

Milica Bogdanović

MEDIJSKA PISMENOST ZA SVE ĐAKE

Izazovi u uvođenju izbornog predmeta
Medijska pismenost u sve osnovne
i srednje škole u Crnoj Gori



Projekat „Čitaj između redova“ realizuje Institut za medije Crne Gore radi podizanja svijesti donosilaca odluka, nastavnika/nastavnica i učenika/učenica o potrebi jačanja medijske pismenosti u obrazovnom sistemu. Projekat je od 2019. finansijski podržala Ambasada Sjedinjenih Američkih Država u Podgorici.

Info: www.citajizmedjuredova.me

Kontakt: imcg@mminstitute.org

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Autorka: Milica Bogdanović

Istraživačica: Teodora Đurnić

Lektorka: Lida Vukmanović-Tabaš

Prevod na engleski jezik: Danilo Leković

Grafički dizajn: Špela Kranjec za Filip Kranjec s.p., Ljubljana, Slovenija

Izdavač: Institut za medije Crne Gore, Podgorica

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1 UVOD

Pandemija kovid 19 i turbulentna društveno-politička dešavanja intenzivirala su širenje dezinformacija, govora mržnje i teorija zavjere na veb portalima, društvenim mrežama i na aplikacijama za komunikaciju, te omogućila svima da netačne informacije objavljuju bez ikakve odgovornosti.

Mladi ljudi koji kao glavni izvor informisanja koriste nove medije postaju žrtve dezinformacija koje utiču na njihovo mišljenje i odluke, a da pri tome nemaju vještine za kritičko sagledavanje medija.

Školski sistem još uvijek ne pruža adekvatan odgovor na izazove sa kojima se đaci suočavaju niti svi učenici imaju mogućnost da uče medijsku pismenost.

Ovaj predmet pružio bi im znanje i vještine koji su ključni da bi se unaprijedila sposobnost mladih za analizu sadržaja koji im mediji plasiraju, sposobnost da prepoznaju različite izvore informacija i da odaberu kredibilne.

To potvrđuje i istraživanje javnog mnjenja po kojem svaki treći osnovac smatra da mediji nameću „pogrešne vrijednosne sisteme mladima“, dok svaki drugi nastavnik/nastavnica smatra da učenici/učenice nijesu kritični prema medijskim sadržajima koje slušaju/gledaju.¹

Medijsku pismenost, koja u crnogorskim školama postoji već više od deset godina, kao izborni predmet izučava samo 30 odsto učenika/učenica. Tako se sadržaj koji podstiče razvoj kritičkog mišljenja nalazi na margini obrazovnog sistema i zavisi od dobre volje pojedinaca u prosvjeti koji su prepoznali njegov značaj i motivisali učenike/učenice da izučavaju ovaj predmet.

U nizu izbornih predmeta koji su nudi učenicima/učenicama gimnazija, na menadžmentu škole je da procijeni hoće li ponuditi ovaj predmet, da li će formirati grupu i omogućiti učenicima/učenicama da u jeku širenja dezinformacija dobiju dodatne vještine za razumijevanje medijskog sadržaja.

U srednjim stručnim školama i u osnovnoj školi predmeta nema, ali entuzijastički pojedinci, uz podršku uprava škola, često sprovode različite aktivnosti koje doprinose većem medijskom opismenjavanju učenika/učenica.

Da bi utvrdili koje prepreke u obrazovnom sistemu onemogućavaju izučavanje ovog izbornog predmeta u svim školama, Institut za medije Crne Gore odlučio je da analizira poziciju predmeta Medijska pismenost u obrazovnom sistemu. Analiza je urađena na osnovu zvaničnih podataka Ministarstva prosvjete, nauke, kulture i sporta i javno dostupnih relevantnih istraživanja domaćih institucija i organizacija.

¹ Centar za demokratiju i ljudska prava, Medijska pismenost učenika osnovnih škola u Crnoj Gori, 2019. Dostupno na zahtjev.

U namjeri da podstaknemo raspravu i refleksiju o pitanjima koja istražujemo, analizu stanja predmeta Medijska pismenost i izazova za njegovo uvođenje u sve škole, temeljimo na intervjuima sa sagovornicima koji rade u obrazovnim institucijama. Njima smo predstavili pitanja na osnovu kojih procjenjujemo trenutni status predmeta, te prikupili njihove poglede i iskustvo.

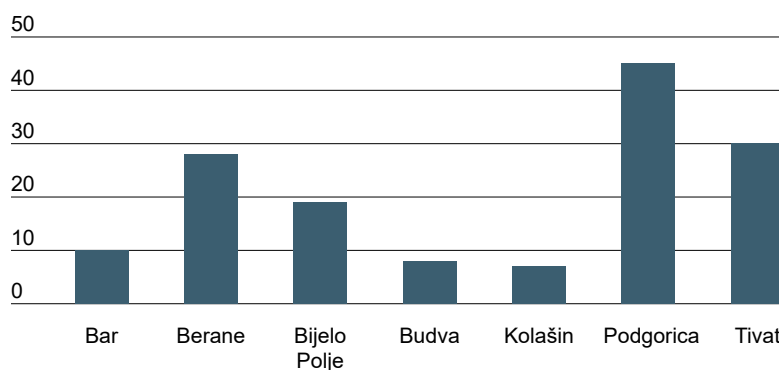
Cilj ove analize jeste da se institucijama, organizacijama civilnog društva, medijskoj zajednici i građanima/građankama da bolji uvid u oblast izučavanja medijske pismenosti i da se javnosti ponudi vjerodostojna analiza koja će biti osnova narednih aktivnosti kojima će se zagovarati jačanje pozicije ovog predmeta u školama.

2 MEDIJSKA PISMENOST U OSNOVNIM I SREDNJIM ŠKOLAMA

2.1. Medijska pismenost za dio gimnazijalaca

U crnogorskim gimnazijama, u kojima je Medijska pismenost izborni predmet u drugom razredu, interesovanje učenika/učenica iz godine u godinu sve je veće. U školskoj 2019/2020. ovaj predmet biralo je 200 učenika/učenica, što je tri puta više nego 2018, kad je bilo 60-ak učenika/učenica koji su imali Medijsku pismenost.² U 2020/2021. ovaj izborni predmet biralo je 148 đaka crnogorskih gimnazija a grupe su bile formirane u sedam gimnazija. Najviše đaka bilo je u Podgorici (46), Tivtu (30) i Beranama (28).

