



Question what you get. Media education to fight Disinformation

A.1. DESK RESEARCH Italy



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2. Measures against disinformation	Answer
<p>2.1 Indicate the main strategies your country has followed to fight disinformation in the last 5 years (possible regulatory framework, possible creation of agencies, forums or expert groups...).</p>	<p>The main lines of the national strategy on media literacy are contained in the National Digital School Plan (PNSD), provided for by the 'La Buona Scuola' law, which focuses on innovation in the school system and the opportunities of digital education. The strategy helps to 'catalyse' the use of multiple resources in favour of digital innovation, starting with the resources of the European Structural Funds (PON Education 2014-2020) and the funds of Law 107/2015 itself. The Plan aims to create the conditions for all schools to access the information society, making the 'Right to the Internet' a reality and covering the entire chain of digital access in schools, to enable digital teaching. It envisages enhancing the presence of digital tools in schools and their connectivity through three actions, respectively, on the deployment of ultra-wideband fibre to the door of every school, the internal wiring of all school spaces, and the connectivity fee: the right to the Internet starts at school. An important component for the dissemination of actions linked to the Digital School Plan as well as the promotion of actions to train teaching staff and enhance students' skills on innovative teaching methodologies are the territorial training teams, established by Law No. 145 of 30 December 2018. The Regional School Offices coordinate and monitor at a territorial level the training teams for the reference region. The regional innovative training poles ('Future Labs' programme) have the task of linking and supporting the activities of the teams in synergy with the respective USRs. The schools to which the team members belong play an active role in facilitating and providing technical and organisational support. The team teachers were selected on the basis of a comparative procedure.</p>

Among the actions that the teams offer to the schools are:

- support and accompaniment within local educational institutions for the development and dissemination of solutions for the creation of digital environments with innovative and sustainable methodologies;
- promotion and support for experimentation with new organisational models, aimed at achieving methodological and teaching innovation, and for the development of projects on digital didactics, digital citizenship, digital economy, and media education;
- support and accompaniment for the design and implementation of workshop training courses for teachers on didactic and digital innovation in local educational institutions, also in order to encourage the animation and participation of the school community, through the organisation of workshops and/or training laboratories;
- documentation of the experiments underway in the educational institutions, in the field of innovative teaching methods, monitoring and evaluation of the training actions adopted.

In the PNRR, the action 4 “Environments for integrated digital didactic” of the PNSD, wants to promote the realization of lab spaces and the provision of digital tools suitable for the sustainment of school learning and for the teaching of STEM (Science, Technology, Engineering and Mathematics) subjects in schools.

The strengthening of STEM teaching constitutes a priority of the educational systems at global level, for educating students to the wider comprehension of the present challenges and the control over scientific and technological tools needed to exercise citizenship rights but also to improve and increase the competences required by the economy and by the work field.

The innovation in learning and teaching methodologies for STEM in schools represents a fundamental challenge for the improvement of school efficiency and for the acquisition of technical, creative, digital, communicational, collaborative competences, together with problem solving, flexibility, adaptability to change and critical thinking. The final aim is the creation of an ecosystem for digital competences able to accelerate the digital transformation of school organization and of teaching and learning processes, consistent with the European framework for digital competences DigComp 2.1 (for students) and DigCompEdu (for teachers). The action call for the creation of a multidimensional system for the continuous education of teachers and school operators for the digital transition, articulated in a

