Challenges in implementation of the subject of Media Literacy in the educational system in Montenegro

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Digital generation spend the majority of their free time consuming various types of media. For this reason, UNESCO warns of the need for media literacy of the youngest population with a view to protect them against media influence, as well as to acquire the habits of efficient use of the media, keeping in mind that the amount of time they spend watching TV or online is constantly increasing from year to year. And while some theoreticians believe that such view is too optimistic due to increasing expansion of media, the others claim that media literacy is giving results since the modern generations are becoming more aware of the manipulation techniques used by media.
In Montenegro, efforts have been made to achieve media literacy of the youth since 2007. The subject of Media Education was introduced to general high schools across Montenegro. Does this mean that Montenegro can boast about having media literate generations? We will try to determine the level of success of this programme through this paper.

Key words: *information and media literacy, digital generation, manipulation, media education.*

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Introduction

The development of technology has caused the emergence of new media, which has resulted in larger and more diverse offers on the market, which reflected in the manner the media is used. In the first half of the twentieth century, radio was the primary source of information, in the 60s this role was taken over by television, and in the late nineties – by the Internet. But the public has never been satisfied consuming only one type of media. If we look back at the past 20 years, we will find that the public has informed, entertained and educated itself through TV, radio, newspapers, books and magazines.[1]

In the XXI century new media have taken the leading role in the market. Out of seven billion inhabitants more than three billion use the Internet.[2] The product of digital media is a new generation who first encountered the Internet in early childhood. These children began to use computers at an early age, first to watch cartoons, followed by an entry into the world of video games and social networking obsessions. Year after year the number of hours spent on media constantly increases, and therefore experts have named this digital generation the M2 generation. In the homeland of computer technology, namely the United States, »screening time« is a frequently used term implying the time a child spends in front of the TV screen, computer monitor or playing video games. Michael Hoechsmann and Stuart Poyntz cite data that best illustrate the use of the media in the past and now. During the 70s young people in Canada, the United States and Britain spent 25 to 28 hours a week on average watching TV programs. However, modern American teenagers consume different types of media up to 50 hours per week.[3] Similar situation is found in the EU countries. Terry Evans, Margaret Haughey and David Murphy write that studies have confirmed that the young in Europe spend 6 to 7 hours a day on average consuming media.[4]

Hoechsmann and Poyntz explain this behaviour of teenagers i.e. their increased interest in the media as follows. In the United States ¾ of children aged 8 to 18 have a TV set in their bedroom, half of them have access to cable and satellite television and third to the Internet. In this way, children become literally trapped by the media because they spend most of their time in the bedroom consuming media. Moira Bovill and Sonia Livingston were the first to warn of this unhealthy habit of the younger generation. These authors' re-

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[1] Stjepan MALOVIĆ, *Osnove novinarstva*, Zagreb, Golden marketing – Tehnička knjiga, 2005, 59.
[2] www.internetworldstats.com (03.02.2015).
[3] Michael HOECHSMANN, STUART Poyntz, *Media Literacies:A Critical Introduction*, USA, Wiley Blackwell, 2012, 23.
[4] Terry EVANS, Margaret HAUGHEY, David MURPHY, *International Handbook of Distance Education*, UK, Emerald Group Publishing Limited, 2008, 388.

search found that by the time they reach 15-16 years of age, most young people in Europe have spent half their time in the bedroom surrounded by media.[5]

Studies have shown that the digital generation in Montenegro is no different from their peers in other European countries. In 2012, the Ministry for Information Society and Telecommunications and the company E3 Consulting from Podgorica conducted a joint research on the safety of children on the Internet on a sample of 1073 elementary school students in 9 Montenegrin municipalities. The research showed that children in Montenegro start to use the Internet between the age of five and ten.[6] The project also showed that as many as 61.1 percent of students from the third to ninth grade use the Internet on daily basis. Interestingly, the amount of time that elementary school children spend online over the weekend is increasing.

Table 1. Amount of time spent online[7]

Time online	Working days	Weekend
Under one hour	55.9 %	41 %
From one to three hours	30.2 %	39.5 %
Over three hours	9.1 %	14.2 %
Do not know	4.4 %	5.1 %

As can be seen from the table, as many as 39.5 percent of children use Internet from one to three hours during the weekend and only 30.2 percent on weekdays. 14.2 per cent of elementary school students spend more than three hours online at weekends and 9.1 percent on weekdays. This leads to the conclusion that elementary school students spend their free time on the Internet looking for entertainment.

The above mentioned research only confirms that the media has become not only an integral but also the most important part of our lives. Bearing in mind the increasing power and influence of the media, in recent decades media literacy is increasingly seen across the world as a sort of protection from the influence of the media, as well as the skill for the efficient use of media.

In the nineteen-sixties, UNESCO optimistically began literacy education for the younger generation, believing that only media literate people would manage to fight manipulation. Most European countries have adopted this program. In the 2007–2008 school year, Montenegro started a pilot project which offered a new elective subject – Media Literacy – for the students of the general high

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[5] Sonia LIVINGSTONE, Moira BOVILL, *Children and Their Changing Media Environment*, New York, Routledge, 2013, 182.

[6] Research on the safety of children on the Internet, School portal, 10 http://www.skolskiportal. edu.me/Lists/Bezbjednost%20djece%20na%20internetu/Attachments/1/Istrazivanje%20o%20 bezbjednosti%20djece%20na%20Internetu.pdf (07.01.2016).

