



Country profile **ITALY** **V4.0**



Index

Overview.....	3
1. Media Literacy-related policies and actions.....	6
1.1 Government and authorities.....	6
1.2 Civil society.....	8
1.3 Commercial communication	13
1.4 Audiovisual works	13
1.5 Online environment	16
1.6 Media production skills.....	17
2. Media literacy in the curriculum	19
2.1 Media literacy in education.....	19
2.2 School enrolment and attainment.....	19
3. Country statistics	20
3.1 General data	20
3.2 Information Society data.....	20
Studies and Bibliography.....	22



Overview

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

General situation

Media literacy in the curriculum

The Italian educational system has recently gone through a period of reform. From an institutional situation, where the Ministry of Education was giving precise rules that the schools must observe, now the school system is passed to a new one characterized by the autonomy of each single institution. It means that each school manages its own budget, is responsible of the treatment of the teachers, can apply the national curricula customizing them (for a 15% of the hours).

Both the Conservative Government and the current one of Centre-Left, were involved in plans for changing the school curricula, unmodified since 1929. In both cases Media Education seems to lay out from the preoccupations of the Ministry. So, in Italy, there have been yet no official and systematic policies from Ministry of Education and Media Education has only been provided by some scholars in the universities and by teachers in the schools.

Many interesting experiences were made by teachers and educators across the last fifty years, passing through three different phases:

- 1) the first one, during the Fifties and the Sixties, was characterized by the fact that the educational system was focused on film. This was the period during which some national associations brought the cinema in the classrooms trying to double in scholastic contexts what was already well done with the cineclubs;
- 2) during the Seventies and the early Eighties, the attention of educators was mainly on TV. Particularly, Media Education activities were concerning information and advertisement, with the development of semiotic methodologies for analyzing texts in the class-rooms with pupils;
- 3) finally in the late Eighties and in the Nineties (until nowadays) the focus shifted on computer education, multimedia and new technologies, mainly Internet and mobiles.

In this third phase ICT skills were stated by Ministry of Education as a primary goal since the National Plan about New Technologies in the School (1995), but only from an instrumental, non critical, perspective, with a scarce connection with mass media. Media and technology are also considered important support tools for the development of other subjects, such as Italian (language), history, music or art and image. On the contrary, teachers activities were growing well, pointing out a lot of interesting experimentations. The reason why is that In Italy, the major efforts to incorporate media education beyond the school system were made by teachers and scholars, not by the policy-makers.

Actors in ML

During the Nineties more initiative in this field have been implemented: the *Centro di Ricerca sull' Educazione ai Media, all' Informazione e alla Tecnologia* (CREMIT), at the Catholic University of Milan, develops the OMERO program (Online Media Education Resources for Organizations) voted to teacher training and didactic initiatives in the class-rooms; the *Osservatorio della Comunicazione* (OSSCOM), and the *Servizio di Psicologia dell' Apprendimento e dell' Educazione in età Evolutiva* (SPAIE), are two other centres of investigation in Milan, at the Catholic University, while in Rome there is the "Osservatorio Mediamonitor Minori", a permanent watchdog of young people's media habits at the "Sapienza" University.

Others Centres are working in the public sphere mainly about media education diffusion. Some of them are: Zaffiria (Rimini), the *Associazione Italiana per l'Educazione ai Media and the Comunicazione* (MED) which coordinates the work of some catholic realities and teachers working on media education in Italy; Milan's TUTOR Association, and the first Italian website dedicated to media education, "Il Mediario"; the Italian section of *Save the Children Onlus*, developing some interesting programs for the safer Internet.

Civil Society initiatives are numerous but often uncoordinated or local only. Are worth to be mentioned AIART - cultural association specialising in the field of social communication and Megachip - democracy in communication.

In the field of media industry, Media Education activities are mainly developed by RAI, the Italian Public Service broadcaster. In particular by RAI Educational and RAI TRE, with programs like *Screen Saver*, *TV Talk*, *Blob* or *Melevisione*. SAT 2000, the satellite television of the Italian Episcopal Conference, broadcast *Uno per uno*.

Finally the Communication Authority for supervising the quality of TV programs –*Autorità per la garanzie nelle comunicazioni (AGCOM)*- through the *Consiglio Nazionale degli Utenti*, represents the spectators and media user defending them from transgressions; to do so, it promotes researches in the media literacy field and recommends actions for the protection of minors in the face of media.

Statistics

With a population of approximately 58,800 million, Italy is 17th in the Human Development Index (HDI). 89% of Italians of school age study some of the three educational levels (primary, secondary, upper).

98% of households have at least one television, 96% have access to a telephone line and 47% have at least one computer, although only 40% have access to Internet.

1. Media Literacy-related policies and actions

1.1 Government and authorities

Autorità per la garanzie nelle comunicazioni (AGCOM)

www.agcom.it



Key reason

Its activities include the promotion of initiatives designed to give citizens their voice, as active participants in the communicative process.

Definition

Organisation that protects the rights of users (particularly young users) in telecommunications and radio/television.

