

IO1/A3 – National reports

National Report

Italy



February, 2020

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1. Introduction

1.1 Objective and scope of the research

Describe briefly the objective of the research (referring to the project) and its scope

A good knowledge of the baseline situation about media literacy in all the Countries involved in the project is fundamental to improve Partners' efforts in view of the upcoming initiatives. This is the reason why the implementation of the project started with a careful research to focus the main gaps of information and the existing weaknesses preventing the majority of parents to stay tuned with the digital activities of their kids.

Under a methodological point of view, the entire partnership performed the research in the same way, in order to gather the items required to design a training programme for parents characterized by common elements able to make it transferable. On the other hand, the training programme deriving from the research will have to consider the results achieved Country by Country, and therefore its structure will be tailored to satisfy the local needs.

According to the aims the Partners of MeLi for Parents agreed on during the elaboration of the project and in the frame of the starting phase, Dlearn developed a wide research in Italy collecting data through desk activities, targeted survey and focus group meetings.

1.2 Methodology

Describe briefly the methods used to collect data:

- *Desk research: how did you collect data? Which tools did you use to find and select data? When and where did you do the research? What sort of materials / information did you search for?*

Dlearn started collecting data for the desk research late in December 2019. Browsing the internet is the way we followed, and our search activities were oriented in 4 different directions:

- first of all, it was important to get a general overview about the existing approaches to media literacy at European level and then, in-depth, concerning the specific situation in Italy. The main official sources, like OECD and the Italian Istat (the national statistic office), allowed to understand the social and technological context in which the studies about media literacy began to spread in the '90s of last Century, when it became evident that internet and modern devices were going to radically and rapidly change the global system of information and communication. Istat offers interesting figures about the use



of internet in connection with the level of instruction and consequently with the knowledge

- Alongside this, we searched and found a wide literature about the social relevancy of media and digital literacy, often regarded as synonymous. The critical thinking expressed in scientific articles, dissertations, scholarly papers and books highlights the importance to spread media literacy and warns about the dangers of an unfair use of the digital devices and tools. But what we could find is mainly theoretical, and the figures available are really meagre.
- The third field of analysis was about the legislation aspects, because the tumultuous development of the digital media in the last 20 years led to serious changes that require an appropriate regulation. Moving from the European Directive Directive 2007/65/EC, in the last few years the Italian authorities started implementing a system of rules that is described in the subsequent paragraphs.
- The last chapter of our desk research was dedicated to check the concrete activities already implemented in Italy to promote media literacy through training courses or other tools able to spread knowledge and tackle the problems deriving from a bad use of internet. In this respect, we found few projects and other initiatives, which demonstrates the importance to create a solid database and test new solutions through projects like MeLi for Parents.
- *Questionnaires: when, where and how did you collect answers? What sort of media / channels did you use to promote the survey? How many replies have you collected?*

Dlearn could profit of its wide network of schools, associations of parents, NGOs and other groups of interest in Northern and Southern Italy to promote the survey and collect a large number of answers to the relevant questionnaire. At the end of the process, developed in January 2020, 108 parents with children >6 years returned the questionnaire duly filled. Most of these people received the questionnaire and returned it by e-mail.

- *Focus group interview: how did you organize the meeting? How did you choose participants? How many people participate? When was it and how long did it take? What tools / methods did you use during the interview?*

Dlearn interviewed overall 13 persons, who took part to 2 separate sessions of focus group meetings, as for logistic reasons it was not possible to gather them all at the same time. The focus groups took place in Milan on 10th February, for an average length of about 2 hours. The activities involved 3 teachers, with or without kids, 5 parents recruited through personal relations, 2 journalists and 3 parents representing a parents' association. Following the initial presentation of Erasmus+ Programme and MeLi for Parents project, participants were asked to a round-table debate, useful to feel the pulse of the groups, and then to discuss widely about the qualitative questions included in the questionnaire.

2. Desk research results

Present the results of the desk research that has been done. Make sure to answer the following questions:

- *What is the current policy framework and government's strategy on media literacy (including -if found - in Digital policy, education policy, youth policy, children policy etc).*

There is no specific law in Italy to promote media literacy. Nevertheless, our legislation identifies the school system as the most important education agency at any level, responsible to give young and adults a quality education in the different fields of knowledge. In 2015, the Italian Parliament approved the Law n. 107 concerning among other things early school leaving, and including a reference to the scholar education as an important tool to prevent and tackle the risks of cybercrime. In 2017, following the suicide of a 15 years-old girl who was victim of cyberbullying acts, an intense public debate brought the Parliament to take new legal measures against this terrible phenomenon. The deriving Law n. 71 recognised once again the essential role of the school system, charged of the task to promote the education to a conscious use of the internet, highlighting the related rights and obligations.

Under a regulatory point of view, like in many other Countries in Italy we have a supervisory authority, called AGCOM. It's a public body entitled to monitor the entire sector of communication and to penalise the misconduct. Sometimes AGCOM organizes public conferences about media and digital literacy, but it doesn't offer training or other services to the citizens.

Beside to the laws, already in 2014, the Italian Government implemented a national strategy to foster culture, training and digital competences, publishing a comprehensive manual with strategic and operational guidelines

https://www.agid.gov.it/sites/default/files/repository_files/documenti_indirizzo/programma_nazionale_cultura_formazione_competenze_digitali_-_linee_guida_indicazioni_strategiche_operative_0.pdf

- *Who (both people and institutions) deals with "media literacy" in your country: we need a list of stakeholders with information, what they do, what they offer to different target groups (do they have a special offer for parents?); the following table will be useful:*

Media literacy as cultural and social objective is a matter of interest of many small and local initiatives in Italy, difficult to be found and studied. By the way, some bigger and well recognizable subjects deal with media literacy, producing a very interesting and wide scientific information

<i>Name of an expert / institution dealing with media literacy</i>	<i>Contact data (a website address / contact person)</i>	<i>Offer (what can they deliver – trainings? Articles? Applications? Etc.) What is their speciality? Which methods do they use? Target group(s) – to whom do they address?</i>	<i>Target group(s) – to whom do they address?</i>	<i>Other comments / additional information (for example: innovations? Impact? Transferability?)</i>
ISTAT	https://www.istat.it/it/files/2019/12/Cittadini-e-ICT-2019.pdf	ISTAT is the national statistic office in Italy, it provides every year studies, surveys, and numeracy regarding all the aspects of the Italian	All	The entire set of official and publicly recognized statistics in Italy come from ISTAT. ISTAT

		society, including culture, communication, media		carries on its business under Law.
Fondazione Ugo Bordoni	http://www.fub.it/it/Home	Fondazione Ugo Bordoni is a study and research center, entitled to provide to public and private bodies scientific documents and services in the sector of ICT. Together with ISTAT, in 2018 it developed an interesting study concerning the use of Internet in Italy (https://www.istat.it/it/files/2018/06/Internet@Italia-2018.pdf)	Public and private entities	
MED - Associazione Italiana per l'Educazione ai Media e alla Comunicazione	https://www.medmediaeducation.it/ http://riviste.erickson.it/med/wp-content/uploads/2019-11/05_MED_Novembre%202019.pdf	Publishing of the magazine "Media Education" (2 issues a year). Organization of Summer, Winter and Spring School for teachers, educators, parents, scholars, with 3-5 days programmes including workshops, conferences and best practice analysis.		
Mr. Marco Pini	https://www.netreputaion.it/consigli-di-media-education/	Research and training activities through the NGO NetReputation	Teachers, parents, and adults in general	Co-author of the ebook (available for free) titled "Generazioni a confronto", including advices and good practices about "new media education" dedicated to adult people dealing with kids in the everyday life (https://www.netreputation.it/generazioni-a-confronto/).
Eurispes – Istituto di Studi Politici Economici	https://eurispes.eu/attivita/media-literacy/media-literacy-in-italia/	Eurispes elaborated a project devoted to the dissemination of media literacy in Italy. The project consists of training activities offered	See the left column	

mici e Sociali		to schools, VET institutes, families and private companies.		
European Audiovisual Observatory (Italian representation by AGCOM)	https://rm.coe.int/native/0900001680783500 https://rm.coe.int/native/09000016807834fa	In 2017 the Observatory produced an important “Mapping of media literacy practices and actions in EU-28”, where the Italian best practices and most important actors in media literacy topics are well described.	Policy makers, public and private stakeholders, school system	The Observatory is the European umbrella organization able to start any kind of initiative and project to encourage the knowledge about media literacy.
Fondazione Carolina	https://www.fondazione-carolina.org/	In cooperation with the social co-operative Pepita onlus (https://www.pepita.it/2020), Fondazione Carolina promotes and organizes projects, calls and training initiatives devoted to prevent youngsters from cyberbullying, sexting and other similar crimes.	Schools, associations, parents organizations, youth centres	In 2013, Carolina, a 15 years old girl from Novara (Northern Italy), was victim of a heavy action of cyberbullying perpetrated by some contemporaries, and she committed suicide. Her father decided then to create this foundation to develop initiatives helping pupils, their families and schools to raise awareness of the problem.
Media Literacy Foundation “Sotto i venti”	http://www.medialiteracy.it/	This Foundation promotes workshops with scholars and scientists, scholarships, and projects to enhance a different model of inclusive and conscious school activities.	School system, students (mainly of the secondary level), adults	