Broj učenika/učenica koje/i su pohađale/i Medijsku pismenost u 2020/2021. godini

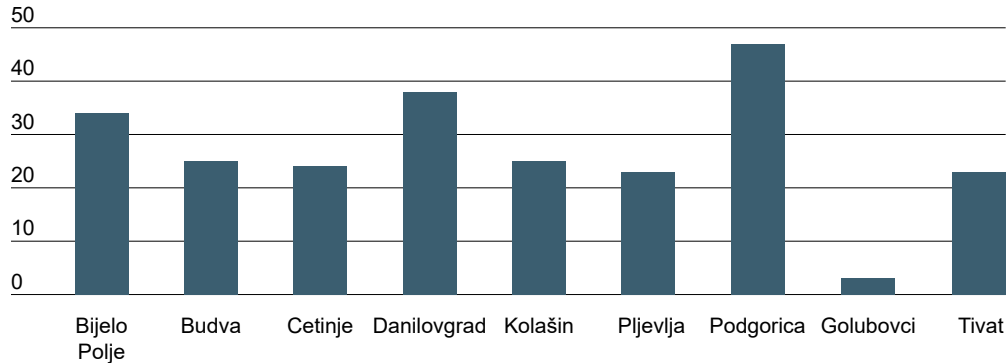


U 2021/2022. grupe za Medijsku pismenost formirane su u devet gimnazija, te je 248 gimnazijalaca/gimnazijalki izabralo ovaj izborni predmet. Najviše ih je u gimnazijama u Podgorici (47), Danilovgradu (38) i Bijelom Polju (35).³

² Odgovor Ministarstva prosvjete na dopis Instituta za medije iz oktobra 2020. godine

³ Odgovor Ministarstva prosvjete, nauke, kulture i sporta na dopis Instituta za medije iz oktobra 2021. godine.

Broj učenika/učenica koje/i pohađaju Medijsku pismenost u 2021/2022. godini



Povećani interes učenika za ovim predmetom može se pripisati intenzivnog kampanji promocije značaja medijske pismenosti koju posljednjih godina sprovode organizacije civilnog društva iz Crne Gore, ali i zahvaljujući stranim donatorima koji su prepoznali značaj razvijanje kritičkog mišljenja kod mladih. Uz to se višestruko povećao i broj nastavnika koji su završili razne obuke iz medijske pismenosti. U posljednjih nekoliko godina ovu obuku završilo ukupno 239 nastavnika osnovnih i srednjih škola, čime je broj obučenih nastavnika porastao na 360. Obuku, licenciranu kod Zavoda za školstvo, završilo je 120 nastavnika/nastavnica, od čega je 41% njih obučeno kroz projekat „Čitaj između redova“ koji sprovodi Institut za medije.⁴

Plan i program za ovaj predmet napisan je još 2009. godine. Međutim, udžbenik ne postoji, ali pojedini nastavnici/nastavnice smatraju da je to dodatna prednost, jer „imaju veću slobodu u kreiranju nastave i mogu da budu kreativni“.⁵ Nastavnici/nastavnice koji predaju ovaj predmet amahom su to profesori CSBH jezika i književnosti, u nastavi koriste priručnike i materijale koje dobijaju na obukama iz medijske pismenosti ili ih nalaze na internetu („Priručnik za razvoj medijske pismenosti i sprovođenje nastave“ koji je objavio Centar za demokratiju i ljudska prava (CEDEM), UNESCO-ov priručnik „Novinarstvo, lažne vijesti i dezinformacije“ i priručnik „MediaLit Kit“).

O tome kako izvodi nastavu izbornog predmeta Medijska pismenost, profesor Miroslav Minić iz Gimnazije „Petar I Petrović Njegoš“ iz Danilovgrada kaže:

Učenici su npr. dobili zadatak da sedam dana vode medijski dnevnik i da bilježe koliko sati provode na društvenim mrežama. Cilj je bio da uvide koliko su mediji prisutni u njihovoj svakodnevnic, kakve sadržaje biraju, te da prepoznaju različite žanrove u medijskom sadržaju.⁶

4 Interni podaci Instituta za medije Crne Gore prikupljeni za potrebe izvještavanja o realizaciji projekta „Čitaj između redova“ koji se sprovodio od 2019. do 2020. uz podršku Ambasade SAD u Podgorici.

5 Intervju s profesorom Miroslavom Minićem iz Gimnazije „Petar I Petrović Njegoš“ iz Danilovgrada. Intervju s profesoricom Nevenom Tomić iz Gimnazije „Tanasije Pejatović“ iz Pljevalja.

6 Intervju s profesorom Miroslavom Minićem iz Gimnazije „Petar I Petrović Njegoš“ iz Danilovgrada.

Profesorica Nevena Tomić iz Gimnazije „Tanasije Pejatović“ iz Pljevalja kaže:

Učenici su koristili svoje mobilne telefone i trebali su da naprave emisiju od 15 do 20 minuta s vijestima iz naše škole, da sami odrede ko će biti snimatelj, spiker, ko će intervjuisati direktoricu, higijeničarke, učenike. Na kraju da izaberu vijesti i montiraju materijal.⁷

Nastavnici/nastavnice medijske pismenosti saglasni su u tome da nastoje podstaći kritičko mišljenje kod učenika/učenica, naučiti ih da preispituju stvarnost, bez obzira na stavove koje zastupaju njihovi roditelji. Profesorica Nevena Tomić iz Gimnazije „Tanasije Pejatović“ iz Pljevalja kaže:

Najveći izazov je to što djeca dolaze iz raznih sredina, različitog porodičnog okruženja, čiji su izvori informacija tabloidi, te je teško promijeniti njihovu potrebu za senzacionalističkim informacijama.⁸

Međutim, u više od pola gimnazija u Crnoj Gori nijesu formirane grupe za Medijsku pismenost.

Nastavnici/nastavnice smatraju da za to postoji više razloga: predmet nije dovoljno promovisan među učenicima, učenici biraju izborne predmete koji će zadovoljiti njihov maturalni standard⁹, uprave škola učenicima/učenicama nude određene predmete da bi mogli dopuniti normu profesorima¹⁰ i nastavnicima koji je nemaju, ali i zbog nedovoljne neinformisanosti zaposlenih u školstvu o važnosti tog predmeta i zbog neprivlačnog naziva predmeta.

Nastavnici/nastavnice su saglasni da je za veće interesovanje učenika/učenica potreban dodatni angažman uprave škola i entuzijazam nastavnika/nastavnica da promovišu ovaj predmet i da svojim pristupom podstaknu gimnazijalce da uče Medijsku pismenost.

