



# Digital Literacy and Education

## Report by Country

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## 1. DIGITAL LITERACY - BACKGROUND

### a. Can you identify the main concepts around Digital Literacy (DL)?

We can identify several main concepts around DL from the information given by the **Agenzia per l'Italia Digitale (AgID)** [Agency for digital Italy]. The agency's aim is to promote the distribution of digital competences within companies, citizens and public administration. To reach this aim, the agency created a strategy paper (Presidenza del Consiglio dei Ministri, 2015), and a coalition was built that will care for reaching the aims of the paper.

The agency uses the definition of digital competences (*competenze digitali*) coming from the Recommendation of the European Parliament and of the Council (2006/962/EC, §4, 18 December 2006) on key competences for lifelong learning: "Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks



via the Internet.”

Furthermore, in the strategy paper, the following main concepts around DL can be identified:

- digital citizenship (*cittadinanza digitale*)
- digital inclusion (*l'inclusione digitale*)
- competences for e-leadership (*competenze di e-leadership*)
- specialised competences (*competenze specialistiche*)

By promoting and implementing a digital citizenship (and therefore make sure that all members of the population will be included in the digital activities of the modern society), the spread and development of basic digital competences in the population should be facilitated. Implementing the concept of a **digital citizenship** provides easy access to the modern society so that everyone can participate. The **digital inclusion** regards the possibilities for all members of the population to use the digital world in order to develop an innovative and creative culture/society.

**Competences for e-leadership** refer to the capacity to use the digital technology within all types of organisations and to introduce digital innovations into the specific sectors of the market.

**Specialised competences** regard ICT professionals and future professionals. They are required in the private as well as in the public sector. To convey such competences, the strategy intends (a) to adopt the model of the European e-Competence Framework as a standard definition for digital competence, and (b) to complete formation of young people with skills and competences required in all sectors of the market.

While these concepts regard the broader environment of DL, concepts that contribute to DL can be identified in papers sent out by the **Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR)**, [Ministry of education, universities and research]. The papers concern formal education at schools in Italy, e.g. the Piano Nazionale Scuola Digitale (PNSD, cf. MIUR, 2015). On page 70 of the PNSD, the following competences are listed that are required for producing digital content:

- **logical and computational competences** (*competenze logiche e computazionali*)
- **technical and operative competences** (*competenze tecnologiche e operative*)
- **argumentative, semantic and interpretive competences** (*competenze argumentative, semantiche e interpretative*)

The concepts of digital literacy which are currently circulating in civil society are not deeply distinguished from that of media education which has inspired the greatest part of initiatives in the past decades. These concepts stresses the will of empowering children's critical awareness and social participation by intersecting the notion of media and civic literacy. The creative, responsible and aware use of media is seen as an opportunity to create democratic participation in education, society and culture. While a clear and shared definition of digital literacy among civil society is still missing, we can observe a more and more frequent association of the notion of digital



literacy with phenomena as cyberbullying, hate speech, right of expression, “post-truth”, online risks as sexting and sexual harassment.

The Academia represents an important actor into the definition of significance of digital literacy. As we said, the concept of digital literacy contains different dimensions that are the results of the complexity and the characteristics of contemporary communication. So, frequently, the term digital literacy has been used in relation with different problems, and various disciplines take on it with different approaches. In particular, there are five academic fields that work on digital literacy: computer science, psychology, economy, education sciences, and sociology.

**Computer science** considers the analysis of digital literacy as a way to improve software’s ergonomics. The principal goal is to improve the interaction between human and technology.

**Psychology** studied mainly the cognitive style connected to the use of the digital resources with a special interest on psychological pathologies and case of dependence.

**Economy** focuses on digital literacy especially for what concerns the capability to use digital resources to improve productive and organisational processes.

The **Education**’s attention addresses more the change of didactic ways that involve or could involve digital media.

Finally, **Sociology** focuses on social effects of digital literacy.

In Italy, Sociology and Education represent the most important academic fields that are concentrated on digital literacy behind a definition strictly connected to technical skills that unfortunately continues to be strongly present.