Its aim is give action to the ethical and democratic authorities that work for the safeguarding of human dignity, and cultural, political and religious diversity. It works towards the protection of objectivity, competence and impartiality of information in the media. To do so, it formulates proposals for authorities, Parliament, the Government and all public and private organisms working in the field of audiovisuals.

Media Literacy-related campaigns or initiatives

- It receives information and requests of the Consiglio Nazionale degli Utenti –CNU- (*National Council of Customers*).
- Minors' protection. It makes and provides reports and researches that propose the development of the media literacy.
- To promote safe in Internet for children and minors.

Target groups

Public and private entities working in the audiovisual sector.

Consiglio Nazionali per l'utenti

www.agcom.it/cnu/



Key reason

The Nacional Council for Customers represent the right of the media users and emphasizes the protection of minors. It promotes the development of self-regulation codes and charters to effort the media literacy.

Definition

Organisation accountable to AGCOM which protects the telecommunications and radiotelevision user's rights (particularly of the minors).

It has the purpose of giving voice to the ethical and democratic instances that safeguard the human rights, as well as the cultural, political and religious pluralism. To do so, it over sees the objectivity and impartiality of the mass media information, and it proposes actions to the authority, the Parliament and the Government.

Media Literacy-related campaigns or initiatives

Works in the areas of:

- **Film.** Film revision commission;
- **Media and disabilities.** Study: "People with disabilities and the media. ¿Communicative barriers or a new opportunity?"
- **"Internet and minors"** and the charter "The rights of minors on the Internet", participation in "Safer Internet - Hotlines and Police Workshop" and the "Minori in Internet. Doni e danni della rete" convention.

- **Advertising and television.** Self-regulation code for advertising and telesales, observations on the system of sanctions for the protection of minors in radio and television. “TV Self-regulation code and Minors” seminar; deliberations on the broadcasting of television programmes containing scenes of gratuitous violence or pornography, “The quality of television today” seminar, audience with representatives of the media.
- **Consumer protection.** Regulation aimed at resolving problems between telecommunications organisations and consumers.

Target groups

Public and private telecommunications organisations working in the audiovisual sector.

Ministero delle Comunicazioni

www.comunicazioni.it



Key reason

Provides information to Italian parents and teachers on the risks of ICT use and the importance of media education to confront this phenomenon.

Definition

The Ministry of Communications was created as a scientific-technical body which acts as a watchdog to ensure standards in telecommunications and specialised training in the field are respected. It regulates legislation on communication, consumer rights, and the application of the self-regulation code on television and minors.

Media Literacy-related campaigns or initiatives

- **Ti 6 Conesso**¹. Website dealing with safety issues for young people using new technologies. The website, which is run by the ministry, provides information on Media Education for teachers and parents. It is divided into two parts: *Ensegnanti* and *Genitori* and contains information about how to confront the risks of the digital world. The role of teachers and parents is seen as vital and the site features lists of resources and institutions that can provide assistance in the case of illicit or inappropriate Internet or mobile phone use.
- **TV e Minori**². The application of the self-regulation code has been entrusted to a committee whose members are appointed by decree by the Ministry of Communications.
- The Council of Ministers passed the child protection law on cinema and video games. The second paragraph of the law deals with the issue of the protection of minors in the use of video games, as in Italy there are no rules governing age ratings.

Target groups

Teachers, parents, young people and children.

¹ At: www.ti6conesso.it/

² At: www.tveminori.it/default.asp?p=ilcomitato

1.2 Civil society

Media Education (MED)

www.medmediaeducation.it/



Key reason

Created due to the need to respond, via training, investigation and distribution, to the impact that media culture has, particularly on younger generations.

Definition

The Italian association for education in media and communication (MED) was created in 1996 by university professors, media professionals and educators as a response to the influence of the media. MED supports educational strategies and training, including specialist training in media education. It is designed to be a meeting point for experts and professionals in the field of communication and education, and teachers. It has its own scientific committee, made up of researchers, advisors and specialists in the field.

Media Literacy-related campaigns or initiatives

- **TV Planet**³: Educational project that works like a laboratory, providing courses for young people on film and television, their principles and mechanisms. It is organised into three parts. 1: Simulation of a set to learn about the language of television and the use of the camera; 2: In the second part, students prepare an end-of-term show, putting into practice all the techniques they have learned; 3: the most important Italian films are analysed in the third section.
- **Telegiornale in classe**⁴. Elementary school students are taught to analyse televised information and to understand and interpret the phenomena of communication in general. Part of the training includes producing a news programme themselves.
- **Media Education**⁵. Project aimed at teachers in the region of Verona participating in training courses.
- **Progetto alf@betiamo**. Media literacy course for primary students, focusing on three main areas: linguistics, anthropology and mathematical-scientific logic. By means of a story, the children were taught about the language of the media, using available media (text, photography, video, etc). The project took place in the Centro I.C. San Rocco in Naples.
- **Boletín InterMed**. Specialising in areas of Media Education.
- **"Intel® Tech to the future"**. Programme promoting the integration of ICT into the classroom.
- **Guida la TV!** Page produced in collaboration with the Associazione italiana per l'educazione ai media o alla comunicazione. Includes suggestions regarding TV programmes for children and parents.
- **Courses and study days** for reflecting on matters related to social communication, and for promoting critical and didactic skills in communication (e.g. The "Corvara Summer school": Intensive update, or "The role of video in schools": teacher training).
- **Junior: E-learning website**. www.mediaeducation.it/elearning/junior/
- **Research**. Not only to make the new media culture more widespread, but to act as a laboratory of ideas and experience-sharing, for creating educational action.
- **Master** in collaboration with the Università Cattolica del Sacro Cuore (Specialisation in the field of Media Education).
- **Publications**. MED edits a series of publications on the subject of social communication and in particular, media education.