[7] Ibid, 13.

schools in Budva and Kotor. This paper is dedicated to that particular novelty in the education system of Montenegro, i.e. we will analyze the implementation method of media literacy in Montenegro. The main hypothesis of this paper is that under the influence of various factors the process of media literacy is not being consistently implemented. Through semi-structured interviews with the persons included in this project who contributed to the promotion of media education in Montenegro we will identify the factors constituting obstacles to achieving media literacy of the digital generation in Montenegro. The above method allows us to study in depth the problems that the educational system in Montenegro is facing in the implementation of the subject of Media Literacy. The advantage of the method of semi-structured interview is reflected in that it allows certain flexibility, through which we will find out the opinion of our interlocutors on the given topic. More specifically, this method allows us not to strictly use only questions formulated in advance. For the interlocutors we selected professionals who were involved and played an important role in the process of media literacy of young people in Montenegro, i.e. we interviewed the author of the curriculum for the subject of Media Literacy, Božena Jelušić, author of teaching materials, Dragoljub Duško Vuković, and advisor in the Department of Education, Radoje Novović.

1. Media literacy – key skill for efficient use of media in XXI century

One of the fundamental rights of citizens pursuant to Article 19 of the Universal Declaration of Human Rights is the right to freedom of opinion and expression, as well as the right to information. The citizens have not realized this right even in 21st century since the society has not managed to overcome the manipulation in the interests of the ruling elite. Manipulation has always been present and has developed in parallel with the process of group and mass communication. Ever since ancient times, the public has been manipulated through rhetoric, and later by mass media. Since the nineteenth century techniques of manipulation becoming more diversified. In 1807, US President Thomas Jefferson said that a person not reading the newspaper is better informed than a person reading printed media. Despite his commitment to freedom of the press, Jefferson argued that we should not believe any information published in the newspaper. Media influence on the citizens was increased throughout history, so the theorists was seeking a mode of protection from it. Philippe Breton, Noam Chomsky, Christian Salmon, James Potter, Francis Ball are some contemporary theoreticians who have studied techniques of manip-

ulation and media influence on the public.[8] However, they were all concerned with manipulation as a problem, but never offered any solution. UNESCO is the first organization to offer media literacy as a way out of the situation, i.e. they began education of citizens aimed at training skills of critical analysis of media messages.

What is media literacy or media education? Nada Zgrabljić Rotar writes that the concept of media literacy is defined as »the ability to access, analyze, evaluate and communicate messages through the media«.[9] In his book *Education and Media*, Jacques Gone define media education as:

> »acquiring skills for critical reading of the media (...) The goal is to reduce the remoteness from the media, through the understanding of their functioning, and to get acquainted with their contents, as well as through their placement in a different perspective in relation to systems in which they develop«.[10]

David Buckingham explains that media literacy is learning about the media. However, he warns that this term should not be confused with the concept of learning through the media.

At the end of the twentieth century, most scholars around the world embraced the idea of the UNESCO and began to advocate for media literacy of young people. Theorists divided into two groups: the first one taking the so called protective approach, believing that the audience is a passive victim of the media that needs to be protected against the media influence, while the other one pointed out that the media have their good and bad sides of which the public must be aware in order to learn to properly use the media.

Of course, that was not the end of the debate of the possibilities to ensure protection against media, and it continues even today. Therefore, theoreticians like Potter and Masterman, Buckingham point out the advantages of media education, while Breton, Šušnjić and others express certain doubts concerning the result of this process. James Potter believes that only a media literate person will not be lost in the floods of media messages. According to Potter, media literacy is the key defence against manipulation because it allows one to:

> »find clear signs as to navigate through the world of media, so one can reach the desired experience and information without being distracted by things that may be harmful. One is in the position to build the kind of life one wants, and not leave it to the media to help them build it the way they want«.[11]

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[8] Philippe Breton, *La parole manipulee*; Noam Chomsky, *Media control*; Christian Salmon, *Storytelling*; James Potter, *Media Literacy*; Francis Balle, *Le mandarin et le marchand*.

[9] Nada ZGRABLJIĆ ROTAR, MEDIJI – medijska pismenost, medijski sadržaji i medijski utjecaji, u: Nada Zgrabljić Rotar (ur.), *Medijska pismenost i civilno društvo*, Sarajevo, Mediacentar, 2005, 1.

[10] Žak GONE, *Obrazovanje i mediji*, Beograd, Clio, 1998, 22.

[11] Džejms POTER, *Medijska pismenost*, Beograd – Novi Sad, Clio – Forin, 2011, 32.

Len Masterman said that media education is necessary because of the amount of time we spend consuming the media, the ideological importance of the media, the infiltration of the media into democratic processes, the increasing importance of visual and information communications, the expectations of young people to understand the processes in their age and the increase in privatization of information technology. According to Julie Frechette, Masterman believes that the role of media educators is critical in implementing media literacy and consists not only in spreading knowledge among students, but also in encouraging them to critically analyze texts when teachers are not with them.[12] David Buckingham argues that media literacy is necessary if we take into account the studies that show that children in industrialized countries spend more time with media than in school. Furthermore, the media have replaced the role of the family, church, school and are the primary factor of socialization.[13] Of course, the power of the media is not unlimited, but they have an important role in forming our opinion on many issues.

