

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile sheet ITALY		Resources; other usable datas
Context – educational system	Overview	The education system in Italy is organised according to the subsidiary principle and autonomy of schools. The State has exclusive competence on general issues on education, on minimum standards to be guaranteed throughout the country and on the fundamental principles that Regions should comply with within their competences. Regions share their competences with the State on education issues while they have exclusive competence on vocational education and training. Schools are autonomous as for didactic, organisation and research and development activities.	https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php/Italy:Primary_Education
	Primary and lower secondary education	<p>Compulsory education lasts for 10 years (from 6 to 16 years of age). It covers 5 years of primary school, 3 years of lower secondary school and the first two years of upper secondary school. Compulsory education can be accomplished also by attending three and four-year courses offered within the regional vocational education and training system.</p> <p>Primary school is compulsory, has an overall length of 5 years and is attended by pupils aged 6 to 11. Although being two different education levels, each with its own specificities, primary school and lower secondary school make up the first cycle of education which lasts eight years altogether.</p> <p>With the purpose of assuring didactic continuity within the same cycle of education, it is possible to establish comprehensive institutes that include primary schools, lower secondary schools and also pre-primary schools, managed by one only school manager.</p> <p>This level of education has the aim of providing pupils with basic learning and with the basic instruments of active citizenship. It helps pupils to understand the meaning of their own experiences.</p> <p>At primary level, the curriculum is defined through National Guidelines for the curriculum (<i>Indicazioni nazionali per il curricolo</i>) that the Ministry of education has delivered to all schools before the start of the school year 2012/2013. This document replaces the National Guidelines for the personalised study plans in primary schools (<i>Indicazioni nazionali per i piani di studio personalizzati nella scuola primaria</i>) of 2004 and the Guidelines for the curriculum (<i>Indicazioni per il curricolo</i>) of 2007.</p> <p>In particular, the primary level of education has the task of making pupils acquire knowledge and skills fundamental for the development of basic cultural competences.</p> <p>The subjects foreseen by the new Guidelines for the 5 years of primary school are: Italian, English, history, geography, mathematics, sciences, technology, music, arts, motor sciences and sport (also called body, movement and sport).</p> <p>Each experience field has its competence development goals which are mandatory for teachers; such experience fields indicate cultural and teaching paths and help teachers to address their educational action towards the integral development of pupils.</p> <p>In school year 2009/2010, the teaching of 'Citizenship and Constitution' has started on an experimental basis. It is not a separate subject and its contents are developed by each school through specific didactic projects.</p> <p>At primary level, there are not specific subject timetables. Only the subjects English and Catholic religion have a specific timetable: one hour teaching for English in the first grade, two hours in the second grade, three hours in the third, fourth and fifth grades, for a total minimum compulsory amount of 396 hours throughout all primary education. Two weekly hours are destined either to the teaching of Catholic religion or to alternative activities for those who choose them as an alternative to Catholic religion.</p>	
	Upper secondary education	<p>The upper secondary level of education has a duration of 5 years and it is offered in both general and vocational pathways.</p> <p>Secondary education is organized in a compulsory lower level, called <i>scuola secondaria di primo grado</i> (first-level secondary school) and a subsequent upper level, called <i>secondo ciclo di istruzione</i> (second cycle of education). This latter is made up of the <i>scuola secondaria di secondo grado</i> (general general and vocational upper secondary school), falling under the competences of the State, and the <i>Istruzione e formazione professionale</i> (IeFP) (vocational education and training paths) managed at regional level. The first two years of the second cycle of education and training are compulsory. Together with the eight compulsory years of the first cycle of education, they complete the 10 years of compulsory education (from 6 to 16 years of age) and can be attended in all second cycle paths, either State or regional.</p> <p>Lower secondary school has an overall length of 3 years and is attended by pupils aged 11 to 14. Lower secondary school and compulsory primary school, make up the first cycle of education which lasts eight years altogether, however maintaining their own specificities. Lower secondary school is aimed at fostering the ability to study autonomously and at strengthening the pupils' attitudes towards social interaction, at organising and increasing knowledge and skills and at providing students with adequate instruments to continue their education and training activities.</p> <p>State upper secondary education is organized in a general path, offered by the <i>licei</i>, and in paths provided by the technical institutes and by the vocational institutes. The overall length of studies is 5 years (from 14 to 19 years of age) in all pathways.</p> <p>The general path (<i>licei</i>) is aimed at preparing students to higher level studies and to the labour world by providing them with adequate competences and knowledge, as well as cultural and methodological instruments for developing their own critical and planning attitude.</p> <p>Technical institutes have the general objective of providing students with a strong scientific and technological background in the economic and technological professional sectors. Vocational institutes provide students with a strong technical and vocational general background in the sectors of services, industry and handicraft, to facilitate their insert in the labour world. Both the technical and vocational path give access to the</p>	