- *“Media literacy” in my country – an overall view and conclusions from the desk research. Please, be analytical! Compare the existing offers and choose the most interesting ones. Is there any offer in media literacy for parents?*

The table above illustrates analytically the most relevant initiatives existing in Italy about media literacy. It's easy to check that only few of them include specific training activities for parents: there is a very wide literature on the subject, but at the same time we can register a lack of interactive workshops involving parents. The best practices we could find through desk searching are probably those referable to:

- MED (<https://www.medmediaeducation.it/>), but they are not enough to cover the info and training needs of parents. All this can justify and give a big added value to new initiatives such as MeLi for Parents.
- Projects and training courses activated thanks to the initiative of Fondazione Carolina and Pepita onlus. In February 2020 these organizations published the updated version of a very analytic guide for parents, schools and educators titled "Children online". The guide, only in Italian, is available for free at <https://www.pepita.it/2020/wp-content/uploads/2020/04/guida-genitori-covid19-versione5.pdf>

3. Questionnaires' results

- *Present the results of the questionnaires – how many people replied? Each question from the questionnaire should be presented with a simple graphic / table and a short comment about the result.*

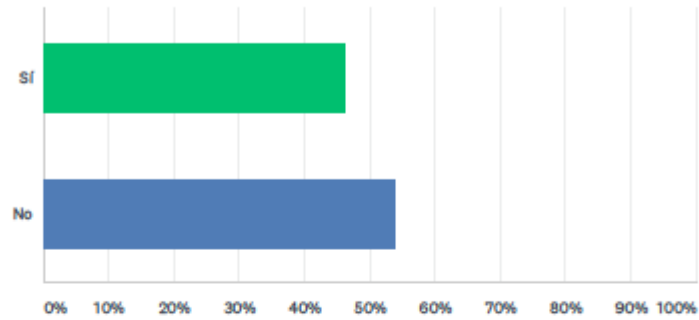
108 people replied to the questions included in the survey Dlearn run out in the frame of MeLi for Parents.

Survey MeLi_FINAL_IT

SurveyMonkey

Q1 Hai mai sentito il termine "media literacy"?

Answered: 108 Skipped: 0



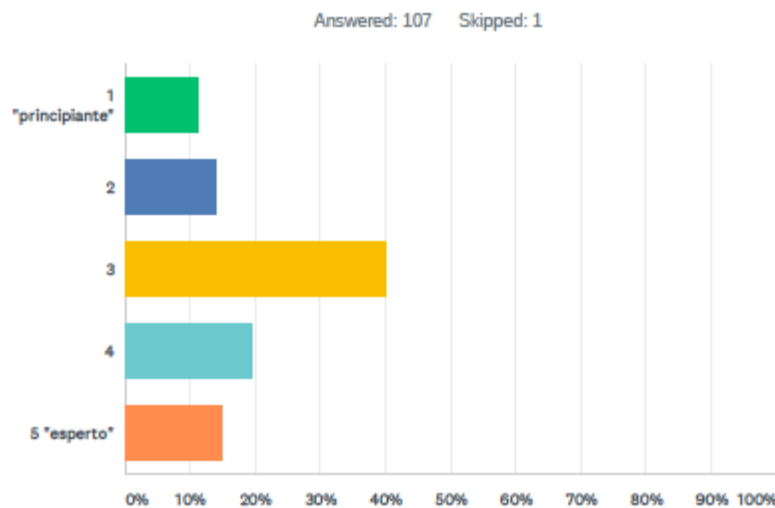
ANSWER CHOICES	RESPONSES	
Sì	46.30%	50
No	53.70%	58
TOTAL		108

Only 46% of those who filled in the questionnaire declared to know what media literacy is.

Survey MeLi_FINAL_IT

SurveyMonkey

Q2 Per media literacy si intende la capacità di usare i mezzi di comunicazione tradizionali e digitali (TV, radio, giornali, social media, applicazioni del cellulare, ecc.) e di valutare criticamente le informazioni che ci arrivano da fonti differenti. Il termine media literacy include tutte le capacità e competenze richieste per accedere, analizzare, valutare e creare informazione su e tramite i media, comunicare con gli altri e comportarsi in maniera sicura e responsabile sui social. Come valuteresti il tuo livello di competenze di media literacy? (scegli da 1 a 5, dove 1 significa "principiante", 5 – "esperto")



ANSWER CHOICES	RESPONSES	
1 "principiante"	11.21%	12
2	14.02%	15
3	40.19%	43
4	19.63%	21
5 "esperto"	14.95%	16
TOTAL		107

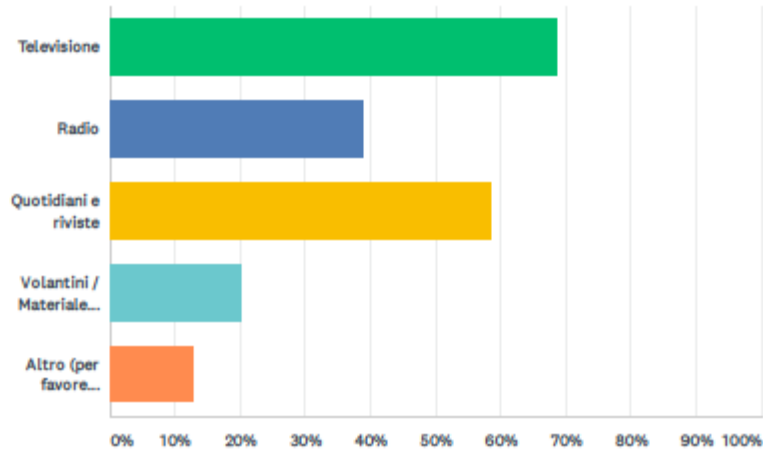
Some 35% people answered this question declaring to have a good or excellent media literacy. The main percentage, 40% corresponds to people aware to have a modest knowledge, while 25% of the sample feel to be not enough informed.

Survey MeLi_FINAL_IT

SurveyMonkey

Q3 Quale canale di comunicazione tradizionale usi di più? (risposta multipla)

Answered: 108 Skipped: 0



ANSWER CHOICES	RESPONSES	
Televisione	68.52%	74
Radio	38.89%	42
Quotidiani e riviste	58.33%	63
Volantini / Materiale lasciato nella casella postale	20.37%	22
Altro (per favore specifica)	12.96%	14
Total Respondents: 108		

Survey MeLi_FINAL_IT		SurveyMonkey
#	ALTRO (PER FAVORE SPECIFICA)	DATE
1	studi, libri e ricerche sociologiche	1/30/2020 10:15 AM
2	gruppi focus fra amici	1/30/2020 9:42 AM
3	Social media	1/29/2020 6:08 PM
4	Internet	1/29/2020 5:37 PM
5	Smartphone	1/29/2020 5:19 PM
6	Smartphone	1/29/2020 5:18 PM
7	internet	1/29/2020 3:36 PM
8	Nuovi media	1/29/2020 2:46 PM
9	Social	1/29/2020 1:54 PM
10	posta elettronica	1/29/2020 1:16 PM
11	Internet	1/29/2020 8:56 AM
12	internet	1/20/2020 11:41 AM
13	leggo le notizie sui quotidiani online o su Facebook	1/20/2020 11:33 AM
14	telefono sia fisso che mobile	1/20/2020 11:10 AM

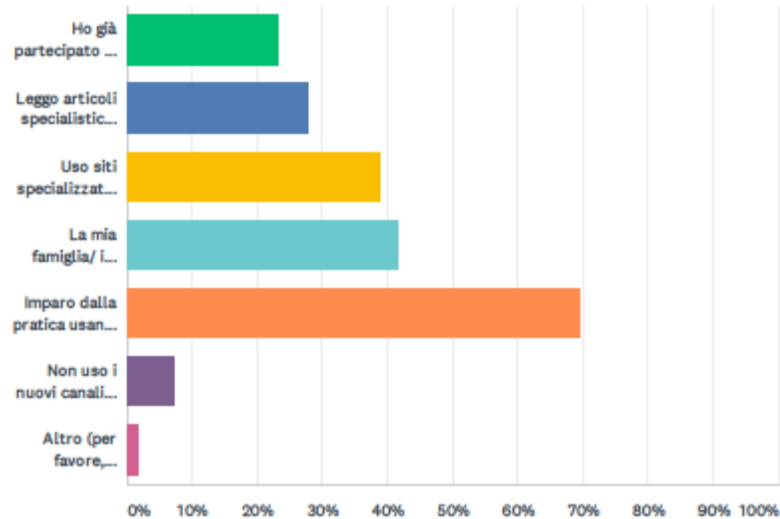
The findings of this multiple choice question tell about TV and newspapers as the traditional media more used, with respectively 68% and 58%. 39% listen to the radio. It's quite interesting to notice that 12 people considered internet and digital devices as "traditional" media, listed in the category 'other'.