On the other side, Philippe Breton was confident that for now no school or college can help us become media literate citizens, but agrees that skill of decoding messages can be mastered by exploring the manipulative techniques.[14] Đuro Šušnjić is also sceptical and explains that manipulations cannot be escaped through education since both educated and uneducated people are subjected to it. The only difference is that it is easier to manipulate uneducated people due to their lack of information and their lack of knowledge, but even the most educated will not be able to resist the influence of emotional symbols.[15] While theorists debated, the UNESCO took concrete steps and played a key role in promoting media literacy. This organization believed that media literacy will enable citizens to:

> »Understand the role and functions of media in democratic societies;
> Understand the condition under which media can fulfil their functions;
> Critically evaluate media content;
> Engage with media for self-expression and democratic participation; and
> Review skills (including ICTs skills) needed to produce user-generated content«.[16]

What is the aim of media literacy? National Association for Media Literacy Education considers that the aim of media education is:

> »The ability to *access*, *analyze*, *evaluate* and *communicate*.«[17]

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[12] Julie FRECHETTE, *Developing Media Literacy in Cyberspace*, USA, Praeger Publishers, 2002, 29.

[13] David BUCKINGHAM, *Media Education – Literacy, Learning and Contemporary Culture*, USA, Polity Press, 2003, 5.

[14] Filip BRETON, *Izmanipulisana reč*, Beograd, Clio, 2000, 180.

[15] Đuro ŠUŠNJIĆ, *Ribari ljudski duša*, Beograd, Čigoja štampa, 2008, 89.

[16] www.unesco.org (15.07.2015).

[17] Jeff SHARE, *Media literacy is elementary-Teaching Youth to Critically Read and Create Media*,

However, the aim of media literacy is not only the protection against media influence through critical reading of the message, but also the active participation, through which it is possible to develop creative capacities. David Buckingham explains:

> »It enables young people to interpret and make informed judgements as consumers of media; but it also enables them to become producers of media in their own right. Media education is about developing young's people critical and creative abilities«.[18]

Dafna Lemish and Nada Zgrabljić Rotar give arguments evidencing the need for media literacy of children, parents, and teachers. Lemish claims that media education will contribute to the development of creativity in children, the ability to express their views and to set new social and political objectives.[19] Rotar emphasizes the necessity of media literacy of parents and teachers to help them understand children and to bring them up properly, and Lemish points out that this is an opportunity for teachers to experiment with alternative pedagogical methods.

How to become a media literate person? Joseph Turow writes that the public becomes media literate when they have mastered the following skills:

- · They recognize commercialized content
- · They are aware of the political influence on media content
- · They evaluate commercial and political meanings of media content
- · They take into account the ethical implications of the activities of media companies
- · They understand the research into the influence of mass media on the individual and society
- · They are aware of the influence of the audience on the production and distribution of mass media materials.[20]

What are the criteria for determining whether a person is media literate?

According to the Centre for Media Literacy, a media literate person should be able to answer five key questions:

1. Who created this message?

2. What techniques have been used to attract my attention?

3. How can various people understand this message differently from me?

New York, Peter Lang Publishing, 2009, 10.
[18] David BUCKINGHAM, *Media Education - Literacy, Learning and Contemporary Culture*, USA, Polity Press, 2003, 4.
[19] Dafna LEMIŠ, *Deca i televizija*, Beograd, Clio, 2008, 277.
[20] Džozef TJUROU, *Mediji danas. Uvod u masovne komunikacije I*, Beograd, Clio, 2012, 68-69.

4. What are the values, lifestyle and points of view that have been presented in the message?

5. Why was this message sent?[21]

2. Media Literacy in the world

While theorists have debated, UNESCO has begun implementing their words into action. »We must prepare young people for living in a world of powerful images, words and sounds« was one of UNESCO messages in 1982. That same year, Germany adopted the *Declaration on Media Education.*

Media literacy has undergone certain transformations since the 1960s in line with the technology development. In the first declaration, UNESCO use the term of media education, and today we use the term of MIL, i.e. Media and Information Literacy. In the modern world, you cannot achieve media literacy without being information literate. Media literacy is defined as the ability to critically analyze the messages sent by media, while information literacy includes the right to access information.[22]

At the end of the 20th century, many European countries started media education of the audiences through subjects on Media literacy, Information literacy, Freedom of Expression and Information Literacy, Library literacy, News literacy, Computer literacy, Internet literacy, Digital literacy, Cinema literacy, Games literacy, Television literacy, Advertising Literacy.[23] European countries complied with the UNESCO recommendations when introducing media literacy in the education system.

Finland was the first country to introduce the subject of media literacy in schools (1970), and then the UK followed (1970). When it comes to media literacy, France is a country with a long tradition, but the process of the media literacy in schools did not begin until 2005. A similar situation occurred in Spain, which became concerned with media literacy among its citizens in the sixties, but the subject was not officially included in the curriculum before 1990.

In 21 century the subject of media literacy is taught in schools around the world: Spain, Sweden, Denmark, Luxembourg, the Netherlands, Belgium, Italy, Greece, Cyprus, Malta, Estonia, Ireland, Poland, Romania, Slovakia, Czech Republic, Slovenia and Portugal. In all European countries, media literacy is integrated into existing subjects such as language and literature or civic edu-

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[21] Jeff SHARE, Tessa JOLLS, Elizabeth THOMAN, *Five Key Questions That Can Change the World*, Los Angeles, Center for Media Literacy, 2005, 7.

[22] Carolyn WILSON, Alton GRIZZLE, Ramon TUAZON, Kwame AKYEMPONG, Chi-Kim CHEUNG, *Media and Information Literacy – Curriculum for Teachers*, Paris, UNESCO, 2011, 18.