Target groups

Students, teachers and researchers.

³ www.medmediaeducation.it/Esperienze/PROGETTO_TVPLANET-MED_2004_05.htm

⁴ Further information at: www.medmediaeducation.it/Esperienze/Telegiornale_in_Classe_cartella_stampa.htm

⁵ www.medmediaeducation.it/Esperienze/RecMED.htm

Associazione Spettatori Onlus (AIART)

www.aiart.org/



Key reason

Involved in training for teachers, families and cultural associations to raise awareness on the impact of the media.

Promotes critical reading and awareness of the media, as well as providing training on media use and consumption.

Definition

Cultural and volunteer association specialising in the field of social communication, accredited for training in critique of the media. It supports vigilance for the respect of dignity, and the rights of people, the family and youth.

It aims to contribute to the development of critical sense and individual skills, giving people the awareness that is needed for the rational and responsible use of audiovisual media. It is represented in 20 regions and 87 provinces.

Media Literacy-related campaigns or initiatives

- **Specialised courses on media education, television and family: Internal training group** (reserved for members); Gruppo Attivita' Territoriali (in provinces, and dealing with themes such as critical analysis of television, film and new media); "Incontro" group.
- Responsible for organising course promoting AIART, addressing civil society, the education sector, schools and universities. It organises at least one cultural event per year to meet with and contribute to the academic world.
- **Concorso nazionale riservato a video e cd-rom prodotti da Istituti scolastici.** Educational laboratory on image education for primary and secondary teachers.

Target groups

Teachers, trainers, families.

L'Osservatorio sui Diritti dei Minori

www.osservatoriominoi.org



Key reason

With the massive spread of the media and the difficulties in incorporating Media Literacy into the curriculum of the formal education system, the Observatory works towards creating awareness among the main players in the field, such as the media and institutions.

Definition

The observatory of children's rights is a scientific committee created in Milan in 2001 by a group of sociologists, psychologists, child psychiatrists, officials from the state police's department of minors, educational specialists, and lawyers specialising in children's rights. Their aim was to study the problems related to the protection of minors. One of the strategies they adopted was to create awareness among the media and institutions.

Media Literacy-related campaigns or initiatives

- **Scuola online permanente di Educazione ai Media⁶.** Educational website run by the observatory and sponsored by the Ministry of Communication, which provides information on media education. The objective of the site is to develop a shared culture in which the media are used as instruments to promote education. It offers a code of ethics for television, Internet and mobile telephones.
- **Research and investigation (grade thesis):** Internet and values, childhood and guidance in consumption, television and violence, imagery of childhood in advertising, etc.

⁶ www.osservatoriominoi.org/scuola.htm

Target groups

Teachers, trainers, parents, researchers.

Movimento Italiano Genitori (MOIGE)

www.genitori.it



Key reason

Its objective is to create awareness among parents to increase safety in the use of the media, particularly television and Internet.

Definition

Association of parents promoting the rights of parents and children.

Media Literacy-related campaigns or initiatives

- **L'Osservatorio Media del Moige.** Founded in 1998 in response to the demand for the protection of minors from the negative effects of TV programmes and films. It now also covers advertising, multimedia, mobile phones and video games. It was given the first national free-phone number and has its website features a form of online signposting.
- **Il web per amico.** An initiative from Microsoft that is promoted by MOIGE and "SicuramenteWeb"⁷. It is aimed at helping parents, teachers and children to use the Internet safely, without coming into contact with its hidden dangers. It focuses on the importance of responsible and safe use of Internet by children. The site is aimed at lower-middle school students, parents and teachers.
- **Video games: a small travelling theatre promoting their correct use.** Campaign which explains how to use video games wisely to primary school children in Rome and Milan through a puppet show and illustrated booklet. It promotes limiting the time children spend playing and playing games that are suitable for their age.
- **"Educazione figli" (Educating children).** Offers advice and informative articles on television and Internet (e.g. ¿Educare o informare? Internet: il troppo storpia. Come proteggere i nostri figli dal caos della rete).

Target groups

Parents, children and teenagers.

Associazione Megachip – Democrazia nella comunicazione

www.megachip.info



Key reason

Analyzing languages, contents and structures of different media with the aim to develop citizens' critical skills. Introduce media literacy to both institutional education, as a topic to be studied, and to public debate, as an instrument for promoting citizens participation.