Survey MeLi_FINAL_IT

SurveyMonkey

Q4 Da dove origina la tua conoscenza sui media digitali? (risposta multipla)

Answered: 108 Skipped: 0



ANSWER CHOICES	RESPONSES
Ho già partecipato ad alcuni corsi e programmi formativi riguardo alla media literacy	23.15% 25
Leggo articoli specialistici riguardo quest'argomento	27.78% 30
Uso siti specializzati o applicazioni	38.89% 42
La mia famiglia/ i miei amici mi tengono aggiornato	41.67% 45
Imparo dalla pratica usando i nuovi media	69.44% 75
Non uso i nuovi canali di comunicazione, quindi non cerco tali informazioni	7.41% 8
Altro (per favore, specifica)	1.85% 2
Total Respondents: 108	

#	ALTRO (PER FAVORE, SPECIFICA)	DATE
1	MI informo attraverso la radio e i quotidiani	1/29/2020 11:22 PM
2	attività professionali	1/28/2020 11:23 AM

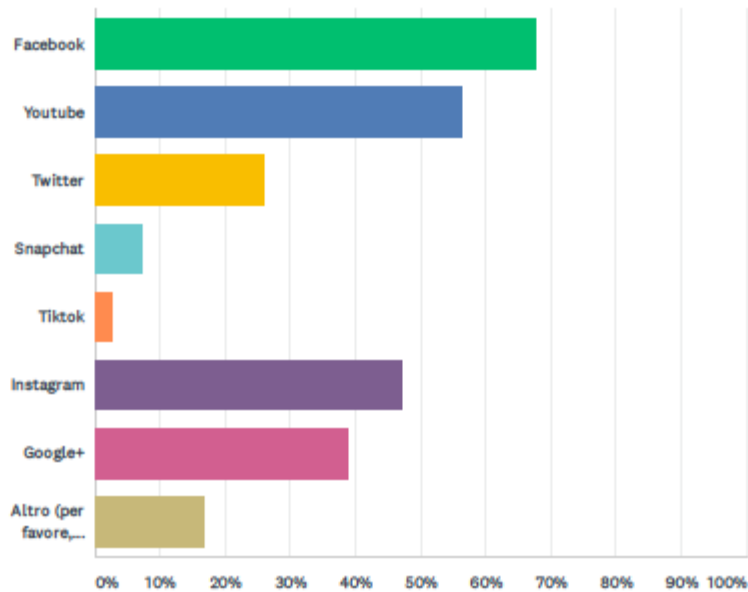
Another multiple choice question, where 69% of the sample declared to draw their knowledge from practice by using new media. Some 42% got information from relatives and friends and 39% from specialised websites or applications. 25 persons, corresponding to 23% of the sample, declared they already took part to courses and trainings concerning media literacy.

Survey MeLi_FINAL_IT

SurveyMonkey

Q5 Quali strumenti di comunicazione digitali utilizzati? (risposta multipla)

Answered: 108 Skipped: 0



ANSWER CHOICES	RESPONSES	
Facebook	67.59%	73
Youtube	56.48%	61
Twitter	25.93%	28
Snapchat	7.41%	8
Tiktok	2.78%	3
Instagram	47.22%	51
Google+	38.89%	42
Altro (per favore, specifica)	16.67%	18
Total Respondents: 108		

Survey MeLi_FINAL_IT		SurveyMonkey
#	ALTRO (PER FAVORE, SPECIFICA)	DATE
1	Whatsapp	1/29/2020 11:22 PM
2	WhatsApp	1/29/2020 8:51 PM
3	Whats App	1/29/2020 6:24 PM
4	Nessuno	1/29/2020 5:57 PM
5	LinkedIn	1/29/2020 5:32 PM
6	WhatsApp	1/29/2020 5:19 PM
7	WhatsApp	1/29/2020 5:18 PM
8	what' up	1/29/2020 4:59 PM
9	linkem	1/29/2020 3:40 PM
10	whatsapp, telegram	1/29/2020 3:36 PM
11	Whatsapp	1/29/2020 2:26 PM
12	Likedin	1/29/2020 1:54 PM
13	Skype	1/29/2020 1:22 PM
14	Whatsapp	1/28/2020 12:11 PM
15	linkedin	1/28/2020 11:23 AM
16	linkedin	1/20/2020 11:57 AM
17	Wechat	1/20/2020 11:50 AM
18	whatsup	1/17/2020 6:21 PM

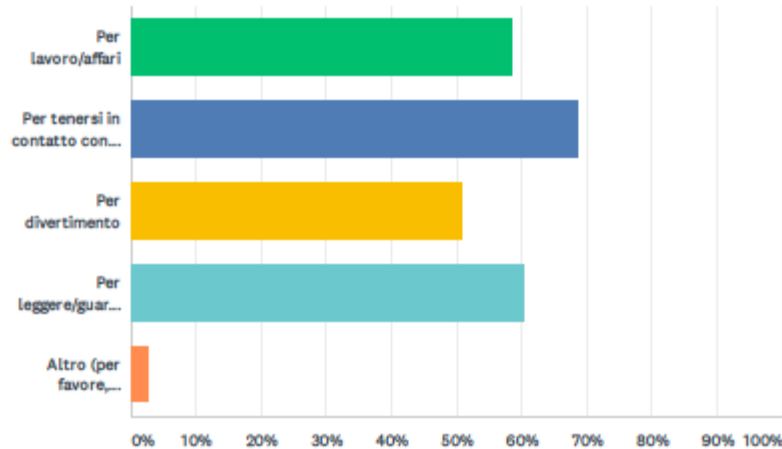
The digital media mostly used are Facebook, YouTube and Instagram, with very high percentages: 67%, 56% and 47%.

Survey MeLi_FINAL_IT

SurveyMonkey

Q6 Per quale motivo utilizzi i social o gli strumenti di comunicazione? (risposta multipla)

Answered: 108 Skipped: 0



ANSWER CHOICES	RESPONSES
Per lavoro/affari	58.33% 63
Per tenersi in contatto con famiglia e/o amici	68.52% 74
Per divertimento	50.93% 55
Per leggere/guardare le notizie	60.19% 65
Altro (per favore, specifica)	2.78% 3
Total Respondents: 108	

#	ALTRO (PER FAVORE, SPECIFICA)	DATE
1	Associazionismo	1/29/2020 6:09 PM
2	Per interessi associativi	1/29/2020 2:46 PM
3	Per conoscere gli appuntamenti in oratorio dei miei figli	1/29/2020 2:26 PM

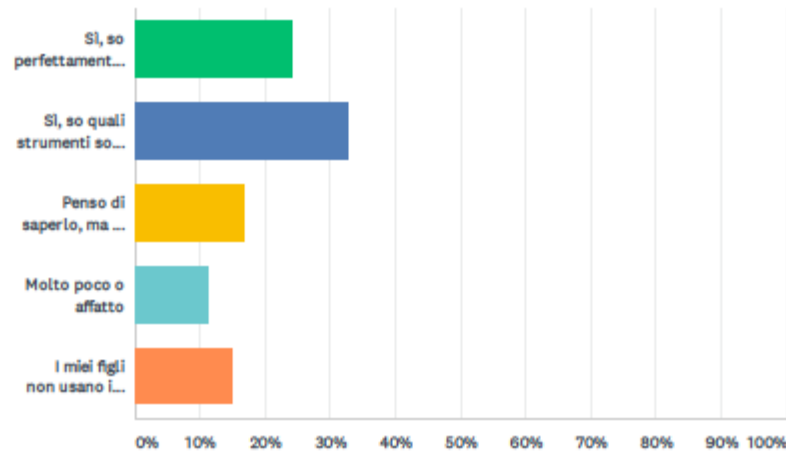
At least 1 out of 2 persons in the sample makes use of social media as multitasking tools: for work/business purposes 58%, to communicate with family and/or friends (68%), just for fun (51%) and to read/watching news (60%).