	<p>coordination centre on digital education promoted by the Ministry of Education and Merit, to strengthen digital didactic and to spread the teaching of STEM and multilingualism, both in schools and universities. At the same time important investments have been foreseen for infrastructures, both for the digitalization of learning spaces and for compensating the weaknesses of school buildings in terms of safety and energetic efficiency.</p> <p>In “Italy 2025 Strategy” of the Minister for Technological Innovation and Digitization (December 17, 2019), the initiative “Repubblica Digitale” has an important role on the assumption that the digital transformation of the country is rooted in the growth and diffusion of digital culture. The dramatic impact of the epidemic made even more evident how important is the use of digital technology for social and economic life, as well as for education. This Strategy has been drafted jointly with the help of Ministries, Regions, Provinces, municipalities, universities, research institutes, companies, professionals, the National Public Broadcasting, associations and the various public sector organizations, the organizations belonging to the National Coalition, and with the informal exchanges with the European Commission, under the direction of the Technical Steering Committee of “Repubblica Digitale”, and the coordination of the Department for Digital Transformation - Presidency of the Council of Ministers on behalf of the Minister for Technological Innovation and Digitization. Based on the strategic goals, and within a comprehensive framework, four lines of intervention have been identified, in line with the four pillars of the European Coalition for Digital Skills and Jobs:</p> <ol style="list-style-type: none"> 1. Higher Education and Training - for the development of e-skills for young people within the mandatory education cycles; the initiative is coordinated by the Ministry of Education (MI) and the Ministry of University and Research (MUR). 2. Active workforce - to ensure adequate e-skills in both the private and public sectors, including e-leadership skills; the initiative is coordinated by the Ministry of Economic Development (MISE) and Minister for Public Administration (MIPA). 3. ICT specialist skills - to enhance the country's ability to develop skills for new markets and new jobs, with a specific focus on emerging technologies and key competencies for future jobs; the initiative is coordinated by the Ministry of University and Research (MUR) and the Ministry of Economic Development (MISE). 4. Citizens - to develop the digital skills needed to exercise citizenship rights and promote active participation in the democratic life; the initiative is under the coordination of the Minister for Technological Innovation and Digitization (MID).
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<p>2.2 Mention at least two academic studies from your country in which the authors state the need to incorporate media literacy contents in formal and/or informal education.</p> <p>Briefly summarize their conclusions.</p>	<p>The report of the Digital Economy and Society Index (DESI) 2020 states: <i>“Italy is launching initiatives to strengthen digital skills and address digital inclusion. Intensifying and focusing efforts would help to reduce the digital divide between the population and ensure that the majority of people have at least basic digital skills. Another important step in this area would be a comprehensive approach to upgrading skills and retraining among the workforce, including the enhancement of advanced digital skills.”</i> In the DESI 2020, in the Human Capital area, Italy is among the worst performing countries. The lack of digital skills - the reason why Italy among the European countries ranks so poorly in the Human Capital dimension - is one of the most severe obstacles for the social and economic development of the country and for its recovery from the current crisis. This is why the issue of digital skills needs to become a strategic priority for Italy.</p> <p>According to the ISTAT 2019 data, the level of digital skills of the Italian citizens is low and raises alarms. 42% of citizens do not have basic skills and more than one million Italians (3.4%) do not have any digital skills at all. 29% of internet users aged 16-74 have high digital skills, while 26% reach basic skills. The percentage of the population with at least basic digital skills reaches a maximum of 67% in the 20-24 age group and 70% among all graduates, while it stops at 15% in the 65-74 age group. Even among young people aged 20-24, 28% of the population has lower than basic skills; the same is true for the graduate population, where just over half have advanced digital skills (52%). 51% of the working age population do not use the Internet, do not have digital skills, or do not reach the basic level.</p>
<p>2.3 Name at least two organizations in your country that provide media literacy training for teachers to combat disinformation in the classroom.</p> <p>Briefly summarize their work.</p>	<p>1) Cooperativa Sociale E.D.I. Educazione ai Diritti dell’Infanzia e dell’Adolescenza: A new model against educational poverty that strengthens and networks all the actors of the educational community, with the school and the youth protagonist at the center and that promotes the positive use of digital technologies. It is S.C.AT.T.I., the national project funded by the Social Enterprise With children under the Fund for the fight against child educational poverty, involving 27 partners between local authorities, schools and third sector organizations led by the</p>

	<p>Cooperative Social E.D.I. - Education to the Rights of Childhood and Adolescence. The acronym S.C.A.T.T.I. stands for School, Community, Activation, Territories, Innovation: five key words that represent the cornerstones of the project. Specifically, the project, which focuses on the school, revolves around three main axes: youth participation and the educational community, the protection of children and young people (child safeguarding) and digital technologies. A comprehensive attention to digital: Teachers and educators will follow specific training activities for a conscious and positive use of new technologies, as well as parents and local operators. Also planned the activation of permanent school laboratories, with a focus on online risks and the creation of a website for the exchange of information and experience.</p> <p>(https://www.youtube.com/channel/UCscF_DmJsJZrRbRw8oaVNUg/videos) (https://www.facebook.com/progettoscatti/)</p> <p>2) MED – Associazione Italiana Media Education: Media Education (ME) is an educational and didactic activity, aimed at developing critical information and understanding about the nature and categories of media, the techniques they employ to build messages and produce sense, genres and specific languages. The ME indicates: education with the media considered as tools to be used in general educational processes; it refers to the critical understanding of the media, understood not only as tools, but as language and culture. The aim of media education is not only to offer new generations the keys to understanding the media, but also to promote a better quality of media and a constructive contribution of their culture. MED was founded in 1996 by the meeting of scholars, university teachers, professionals, school teachers, educators. The MED works in the field of training of teachers, school leaders, educators, university students, community workers, involving professionals in the communication sector and university professors. In addition to the regional educational proposals, it organizes every year the traditional July Summer School and other national events such as Winter and Spring School. The Association, which focuses on the strategies of education and training aims to link those who are sensitive to the problem of education of young people to the media and adults as media users and educators of minors. In particular: scholars and professionals of communication and education; universities and institutes, training and research centers active in this field; the managerial and teaching staff of schools of all levels; broadcasters and other audiovisual and publishing production centres; national and international associations and organisations; third sector associations; parents and educators of</p>
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	<p>youth groups; promote the training and updating of media educators and communication and culture animators to promote the study of communication and media reception in the educational function; the testing of media education curricula in schools; the design and testing of media education methods in families and communities; encouraging opportunities for dialogue and research to promote fair and democratic information in the area; able to activate in users a competent critical conscience in the face of the complexity of the current socio-cultural context of which the mass media are expression; promote a critical attention to the social structures of the media, and the economic and political constraints of mass communication, intervening in the public sphere with appropriate initiatives such as debates, conferences, editorial activities, press interventions; propose itself as a laboratory of ideas and training of education and communication workers (trainers, teachers, youth educators, communication professionals)</p> <p>(https://www.medmediaeducation.it/)</p>
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Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project Number: 2023-1-ES01-KA220-ADU-000153626