2.2. Medijska pismenost u srednjim stručnim školama

Bez obzira na inicijative civilnog sektora da učenici srednjih stručnih škola, koji su procentualno brojniji od gimnazijalaca, izučavaju Medijsku pismenost kao izborni modul, Ministarstvo prosvjete, kulture, nauke i sporta je stava da to nije moguće s obzirom na to da učenici/učenice stručnih škola mogu birati samo jedan izborni modul. Ministarstvo je predložilo da se razmotre druge mogućnosti da bi se učenicima/učenicama taj sadržaj mogao približiti.¹¹

⁷ Intervju s profesoricom Nevenom Tomić iz Gimnazije „Tanasije Pejatović“ iz Pljevalja.

⁸ *Ibid.*

⁹ Maturalni standard nekog predmeta čine potrebna znanja koja učenik/učenica treba da stekne na kraju gimnazijskog obrazovanja. Maturalni standard je izražen brojem časova neophodnih za pohađanje da bi se steklo pravo na polaganje određenog predmeta na maturalnom ispitu. Dostupno na: <https://bit.ly/3DaeQvI>. Pristupano: 11. 11. 2021.

¹⁰ Norma časova nastavnika/nastavnice podrazumijeva neposredno izvođenja nastave u okviru nedjeljnog radnog vremena propisanog obrazovnim programom.

¹¹ UI info, Ministarstvo prosvjete: Od sljedeće godine medijska pismenost u osnovnim školama, jul 2021. Dostupno na: <https://bit.ly/3DcbUOS>. Pristupano: 11. 11. 2021.

Među izbornim modulima za drugi, treći i četvrti razred nalaze se i Savremeno odrastanje, Socijalne mreže i globalizacija i Poslovna kultura, u kojima Centar za stručno obrazovanje prepoznaje segmente iz oblasti medijske pismenosti. Ti moduli dominantno se odnose na opšte društvene teme od socijalizacije i odrastanja, subkulture, životnih stilova preko globalizacije, ljudskih prava i tržišta rada do poslovne komunikacije u poslu.

Mediji i medijska pismenost pominju se kao jedna od važnih društvenih tema, ali to nije fokus nijednog od ovih modula. Na primjer, modul Savremeno odrastanje u jednom dijelu se bavi ulogom mas medija na mlade i konzumente, dok se u izbornom modulu Socijalne mreže i globalizacija (u trećem razredu) kao ishod navodi da je „učenik sposoban da primijeni medijsku pismenost u svakodnevnom životu“, jer je prethodno izučio različite aspekte medijske pismenosti, pojmove spina, cenzure, medijske manipulacije, uticaja medija na javno mnjenje, steroipe u medijima, principe izvještavanja itd.

Podaci Ministarstva prosvjete, nauke kulture i sporta pokazuju da je u 2020/2021. ovaj izborni modul biralo 143 đaka, a 241 u 2021/2022.

To može značiti da učenici/učenice koji imaju jedan izborni modul češće biraju ono što im je važno za struku kojom se bave, te da ovi moduli, kroz koje bi se mogli upoznati s nekim segmentom medijske pismenosti, nijesu ponuđeni ili nijesu dovoljno promovisani među učenicima/učenicama.

Osim opšteobrazovnih predmeta, stručnih modula koji su najvažniji za njihovu struku, te izbornih modula (predmeta), u nastavnom planu za stručne škole postoje i moduli slobodnih aktivnosti od jednog časa nedjeljno koji se ne ocjenjuju, ali su obavezni. Kroz te module učenici se upoznaju s važnim temama poput prve pomoći i ponašanja u vanrednim situacijama.¹²

Na taj način i medijska pismenost može biti dio vannastavnih obaveznih aktivnosti. Tako bi se učenicima/učenicama stručnih škola ponudile dodatne vještine za analizu medijskog sadržaja, a da to ne bude nužno modul koji bi se ocjenjivao. Takav model izučavanja medijske pismenosti mogao bi biti prihvatljiv, jer u pojedinim stručnim školama nastavnici CSBH jezika i književnosti već vode novinarske sekcije ili kreiraju sadržaj s učenicima/učenicama poput školskih novina, veb sajta, novinarskog foruma itd.

Uz to, postoji mogućnost i da se unaprijedi postojeći izborni modul Socijalne mreže i globalizacije, da se eventualno promijeni ime modula i da se učini privlačnijim za učenike. Ukoliko bi se odabrao ovaj način izučavanja medijske pismenosti u stručnim školama, moralo bi se raditi na dodatnoj promociji modula kako bi ga učenici birali u većem broju.¹³

¹² Intervju sa Sandrom Brkanović, rukovoditeljkom Odjeljenja za istraživanje i razvoj kvalifikacija u Centru za stručno obrazovanje

¹³ *Ibid.*

Treća opcija za izučavanje medijske pismenosti u stručnim školama je kreiranje posebnog modula Medijska pismenost, do maja 2022. godine. To bi bio još jedan modul u velikom izboru modula zbog čega se smanjuje šansa da će ga učenici/učenicice birati ukoliko ga škole ne budu intenzivnije promovisale.¹⁴

Ukoliko bi se kreirao poseban modul koji bi mogli predavati i nastavnici CSBH jezika i književnosti, nastavnici psihologije, sociologije itd. kao u gimnazijama, nastavnici iz srednjih stručnih škola morali bi proći obuku za MP. Obuku mogu proći po akreditovanom programu Zavoda za školstvo ili bi trebalo osmisliti poseban program koji bi bio dio kataloga Centra za stručno obrazovanje. Izradu posebnog dvogodišnjeg programa otežava činjenica da novi Nacionalni savjet za obrazovanje koji odobrava programe još uvijek nije formiran, a prethodnom je istekao mandat početkom septembra.

Nastavnici/nastavnice koji u gimnaziji predaju Medijsku pismenost smatraju da je posebno važno da se ovaj sadržaj izučava u srednjim stručnim školama u kojima je procentualno više učenika/učenicica. Profesor Miroslav Minić iz Gimnazije „Petar I Petrović Njegoš“ iz Danilovgrada kaže:

*Medijska pismenost je predmet koji je svuda u svijetu vrlo važan, a posebno u balkanskoj sredini s ovakvom istorijom gdje smatram da je izuzetno bitno i kritičko mišljenje, građansko obrazovanje i medijska pismenost, te mislim da treba sve više da budu zastupljen.*¹⁵

Nastavnici/nastavnice smatraju da mogućnost izučavanja medijske pismenosti kao međupredmetnog programa, u kojem bi se teme iz medijske pismenosti provlačile isključivo kroz druge srodne predmete poput časova jezika i književnosti, stranih jezika ili psihologije, može biti opcija u srednjim stručnim školama. Opciju međupredmetne nastave predlaže i načelnik Odsjeka za istraživanje i razvoj obrazovnog sistema u Zavodu za školstvo Radoje Novović koji kaže:

*Izborni predmet bira određeni broj učenika, u zavisnosti od sfere interesovanja. A država u svakom obaveznom predmetu propisuje 80% ili 85% sadržaja i tu ostaje nekih 15% ili 20%, i jedan od načina da se taj sadržaj popuni jesu međupredmetne oblasti. Tako profesor književnosti može iskoristiti nešto iz oblasti medija. Isto tako profesor iz engleskog, matematike, i onda kroz međupredmetnost svi učenici makar djelimično ili u većoj ili manjoj mjeri izučavaju medijsku pismenost.*¹⁶

14 *Ibid.*

15 Intervju s profesorom Miroslavom Minićem iz Gimnazije „Petar I Petrović Njegoš“ iz Danilovgrada.

16 Intervju s Radojem Novovićem, načelnikom Odsjeka za istraživanje i razvoj obrazovnog sistema u Zavodu za školstvo

2.3. Medijska pismenost za osnovce

Medijska pismenost se u crnogorskim osnovnim školama ne izučava kao poseban predmet, ali u pojedinim školama postoje literarno-novinarske sekcije i različite aktivnosti kroz koje nastavnici nastoje djeci približiti medije i medijski sadržaj.

Posljednjih godina, u brojnim aktivnostima organizacija civilnog društva učestvovala su djeca iz mnogih crnogorskih osnovnih škola čime su pokazala da među osnovcima i njihovim nastavnicima postoji interesovanje za ovaj predmet.

Entuzijastični nastavnici/nastavnice uspjeli su učenicima/učenicama približiti značaj medijske pismenosti i, kroz sekcije, dodatnu nastavu i časove CSBH jezika i književnosti, makar djelimično ih naučiti da kritički čitaju medije. Nastavnica Tatjana Krstičević iz Osnovne škole „Njegoš“ iz Kotora o tome kaže:

Smatram da medijska pismenost nije trend već svake godine postaje sve prisutnija i ne tiče se samo medija već se preliva na sve ostale sfere života i načina razumijevanja stvari i tehnologije. Zato je kažu izuzetno bitno da se djeca uče kako nastaje određena medijska poruka, ko je njen tvorac i što je svrha njenog nastanja.¹⁷

Imajući u vidu interesovanje osnovaca za medijsku pismenost i spremnost nastavnika/nastavnica da im predaju ovaj sadržaj, neformalna koalicija za medijsku pismenost pokrenula je inicijativu za izradu kirikuluma za učenje medijske pismenosti kao izbornog predmeta u završnim razredima osnovnih škola. O tome se sredinom 2021. godine izjasnilo i Ministarstvo prosvjete, nauke, kulture i sporta i saopštilo da će učenici/učenicice završnih razreda osnovnih škola od sljedeće 2022/2023. imati mogućnost da biraju Medijsku pismenost kao izborni predmet. Načelnik Odsjeka za istraživanje i razvoj obrazovnog sistema u Zavodu za školstvo Radoje Novović o tome kaže:

Medijska pismenost se nije mogla ranije uvesti u osnovne škole, jer je to iziskivalo dodatne troškove. Plan je da se do kraja marta 2022. izradi kirikulum koji bi usvojio Nacionalni savjet. Međutim, novi sastav tog tijela još nije utvrđen i to bi moglo usporiti proces donošenja plana i programa za osnovne škole.¹⁸

Važan segment je i promocija ovog predmeta u školama kako bi menadžment, nastavnici i učenici bili upoznati s novim izbornim predmetom i kako bi ga birali. U osnovnim školama imamo oko 20, 30 izbornih predmeta i direktori škola ne ponude sve već samo one koji odgovaraju kadrovskim mogućnostima, prostoru, nastavnim sredstvima... Od tih predmeta, učenici biraju samo jedan.¹⁹

Iako su kroz aktivnosti civilnog sektora obučeni brojni nastavnici/nastavnice iz osnovnih škola, usljed uvođenja novog izbornog predmeta, sagovornici smatraju da treba organizovati nove obuke da bi se obučio dodatni kadar koji će predavati ovaj predmet.

¹⁷ IMCG, Kako do medijske pismenosti u svim školama, 26. 5. 2021. Dostupno na: <https://bit.ly/3Cck7RE>. Pristupano: 11. 11. 2021.

¹⁸ Intervju s Radojem Novovićem, načelnikom Odsjeka za istraživanje i razvoj obrazovnog sistema u Zavodu za školstvo

¹⁹ *Ibid.*

3 ZAKLJUČAK

Neupitno je da su djeca od najranijeg uzrasta izložena medijskom sadržaju koji često koriste bez roditeljskog nadzora. Iako 60% roditelja ograničava djeci medijske sadržaje, a 55% njih diktira i vrijeme koje će dijete provesti uz TV i internet, samo polovina roditelja sa svojom djecom razgovara o sadržaju koji prate.²⁰

S obzirom na to da se posljednjih godina intenziviralo širenje neprofesionalnog sadržaja u medijima, škola ne bi smjela ignorisati taj uticaj već treba da ponudi adekvatan odgovor na plasiranje dezinformacija koje utiču na roditelje i njihovu djecu, na njihove stavove i ponašanje. Učenici/učenice već od osnovne škole moraju razvijati vještine da kritički posmatraju medijski sadržaj da bi mogli napraviti razliku između kredibilnih izvora i namjernog dezinformisanja. Te vještine stižu se kroz rano izučavanje medijske pismenosti s kojom učenici treba da počnu već u osnovnoj školi.

U crnogorskom obrazovnom sistemu postoji interesovanje za jačanje medijske pismenosti u školama, međutim, pred institucijama je mnogo posla da bi ovaj predmet izučavali đaci u svim osnovnim i srednjim školama.

S druge strane, civilni sektor intenzivno radi na promociji medijske pismenosti i, u saradnji s predstavnicima obrazovnih institucija, obučanim nastavnicima/nastavnicama i zainteresovanim upravama škola, trudi se da objasni zaposlenima u školstvu i učenicima/učenicama značaj i prednosti izučavanja ovog predmeta.

Kao rezultat njihovog zajedničkog rada od 2019. godine u kontinuitetu se povećava broj učenika/učenica gimnazija koji biraju ovaj izborni predmet, kao i broj nastavnika/nastavnica koji se interesuju za to da predaju medijsku pismenost i da prođu obuku.

Međutim, neophodno je da donosioci odluka, koji su prepoznali značaj ovog predmeta, sprovedu konkretne korake da bi od školske 2022/2023. osnovci mogli birati Medijsku pismenost kao izborni predmet i kako bi ovaj sadržaj došao i do učenika/učenica srednjih stručnih škola.