Survey MeLi_FINAL_IT

SurveyMonkey

Q7 Sei a conoscenza degli strumenti digitali usati dai tuoi figli? (seleziona una sola risposta)

Answered: 107 Skipped: 1



ANSWER CHOICES	RESPONSES
Sì, so perfettamente quali strumenti sono usati dai miei figli e li uso anche io	24.30% 26
Sì, so quali strumenti sono usati dai miei figli, ma non ne faccio uso personalmente	32.71% 35
Penso di saperlo, ma non ne sono sicuro	16.82% 18
Molto poco o affatto	11.21% 12
I miei figli non usano i nuovi mezzi di comunicazione digitali	14.95% 16
TOTAL	107

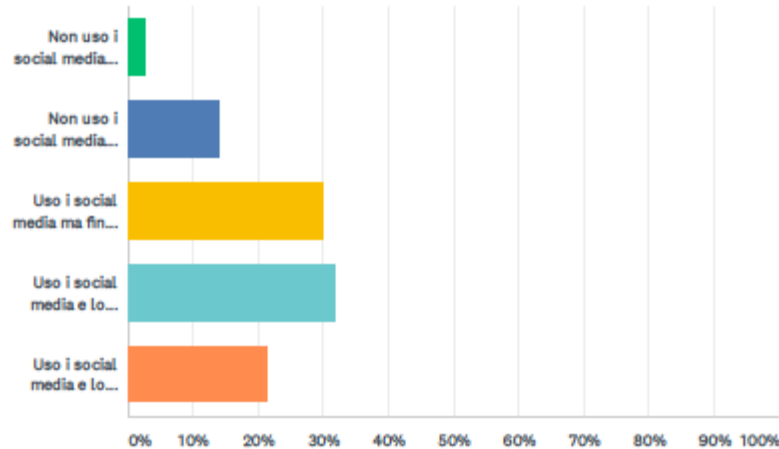
Answering about the level of awareness of what children do with digital devices, 28% of the sample declared to know only a part or directly nothing, while 57% think to be up-to-date. This last figure doesn't appear totally consistent, if it's true (see question 1) that only 46% of those who filled in the questionnaire declared to know what media literacy is.

Survey MeLi_FINAL_IT

SurveyMonkey

Q8 Quale tra le seguenti affermazioni ti descrive maggiormente (seleziona una sola risposta)

Answered: 107 Skipped: 1



ANSWER CHOICES	RESPONSES
Non uso i social media e non permetto ai miei figli di farne uso	2.80% 3
Non uso i social media ma credo che dovrei saperne qualcosa di più per proteggere i miei figli che ne fanno uso	14.02% 15
Uso i social media ma fino ad ora non permetto ai miei figli di fare lo stesso	29.91% 32
Uso i social media e lo stesso i miei figli; ne parliamo; credo di saperne quale uso essi ne fanno ma sento che potrei saperne di più	31.78% 34
Uso i social media e lo stesso i miei figli ma usiamo strumenti diversi e/o non ne parliamo; mi piacerebbe capire meglio le nuove tendenze	21.50% 23
TOTAL	107

10 / 26

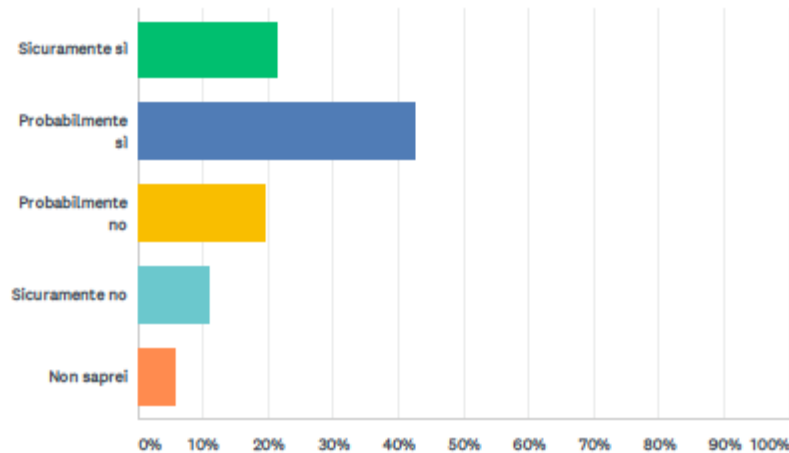
33% of the sample tell that their kids don't use digital tools yet, and this reflects probably the very young age of these children. All the remaining answers (around 67%) show a certain interest for activities able to help them to know more about the use children do of digital tools.

Survey MeLi_FINAL_IT

SurveyMonkey

Q9 Pianifichiamo di organizzare un corso di formazione a tre livelli, con sessioni di 5 o 2 ore ad ogni livello (3 livelli, 10 ore ciascuno). Ti piacerebbe partecipare ad almeno un livello del corso?

Answered: 108 Skipped: 0



ANSWER CHOICES	RESPONSES	
Sicuramente sì	21.30%	23
Probabilmente sì	42.59%	46
Probabilmente no	19.44%	21
Sicuramente no	11.11%	12
Non saprei	5.56%	6
TOTAL		108

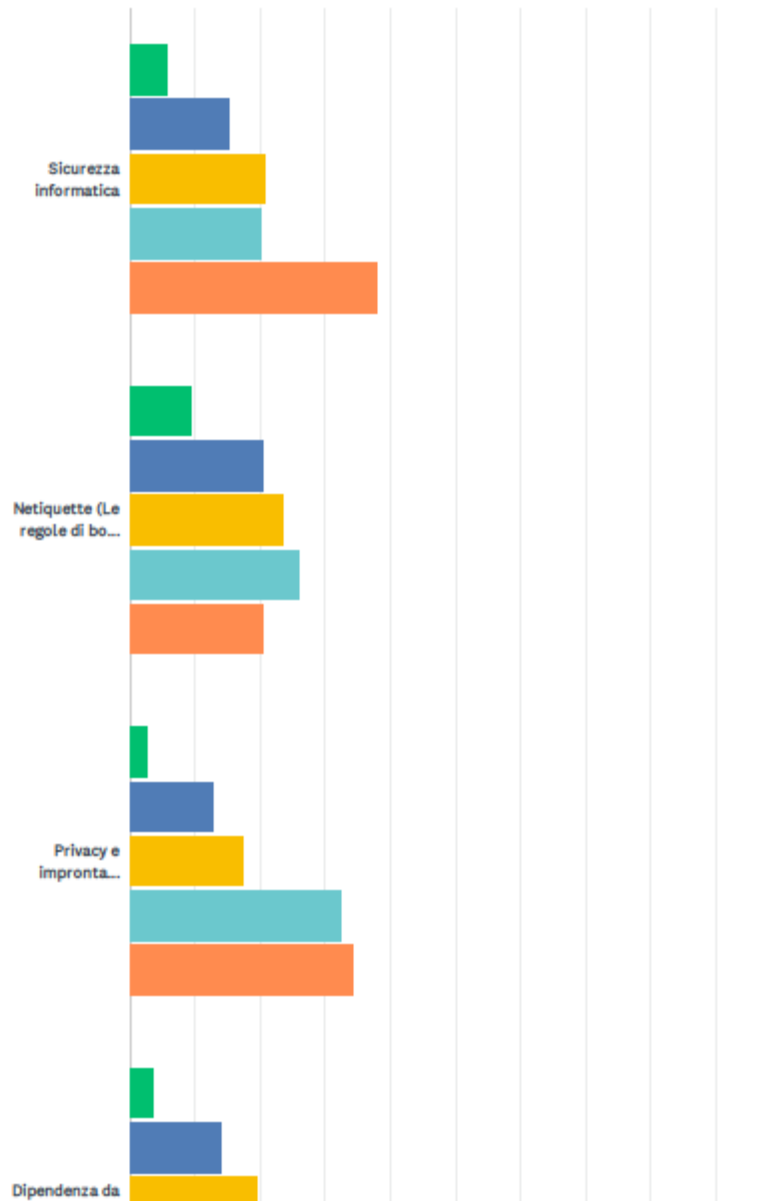
Confirming the feeling expressed with the previous answer, 64% of the sample declared to be interested in at least one module of a training program of media literacy for parents.