		<p>university studies and to the Higher technical education and training courses.</p> <p>Vocational education and training (IFP) managed by the Regions is organized into three and four-year courses addressed to those who have completed the first cycle of education and are willing to fulfil compulsory education within the vocational training system or, anyway, to be awarded a three-year qualification within the 18th year of age (so called <i>diritto/dovere</i>).</p> <p>Courses can be organised by both local training agencies and vocational upper secondary schools, in partnership with training agencies. In the latter case schools follow regional guidelines. Courses foresee the release of intermediate certifications with the recognition of credits which enable students to shift to other training or education pathways (e.g. school or apprenticeship). Compared to pathways in mainstream education, these courses are shorter (3 or 4 years), make more use of labs and of stage experiences and are aimed at a faster access to the work market. Vocational qualifications refer to the national register of IFP defined according to an Agreement signed by the State and the Regions on 27 July 2011.</p> <p>Finally, the post-secondary level offers two types of courses: the first one within the Higher technical education and training system (IFTS) and the second one, within the vocational training system managed by the Regions.</p>	
	Structure of the national education system 2012/13	<p>Primary school 6-11 years (scuola primaria).</p> <p>Secondary school 1st grade Low Secondary 11-14 years (scuola secondaria primo ciclo) (12-14). High School level (14-18).</p>	https://webgate.ec.europa.eu/fpfis/mwikis/eurdydice/index.php/Italy:Overview
Media literacy in the curriculum	ML education in top level curriculum	Media literacy is included in the the top level steering document „Indicazioni per i curricolo per la scuola dell'Infanzia e per il primo ciclo d'istruzione”, which is a paper with indications for the curriculum, since schools have the autonomy of drafting the curricula, following the ministerial guidelines.	
	resources	http://www.indire.it/indicazioni/templates/monitoraggio/dir_310707.pdf http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/162992ea-6860-4ac3-a9c5-691625c00aaf/prot5559_12_all1_indicazioni_nazionali.pdf	
	Media literacy in education from a historical wiew	<p>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. 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. 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.</p> <p>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.</p>	http://www.mediamillon.com/2007/01/current-trends-and-approaches-to-media-literacy-in-europe-2007-2/?lang=en Study ont he Current Trends and Approaches to Media Literacy in Europe pp52
	Media literacy in the curriculum – recent wiew	Media literacy is included in the the top level steering document „Indicazioni per i curricolo per la scuola dell'Infanzia e per il primo ciclo d'istruzione”, which is a paper with indications for the curriculum, since schools have the autonomy of drafting the curricula, following the ministerial guidelines. The attached descriptions refer to the latest official document from September 2007 , which you will find in the attachments as a pdf document. There is also a first draft from May 2012 , which is possible to download from the website of the Ministry for Instruction, which is quite interesting as it contains a more explicit language in a	Media Literacy in the Italian Curriculum By Silvia Mendes Centro Zaffiria (manuscript)

