

## Summary

# Civil education in Slovenia and the discourse of permissiveness

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The text is divided in two opposing parts, presenting two different concepts of the relation between civil education and the accepted system of values in state schools.

The first part of the text is an analysis of public debates about civil education: the authors wanted to determine to what extent they are influenced by public and political expectations or convictions formed through political power mechanisms. The concepts of civil education are analysed as discursive phenomena. The authors' aim is to show how a discourse influences the concepts of civil education. A discourse is interpreted as a *social connection* or a point of identification for an individual.

The second part of the paper tries to answer the questions raised by the introduction of civil education as a reaction to the disillusionment at *the end of the big stories* and after the *breakdown* in former socialist or communist countries, made necessary by the establishment of parliamentary democracy and market economy. The questions raised in that part are: How do teachers perceive Civil Education as a subject? What should Civil Education contain, from students' point of view, especially if such a subject is thought to be worthless or totally alienated from their reality? Should the content of Civil Education reflect students' wishes?

**Key words:** civil education, content of Civil Education, religion in schools, discourse of permissiveness, disillusionment, Slovenia.