Kroz nastavak zajedničke akcije obrazovnih institucija, uprava škola, nastavnika/nastavnica i civilnog sektora, radiće se na promociji ovog predmeta i motivaciji učenika/učenica da uče predmet koji će im, na kreativan način, omogućiti da steknu vještine važne za cijeli život.

²⁰ UNICEF, Istraživanje javnog mnjenja „Roditelji, djeca i mediji“, decembar 2020. Dostupno na: <https://uni.cf/3wBDOKO>. Pristupano: 11. 11. 2021.

4 PREPORUKE

Da bi se ojačala pozicija predmeta Medijska pismenost u gimnazijama i da bi učenici/učenice dobili priliku da izučavaju ovaj predmet u ostalim školama, Institut za medije, na osnovu ove urađene analize, predlaže sljedeće preporuke:

- Zavod za školstvo, uz podršku civilnog sektora i stručnjaka iz ove oblasti treba da unaprijedi postojeći plan i program za izborni predmet Medijska pismenost u gimnazijama.
- Zavod za školstvo, uz podršku civilnog sektora i stručnjaka iz ove oblasti, treba da izradi kurikulum za učenje medijske pismenosti u završnim razredima osnovne škole.
- Organizacije civilnog društva, u saradnji sa Centrom za stručno obrazovanje, treba da razmotre najbolji model za izučavanje medijske pismenosti u srednjim stručnim školama, koji može biti izrada modula vannastavnih aktivnosti za medijsku pismenost, unapređenje postojećeg modula Socijalne mreže i globalizacija ili izrada novog modula Medijska pismenost za srednje stručne škole. U skladu s tom odlukom, treba raditi na promociji modula u stručnim školama.
- Uprave gimnazija i nastavnici/nastavnice obučeni za predavanje Medijske pismenosti treba da promovišu ovaj predmet i da ulože dodatni napor kako bi oformili grupe u gimnazijama i omogućili da što više gimnazijalaca/gimnazijalki stekne vještine za analizu medijskog sadržaja.
- Uprave osnovnih škola i obučeni nastavnici/nastavnice, u saradnji s organizacijama civilnog društva, da osmisle način kako medijsku pismenost da približe učenicima/učenicama nižih razreda osnovne škole.
- Nakon izrade kurikuluma za medijsku pismenost za osnovne škole, uprave škola i obučeni nastavnici/nastavnice, u saradnji s organizacijama civilnog društva, da osmisle način na koji će promovisati novi izborni predmet i podstaći učenike/učenice da ga biraju.
- Autori akreditovanog programa (kod Zavoda za školstvo), uz podršku organizacija civilnog društva, treba da sprovede ovaj program kako bi se što veći broj nastavnika/nastavnica gimnazija, srednjih stručnih i osnovnih škola prošlo obuku.
- Zavod za školstvo i Centar za stručno obrazovanje trebalo bi da prošire spisak nastavnika/nastavnice koji bi mogli predavati Medijsku pismenost. Tada bi uprave škola mogle podstaći nastavnike/nastavnice da završe obuku za Medijsku pismenost da bi u slučaju smanjenja norme mogli predavati i ovaj predmet.

- Organizacija civilnog društva i strukovna udruženja treba da nastave da sprovode aktivnosti promocije medijske pismenosti, s naglaskom na obrazovni sistem. OCD treba da nastave da zagovaraju izučavanje predmeta Medijska pismenost u svim crngerskim školama.
- Medijska zajednica i etablirani mediji treba da se uključe u kampanju za promociju medijske pismenosti za sve đake i da daju doprinos kako bi što veći broj učenika/učenica u 2022/2023. godini izučavao ovaj predmet.

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O AUTORKI

Milica Bogdanović je diplomirala novinarstvo na Fakultetu političkih nauka u Podgorici. Profesionalno iskustvo sticala je u medijima i u nevladinom sektoru. Ovu analizu uradila je kao istraživačica Instituta za medije Crne Gore.

Milica Bogdanović

MEDIA LITERACY FOR ALL STUDENTS

Challenges in the introduction of the
Media Literacy elective course into the
primary and secondary schools in Montenegro



The “Read Between the Lines” project is implemented by the Montenegro Media Institute in order to raise awareness of decision-makers, teachers, and students about the need to strengthen media literacy in the education system. The project was financially supported by the Embassy of the United States of America in Podgorica from 2019.

Info: www.citajizmedjuredova.me

Contact: imcg@mminstitute.org

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Challenges in the introduction of the Media Literacy elective course into the primary and secondary schools in Montenegro

Author: Milica Bogdanović

Researcher: Teodora Đurnić

Proofreader: Lida Vukmanović Tabaš

Translation into English: Danilo Leković

Graphic design: Špela Kranjec for Filip Kranjec sp, Ljubljana, Slovenia

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1 INTRODUCTION

The Covid-19 pandemic and turbulent socio-political developments have intensified the spread of misinformation, hate speech, and conspiracy theories on news web-portals, social media and communication apps, allowing virtually anyone to publish inaccurate information without any accountability.

Young people, who use new media as the primary sources of information, fall victim to the misinformation that shapes their opinions and decisions, as they are deprived of skills to critically view the media.

The education system fails to provide an adequate response to the challenges that students face, while a number of students are deprived of the opportunity to acquire media literacy.

A course on media literacy would provide them with the knowledge and skills that are vital to improving the ability of young people to analyze the content served by the media, identify different sources of information, and opt for credible ones.

This is confirmed by public opinion surveys, according to which one in three primary school students believes that the media imposes a “wrong system of values on the young people,” while one in two teachers believes that students are not critical of the media content they watch or listen to.¹

Media literacy course, which has existed in Montenegrin schools for more than ten years, is an elective subject course attended as by only 30 percent of students. Thus, the content that encourages the development of critical thinking remains on the margins of the education system and depends solely on the goodwill of individuals within the education system who have recognized its importance and motivated their students to take this course.

It is up to the school management whether they would offer this course among a number of elective courses that are available to gymnasium students, whether a group (class) would be formed allowing students to gain additional skills for understanding media content amid the spread of misinformation.

This subject course is not available to students of secondary vocational and primary schools. However, thanks to the support of school administrations, enthusiastic individuals often carry out various activities that contribute to the higher level of media literacy of their students.

In order to determine the obstacles in the education system that make it impossible to have this elective subject rolled out in all schools, the Montenegro Media Institute decided to analyze the position of the media literacy course within the education system. The analysis was performed based on official data from the Ministry of

¹ Center for Democracy and Human Rights, Media Literacy in Primary School Students in Montenegro, 2019. Available on request.