	<p>few points regarding Media Literacy, which I will address in comparison to some of the points from 2007. (pdf also attached, still not official version) There aren't full, nor partial English versions.</p> <p>The role of the school in the „new scenario” according to the indications is to reduce, if not abolish the differences of access to new technologies, being this an important key for individual success and for an egalitarian and active citizenship in today's society. The objective is not only to teach technical skills and competences but first and foremost to train every individual on the cognitive and cultural level, in a way that he/she can positively participate in the social and professional scenarios of present and future.¹ In the 2012 draft version, the role of media is even more explicit, as to “making school” today means to put in relation (outside and inside the school context) the complexity of radically new ways of learning with a daily guidance that is attentive to the <u>method</u>, the <u>new media</u> and multidimensional research.²</p> <p>The focus of the indications is the formal education for the ages 3 – 14: pre-school 3-6 years (scuola d'infanzia), primary school 6-11 years (scuola primaria), secondary school 1st grade 11 – 14 years (scuola secondaria primo ciclo). Learning objectives are articulated for the end of 3rd and 5th year in primary school (6-9years and 9-11 years) and for the end of 3rd year secondary school first cyclus (11-14years).</p> <p>As for primary and secondary school (1st grade), media education is considered to be integrated cross-curricular but in particular in the disciplines: Italian Language, Foreign Languages , Arts and Technologies. A crucial point in the role of primary school in Italy is also the integration of children with special needs in public formal education, which according to the indications requires major attention and a new “projectuality ”, using the help of various opportunities and forms of flexibility and autonomy offered by ICT³.</p> <p>In the “Area Linguistico-Artistico-Espressiva” (Linguistic, Artistic, Expressive Area) to which belong the disciplines Italian Language, Foreign Languages and Arts , the new technologies play an important role for the development of expressive abilities, as their development represent the character of today's information society. They provide new multimedia languages for the expression, the construction and representation of knowledges, which according to the indications are necessary for the pupils to be matured as specific competences⁴. In the “Area matematico-scientifico-tecnologia” (mathematics-science-technology area) and in particular in the discipline Technology, the ICT are core content, as they contribute in an determinant way to the cultural education of person and society, developing the capacity of creating a link between thought and action, by offering appropriate tools for the perception and interpretation of concepts in nature, human artifacts and everyday experiences⁵.</p> <p>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. Skills in media literacy education: In the “Media and Languages”, involves all the activities with non verbal languages: draw, photos, movie, computer and Internet. This is done with a preferential emphasis on critical analysis of the text.</p>			
Comments, annexes	<table><tr><td>Disciplines</td><td>Media Literacy: Skills, competences, objectives</td></tr></table>	Disciplines	Media Literacy: Skills, competences, objectives	
Disciplines	Media Literacy: Skills, competences, objectives			

2, „Dunque il „Fare scuola” oggi significa mettere in relazione la complessità di modi radicalmente nuovi di apprendimento con un'opera quotidiana di guida, attenta al metodo, ai nuovi media e alla ricerca multidimensionale.”, Indicazioni 2012, „La scuola nel nuovo scenario, pag.4

³ “L'integrazione degli alunni con disabilità nelle scuole comuni, inoltre, anche se è da tempo un fatto culturalmente e normativamente acquisito e un'esperienza consolidata nella pratica, richiede maggiori attenzioni e una rinnovata progettualità, utilizzando anche le varie forme di flessibilità previste dall'autonomia e le opportunità offerte dalle tecnologie.” Indicazioni 2007, *L'ambiente di apprendimento*, pag.44

⁴ “Nella crescita delle capacità espressive giocano un ruolo importante le nuove tecnologie, il cui sviluppo rappresenta uno dei caratteri originali della società dell'informazione. Esse forniscono nuovi linguaggi multimediali per l'espressione, la costruzione e la rappresentazione delle conoscenze, sui quali è necessario che lo studente maturi competenze specifiche”. Indicazione 2007, *Area linguistico-artistico-espressiva*, pag.48

⁵ Nella formazione di base, l'area matematico-scientifico-tecnologica comprende argomenti di matematica, di scienze dell'uomo e della natura, di tecnologia sia tradizionale sia informatica. Le conoscenze matematiche, scientifiche e tecnologiche contribuiscono in modo determinante alla formazione culturale delle persone e delle comunità, sviluppando le capacità di mettere in stretto rapporto il “pensare” e il “fare” e offrendo strumenti adatti a percepire, interpretare e collegare tra loro fenomeni naturali, concetti e artefatti costruiti dall'uomo, eventi quotidiani.” Indicazione 2007, *Area matematico-scientifico-tecnologia*, pag.93