[23] www.unesco.org (15.07.2015).

cation. Interestingly, even in Finland, the subject of media literacy is studied within the framework of existing subjects. In Sweden, the subject is studied within the framework of foreign languages, history, geography, economics, art, and Denmark generally makes no distinction between digital and media literacy. The UK's media literacy program was optional in secondary schools, but students were not particularly interested in this subject. Today, the subject is taught within subjects such as English language, art, design and music. In Slovakia, since 2009, media literacy is an optional subject from preschool to high school. In Malta, the subject was introduced in 1981, but only in Catholic schools in Luxembourg since 2009 as part of native language, foreign languages and social sciences classes. Hungary plans to teach media literacy to the younger generation through visual culture subject in elementary school and through 10 lessons in history and native language in high school. Romania is the only country where high school students are taught media literacy through a separate optional subject - Competence into Mass Media.[24]

In the United States, this process began 30 years ago. Elizabeth Thoman founded *The Centre for Media Literacy* in 1989. Founders of the program in the United States believe that media literacy provides education for life in a global media world; the base of media literacy is being informed; media literacy is an alternative to censoring, boycotting or blaming the media.[25] This country stood out by its approach from other European countries. What was characteristic of America at that moment was that popular culture became part of media literacy programme, i.e. movies, music, video, Internet, commercials. Jeff Share calls this approach media literacy movement. At the same time, Dafna Lemish writes that the United States are well behind other European countries in terms of implementation of the program of media literacy into the educational system.

Slovenia was the first country in the region to incorporate media literacy into primary and secondary schools.[26] The education system starts with the literacy of the younger generation in higher grades of primary school. Students get familiar with the work of the print media and radio through an optional course, and after that they become familiar with TV and the internet. From fifth to ninth grade, media literacy is present in subjects such as Slovenian language, civic studies, ethics and social studies. As recently as 2004, the Ministry of Education and Sport formed a committee to work on the National Strategy for the Development of Literacy, and 2007 was declared the national Year of Literacy.[27] An excuse that you can hear in Croatia for not introducing the subject of media literacy is the excessive curriculum. So far, the subject is partly

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[24] www.eumedus.com (28.10.2014).
[25] www.medialit.org (05.01.2015).
[26] www.eumedus.com (28.10.2014).
[27] Stanislav KINK, Medijsko opismenjavanje odraslih, *Informatologia*, 42 (2009) 3, 222-227, 224; http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=64443.

carried out in language classes in primary schools, thanks to the enthusiasm of teachers. In 2010, in Croatia, within the document entitled National Curriculum Framework for pre-school, general education and compulsory secondary education, media culture was included in the Croatian language curriculum in primary, secondary and high schools. However, media culture does not teach the younger generation how to make text analysis and produce media content. Igor Kanižaj, Viktorija Car and Lidija Kralj state that literacy of young people in Croatia is partly provided through the creation of media content in the school newspaper, school radio, but most are not familiar with the techniques of media text analysis.[28] In the 90s, the Educational and Teacher Training Agency (ETTA) tried to raise awareness, through conferences and workshops, about the necessity of media literacy of the youngest. However, an important obstacle to media literacy of the young generation in Croatia is the fact that this subject is taught by informatics teachers, as well as members of civil society. It is obvious that Croatia is one of the EU countries that do not have an official policy on media education.

In Macedonia, as part of a two-year pilot project, the Media Institute compiled a textbook and educated 1100 teachers who will give five hours of lectures during native language classes in primary and secondary schools. In Serbia, despite citizens' low media literacy, this subject has not found its place in the curriculum of primary and secondary schools yet, but it is partly taught within the subject of civic education.

The most important role in the implementation process of the subject of Media Literacy in the education system belongs to UNESCO and the European Commission. The mentioned organizations are striving to link experts from different European countries to improve the quality of teaching on this subject by sharing experience.

In Paris in June 2007, media experts, pedagogues and researchers adopted 12 recommendations for media education. They believe that it is necessary to adopt an inclusive definition of media education, adapt the curricula and syllabuses to the cultural, educational, social and economic characteristics of the country, adapt the skills and knowledge for various levels of education system, take due account of education of pedagogues, develop adequate pedagogical methods, include education system actors into this process, include various actors from the social sphere such as experts, families, associations, implement media literacy of adults, develop a curriculum of media literacy in higher education, create a network to share information at regional and national level, create a network to share information at international level, mobilize political decision-makers. In December 2007, the European Commission adopted a document entitled *A European approach to media literacy in the digital environ-*

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[28] Igor KANIŽAJ, Viktorija Car, Lidija KRALJ, *Media and Information Literacy Policies in Croatia (2013)*, OŠ »Veliki Bukovec«, Zagreb, Fakultet političkih znanosti, 2014, 5, 7.

ment related to the ability of citizens to assess the contents provided to them by electronic media with a particular focus on advertisements. In August 2009, the EC passed recommendations on media literacy in digital environment. The EU Member States should monitor the level of media literacy of the citizens in Europe through research, open discussions at conferences and promote the need to include media literacy into the education system.[29]

UNESCO takes due care of education of pedagogues by regularly publishing books with recommendations on the teaching methods. With the aim of sharing materials and education of teachers, UNESCO has initiated the Open Educational Resources Platform.[30] This website provides UNESCO publications free for downloading.

Today, this organization does not distinguish between media and information literacy.[31] In an effort to make media and information literacy part of the education system, UNESCO published a paper in 2011 suggesting the variables and indicators of media-information literacy.[32] The first European Media and Information Literacy Forum was organized in Paris in May 2014, and gathered media experts, pedagogues, researchers, nongovernmental sector, schools, foundations. However, despite the efforts made by UNESCO and the European Commission, some countries such as Montenegro are facing numerous problems in their attempts to implement literacy of the digital generation.