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SurveyMonkey

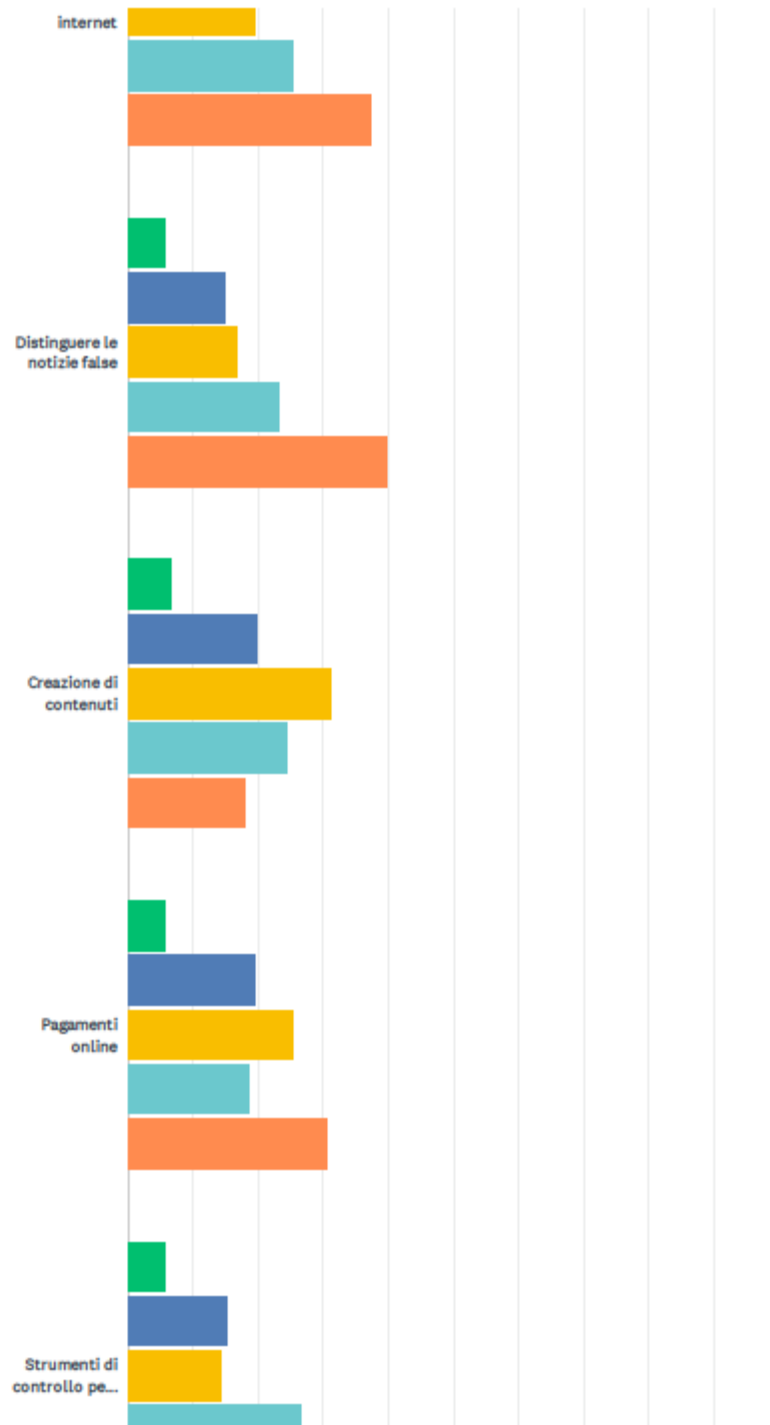
Q10 Per favore, valuta quali dei seguenti argomenti ritieni più utili nella formazione sulla media literacy (assegna ad ogni argomento un valore da 1 a 5, dove 1 significa "inutile", 5 – "necessario")

Answered: 108 Skipped: 0



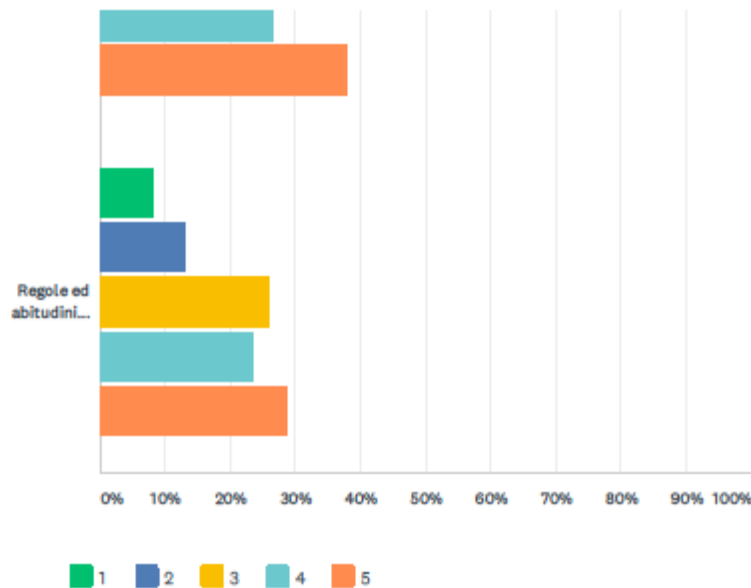
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	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Sicurezza informatica	5.71% 6	15.24% 16	20.95% 22	20.00% 21	38.10% 40	105	3.70
Netiquette (Le regole di bon ton universalmente riconosciute nella comunicazione online, condivisione di notizie, ecc.)	9.35% 10	20.56% 22	23.36% 25	26.17% 28	20.56% 22	107	3.28
Privacy e impronta digitale (l'insieme unico e personale di attività e comunicazioni digitali tracciabili su Internet o su dispositivi digitali)	2.78% 3	12.96% 14	17.59% 19	32.41% 35	34.26% 37	108	3.82
Dipendenza da internet	3.74% 4	14.02% 15	19.63% 21	25.23% 27	37.38% 40	107	3.79
Distinguere le notizie false	5.56% 6	14.81% 16	16.67% 18	23.15% 25	39.81% 43	108	3.77
Creazione di contenuti	6.60% 7	19.81% 21	31.13% 33	24.53% 26	17.92% 19	106	3.27
Pagamenti online	5.61% 6	19.63% 21	25.23% 27	18.69% 20	30.84% 33	107	3.50
Strumenti di controllo per i genitori	5.71% 6	15.24% 16	14.29% 15	26.67% 28	38.10% 40	105	3.76
Regole ed abitudini familiari	8.41% 9	13.08% 14	26.17% 28	23.36% 25	28.97% 31	107	3.51