Two are the branches of Sociology that principally are interested in investing and doing research on digital literacy: *Sociology of media and communication* and *Sociology of education*. In Italy, at the moment, there are different research groups that, with different approach and interests, are working on digital literacy focusing principally on kids, adolescents and youth. In the group of Sociology and Education we can list some of the most important research groups that work on digital literacy trying to differentiate them by the main topic they address.

The groups that work within the Department of Media Studies of the Università Cattolica del Sacro Cuore in Milan (F. Colombo, P. Aroldi, G. Mascheroni, N. Vittadini, B. Scifo, F. Pasquali) and the Department of Philosophy, Sociology, Education and Applied Psychology of the Università di Padova (R. Stella, C. M. Scarcelli, C. Riva) work principally on children, youth, everyday life and digital literacy with a focus on everyday experience, digital citizenship, intimacy, etc.

Researchers at the Department of Sociology and social research of the Università di Milano Bicocca (M. Gui, M. Argentin, M. Micheli) work on the measurement of digital skills.

The groups that work in the Department of Economic and Social Research of the Università di Cagliari (M. Pitzalis) and the Department of Sociology of the Università Cattolica del Sacro Cuore (M. Colombo) are principally focused on an approach that consider mainly the educational contribution of digital resources.

The topics connected to digital literacy with the view of media education is considered especially by scholars that work in the Department of Communication and



Social Research of the Università La Sapienza in Rome (M. Morcellini, I. Cortoni), the Department of Education of the Università Cattolica del Sacro Cuore of Milan (P. Rivoltella), the Department of Philosophy, Sociology, Education and Applied Psychology of the Università di Padova (Galliani), the Department of Culture and Society of the Università di Palermo (G. Cappello), the Department of Education of the Università di Torino (S. Tirocchi, A. Parola). In this case, we have to distinguish a more sociological approach connected to education to media from an approach closer related to education that considers mainly how to educate with media.

In the sociological field, the most used theoretical references are that connected to the works of D. Buckingham and S. Livingstone that are used declining and are inserted into sociological and educational approaches (that are the basis of the research group that we listed).

### **b. Historical perspective**

In formal education, Italy, like other EU member states, has started diverse initiatives within the last years in order to renew the national school system and spread the innovations of the digital era among Italian classrooms.

In 2007, a national plan for digital schools was discussed for the first time; from 2008 on, the MIUR introduced the idea of the “Scuola Digitale” [digital school] that focused on three objectives (cf. MIUR 2015: 12-22):

- to provide the schools with interactive whiteboards (project “LIM”)
- to provide the class rooms with advanced technologies (project Cl@ssi 2.0 [classes 2.0])
- to prepare an advanced didactical model for disadvantaged areas (project “Isole in rete” [islands in the net])

Between 2008 and 2012, diverse initiatives have been launched in order to realise these and other aims. In 2009, the Piano eGov 2012 was introduced; in 2012, the Agenda Digitale Italiana was published in which an updated national plan for digital schools has been introduced.

In the before mentioned plans, the concept of DL remains the same and is based on the definition of the European Parliament cited in a. However, new and updated actions are introduced in the plan that refer to competences needed for the 21<sup>st</sup> century (e.g. the DigComp 2.0 report, cf. Vourikari, Punie, Carretero & Van den Brande 2016).

### **c. Concepts mapping: cross dimensions in regards to DL**

In the realm of formal education, some concepts are described that map DL:

1. competences for e-leadership/e-business
2. digital citizenship (cf. MIUR 2015: 73)
3. information literacy, cf. the framework DigiComp (framework for developing and understanding digital competence in Europe; cf. MIUR 2015: 73)

### **d. Cross geographies: how the policy in your country is cross-referenced to other EU countries?**

The national strategy for a digital economic and cultural development is based on the EU growth strategy “Europe 2020”. All policies are therefore in compliance with EU



guidelines.