Education, Science, Culture and Sports and publicly available relevant research produced by national institutions and organizations.

In order to encourage discussion and reflection related to the issues we are exploring, the analysis of the situation of the media literacy course and the challenges for its introduction in all schools shall be based on interviews with various professionals working in educational institutions. We sought answers to questions to assess the current status of the course and help us gather their views and experience.

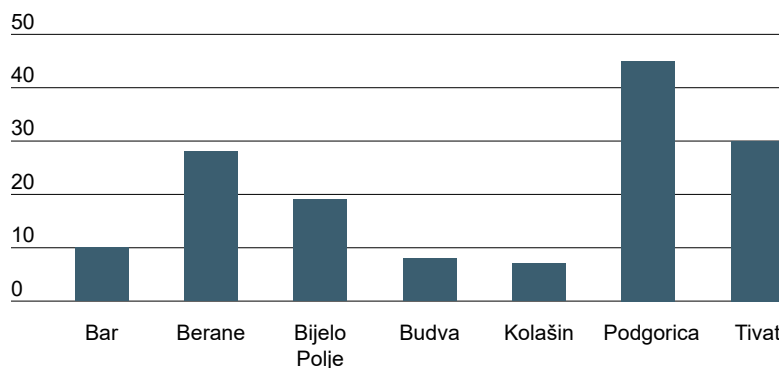
The aim of this analysis is to provide institutions, civil society organizations, the media community and citizens with a better insight into the field of media literacy and to provide the public with a credible analysis that will serve as the basis for further advocacy activities to improve the position of this subject course in schools.

2 MEDIA LITERACY IN PRIMARY AND SECONDARY SCHOOLS

2.1. Media literacy for part of gymnasium students

There has been an increase in students’ interest in media literacy as an elective course Montenegrin secondary schools offering it in the second grade. In the school year 2019/2020, 200 students opted for this course, which is three times more compared to 2018, when there were not more than 60 students who studied media literacy.² In 2020/2021, 148 students of Montenegrin secondary schools chose this elective course, and groups were formed in a total of seven secondary schools. Most students who opted for this course were from Podgorica (46), Tivat (30) and Berane (28).

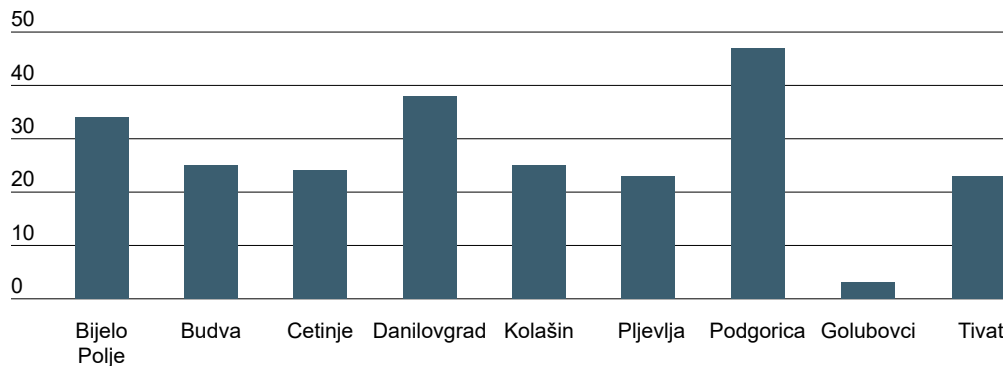
The number of students who attended Media Literacy course in 2020/2021



² Response of the Ministry of Education to the Montenegro Media Institute’s letter from October 2020

In 2021/2022, media literacy groups were formed in nine secondary schools, and 248 secondary school students opted for this elective course. Most of them are students of schools in Podgorica (47), Danilovgrad (38) and Bijelo Polje (35).³

The number of students who attended Media Literacy course in 2021/2022



Students’ increased interest in this subject can be attributed to the intensive campaign to promote the importance of media literacy that was conducted in recent years by civil society organizations from Montenegro, and to foreign donors who recognized the importance of developing critical thinking in young people. In addition to this, the number of teachers who have completed various trainings in media literacy has multiplied. In the last few years, a total of 239 primary and secondary school teachers have completed this training, bringing the number of trained teachers to 360. The training accredited by the Bureau of Education Services was completed by 120 teachers, of which 41% were trained through the Read Between the Lines project implemented by the Montenegro Media Institute.⁴

The curriculum for this subject course was developed in 2009. However, the textbook was never produced. Nevertheless, some teachers believe that this is an additional advantage because “they have more freedom in the teaching process and can be creative.”⁵ Those who teach this course are primarily professors of Montenegrin-Serbian, Bosnian and Croatian language and literature, who use various manuals and materials they received during the media literacy training or materials they find on the Internet (“Manual for the Development of and the Teaching Media Literacy” published by the Center for Democracy and Human Rights (CEDEM), UNESCO’s “Journalism, Fake News & Disinformation” Handbook and ‘MediaLit Kit’ handbook). Miroslav Minić, a professor from the Gymnasium “Petar I Petrović Njegoš” in Danilovgrad, explained his approach to teaching the elective course Media Literacy:

³ Response of the Ministry of Education, Science, Culture and Sports to the Montenegro Media Institute’s letter from October 2021.

⁴ Internal data of the Montenegro Media Institute collected for the purpose of reporting on the implementation of the “Read Between the Lines” project, implemented from 2019 to 2021 with the support of the US Embassy in Podgorica.

⁵ Interview with Miroslav Minić, a professor at the “Petar I Petrović Njegoš” Gymnasium in Danilovgrad. Interview with Nevena Tomić, a professor at the “Tanasije Pejatović” Gymnasium in Pljevlja

*“For example, students were given the task to keep a media diary for seven days and to record the number of hours they spend using social networks. The goal was to see how much the media is present in their everyday life, what content they choose, and to recognize different genres in the media content.”*⁶

Nevena Tomić, professor from the Gymnasium “Tanasije Pejatović” in Pljevlja says:

*“The students used their mobile phones and were expected to make 15–20 minute long show with the news from our school. They had to decide on the roles of the cameraperson, the news anchor, and interviewers who would speak to the principal, the cleaning ladies, the students.” In the end, they were supposed to choose the news and edit the material.”*⁷

Media literacy teachers agree that they give their best to encourage critical thinking in students and to teach them to question reality, regardless of the views of their parents. Nevena Tomić, professor from the Gymnasium “Tanasije Pejatović” in Pljevlja says:

*“The biggest challenge is the fact that children come from diverse backgrounds, different family settings which use tabloids as the sources of information, which makes it is difficult to change their need for sensational information.”*⁸

However, media literacy classes have not been formed in more than half of the secondary schools in Montenegro. Teachers believe that there are several reasons for this: the subject course has not been sufficiently promoted among students; students tend to opt for elective courses that meet their graduation standard⁹; school administrations offer certain courses to students only to help certain teachers meet the teaching hours quota¹⁰. Some of the reasons may be found in the lack of information among school staff about the importance of this course and the less than attractive name of the course.