Definition

The Megachip Association is composed of journalists, writers, teachers and media experts whose activity is focused on critical analysis of the communication and information system. The main instruments used by Megachip are its website which is updated daily with materials dealing with different topics related to communication, a new magazine (aideM), and different cultural and educative proposals around principal themes on communication (relation between media and politics; auditel; journalism and new medias; ethics and information; media education in schools). There are different study groups within Megachip. The sector School and Education deals with projects related to media education (activities in schools and trainings for teachers and parents) and proposes materials and instruments to operate through special dedicated spaces on the website.

⁷ Organisation whose objective it is to guarantee the rights to receive adequate and understandable information on how to use the Internet without the dangers and risks of being manipulated. www.sicuramenteweb.it/

Media Literacy-related campaigns or initiatives

- **Classes of media education in schools and outside.** Critical analysis of media producing advertising, cartoons, TV news, printed media, internet. For young between 6 and 20, in schools but also in social centres, in chapels and in Youth Projects of various municipalities.
- **Training teachers and parents.** Training for teachers based on media analysis and methodology and conferences on different themes and training for parents on the educational use of media in families.
- **Cultural initiatives on critical analysis of media in theatres and cinemas.** Theatre initiatives (shows "Errata Corrige – il giornale a teatro" and "Farmaci Orfani") in collaboration with journalists and professional actors and organization of film festivals on specific topics.
- **Media watching activities.** Periodic analysis of specific activities and representation on media (last case in Italian media: Blog and Beppe Grillo's initiative).
- **National campaign on Auditel.** Initiative on radical critics to Auditel with the aim to make aware of the research of sample families and publication of researches on this topic.
- **National Campaign on the draft of law of populist initiative "Per un'altra tv".** Cooperation at national level on this initiative which aims to fight the lack of media pluralism in Italy.

Target groups

Students, teachers, parents, public institutions and citizens in general.

Online Media Education Resources for Organizations (OMERO)

http://omero.unicatt.it/default_e.htm



Key reason

The result of a composite of work in the field of educational research on media and Media Education, this project – developed by CREMIT at the Catholic University of Milan - is designed to be a space for increasing visibility of the research of European Academic Centres, related to communication, education and Media, and encouraging more collaboration in the field.

Definition

Study and research programme within the Università Cattolica del Sacro Cuore (UCSC) of Milan which aims to promote Media Education as a research and educational field.

The objective of the programme - linked to the chair of teaching and learning technology – is to encourage sharing resources, experiences and studies on Media Education, and thus building - through practical actions and the website - a common environment for a positive dialogue on the relationship between communication, media and education.

Media Literacy-related campaigns or initiatives

- **Media Education training courses:** Basic course (analysing concepts, case studies), courses for increase skills of teachers in multimedia and new technologies for educational use; course for seminarians (to analyse subjects related to communication and media systems within pastoral practice); courses such as "Real and virtual: media culture and education", which analyses the relationship between the real and the virtual, as important themes of our communication environment and everyday life.
- **Research:** The research project **MEDIAPPRO**, promoted as one of the European initiatives for Internet Safety; The research **project JIBS** -Joint Insert Bank for Schools- coordinated by the European Broadcasting Union (EBU), in collaboration with many important broadcasting companies within the countries involved in the project, developed the subject of audiovisual practice in schools; The research project **"I ragazzi del web"**. The research, the Italian contribution to an international project involving research teams from seven countries, promoted an in-depth analysis of the relationship between the Internet and teenagers, comparing and studying real usage and practice.

Target groups

Teachers, tutors, educators, parents.

Centro Zaffiria

www.zaffiria.it



Key reason

Works to raise awareness in society about the importance of media education.

Definition

Involved in training teachers and parents. As a resource centre, it offers books, audiovisual materials, advice for teachers and a training centre.

Not-for-profit cultural centre for Media Education. It works as an educational centre in Bellaria-Igea Marina and its activities include workshops for schools aimed at reinforcing the links between the school and the territory. It organises training schemes on Media Education for parents and teachers and promotes projects for children with disabilities. Zaffiria has agreements with the Universities of Bologna and Urbino.

Media Literacy-related campaigns or initiatives

- **Workshops:** Pre-school (e.g. Spauriamo la TV!, Explains the fears children have of films such as Monsters Inc., E.T., etc.); elementary school (Cartooniamo!, grammatical analysis and critique of the mechanisms of animations; middle school (la pubblicità e gli adolescenti) and high school (Proyecto FAX, with CLEMI; the media and war).
- **Proyecto FAX!** (in collaboration with CLEMI). High school students make a diary.
- **Training and stages:** Special projects (In the lab school); extra-curricular (prizes for public communication, diplomas, **Mediateen** (Le rappresentazioni dei mass media e i giovani, verso un Osservatorio provinciale).
- **MEDIT@NDO.** Biennial convention on Media Education in Italy.
- **Database:** As a result of these seminars, Zaffiria provides a national database of over 180 media education projects taking place throughout Italy. The database is organised according to type of media.
- **European projects:** (Log in the media: STRUMENTI PER LA FORMAZIONE DI AUDIENCE DI ORIGINE IMMIGRATA); Proyecto FAX; Media Educ (An online observer for media education in Europe Perché È stato creato Media-educ?)
- **Publications:** Sale of publications with reports on events, opinions and proposals relating to media literacy (e.g. **Medi@album**. Produced by immigrant students to analyse the role of the media in the representation of children and young people).
- **Video Production:** television programmes and short films made by young people.