The Agenzia per l'Italia Digitale (AgID) [Agency for digital Italy] is involved in many international projects, mostly co-financed by the EU, promoting the digital development in different economic and societal sectors, but none of them is explicitly concerned with education or formation (see the [complete list](#)).

The Ministry of Education, Universities and Research (MIUR) launched many projects to support the development of DL in the Italian population (e.g. [Programma il Futuro](#) [plan the future]), also in line with the national plan for digital schools (MIUR, 2015). Some of them are financed by the EU, but no international partners are involved.

#### **e. Is there any legal policy framework?**

Following the growth strategy of “Europe 2020”, the Italian government has developed, among other strategies, an agenda for a digital Italy. The “agenda digitale Italiana” is the national strategy for a digital economic and cultural development and is promoted by the Agenzia per l'Italia Digitale (AgID) [Agency for digital Italy] which was founded in 2012. The national strategy comprises advancements of Italy’s digital infrastructure, digital administration, digital economy, digital formation/education, and IT-government. In this process, diverse ministries are involved.

There is a law from 13 July 2015, no. 107 that reforms the national system of teaching and formation. In article 1, point 7h, e.g. the law refers explicitly to the development of digital competences with a particular focus on “computational thinking, critical use of social networks and social media concerning the production of content and its relation to the working world”. The law is known as “[La Buona Scuola](#)” [the good school] and constitutes of many different reforms, for example of teaching foreign languages and the further training of teachers, and the development of digital competences.

Regarding the digital formation/education, the Ministry of Education, Universities and Research (MIUR) has released the national plan for digital schools (MIUR, 2015) which is legally based on the law “La Buona Scuola”. The regions are now responsible for the implementation of the national plan.

#### **f. Curricula: which levels of education are included or covered by the digital literacy policy?**

The national guidelines for the curricular (2012) already include digital competences. At the end of primary school, the profile of the pupils is described as follows: They should have “good digital competences” and use “with awareness” communication technologies to search for and analyse data and information. In addition, they should be able to recognise reliable information and data that needs further consolidation, examination and verification, and they should be able to use their IT skills to interact with diverse subjects in the world (“Ha buone competenze digitali, usa con consapevolezza le tecnologie della comunicazione per ricercare e analizzare dati ed informazioni, per distinguere in formazioni attendibili da quelle che necessitano di approfondimento, di controllo e di verifica e per interagire con soggetti diversi nel mondo.” (MIUR 2012, p. 10)).

According to the PNSD, primary schools will focus on the development of a computational thinking (*pensiero computazionale*) (MIUR 2015, p. 81). According to



the recommendations of “La Buona Scuola” [the good school], becoming a person who produces digital content is scheduled for secondary schools (cf. also MIUR 2015, pp. 82-83).

#### Other comments

## 2. SCOPE

### a. Stakeholders

Historically, the great part of the Media Literacy projects in Italy come out from the grassroots initiatives of academic research units, charities, non-governmental organizations which, in trying to fulfill their goals, are used to establish local networks involving institutions like Ministries and local institutions like CORECOM (regional bodies of AGCom, the independent regulatory authority for the Italian communications system).

The historical lack of institutional coordination has been balanced by a very lively community of academics and civil society organizations that support both an advanced theoretical debate and a regular experimentation of new practices.

A relevant activity of networking and coordination has been played by MED, the Italian Association of Media Education, a non-profit organization established in 1996 in Rome, which involves academics, media professionals and a number of teachers with the aim of promoting research, study, and experimentation in the field of Media Education, media studies, and pedagogy.

Amongst the main contributions from MED, the journal *Media Education. Studi, ricerche, buone pratiche* [Media Education. Studies, research, good practices] has acted as a reference for the network of Media Educators in Italy. Thanks also to the Summer School of Media Education, yearly held in Corvara since the beginning of the 1990s with the participations of academic scholars, teachers, media educators and professionals, MED has played a relevant role in creating a network of experts and in sharing and defining best practices in the field of media education.