Teachers agree that additional engagement of school administration and the enthusiastic approach of teachers are needed to promote this course and provoke the greater interest of secondary school students in studying media literacy.

2.2. Media literacy for part of gymnasium students

Regardless of the civil sector initiatives that students of secondary vocational schools, who are more numerous than gymnasium students, study media literacy as an elective course, the Ministry of Education, Culture, Science and Sports is of

6 Interview with Miroslav Minić, a professor at the “Petar I Petrović Njegoš” Gymnasium in Danilovgrad

7 Interview with Nevena Tomić, a professor at the “Tanasije Pejatović” Gymnasium in Pljevlja

8 *Ibid.*

9 The graduation standard of a subject course consists of the necessary knowledge that a student is expected to acquire at the end of their secondary education. The graduation standard is expressed by the number of classes that one must attend in order to be eligible to opt for a given subject course at the graduation exam. Available at: <https://bit.ly/3DaeQvJ>. Retrieved on: 11 November 2021.

10 The norm of teacher classes implies direct teaching within the Sunday working hours prescribed by the educational program.

the opinion that this is not possible given that vocational school students can opt for only one elective course. The Ministry suggested that other ways should be considered to bring media literacy content closer to students.¹¹

Among the elective modules for the second, third and fourth grades, there are courses such as Growing Up in the Contemporary Age, Social Networks and Globalization, and Business Culture, in which the Center for Vocational Education and Training recognizes segments that belong to the field of media literacy. These courses predominantly cover general social topics from socialization and growing up, subculture, lifestyles, globalization, human rights, and the labor market to business communication.

Media and media literacy are mentioned as important social topics, but they are not in the focus of any of mentioned modules. For example, the module titled Growing Up in the Contemporary Age in one part deals with the role of the mass media in the lives of young people and consumers, while a learning outcome of the elective module Social Networks and Globalization (available in the third grade) reads as follows: “the student can apply media literacy in everyday life” since they previously studied various aspects of media literacy and concepts such as spin, censorship, media manipulation, the influence of the media on public opinion, stereotypes in the media, the principles of reporting, etc.

Data from the Ministry of Education, Science, Culture and Sports indicate that in the year 2020/2021, this elective course was chosen by 143 students, while in 2021/2022, the number of those who opted for this course stood at 241.

This may mean that students who have to choose only one elective course more often opt for those relevant to their profession. Courses through which they could get acquainted with some segments of media literacy are not offered or sufficiently promoted among students.

In addition to general education subjects, vocational modules that are most important for their profession, and elective modules (subject courses) in the vocational school curriculum, there are also free activity modules offered as one class per week that are not formally graded but are mandatory. Students are introduced to important topics such as first aid provision and acting in emergencies through these modules.¹² In this way, media literacy can also become part of mandatory extracurricular activities. Thus, vocational school students would be offered additional skills necessary for the analysis of media content without necessarily making it a course that entails formal assessment. This model of studying media literacy could be acceptable because, in some vocational schools, teachers of MSBC language and literature already led journalism clubs or created various content with students such as school newspapers, a website, a journalism forum, etc.

11 UI info, Ministry of Education: Media Literacy in Primary Schools From Next Year, July 2021. Available at: <https://bit.ly/3DcbUOS> Retrieved on: 11 November 2021.

12 Interview with Sandra Brkanović, Head of the Department for Research and Development of Qualifications at the Center for Vocational Education and Training,

In addition, there is an opportunity to improve the existing elective module titled Social Network and Globalization and possibly change the course's name to make it more attractive to students. If this way of studying media literacy in vocational schools is chosen, additional promotion of the course would have to be undertaken so that students would choose it in greater numbers.¹³

The third option for studying media literacy in vocational schools would be to develop a special module titled Media Literacy by May 2022. It would be yet another module in a large selection of subjects, which would reduce its chances of being chosen by students if schools fail to promote it more intensively.¹⁴

If a special module were created that could be taught by teachers of MSBC language and literature, teachers of psychology, sociology, etc., teachers from secondary vocational schools would have to undergo training by the MoE similar to their colleagues from gymnasiums. They can undergo training based on the accredited program of the Bureau of Education Services, or a special program should be developed and included in the catalog of the Center for Vocational Education and Training. The development of a special two-year program is hampered by the obligatory approval of the National Education Council, which has not yet been formed.

Teachers who teach media literacy in secondary schools believe that it is of particular importance to study this content in secondary vocational schools, which are attended by majority of secondary school students. Miroslav Minić, a professor from the Gymnasium "Petar I Petrović Njegoš" in Danilovgrad, says:

*"Media literacy is a subject that is very important everywhere in the world, especially in the Balkans, having in mind its history. Therefore, I believe that critical thinking, civic education and media literacy are extremely important, and I think they should be increasingly represented."*¹⁵

Teachers believe that the possibility of studying media literacy as an interdisciplinary program, thanks to which topics related to media literacy would be covered exclusively through other related subject courses such as language and literature, foreign languages or psychology, may be an option in secondary vocational schools. The possibility of interdisciplinary teaching is also proposed by the head of the Department for Research and Development of the Education System at the Bureau of Education Services, Radoje Novović, who says:

*"Depending on their sphere of interest, an elective course is chosen by a certain number of students. The state prescribes 80 or 85 percent of the content in each obligatory subject, while 15 or 20 percent remain as one of the ways to teach interdisciplinary areas. Thus, a professor of literature can use something from the field of media. The same applies to teachers of English or mathematics. Thanks to such interdisciplinary areas, all students study media literacy to a greater or lesser extent."*¹⁶

13 *Ibid.*

14 *Ibid.*

15 Interview with Miroslav Minić, a professor at the "Petar I Petrović Njegoš" Gymnasium in Danilovgrad

16 Interview with Radoje Novović, Head of the Department for Research and Development of the Education System at the Bureau of Education Services,

2.3. Media literacy for primary school students

Media literacy is not taught as a separate subject in Montenegrin primary schools. However, some schools feature literary and journalistic clubs and organize various activities through which teachers try to bring the media and media content closer to children.

In recent years, children from many primary schools in Montenegro have participated in numerous activities of civil society organizations, which shows that there is interest in this subject among primary school students and their teachers.