Target groups

Students, teachers, tutors, educators, parents, researchers.

Associazione Culturale MediaEducation.bo (aME.bo)

<http://mediaeducation.blog.tiscali.it/>



Key reason

Works in the field of media education, promotes media literacy and provides the tools for critical analysis of the mass media.

Definition

Not-for-profit cultural association working in the field of media education to train both teachers and students on the media.

Media Literacy-related campaigns or initiatives

- **Courses** for teachers to bring their skills up to date, **workshops** for students, **meetings** with teachers.
- **Round tables and conferences** on the subject of media education: in October 2006, it organised the

conference “La problematicità dello scrivere per l’infanzia tra l’esigenza della buona narrazione, i timori della famiglia e le richieste del mercato”, in collaboration with the Teatro dell’Argine.

- **Consultatoin with producers of media materials** for children and adolescents. In 2005 it published “Witch, ultimo successo in Casa Disney, lettura pedagogica della testata e indagine sul pubblico”.
- **Weblog.** Meeting point where those working in the field of media literacy can exchange ideas and opinions; the blog also attempts to bring this growing discipline closer to people who have hardly heard of it

Target groups

Teachers and members of the public who are interested in the field of media literacy.

1.3 Commercial communication

Il mediario

www.ilmediario.it/cont/home.php



Key reason

It was created to cast a critical light on the mass media, emphasising the important role of Media Education.

Definition

Italian Media Education website promoted by the cultural association TUTOR. Il Mediario is an online newspaper for teachers, educational experts, administrators, politicians, and people involved in the media, which was created to provide a space for debate on media literacy initiatives.

Media Literacy-related campaigns or initiatives

- Il Mediario **publishes the opinions of representatives of the world of Media Education**, the experiences of those who work in education, and describe the best experimental processes.
- It is divided into **six channels dedicated to different types of media** (television, film, press, Internet, radio, theatre). Each channel has themed categories: Media, Media Education and the Laboratory (for experiences outside the school environment; e.g. Radio e Dintorni).
- Special section: Every month there is a feature on “a special” event, and a **Third Page**, dedicated to individuals or facts relating to any type of media.
- **Training** in schools and universities. The cultural association, Tutor, and Il Mediario organise seminars on Media Education, to rouse public interest in the developments in Media Education through the university, associations, agencies and institutions that operate in the field.

Target groups

Tutors, parents, children, people interested in Media Education.

1.4 Audiovisual works

TV Giovani

www.tvgiovani.it/index.asp



Key reason

Introduces young people to the world of multimedia and the language of television, as well as techniques used in film and television production.

Definition

Website run by the Ministry of University Education and Research (MIUR), aimed at creating a network of

communication and participation for the project TV On Line. The site is divided into different sections, such as: news (relating to school); Linee Guida (advice on creating, producing and developing audio and video products); completed projects (TV On Line products); forum (encouraging participation and exchange of ideas, projects and information among those involved in the project); video learning (provides models for using in the projects); and finally a help section (for queries about the website and research on the subject).

Media Literacy-related campaigns or initiatives

- **Proyecto Tv On Line.**⁸ This project is designed to be an introduction to the world of multimedia, allowing students to find out about the language of television and film and TV production techniques. It focuses on educational aspects, to increase critical sense. 76 videos produced by 25 institutes can be downloaded.

Target groups

Students.

Comitato Italiano per l'UNICEF - ONLUS

www.unicef.it



Key reason

Promotes the use of film and media in schools.

Definition

Organisation that protects the rights and conditions of minors.

Media Literacy-related campaigns or initiatives

- **UNICEF Italia in the school “Verso una scuola amica delle bambine e dei bambini”.**⁹ Part of the catalogue of educational materials prepared by UNICEF for schools, in the language section, readers can consult “**Io e l'altro**”, a single subject publication with themes such as: “The world of animated cartoons: learn with fantasy”; “We are at the cinema: a cultural proposal” and “The language of theatre in school”.
- **Cinema and school cycle:** organised in conjunction with AGIS (Associazione Generale Italiana dello Spettacolo). A series of film screenings.

Target groups

Children, young people.

Cinema-Ragazzi

www.cineragazzi.it



Key reason

To promote initiatives aimed at helping young people to develop their critical skills on different methods of communication, by means of audiovisual training.

Definition

National association founded in 1997 as a meeting point for sharing the experiences of young people and schools in the fields of audiovisuals and multimedia. Also a space for educational debate.

Draws on the experience of the Biennale del Cinema dei Ragazzi and aims to promote the culture of audiovisual language, organising cultural initiatives, training activities and multimedia production.