3. Media Literacy in Montenegro

In comparison with European countries, Montenegro started with media literacy education of the digital generation with a significant delay. At a meeting held on April 4, 2008, the General Education Council approved the introduction of Media Literacy for students in the second and third year of high school. Media literacy as a one-year optional subject first started in general high schools in Budva and Kotor, and after that the program found a place in high schools across Montenegro. The curriculum was designed by Božena Jelušić, professor of Literature, and Tomislav Reškovac, Professor of Philosophy and Literature from Zagreb, while Montenegro Theatre Director Janko Ljumović and media expert Dragoljub Vuković prepared teaching materials. The project was funded by the Foundation Open Society Institute (FOSI).

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[29] www.ec.europa.eu (15.07.2015).
[30] This term was adopted at the first global forum in Paris in 2002.
[31] Some authors make a distinction between these two concepts. Information literacy includes the ability to use printed sources, libraries, digital resources and media. This type of literacy is the basis for lifelong learning.
[32] Jadranka LASIĆ-LAZIĆ, Sonja ŠPIRANEC, Mihaela BANEK ZORICA, Izgubljeni u novim obrazovnim okruženjima – pronađeni u informacijskom opismenjavanju, *Medijska istraživanja*, 18 (2012) 1, 125-142, 131.

Introducing the subject of media literacy brought some concerns. The founder of the program in Montenegro, Božena Jelušić, mentioned in the very beginning:

> »That was a time of refining the list of elective courses for Montenegrin high schools. At one point, there was even opinion that all subjects can fit in the so-called exam directory (...) We hoped for media literacy to supplement the fund of psychology, art or sociology. However, in the end it turned out that the subject of media literacy will not be included in the test directory, but will be one of the possible electives«.[33]

Schools that wanted the subject of media literacy to become a part of the curriculum had to undergo a procedure.

> »Individuals, schools and professional associations compete with the program of elective courses. The Institute for Education analyzes offered programs from professional, methodological and didactic aspects, and on the basis of a positive opinion recommends the adoption of the proposed program to the National Council of Education. Then the program is put on the list of elective programs, so the schools can offer it to students. Departments are formed on the basis of the interest of students. The minimum number of students to form the department is 20«.[34]

After defining the program for the subject of media literacy, teaching materials have been prepared and even a CD was recorded. The authors of the curriculum, Jelušić and Reškovac, divided the subject into seven segments: media access to the text, media text as a construct, media language, perception, value and purpose of media texts, media, ethics and politics. Due to the lack of textbooks, Medialitkit, the most famous US-based provider of educational materials was translated and distributed to the schools. The curriculum is compiled on the basis of the program.

> »We tried to offer to teachers/professors who decided to come to grips with this subject teaching materials that will help them to present to students, in the most illustrative way, the topics foreseen in the program, and on the basis of which the students can best understand the essence of it. In addition, we have tried to make teaching materials sufficiently inspiring and encouraging for teaching staff to find similar or even better examples in the current media production«.[35]

From the CD lecturers have learned that they can involve students in the subject through the analysis of different content provided by the media. For

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[33] Personal communication with founder of the program Media literacy in Montenegro, Božena Jelušić (28.10.2014).

[34] Personal communication with advisor at the Department for Education of Montenegro Radoje Novović (23.10.2014).

[35] Personal communication with author of the teaching materials for the subject Media literacy Dragoljub Vuković (22.10.2014).

example, depending on the editorial policy, the same article issue receives different media framing. The authors of teaching materials propose to lecturers to analyze the following facilities such as broadcasting on the war in Iraq, broadcasting on the Eurovision Song Contest; domestic series like *Đekna Has Not Died Yet* and foreign ones like *Friends*, movies *Lord of the Rings*, *Dirty Harry*, *The Bridges of Madison County*, *Analyze This* and *The Exorcist*, commercial and non-profit commercials, music videos of Rambo Amadeus and Madonna, and analysis of well-known TV personalities Oprah Winfrey and Milan Kalinić.

The course is designed in a way that twice a week, during the block classes, lecturers with specific individual and group projects should educate young people and teach them about the «traps» they may be exposed to while consuming media. To make it all interesting and helpful, teachers should use appropriate technical equipment (TV, camera, DVD, computer), as well as various literature. Božena Jelušić and Tomislav Reškovac recommended that teachers of language and literature, sociology, philosophy and psychology should teach this subject, after additional professional training. More than 40 teachers completed a two-day intensive training in which Prof. Božena Jelušić shared with colleagues her experience in the subject of media literacy across all modules.

Although the start was promising, we can still say that the subject of Media Literacy has not fully taken hold in Montenegro for several reasons:

1. The subject was introduced only in the general high schools, partly as a result of the low interest of vocational schools;

2. The course is an elective and students are not motivated to select it;

3. Presenters are discouraged from a serious approach to this subject by its low-income status;

4. The professionalism of the trainers is also questionable.

Media literacy is introduced only in general high schools, while other schools have no means for studying this subject. Radoje Novović, an advisor at the Department for Education, commented on the situation:

> »The curriculum, defined 10 or more years ago, is the result of general social consensus reached by representatives of the Ministry of Education, Institute of Education, University, professional associations and teaching practitioners. The examples of defining the curriculum in Slovenia, Finland, UK and others were also taken into account. On that basis, the curriculum as it is today was constituted. Media literacy is not in the official or mandatory curriculum in Montenegro. It has found its place in the open curriculum including elective courses and cannot find another place in the 15 - 20 percent of the open portion of each of these programs, facultative lessons, or during 10 days a year, which

is when schools can organize in accordance with their lives and needs (excursions, school outings trips etc.)«.[36]

However, not even high school students showed too much interest for the subject of media literacy. The Ministry of Education keeps accurate records of the number of students who chose and attended lectures in media literacy since 2011. There is no evidence from the very beginning since the subject was firstly presented as the pilot project. Based on the requests for the free access to information, the Ministry of Education of Montenegro provided us with data on the number of students who attended the subject of media literacy in high schools across Montenegro from the school year 2011/12 to the school year 2014/15.