Enthusiastic teachers managed to bring the students closer to the importance of media literacy and, through clubs, supplementary classes and classes of mother language and literature, they managed to teach them how to approach the media content critically. Tatjana Krstičević, a teacher from the Primary School “Njegoš” from Kotor, said:

“I am of the opinion that media literacy is not a trend and that it is becoming more and more present every year and it goes beyond the media themselves, as it spills over to all other spheres of life and the way of understanding things and technology. That is why it is said that it is extremely important that children learn how a certain media message is created, who created it and what the purpose of its creation is.”¹⁷

Keeping in mind the interest of primary school students in media literacy and the readiness of teachers to teach this content, the informal coalition for media literacy launched an initiative to develop a curriculum for media literacy as an elective course in the final grades of primary education. The Ministry of Education, Science, Culture and Sports shared their position on this in mid-2021 and announced that the students of the final grades of primary schools would have the opportunity to opt for media literacy as an elective course from the year 2022/2023. Radoje Novović, Head of the Department for Research and Development of the Education System at the Bureau of Education Services, says:

“Media literacy could not be introduced in primary schools earlier since its introduction required additional costs. The plan is to draft a curriculum by the end of March 2022, which would then be adopted by the National Council. However, the new membership structure of this body has not yet been determined, which could slow down the process of adopting the curriculum for primary schools.”¹⁸

“Promotion of this course in schools remains an important segment, so that the school administration, teachers and students could familiarize themselves with the new elective course and opt for it. There are about 20–30 elective courses in primary schools – principals do not offer all of them but only those that correspond to the staffing opportunities, available space, teaching aids... Of these courses, students get to choose only one.”¹⁹

17 Montenegro Media Institute, How to Achieve Media Literacy in all Schools, May 26, 2021. Available at: <https://bit.ly/3Cck7RE>

18 Interview with Radoje Novović, Head of the Department for Research and Development of the Education System at the Bureau of Education Services

19 *Ibid.*

Although many primary school teachers have been trained through civil society activities, the interlocutors believe that new training programs should be organized in order to train additional staff who will teach this subject in the light of its introduction as an elective course.

3 CONCLUSION

There is no doubt that children tend to be exposed to media content from an early age. Very often, such exposure does not entail parental supervision. Although 60 percent of parents restrict the media content, their children are exposed to, and 55 percent of them limit the time their children spend watching TV and using the Internet, only one-half of parents talk to their children about the content they follow.²⁰

Given that the spread of unprofessional content in the media has intensified in recent years, the school should not ignore this influence – it should offer an adequate response to the distribution of information that affects both parents and their children, including their attitudes and behavior. Primary school students must develop the skills of critical observation of media content in order to be able to distinguish between credible sources and intentional misinformation. These skills are acquired through the early study of media literacy, which should start as early as primary school.

When it comes to the education system in Montenegro, there is interest in strengthening media literacy in schools. However, the institutions face a lot of work in order to have this subject taught to students in all primary and secondary schools. On the other hand, the civil sector works intensively on the promotion of media literacy and, in cooperation with representatives of educational institutions, trained teachers and interested school administrations, it tries to explain to education staff and students the importance and benefits of studying this subject.

As a result of their joint work, ever since 2019, the number of secondary school students who opted for this elective course has been continuously increasing, together with the number of teachers who are interested in or undergoing training for teaching media literacy.

However, it is necessary that decision-makers, who have recognized the importance of this subject, take concrete steps so that primary school children can choose media literacy as an elective course from the school year 2022/2023 and so that this content reaches secondary vocational school students.

Thanks to the continuation of the joint action of educational institutions, school administration, teachers and the civil sector, work will be done on the promotion of this subject course and students will be motivated to study a subject that will, in a creative way, allow them to acquire skills of importance for their whole life.

²⁰ UNICEF, Parents, Children and the Media Survey, December 2020. Available at: <https://uni.cf/3wBDokO>
Retrieved on: 11 November 2021.

4 RECOMMENDATIONS

In order to improve the position of the media literacy subject course in secondary schools and to give students in other schools the opportunity to study this subject, the Montenegro Media Institute hereby proposes the following recommendations based on this analysis:

- The Bureau of Education Services should improve the existing curriculum for the elective course Media Literacy in Gymnasiums, with the support of the civil sector and experts in this field.
- The Bureau of Education Services should develop a media literacy curriculum in the final grades of primary school, with the support of the civil sector and experts in this field.
- Civil society organizations, together with the Center for Vocational Education and Training, should consider the best model for studying media literacy in secondary vocational schools, such as developing a module for extracurricular activities in media literacy, improving the existing Social Networks and Globalization module, or developing a new module titled Media Literacy for vocational secondary schools. Following the decision, work should be done on the promotion of chosen module in vocational schools.
- Gymnasium administrations and teachers trained to teach media literacy should promote this subject course and make an additional effort to form groups to attend it in gymnasiums and enable as many secondary school students as possible to acquire skills for analysis of media content.
- In cooperation with civil society organizations, primary school administrations and teachers trained to deliver this content should come up with a way to bring media literacy closer to lower primary school students.
- After developing a media literacy curriculum for primary schools and in cooperation with civil society organizations, school administrations and teachers trained to deliver this content should come up with a way to promote the new elective subject and encourage students to opt for it.
- The authors of the program accredited at the Bureau of Education Services should implement this program with civil society organizations' support to train as many teachers of gymnasiums, secondary vocational schools, and primary schools as possible.
- The Bureau of Education and the Center for Vocational Education and Training should expand the list of teachers who could teach media literacy. School administrations could encourage teachers to attend the training in media literacy so that they could teach this subject in the event of a reduction in the teaching hours quota.

- Civil society organizations and professional associations should continue to carry out activities related to promoting media literacy, with an emphasis on the education system. Civil sector organizations should continue to advocate for the introduction of media literacy courses in all schools in Montenegro.
- The media community and established media should participate in the campaign to promote media literacy for all students and contribute so that as many students as possible would take this course in the year 2022/2023.

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Sandra Brkanović, Head of the Department for Research and Development of Qualifications at the Center for Vocational Education and Training, a Zoom interview, November 4, 2021.

Nevena Tomić, a professor at the “Tanasije Pejatović” Gymnasium in Pljevlja, a Zoom interview, November 4, 2021.

Miroslav Minić, a professor at the “Petar I Petrović Njegoš” Gymnasium in Danilovgrad, a Zoom interview, November 2, 2021.

ABOUT THE AUTHOR

Milica Bogdanović graduated with a journalism degree from the Faculty of Political Sciences in Podgorica. She gained her professional experience in the media and the non-governmental sector. She produced this analysis as a researcher of the Montenegro Media Institute.