Media Literacy-related campaigns or initiatives

- **XVI Biennale del Cinema e della Multimedialità dei Ragazzi.** Communicative image. Video camera, Computer, Mobile phone. Featured seminars, fairs, meetings and workshops, as well as competitions including awards for multimedia productions and films made with mobile phones and the best

⁸ Available at: www.tvgiovani.it/progetto.htm

⁹ Available at: <http://www.unicef.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/219>.

multimedia product on Europe (Imagini d'Europa).

- **Training courses:** Has a protocol of intention with the Department of Film History and audiovisual language theory and technique at the University of Pisa, for the creation of a permanent Centre for Audiovisual Education for teachers.
- At a local level, the association organises, with teachers and legal specialists, courses for updating knowledge about legal issues relating to the language of images and audiovisual productions.

Target groups

Teachers, students.

Centro Audiovisuale Mediático sulla Rappresentazione dell'Infanzia e dell'Adolescenza (CAMERA)

www.camera.minori.it



Key reason

The centre promotes the analysis of subjects and models relating to representations of children and young people in film, as films can portray aspects of childhood and adolescence that are usually neglected or not very visible.

Definition

Project designed by CAMERA and managed by the Institute of the Innocents on behalf of the Labour Ministry. The plan was born in 2001, and its focus is on the representations of the social conditions of children and adolescents in Italian and foreign films.

Media Literacy-related campaigns or initiatives

- **Themed modules:** Modules are organised according to theme: synopsis, cast and credits, information on director and the historical period, images, bibliography and curious facts, identity, abuse, participation and leading roles, child labour, immigrant children, adoption and confidence.
- **Film database:** Contains entries on nearly 700 films and documentaries on childhood and adolescence. Every film (in DVD or VHS format) is available at the "Innocenti-Library" of Florence.

Target groups

General public.

RAI Educational

www.educational.rai.it/



Key reason

Produces programmes promoting media literacy among the general public, from reading and writing to audiovisual language and ICT.

Definition

The management of Radiotelevisione Italiana takes on the challenge of bringing history, scientific knowledge, art and culture closer to the general public.

Media Literacy-related campaigns or initiatives

- **Programmes promoting knowledge on the media**, from books to television and new media:
 - **Cult Book o Railibro**, projects aimed at restoring the importance of books and the written word.
 - **TV Talk**, magazine that analyses the panorama of Italian television;
 - **La città digitale** to promote the use and the integration of data networks between communities, provinces, universities, schools, and regional businesses;
 - **La società della conoscenza**, aimed at illustrating the wealth of advances in science and technology, to demonstrate the impact they have on the social and economic situation of the region;
 - **MediaMente**, dedicated to media literacy, knowledge of new medias and new technology;
 - **Off Hollywood 2004**, weekly magazine that analyses the new frontiers of international culture

and show business, and their impact in Italy. Investigation and analysis on the future of audiovisuals (film and fiction) and music during the digital revolution.

- **Projects for introducing ICT into the classroom:**

- **GT in class.** Project involving some 50 schools. The objective is for schools to produce their own television news (with students taking on the roles of producers, directors and journalists and using their own stories).
- **II D.** Website linking DivertiPC projects (website with educational games for primary age children) and Divertinglese (English language teaching TV) to introduce the use of ICT into schools. The teachers have access to audiovisual and online teaching materials. Divertinglese became "Portal TV" with an increased number of resources.
- **MEDITA.** Mediateca Digital Italiana. One of Europe's most important online educational resource centres. Holds over 2,300 audiovisual materials organised according to school subject. Each resource has an interactive section for teachers' comments, recommendations for use and additional documentation.
- **Internet Café.** From an Internet cafe, three young people discuss the day's events.

- **Projects involving the active participation of TV viewers:**

- **Screensaver¹⁰.** Programme that invites and helps young people and schools to produce videos and short films, which are screened on Sunday mornings on RAT TRE. The objective is to allow young people to express themselves via the media, understand the media and make their own productions.

Target groups

Students and TV viewers.

1.5 Online environment

Adiconsum

www.adiconsum.it/



Key reason

Promotes the use of Internet and new technologies. Its objectives include developing the skills of children, giving them the ability to contextualise information so they take on more active roles.

Definition

Association created in 1987 which works to defend consumer rights. It acts autonomously with companies, the government, parties and unions. It has offices throughout Italy and works with the collaboration of volunteers.

Media Literacy-related campaigns or initiatives

- **EASY 411.** Project that started in 2004 and was designed in conjunction with Save the Children as part of the "Safety Internet Action Plan" aimed at raising awareness on the safe use of Internet and new technologies. It is aimed at children aged between 10 and 14, and also has a space for parents and teachers.
- **Section on digital media and ICT.** Information on the associations projects in the areas of digital media and ICT.

Target groups

Teachers, parents, children from 10 to 14, journalists, general public and government authorities.

¹⁰ See: www.screensaver.rai.it/

¹¹ Available at: <http://www.easy4.it/>

Sicuramenteweb

www.sicuramenteweb.it/



Key reason

Promotes the creation of ideal conditions to minimise the risks associated with Internet and IT.