Table 2. Media literacy in general high schools across Montenegro during the school year 2011/12.[37]

School	Number of students	Male	Female
General High School "Niko Rolović" (Bar)	20	5	15
Mixed High School »Danilo Kiš« (Budva)	35	22	13
General High School (Cetinje)	56	31	25
Mixed High School »Ivan Goran Kovačić« (Herceg Novi)	35	22	13
Mixed High School »Braća Selić« (Kolašin)	20	9	11
Mixed High School »Bećo Bašić« (Plav)	44	30	14
Mixed High School »Mladost« (Tivat)	21	3	18
Mixed High School »17 septembar« (Žabljak)	26	14	12

Table 3. Media literacy in general high schools across Montenegro during the school year 2012/13.[38]

School	Number of students	Male	Female
General High School »Niko Rolović« (Bar)	27	8	19
Mixed High School »Danilo Kiš« (Budva)	31	11	20
General High School (Cetinje)	65	28	37
Mixed High School »Ivan Goran Kovačić« (Herceg Novi)	36	11	25
Mixed High School »Braća Selić« (Kolašin)	15	4	11
Mixed High School »Bećo Bašić« (Plav)	37	19	18
General High School »Slobodan Škerović« (Podgorica)	30	7	23
Mixed High School »17 septembar« (Žabljak)	9	2	7

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[36] Personal communication with advisor at the Department for Education of Montenegro Radoje Novović (23.10.2014).
[37] Source: Ministry of Education of Montenegro.
[38] Source: Ministry of Education of Montenegro.

Table 4. Media literacy in general high schools across Montenegro during 2013/14 school year.[39]

School	Number of students	Male	Female
Mixed High School »Danilo Kiš« (Budva)	21	3	18
General High School (Cetinje)	67	35	32
Mixed High School »Braća Selić« (Kolašin)	18	6	12
Mixed High School »Bećo Bašić« (Plav)	18	8	10
General High School »Slobodan Škerović« (Podgorica)	21	7	14
Mixed High School »Mladost« (Tivat)	64	22	42
Mixed High School »17 septembar« (Žabljak)	14	4	10

Table 5. Media literacy in general high schools across Montenegro during the school year 2014/15.[40]

School	Number of students	Male	Female
General High School »Niko Rolović« (Bar)	14	9	5
Mixed High School »Danilo Kiš« (Budva)	30	10	20
General High School (Cetinje)	29	13	16
Mixed High School »Braća Selić« (Kolašin)	18	5	13
Mixed High School »Vuksan Đukić« (Mojkovac)	12	7	5
General High School »Slobodan Škerović« (Podgorica)	57	13	44
Mixed High School »17 septembar« (Žabljak)	10	3	7

This data shows that the subject of media literacy is not a favourite among high school students. Is it possible to talk about the digital generation's media literacy if during the school year 2014/15 General High School »Niko Rolović«, Bar, there were five classes of 30 students enrolled, and the subject of media literacy was chosen by only 14 of them? In relation to the number of enrolled students, the aforementioned subject was selected by a very small number of high school students. Furthermore, in many general high schools, departments were not even formed due to the low interest of students. In high school »Ivan Goran Kovačić« in Herceg Novi, this course was not held in the last two years. In 2013, no students in the high school »Niko Rolović« in Bar were interested in the subject of media literacy. It was almost the same with the mixed secondary school »Mladost« in Tivat. During 2012/13 and 2014/15, the aforementioned school did not teach the subject of media literacy. In Plav, during the current school year no department was formed that would teach this subject. In the north of Montenegro, classes are regularly organized only in Kolašin High

[39] Source: Ministry of Education of Montenegro.
[40] Source: Ministry of Education of Montenegro.

School. For the first time in 2014/15, 12 students are attending the classes of media literacy in Mojkovac General High School.

Table 6. Total number of students who listened to the subject of media literacy from 2011 to 2015.[41]

School year	Number of students
2011/12	257
2012/13	250
2013/14	223
2014/15	170

As we can see from the table given, students' interest in this subject is becoming weaker and weaker. In 2011/12, 257 students attended classes and only 170 students in 2014/15. Božena Jelušić believes that the subject would be chosen considerably more often if it were to count for points for the matriculation standard. The question is whether the problem is that media literacy is an elective course or that the trainers are unprofessional? We can say that both factors play an important role and indeed influence the process of achieving media literacy of the digital generation in Montenegro. Whether the 16 or 17-year-old students are aware of the necessity of media literacy? Britain firstly introduced media literacy classes as an elective, but due to the low turnout of students, this practice was changed. Montenegro follows European practices and strives to introduce media literacy into the courses in the field of social sciences.