#	ALTRO (PER FAVORE, SPECIFICA)	DATE
1	l'impatto dei social sugli atteggiamenti dei nostri figli	1/24/2020 12:15 PM

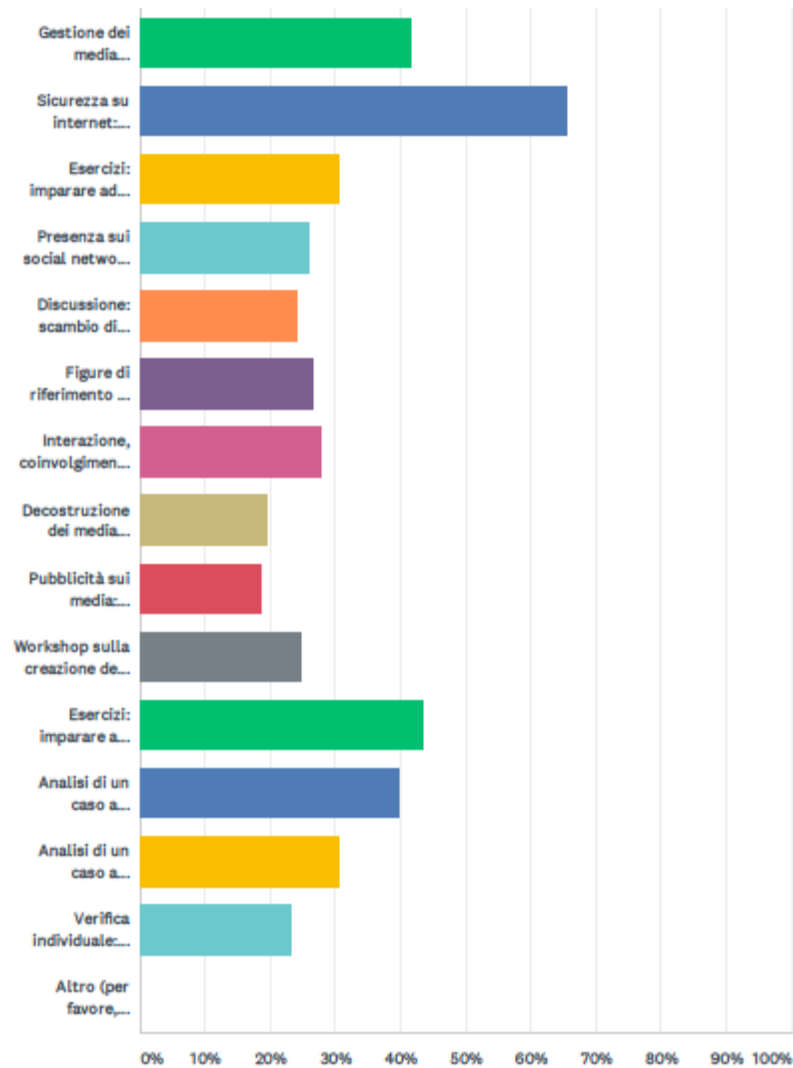
In a scale from 1 to 5, all the possible topics listed as part of a training program were rated over 3 and less than 4. Probably the sample, considered as a whole, was not able to recognise what topics may be more important to improve its media literacy as a parent. Anyway, the best rated topics were privacy and digital footprint, internet addiction, fake news and parental control.

Survey MeLi_FINAL_IT

SurveyMonkey

Q11 Il corso sulla media literacy ha lo scopo di promuovere la consapevolezza dell'influenza dei media e di generare un atteggiamento attivo nei confronti sia della fruizione sia della creazione di/sui media. Quali dei seguenti argomenti e metodi t'interesserebbero di più? (seleziona solamente 5 risposte)

Answered: 108 Skipped: 0



Survey MeLi_FINAL_IT

SurveyMonkey

ANSWER CHOICES	RESPONSES	
Gestione dei media familiari: presentazione sui vari strumenti (applicazioni, programmi ausiliari, ecc.) che aiutano a controllare cosa fanno i miei figli su internet e l'uso dei media tradizionali.	41.67% 45	
Sicurezza su internet: presentazione sulle applicazioni che proteggono me e i miei figli dalle persone pericolose, dal contenuto inappropriato, dai virus, ecc.	65.74% 71	
Esercizi: imparare ad usare i nuovi media che sono adesso popolari tra i bambini e di giovani (snapchat, tiktok e altri)	30.56% 33	
Presenza sui social network: presentazione e discussione per capire l'idea dietro ai principali nuovi media popolari tra i bambini e i giovani (snapchat, tiktok e altri)	25.93% 28	
Discussione: scambio di vedute con gli altri genitori a proposito delle rispettive abitudini, fornendosi così l'un l'altro consigli utili a risolvere i problemi.	24.07% 26	
Figure di riferimento e stereotipi: come i media influenzano e creano standard e modelli cui paragonarsi.	26.85% 29	
Interazione, coinvolgimento e partecipazione dal punto di vista economico, sociale e culturale nella società e promozione della partecipazione democratica e dei diritti fondamentali attraverso i media.	27.78% 30	
Decostruzione dei media stampati: riconoscere i diversi tipi di contenuto e valutazione dello stesso in termini di veridicità, affidabilità e rapporto qualità-prezzo.	19.44% 21	
Pubblicità sui media: riconoscere i diversi tipi di contenuto e valutazione dello stesso in termini di veridicità, affidabilità e rapporto qualità-prezzo.	18.52% 20	
Workshop sulla creazione del media in base al contesto: creare, costruire e generare contenuto per i media.	25.00% 27	
Esercizi: imparare a proteggere la propria privacy su internet (impostazioni di sicurezza avanzate sui navigatori web e sugli smartphone)	43.52% 47	
Analisi di un caso a proposito dei comportamenti – come parlare ai miei figli, come introdurre in famiglia regole riguardo l'uso di internet, i videogiochi, gli smartphone, ecc.	39.81% 43	
Analisi di un caso a proposito delle notizie false– come distinguerle? Come reagire?	30.56% 33	
Verifica individuale: autovalutazione– come uso i nuovi media? Cosa dovrei cambiare del mio modo di usarli?	23.15% 25	
Altro (per favore, specifica)	0.00% 0	
Total Respondents: 108		
#	ALTR0 (PER FAVORE, SPECIFICA)	DATE
	There are no responses.	

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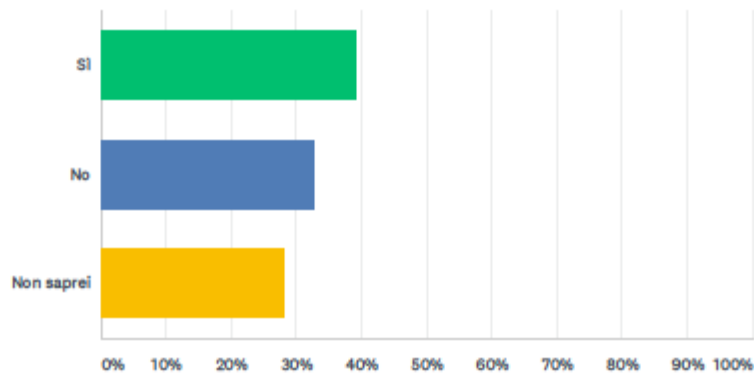
Likewise to what registered with the previous question, the topics judged more relevant for the improvement of media literacy through a training program are: internet safety (indicated by 66% of the sample), exercises to learn how to protect one's privacy on the internet, tools helping to control what children do on the internet, case analysis concerning behaviours – how to talk to my children, how to introduce family rules concerning internet, games, smartphones etc.

Survey MeLi_FINAL_IT

SurveyMonkey

Q12 Qualora prendessi parte al corso, saresti in grado di svolgere dei compiti tra una sessione formativa e l'altra (per esempio provare alcuni strumenti, introdurre nuove abitudini in famiglia, ecc.)?

Answered: 107 Skipped: 1



ANSWER CHOICES	RESPONSES
Sì	39.25% 42
No	32.71% 35
Non saprei	28.04% 30
TOTAL	107

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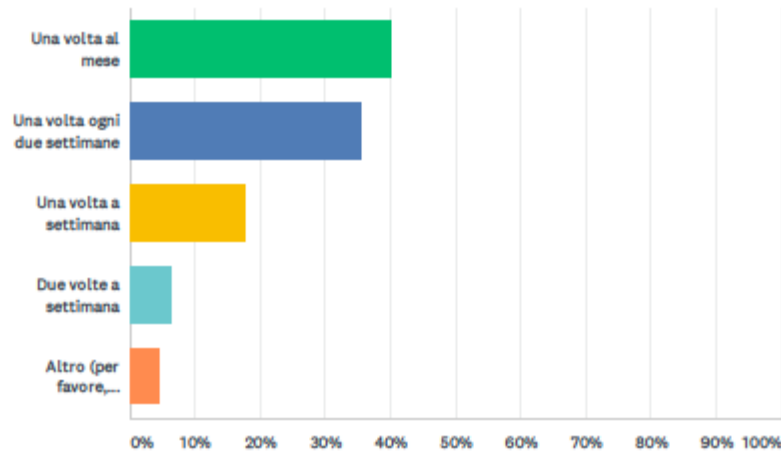
This control question reveals that asking about the availability to do some homework in the frame of the training program, the percentage decreases: only 39% of the sample said 'yes'.

Survey MeLi_FINAL_IT

SurveyMonkey

Q13 Qualora prendessi parte al corso, le sessioni di 2 ore dovrebbero essere programmate ogni quanto?