Definition

Association that works to guarantee the rights of children to receive correct and understandable information about how to use the Internet safely without outing themselves at risk of manipulation. Teaches students in their first year at secondary school about the dangers of Internet use.

Media Literacy-related campaigns or initiatives

- **Missione Internet Sicuro!**. Microsoft and UNICEF initiative to provide information to secondary school students about the dangers of the Internet. The project has two phases: an educational phase, and another in which schools have the chance to win 10 computers.
- **Il web per amico**. Project run in conjunction with MOIGE to educate families about Internet use. Features advice for children, parents and teachers (on Internet safety).

Target groups

Children, young people and families.

1.6 Media production skills

Festival Internazionale CIAK Junior

www.alcuni.it/ciakjindex.aspx?sez=3&lang=it&title=Home%20ciak%20junior



Key reason

International festival that encourages the participation of students, who can suggest topics, make videos and take part as judges of audiovisual productions.

Definition

International project organised by Gruppo Alcuni¹² de Treviso that has been running for 18 years. Students aged between 10 and 16 years can participate in this film and audiovisual festival.

It has four sessions that have a sole aim: to learn about the world of film and audiovisuals. Each year, the organisers call on schools to submit their students' themed proposals or their own productions to enter into a competition. Entries are screened by I3 Film's Canale 5, the project's Italian partner.

Media Literacy-related campaigns or initiatives

- **CIAK Junior video scolastici**: Students can put forward a theme for a short film with a group of professionals, or can submit a short piece of up to 10 minutes in length (video, short film, spot or documentary) made using their own media.
- **Guiria popolare**. Students can register to judge and vote for the competition entries.
- **"Dopo CIAK Junior"**. Section in which teachers and students can use previous CIAK junior entries for educational use in the classroom. Includes a forum.
- **Festival Televisivo Internazionale CIAK Junior**. The project ends in Treviso with the Festival Televisivo Internazionale CIAK Junior.
- **Audiovisual award**. Award for the audiovisual programmes for primary education which recognises and promotes examples of good children's TV (programmes that encourage guidance and critical awareness among children, providing them with the tools to understand the world around them).

Target groups

10 to 16 year-old students.

¹² Available at www.alcuni.it



Key reason

Brings children and young people closer to the world of film and audiovisuals, giving them the opportunity to participate as critics and judges of the films submitted, with the aim of creating a more conscious young audience.

Definition

Film festival for young people which takes place each year in Giffoni Valle Piana, in the south of Italy. The judges are aged between 6 and 19 and come from all over the world.

The GFF was founded in 1971, and in 1974 it became a not-for-profit organisation and was called Ente Autonomo Festival Internazionale del Cinema per i Ragazzi. It is now sponsored by local and national authorities and each year private sponsors support different parts of the event.

Media Literacy-related campaigns or initiatives

- **Young juries** (6-19 years) from over 30 countries. Divided into four sections, according to age. The tasks of the juries are to judge, debate and vote for the films submitted without the intervention of adults: *Kidz* (6 - 9 years); *First Screens* (9 - 12 years); - *Free to Fly* (12 – 14 years); *Y-Gen* (15 – 19 years); *The land of the Fairytales* (6 - 9), and *Troubled Gaze* (section reserved for adults and teachers).
- **"Movie Days"**. Before the start of the festival, the GFF organisers take part in this school event. 150,000 students have visited Movie Days in the last 10 years.
- **Giffoni World Alliance**. Network of film festivals that have adopted a similar format to the GFF to promote film among young people. Its task is to promote GFF events (currently in collaboration with countries such as the USA -Giffoni-Hollywood-, Australia, Albania and Poland) and to promote cultural exchanges between children of different cultures.
- GFF as **cultural industry**. GFF employs young people full time.
- It participates in film **productions** with schools, as well as in theatrical musical and publicity events,
- GFF plans to complete projects such as **"Cittadella del Cinema"** and **"Giffoni Multimedia Valley"**, which will include a museum, film library and a campus where students from all over the world can find a space for cultural, technical and professional training.

Target groups

Young people.

2. Media literacy in the curriculum

2.1 Media literacy in education

Some media literacy-related skills and competencies can be found in various subjects in the Italian curriculum.

The situation is quite different according to the different levels of instruction. In the Primary School (6-11 years) there is a teaching area, named "Media and Languages", that traditionally involves all the activities with non verbal languages: draw, photos, movie, computer and Internet. In the Low Secondary (12-14), the main tradition is to charge the teacher of Italian Literature (and those who of Techniques and Art) with the media education teaching. Here the problem is that, lacking a national curriculum, all is let to the single teacher initiative. This produces a jeopardization of Media Literacy in the schools: strong where the teachers are sensible, almost absent where they are not involved and concerned with the matter. In any case, this is done (where it is done) with a preferential emphasis on critical analysis of the text, not always according to the last orientations of the research (the dominant paradigm is yet the structuralist one).