> »In the course of reform in 2000, even if not sufficiently extensive and comprehensive, media content and a critical attitude towards the media entered our books. We first started talking to students about credible sites, sources, where and what they can find, and what to avoid when looking for something. We slightly incorporate media literacy into all subjects we teach, like it is done everywhere in the world. But students do not recognize media literacy as such. It is not a consistent system. It is a European practice«.[42]

Despite the fact that all high school students are entitled to media literacy education, vocational schools were not included due to the lack of interest by the schools themselves to introduce this subject. We should not forget that media literacy is not a privilege for a select few but the right of every citizen to learn how to recognize media constructs and not to allow the media to manage his or her life. Why is it that in Montenegro media literacy is reserved only for students of general high schools, and not for those in vocational high schools? Media literacy as a subject should be introduced in all secondary schools since

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[41] Source: Ministry of Education of Montenegro.
[42] Personal communication with founder of the program Media literacy in Montenegro, Božena Jelušić (28.10.2014).

this subject is essential in economic and tourism schools. Dragoljub Vuković, media expert and author of teaching materials, believes that

> »in democratic societies, everybody should be media literate, because that is a prerequisite for people to be citizens, in other words politically self-aware and understanding of what is in their best interest, what is the best interest of general public instead of being mere servants or party cronies«.[43]

One of the key problems in the media literacy of the young generations lies in the education system of Montenegro. According to Božena Jelušić:

> »the professors are not the best ones but those who have no other option. Most teachers completed vocational school. A number of girls who studied cooking and home economics are teachers today... Moreover, they are so poorly paid. The average teacher's salary covers only 60 percent of the consumer basket. For quality teaching, supplementary materials are essential. Is it possible for a teacher on such a salary to buy four copies of a newspaper or to subscribe to the Internet«?[44]

Lecturers have undergone two days of training, but are they media literate? Can we talk about professional staff capable of running this course? The lack of interest of students to become media literate can be partially linked with the unprofessionalism of teachers as well. UNESCO pay great attention to education of teachers, while in Montenegro the teaching staff has not gathered even once to share experience after the two-day training.

Igor Varga's research conducted in 2009 showed that media literacy in Montenegro can have good results along with a serious approach to teaching. Varga surveyed students in the second and third years of high school at »Danilo Kiš« in Budva and a general high school in Kotor, in other words students that attended media literacy classes and students of the third and fourth years of high school »Ivan Goran Kovačić« in Herceg Novi, who did not attend media literacy classes. Specifically, he questioned 91 students attending media literacy classes (52 students from Budva, 39 from Kotor) and 91students from Herceg Novi, who did not have the abovementioned subject. 87.9 percent students from Budva and Kotor high schools believed that media literacy should be part of the curriculum. A similar opinion is held by 85.7 percent of students from high school in Herceg Novi who were in contact with the subject.[45]

Even 74.7 percent of the students noted that the subject has helped them in critical reading of the media, and 16.5 percent noted progress in selection of

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[43] Personal communication with author of the teaching materials for the subject Media literacy Dragoljub Vuković (22.10.2014).

[44] Personal communication with founder of the program Media literacy in Montenegro, Božena Jelušić (28.10.2014).

[45] Igor VARGA, *Implementacija medijske pismenosti u obrazovni sistem*, Novi Sad, Fakultet za menadžment, 2009, 40, 55, www.scribd.com/doc/32566968/Implementacija-Medijske-pismenosti-u-Obrazovni-Sistem-Igor-Varga#force_seo (28.10.2015).

content, while 41.8 percent of their peers from Herceg Novi were not sure if they would want to take attend classes of media literacy, and 17.6 percent responded that they would not attend this course.[46] Furthermore, 33 percent of students surveyed had not even heard of the term media literacy, and 94.5 percent of students were not aware that the subject has been introduced in schools. On the contrary, 89 percent of students in Budva and Kotor high schools considered the subject of media literacy extremely helpful for their future.

The difference between students' understanding of the media world is obvious.

Even 52.7 percent of students from Herceg Novi believe that the main characteristic of media messages is to be attractive and fun, while 69.2 percent of students attending media literacy classes believe that construct dominates the media message.

To the question whether media messages are constructed, 79.1 percent of students in Budva and Kotor high schools answered positively, while 60.4 percent of students from Herceg Novi General High School were not sure, only 16.5 percent responded positively, and 23.1 percent of respondents gave a negative answer.[47] Students who listened to the subject of media literacy prefer informative content in 59.3 percent of cases, putting movies in second place (28.6 percent), while students from high school in Herceg Novi set movies first (38.5 percent), followed by news (36.3 percent). It is interesting that 57.1 percent of students from the Herceg Novi high school considered themselves oversaturated with media content and 56 percent said they are usually concentrated in media consumption. Their peers in Budva and Kotor in 61.5 percent of cases believe that they are supersaturated with media content, and 58.2 percent of those surveyed are usually concentrated.

Varga's research has shown a difference in the perception of the media among students who have attended media literacy classes and students who did not. As a lecturer, Božena Jelušić also noticed several changes in her students: they cope with other subjects better, they are sensitive to gender issues, and they have developed a greater sense of injustice because of media presentation.

> »This is the subject that binds all of their knowledge, in the same manner as a strategy of literary work or strategies in film and advertising... The subject in a way rounds up all acquired knowledge and, most importantly, gives children the confidence that what they learn in a series of classes has practical usability. Those learning media literacy have a better understanding of literature, a better understanding of psychology and outperform in sociology«.[48]

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[46] Ibid, 50, 63.
[47] Ibid, 45, 60.
[48] Personal communication with founder of the program Media literacy in Montenegro, Božena Jelušić (28.10.2014).