Answered: 107 Skipped: 1



ANSWER CHOICES	RESPONSES
Una volta al mese	40.19% 43
Una volta ogni due settimane	35.51% 38
Una volta a settimana	17.76% 19
Due volte a settimana	6.54% 7
Altro (per favore, specifica)	4.67% 5
Total Respondents: 107	

#	ALTRO (PER FAVORE, SPECIFICA)	DATE
1	Non partecipo	1/29/2020 5:57 PM
2	una volta ogni due mesi	1/22/2020 3:59 PM
3	non sono interessato	1/20/2020 11:50 AM
4	due incontri	1/20/2020 11:33 AM
5	non mi interessa, grazie	1/20/2020 11:07 AM

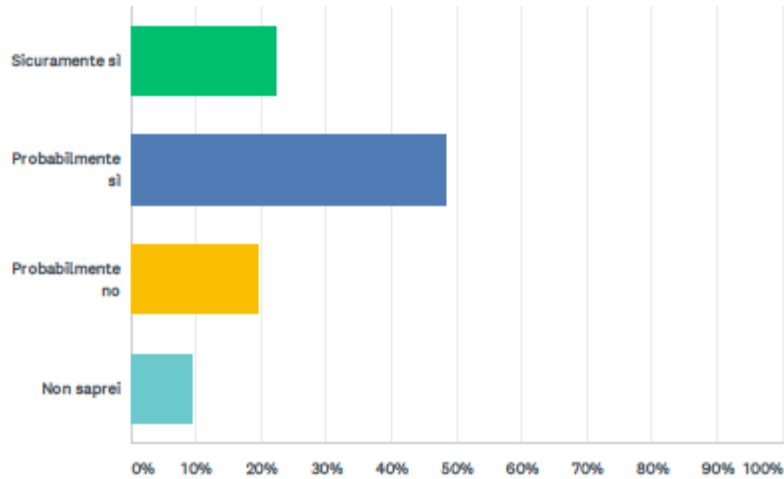
Talking about scheduling the training sessions, lasting 2 hours each, 76% of the sample prefer a reduced frequency: no more than once every 2 weeks, better if once a month.

Survey MeLi_FINAL_IT

SurveyMonkey

Q14 Ti piacerebbe usare una applicazione web con ulteriori informazioni sulla media literacy per i genitori?

Answered: 107 Skipped: 1



ANSWER CHOICES	RESPONSES	
Sicuramente sì	22.43%	24
Probabilmente sì	48.60%	52
Probabilmente no	19.63%	21
Non saprei	9.35%	10
TOTAL		107

The interest for a web application with further elements to foster the media literacy of parents is very high: 71% of the sample.

Survey MeLi_FINAL_IT

SurveyMonkey

Q15 Qualora prendessi parte al nostro progetto (partecipare al corso formativo sulla media literacy e/o testare l'applicazione web per i genitori), per favore, lasciaci un tuo contatto (preferibilmente il tuo indirizzo email)

Answered: 35 Skipped: 73

Survey MeLi_FINAL_IT		SurveyMonkey
#	RESPONSES	DATE
1	abele.alloni@gmail.com	1/30/2020 9:42 AM
2	gianna.pierini01@libero.it	1/29/2020 11:22 PM
3	fiabonardi@alice.it	1/29/2020 10:30 PM
4	arturoprevedello@libero.it	1/29/2020 9:01 PM
5	giampaoloscarpa@gmail.com	1/29/2020 7:05 PM
6	eleonora.badesso@inwind.it	1/29/2020 6:09 PM
7	Miryam.sottocasa@libero.it	1/29/2020 5:53 PM
8	L.marmai@libero.it	1/29/2020 5:37 PM
9	ligitadavide@yahoo.com	1/29/2020 5:32 PM
10	norisenzo@hotmail.it	1/29/2020 5:29 PM
11	ernesto.mainardi@tin.it	1/29/2020 5:19 PM
12	ernesto.mainardi@tin.it	1/29/2020 5:18 PM
13	michele.ricupati@gmail.com	1/29/2020 4:59 PM
14	marco.ferrari70@gmail.com	1/29/2020 3:36 PM
15	Grazia.colo@tiscali.it	1/29/2020 2:46 PM
16	donatomaria@libero.it	1/29/2020 2:36 PM
17	bonazzi.sr@gmail.com	1/29/2020 2:26 PM
18	marco.gf.pinto@gmail.com	1/29/2020 2:10 PM
19	mmalagoli@libero.it	1/29/2020 1:26 PM
20	Sabrysergio@hotmail.it	1/29/2020 1:23 PM
21	silvio.petteni@sirescomputers.it	1/29/2020 1:16 PM
22	goliver67@virgilio.it	1/29/2020 8:56 AM
23	chiara.bacchi@gmail.com	1/28/2020 12:11 PM
24	miriamlucente@hotmail.it	1/28/2020 11:29 AM
25	mariarachele.ruiu@gmail.com	1/28/2020 11:22 AM
26	j.coghe@provitaefamiglia.it	1/28/2020 11:01 AM
27	pissi_91@hotmail.it	1/22/2020 2:41 PM
28	veronica.grandi@libero.it	1/22/2020 10:21 AM
29	federicarissa@gmail.com	1/22/2020 10:18 AM
30	claud.masotti@gmail.com	1/22/2020 9:21 AM
31	rick.piss@gmail.it	1/21/2020 5:34 PM
32	m.nonna@alice.it	1/21/2020 3:08 PM
33	daria.bianchi@hotmail.it	1/20/2020 3:22 PM
34	federica.ceccone@gmail.it	1/20/2020 11:33 AM
35	copblues@hotmail.it	1/17/2020 6:21 PM

35 parents out of 108 are strongly motivated to enhance their media literacy through a training program and/or a web application to be used in a familiar environment. They gave their e-mail address to be contacted when it will be the time.

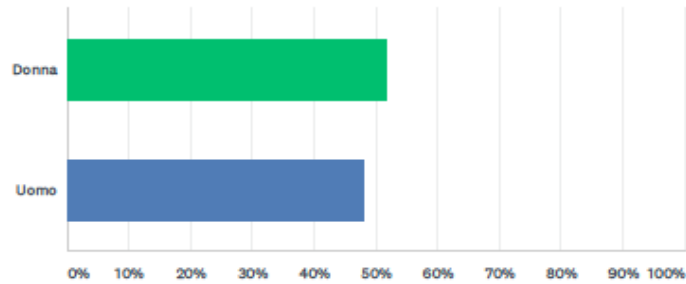
A short paragraph resuming the main conclusions should be added at the end of this chapter:
- What are the main characteristics of the responding people?

Survey MeLi_FINAL_IT

SurveyMonkey

Q16 Genere

Answered: 106 Skipped: 2



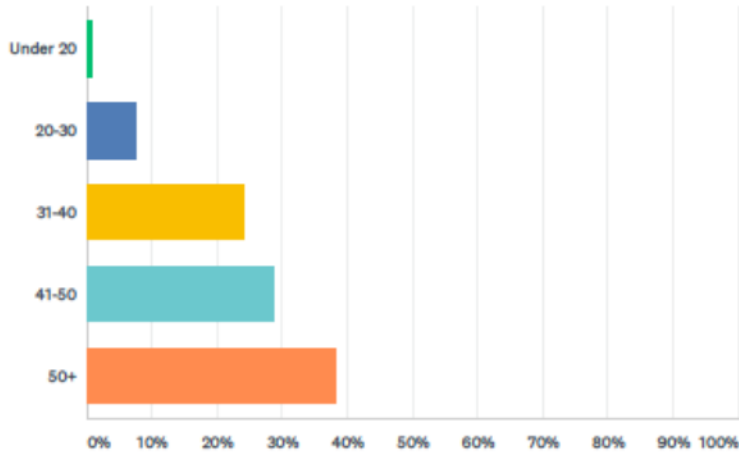
ANSWER CHOICES	RESPONSES	
Donna	51.89%	55
Uomo	48.11%	51
TOTAL		106

Survey MeLi_FINAL_IT

SurveyMonkey

Q17 Età

Answered: 107 Skipped: 1



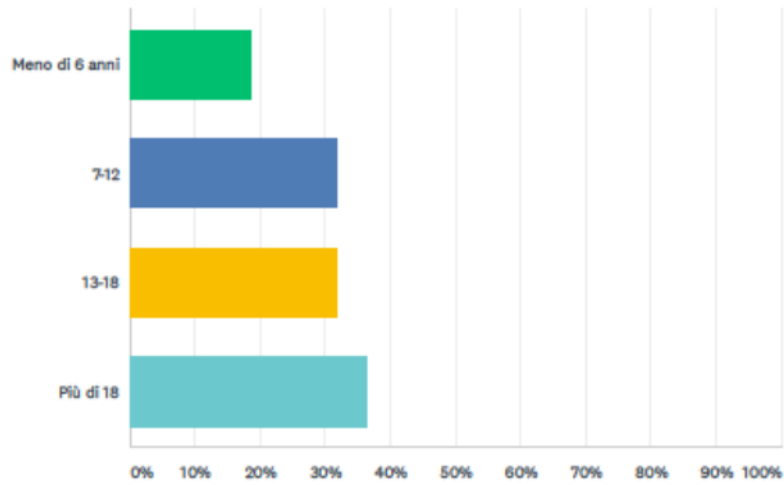
ANSWER CHOICES	RESPONSES
Under 20	0.93% 1
20-30	7.48% 8
31-40	24.30% 26
41-50	28.97% 31
50+	38.32% 41
TOTAL	107

