVEC, Karmen and VOLČIČ, Zala (2006) Becoming Media Literate? Journalism & Mass

Communication Educator 61(3): 284-296.

Legislation

Ministry of Culture, at: www.mk.gov.si

Ministrstvo za šolstvo in šport, at: www.mss.gov.si

Slovensko Komunikološko Društvo Media Literacy Section, at: www.kom-drustvo.si/

Statistical Sources

Eurostat, retrieved at:

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090,30070682,1090_33076576&_dad=portal&_schema=PORTAL&_screen=detailref&language=en&product=Yearlies_new_population&root=Yearlies_new_population/C/C1/C11/caa10000;

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996,39140985&_dad=portal&_schema=PORTAL&_screen=detailref&language=en&product=Yearlies_new_population&root=Yearlies_new_population/C/C1/C11/caa10000;

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996,45323734&_dad=portal&_schema=PORTAL&_screen=welcomeref&open=/C/C7&language=en&product=Yearlies_new_population&root=Yearlies_new_population&scrollto=0

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HDR, at: <http://hdr.undp.org/hdr2006/pdfs/report/HDR06-complete.pdf>