According to Jelušić, the essence and value of this subject is reflected in the fact that

> »you insert a bug in their heads saying that not all of things are an empirical reality, but a construct. And that there is someone with desires, aspirations, motives, who counts on something, wants to achieve something, then you have predisposed them to critical thinking. And that is the essence of this subject«.[49]

Conclusion

Time has proved media literacy as our only weapon in fighting manipulation, and a way to get the younger generation used to live in reality, not in a built reality. Montenegro has introduced the subject of media literacy, but still cannot be proud of concrete results of this project. Based on semi-structured interviews with experts, we have recorded four mistakes in the media literacy process of the younger generation in Montenegro. The problems occurred because Montenegro has not fully complied with the UNESCO recommendations.

The main hypothesis of our work is fully confirmed. Media literacy is not implemented consistently because of four problems that need to be addressed. The first problem is the implementation of the subject of media literacy in the educational system as an elective subject, and the second one is the exclusion of vocational high schools from this process. In accordance with European practice, it is necessary to introduce media literacy as a subject firstly in kindergarten, and then to proceed to elementary and high school. In Montenegro, media literacy has been introduced as an optional subject solely to general high schools. In this way, other schools are marginalized, partly because of the passivity of the schools themselves. Britain's experience has already shown that media education as an optional subject is not the right solution. Montenegro is repeating the mistakes of Britain, and this statement is supported by the fact that in the last four school years only 900 students across the whole Montenegro have chosen this subject, or conditionally said, they went through the process of media literacy.

The third problem is reflected in the lack of motivation of students to choose the subject of media literacy. This problem is linked to the fourth problem – unprofessionalism of the teachers who failed to get the students interested in this course. On one side, students guided by pragmatic mindsets do not choose a subject that does not bring points for the matriculation standard. On the other side, the main question is level of the lecturer's professionalism. The economic factor also affects teaching. Teachers are not financially motivated

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[49] Personal communication with founder of the program Media literacy in Montenegro, Božena Jelušić (28.10.2014).

to perform high-quality teaching of this subject. In addition, most teachers cannot afford the tools they need to teach this course. Was it possible for the teaching staff to gain media literacy after an intense two-day training? The answer is obvious. The teachers never gathered to share experiences, nor have they formed a network to share information, which was one of the UNESCO recommendations of 2007.

It is clear that the attempt of the media literacy of young people in Montenegro has failed and that in such situation it is necessary to consider and implement another model. Through the media, many organizations emphasize that is necessary to introduce media literacy as a compulsory subject in schools throughout Montenegro. For example, the Association of Local Print Media of Montenegro, as well as the participants of the conference »Media (il)literacy« advocate that the subject of Media Literacy should become obligatory for all schools throughout Montenegro. In the meantime, an interdepartmental working group was established to draft the proposal for the National Strategy for Information and Media Literacy. The working group includes representatives of the National Library, Ministry for Information Society and Telecommunications,[50] Ministry of Culture and the Education Office.[51]

There is no doubt that the subject of media literacy may represent a kind of milestone in the media world, but the National Council for Education should summarize previous mistakes and initiate amendments concerning this subject. Following the devastating results of Montenegrin high school students on the PISA test conducted at the end of 2013, the education system in Montenegro started to reform. And this is a real opportunity for concrete changes in the Montenegrin educational system, concerning the subject of Media Literacy. Pedagogues and psychologists claim that critical thinking, rather than cramming, is the foundation of education. Benjamin Perks, UNICEF Representative in Montenegro, said at the conference:

> »Successful educational systems do not promote learning how to memorize facts, but teach creative and scientific thinking, application of ideas, exchange of arguments, critical analysis and reasoning, in accordance with the child's potential for learning«.[52]

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[50] Ministry for Information Society and Telecommunications has an important role in digital literacy of the youth across Montenegro.

[51] The first meeting of the working group drafting the proposal for the national strategy for information and media literacy was held (24.06.2015) www.mid.gov.me/vijesti/150367/Odrzan-prvi-sastanak-Radne-grupe-za-izradu-predloga-nacionalne-Strategije-za-informacionu-i-medijsku-pismenost.html (15.02.2016).

[52] Obrazovanje ključ progresa društva (08.07.2014) www.cdm.me/drustvo/crna-gora/obrazovanje-kljuc-progresa-drustva (08.09.2014).

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It is through the subject of media literacy that Montenegrin students can develop critical thinking, logic and enhance their creativity.

Nataša Ružić*

Izazovi u implementaciji predmeta Medijska pismenost u crnogorski obrazovni sistem

Sažetak

Digitalna generacija provodi veći dio svoga slobodnog vremena uz različite vrste medija. Upravo iz tog razloga UNESCO upozorava na nužnost medijskoga opismenjavanja najmlađe populacije s ciljem zaštite od medijskog utjecaja, kao i stjecanja navike učinkovitoga korištenja medija, imajući u vidu da se količina vremena koju mladi provode uz TV ili na Internetu konstantno povećava iz godine u godinu. I dok neki teoretičari izražavaju sumnju u uspjeh programa, drugi tvrde da medijska pismenost daje rezultate jer su mladi postali svjesniji tehnika manipulacije koje mediji koriste. Proces medijskog opismenjavanja u Crnoj Gori je počeo 2007. godine. Znači li to da se Crna Gora može pohvaliti medijski pismenim generacijama? Ovim se radom pokušava odgovoriti na postavljeno pitanje i utvrditi uspješnost programa u Crnoj Gori.

Ključne riječi: medijska pismenost, digitalna generacija, manipulacija, medijsko obrazovanje.

(*na hrv. prev. Nataša Ružić*)