Survey MeLi_FINAL_IT

SurveyMonkey

Q18 Fascia d'età dei figli (risposta multipla)

Answered: 107 Skipped: 1



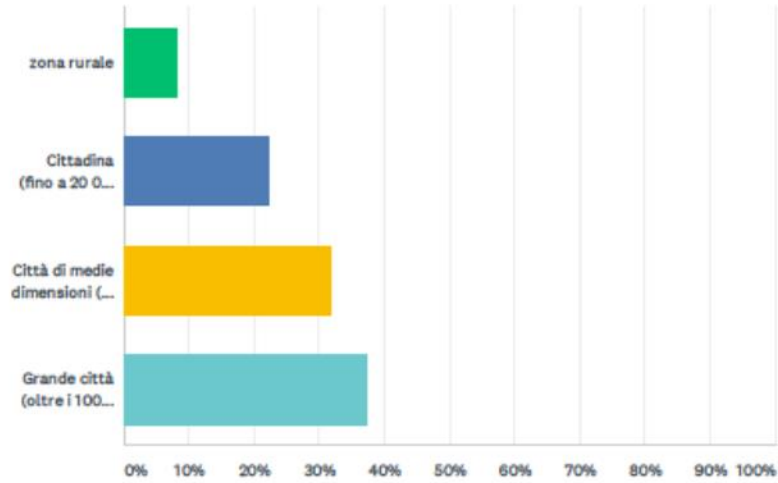
ANSWER CHOICES	RESPONSES	
Meno di 6 anni	18.69%	20
7-12	31.78%	34
13-18	31.78%	34
Più di 18	36.45%	39
Total Respondents: 107		

Survey MeLi_FINAL_IT

SurveyMonkey

Q19 Domicilio

Answered: 107 Skipped: 1



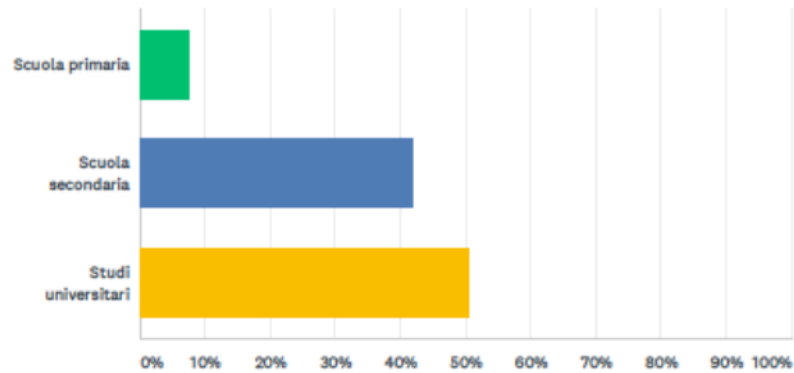
ANSWER CHOICES	RESPONSES	
zona rurale	8.41%	9
Cittadina (fino a 20 000 abitanti)	22.43%	24
Città di medie dimensioni (dai 20 000 ai 100 000 abitanti)	31.78%	34
Grande città (oltre i 100 000 abitanti)	37.38%	40
TOTAL		107

Survey MeLi_FINAL_IT

SurveyMonkey

Q20 Livello d'istruzione raggiunto

Answered: 107 Skipped: 1



ANSWER CHOICES	RESPONSES	
Scuola primaria	7.48%	8
Scuola secondaria	42.06%	45
Studi universitari	50.47%	54
TOTAL		107

Dlearn had a good feed-back to the questionnaire, submitted by 108 parents, equally distributed between men and women. 69% of the sample live in towns with more than 20,000 inhabitants. Some of them are mother and father of the same student, and some of them answered the

questions with reference to more than one kid: 107 are those who declared the age of their kids, while 127 is the number of kids whose age is declared by the relevant parents. 63% of these kids are between 7 and 18 years, but there's also a significant percentage of kids already of age (36%).

The age of responding people reflects the demographic trend in Italy, where people become a parent quite late: 67% of the parents who took part to the survey are more than 40, and only 7% is under 30. It's very interesting to observe their level of education: 50% have a university degree, and other 42% of them got a diploma of secondary school. So, the average level of education is very high, but despite this fact the answers to the items of the questionnaire reflects a quite poor knowledge of media literacy.

- *What are their main needs / expectations / interests?*

A quite important percentage of parents (28%) are aware to be not enough informed about the use their kids do of media tools, and consequently a large majority of them declare they would like to know more about the media activity of the kids, aiming at sharing with them the contents of apps, social and games.

- *How many people showed their interest to the project (i.e. gave one's e-mail address)?*

Many parents participating to the survey declared to be generally interested to have a better knowledge of what their kids do with digital media, and 64% of them declare to be interested to the foreseen training courses for parents. 35 out of 108 already gave their e-mail address asking to be kept informed about the courses and other training activities. As it was easy to guess, the topics that gained more interest are those related to security and privacy, but also the aspects related to fake news appear as very important for parents.

4. Focus group interview

Briefly present the interviewees, their backgrounds, experiences and expertise

As it was said above, the focus groups included teachers, with or without kids, some parents recruited through personal relations, a couple of journalists and other people representing parents' and cultural associations. All these people had a specific interest in media literacy, of professional, social and/or personal kind.

Describe the collected results, in particular,

- *Describe the main issues that you wanted to clarify / understand / deepen during the interview (taking into account the results of the questionnaires)*

The opportunity to deepen the subjects and the answers received through the questionnaire from participating parents allowed Dlearn to better understand the common feeling towards media literacy and the needs of parents to close the gap between them and their kids. It was important to understand if the perception parents have of the problem is realistic or not, and if the answers that MeLi project is trying to give are effective or not.

- *Describe the main conclusions from the discussion*

The feed-back we received during the focus group meetings tells that the awareness of parents in front of what their kids do with smartphones and other devices is probably overestimated,

because there's too much difference between the tools they declare to use more frequently and those who are average popular among youngsters. So, parents need to be better trained also because very often new tools come up to the market and children move very rapidly from a digital tool to another one. But the general opinion we derived from the focus groups is that 3 levels for a total amount of 30 hours of training are a very ambitious and difficult task, with the risk to lose someone along the road... The received proposal/suggestion is to organize maybe part of the training activities online, so that parents can take part while at home and not at a fixed time.

5. Conclusions and recommendations

Comment the collected results and provide recommendations at national level, especially present your reflections and suggestions concerning the training programme.

The most important results we could achieve from desk research and through questionnaires and interviews to focus groups tell that in Italy we have a quite low level of knowledge about media literacy in general, and a gap between youngsters and parents that is evident and that risks to enlarge if we don't take real and appropriate initiatives. The demographic challenge, with people that become a parent when they are already too old, doesn't help at all, because this contributes to maintain the gap.

Training for parents is essential, but the first step would be to let them understand they need to be trained. In this regard, Government, Parliament and local policy makers should do more, fixing rules stricter than the present ones about parental control and accessibility to social media and chat online for kids.

The school system, with its objective limits, is very busy in promoting initiatives against cyberbullying, stalking and other bad attitudes very popular among youngsters, but it's very frequent that these criminal behaviours are not discovered by the school nor by the parents. In force of its educational role, the school system could have a leading role in more effective training activities involving both students and parents.

Waiting for the school system to become maybe one day the epicentre of a compulsory training path for students and parents, it's very important to promote training programmes in the frame of transnational projects like MeLi for Parents, whose strength lies in the opportunity to exchange good practices and to develop together a stronger model. Nevertheless, concerning Italy, and maybe also some other involved Countries, the focus group activities highlighted a possible risk associated to a training path engaging the parents for too long.

Attachments:

Please, attach the full Excel sheet with the data collected through the questionnaire (raw data exported from the Google form that you used)

Attached: Excel file