Finally, at the High School level, the main interest in Media Literacy is oriented to Education Technology. In this case the Ministry of Education promotes an instrumental approach; but a lot of teachers and schools are working with more effective perspectives (constructivism, on line cooperation, multimedia).

2.2 School enrolment and attainment

Net primary enrolment ratio (%) (2004)	99
Net secondary enrolment ratio (%) (2004)	92
Pupils and students (2004) (Total)	9,380,000

Youth education attainment level – total (%) (2005)	73.6
Lifelong learning- total (%) (2005)	5.8

3. Country statistics

3.1 General data

Population (2006)	58,751,711
Human Development Index HDI (2004)	0.940 (17 th place)
Life expectancy at birth (years) (2004)	80.2
Adult literacy rate (% ages 15 and older) (2004)	98.4
Combined gross enrolment ratio for primary, secondary and tertiary schools (%) (2004)	89
GDP per capita (PPP US\$) (2004)	28,180

3.2 Information Society data

Television (%) (2006)		Telephone lines (%) (2006)	
Households with at least one television	98	Households with access to a telephone line (landline, IDNS or mobile)	96
Households with no televisions	2	Households with access to a main landline, but not to a mobile telephone line	12
		Households with access to a mobile telephone line but not to a main landline	25
		Households without access to a landline or a mobile line	3
		Mobile phone subscriptions (2004)	98

Internet	
Level of Internet access – households (%) (2006)	40
Share of households with a broadband connection (%) (2006)	16
Broadband penetration rate (%) (2006)	13.1

Total time on average weekday (%)	Television	Radio	Newspaper	Personal Computer (%) (2006)	
	None to 1 hour				Individuals' level of computer skills - Low
From 1 hour to 3 hours				Individuals' level of computer skills - Medium	17
More than 3 hours				Individuals' level of computer skills - High	17

Personal computers (%) (2006)	
Households with at least one computer	47
Households with a desktop computer but not a laptop	28
Households with a laptop but not a desktop computer	6
Households with a laptop and a desktop computer	13
Households with no computers	53

Internet (%) (2006)	
Individuals who accessed Internet at home	27
Individuals who accessed Internet at place of work (other than home)	17
Individuals who accessed Internet at other places	5
Individuals who accessed Internet at place of education	5
Percentage of individuals regularly using the Internet	31
Percentage of individuals using the Internet for interacting with public authorities	14.8
<i>(obtaining information) (downloading official forms) (sending completed forms)</i>	10.7
	5.0
Share of individuals who ordered/bought goods or services for private use over the Internet in the last three months	5

Studies and Bibliography

EAVI (2004), *Broadcasting and Citizens. Viewers' participation and media accountability in Europe*. European Association for Viewers' Interests (EAVI), EACTV Project, eLearning, Rome 2004.

RIVOLTELLA, P.C. (2007): "Italian media educational situation and challenges for the next future", in *Comunicar*, 28; 18-24.

Legislation

Decreto Legislativo 15 aprile 2005, n. 76 "Definizione delle norme generali sul diritto-dovere all'istruzione e alla formazione, a norma dell'articolo 2, comma 1, lettera c), della legge 28 marzo 2003, n. 53", *Gazzetta Ufficiale* n. 103 del 5 maggio 2005 retrieved at: http://www.pubblica.istruzione.it/normativa/2005/dlgs76_05.shtml

Legge 28 marzo 2003, n. 53, "Delega al Governo per la definizione delle norme generali sull'istruzione e dei livelli essenziali delle prestazioni in materia di istruzione e formazione professionale", retrieved at: http://www.forzaitalia.it/speciali/scuola_legge.htm

Dipartimento per l'Istruzione, at: <http://www.pubblica.istruzione.it/dgstudente/convivenza.shtml>

Ministero della Pubblica Istruzione, at: <http://www.pubblica.istruzione.it/>

Statistical Sources

ESS round 2 (2005) R Jowell and the Central Co-ordinating Team, *European Social Survey 2004/2005: Technical Report*, London: Centre for Comparative Social Surveys, City University. Data retrieved in March 16, 2007 at: <http://ess.nsd.uib.no/webview/index.jsp>

Eurobaromètre (2006) *Etude sur les communications électroniques auprès des ménages*. Eurobaromètre Spécial 249 /Vague 64.4-TNS Opinion & Social. Retrieved in March 16, 2007 at: http://ec.europa.eu/information_society/policy/ecomms/doc/info_centre/studies_ext_consult/ecomms_household_study/eb_jul06_main_report_fr.pdf

Eurydice (2006) *National summary sheets on education systems in Europe and ongoing reforms. Spain, July 2006*. Eurydice, the Information Network on Education in Europe. Retrieved in March 13, 2007. www.eurydice.org/ressources/eurydice/pdf/047DN/047_ES_EN.pdf

UNDP (2006). *Human Development Report 2006. Beyond scarcity: Power, poverty and the global water crisis*. United Nations Development Programme (UNDP) New York. Retrieved in March 15, 2007. Available at <http://hdr.undp.org/hdr2006/pdfs/report/HDR06-complete.pdf>