			6 – 9 years	9 – 11 years	11 – 14 years	
		Italian The student will experiment from the first years the expressive potentialities of Italian language, and the possibility of language to melt with other languages and other media in interdisciplinary and multimedia communication forms.		Understanding messages from the media (advertisements, bulletins, etc.) In the 2012 version, also: the ability to consult dictionaries and traditional repertoires available online ; the listening and understanding of texts broadcast by media, comprehending their meaning, main information and intended purpose. The pupil should freely experiment the use of the computer for various forms of writing, adapting lexis, text structure, page layout, graphic displays and eventually integrating multimedia materials.	Use of ICT for research, collecting and elaborating of data, information, concepts. Listening to media products, recognizing the source and individuating: purpose, argument and main information, perspective of emitter. Use of computer programs for writing, caring for graphic and textual structure. In the 2012 version is added: the writing of digital texts (like E-mail, blog posts, support for oral presentations)	
		Communitarian Languages the student will learn the foreign language also through virtual interaction with foreign coevals. The use of ICT enables the amplifying of spaces, times and modalities of contact and interaction between individuals, school communities and territories		In 2012 version: comprehension of short multimedia texts identifying keywords and general sense	Individualize main information of radio and television programs on actuality or fields of own interest	
		Art and Image The discipline should develop and amplify the capacity of reading and understanding images. It has for this to acknowledge, valorize and organize the experiences and knowledges of the pupils made in the expressive and multimedia-based fields outside the school, in order to be critically confronted with youth culture and the diverse modalities of knowledge transmitted by new communication technologies. The pupil learns how to read and interpret images and multimedia languages with a	Watch with awareness moving images, verbally describing emotions and impressions produced by sounds, gestures and expressions of the personages, from the forms, lights and colors, etc. Individualize in the language of comics, films and audiovisual productions the various codes, narrative sequences and decode diverse meanings. Express sensations, emotions and thoughts in varied productions (also multimedia)	Recognition of grammatical and technical elements in audiovisual languages (shots, camera angles, sequences, narrative structure, movement, etc.) and individualize their significance. Experiment the use of audiovisual communication technologies for expressing emotions with visual, audio and verbal codes . the student knows how to use basic grammatical elements for visual language for observing, describing and reading moving pictures (spots, short films, video clips, etc.) production and creative re-elaboration of images with	The student masters grammatical elements of visual language, reads and comprehends moving images, audiovisual films and multimedia products; recognizes codes and composition rules (shots, camera angles, sequences, narrative structure, movement, etc.) of moving images, individualizes their symbolic, expressive and communicative meanings; knows how to use elements of visual communication, its codes and functions in order to read visual messages; experiments the use of various codes, media, techniques and tools of multimedia communication in order to create expressive messages with precise communicative purposes.	

		critical and active approach, and to express and communicate, actively experimenting techniques and own audiovisual codes..		various tools (also audiovisual and multimedia)		
		Technology The discipline studies and projects new forms of control and management of information and communication (ICT). It explores the potentialities of ICT as a cultural transdisciplinary instrument for the control and communication of labor, as teaching/learning in all disciplines. This processes should facilitate various representations of knowledge and the access to "virtual realities". The discipline should allow the pupils to interpret and exchange information, as to elaborate and archive information. The development of critical evaluation skills is important specially in front of the ever growing information available in internet, which needs to be organized and filtered in order to be used in a significant and pertinent way.	Use of simple digital materials for study, learn in a general way about the characteristics of new media and communication tools	Use ICT in the own work, for study. Use ICT and multimedia languages in order to develop work in more disciplines and augment own communication capacities	The student is capable of using new technologies and multimedia tools in order to support school work; is able to search for information, to select and to combine it, by using ICT; elaborate data, texts and images and produce documents in several situations; knows base contents of the computer and the essential relations between these contents; knows how to use internet for the research and exchange of information	
Ad Teacher profession development						
Specialized network for media educators	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.					www.mediaducationmed.it