In recent years, new networks are emerging thanks to the push of European funding. These networks are mainly linked to projects that explore, map and promote the new kinds of media competences that are required in the digital media environment. They often put together academia and NGOs with the sponsorship of local authorities. Moreover, online platforms, online service providers, ICT and telecommunications companies have often acted as the promoters of initiatives of media literacy (specifically, digital literacy) with the collaboration of NGOs and/or educational



institutions. These networks are established mainly at the local or regional level and this has a negative impact on the size of the target audiences, on the level of public awareness and also on the total budget invested in them. It is mainly for this reason that the relevance of many of the projects mapped in this report has been assessed in terms of the quality/originality of the approach/thematic focus. Notwithstanding the size which apparently is not particularly significant, they reveal trends of creative innovation at the local level.

The biggest projects are those involving schools because the network of schools constitutes the easiest way to reach wide and representative audiences of children and teenagers.

A turning point in the recent history of media literacy initiatives in Italy has been represented by the establishment of the "Coalizione per le competenze digitali" [Coalition for the digital competences]. The Coalition has been established by the Agenzia per l'Italia Digitale [Agency for digital Italy] (AgID) of the Council of Ministers of the Italian Republic - within the European project "Grand Coalition for Digital Jobs".

The coalition acts as a national network between all the different bodies (private, public, civil society) that are currently engaged in the definition, the mapping and the enhancement of digital competences. It gives visibility to all the projects currently developed in the field and allows for the identification and dissemination of best practices.

Non-exhaustive **list of stakeholders:**

- Università Cattolica del Sacro Cuore - academia -
- Università degli Studi Milano -Bicocca - academia -
- Università di Padova - academia -
- Università di Palermo - academia -
- Università degli Studi di Firenze - academia -
- Università Sapienza di Roma - academia -
- Università degli Studi Suor Orsola Benincasa Napoli - academia -
- Università di Bari - academia -
- Università Pontificia Salesiana - academia -
- MED, Associazione Italiana per L'Educazione ai Media e alla Comunicazione - civil society -
- Zaffiria - civil society -
- AgCom - Corecom - media regulatory authority -
- Autorità Garante per l'Infanzia - regulatory authority -
- Ministry of Education, University and Research (MIUR) - public authority -
- Agenzia per l'Italia Digitale (AgID) - public authority -
- Moige - Movimento Italiano Genitori - civil society -
- Fondazione Vodafone - telecommunications company -
- Samsung - ICT company -
- Google - online platforms -
- Save the Children Italia - civil society -
- Telefono Azzurro - civil society -



- Fondazione Mondo Digitale - civil society -

### **b. Special needs education policies**

In Italy, pupils with special educational needs, either with general disabilities (cf. legge 104/92) or specific learning disabilities (cf. legge 170/2010) are included in regular classes. The rights of pupils with any disability are respectively fixed in the two laws mentioned. For example, the law number 170 from 2010 states that pupils with a recognised learning disability have the right to be equipped with devices (including IT devices) they need to compensate for any disabilities (Article 5, point 2). The national plan for the digital schools (PNSD) explicitly states that (1) the working space of all students must prepare them for a life-long learning, and that the used technology should actively contribute to remove any obstacle for learning, in particular with respect to students with special educational needs (MIUR, 2015, p. 42), (2) the digital teaching materials and their content must convey a broad perspective and allow for different opinions and points of view. It must be guaranteed that they are accessible to all students, especially pupils with special educational needs must not be excluded (MIUR, 2015, p. 94), and (3) the minimal standards and technical infrastructure for didactics in an digital environment should obey to principles as operability, accessibility, security, efficiency etc.; such principles can be interpreted as means to avoid discrimination in general, and in particular economic imparity, and must also consider the needs of pupils with special educational needs (MIUR, 2015, p. 96).

### **c. Contests to support DL**

- Challenge Prize per la scuola digitale: Dec 2015- Dec 2016 (PNSD 2015, pp. 45-46): 2 million EUR (Research fund) + 0,2 million EUR ("la buona scuola")

### **d. Evaluation/Assessment mechanisms**

There are no evaluation mechanism described in the documents provided by the ministries. However, the PNSD specifies for each action that will support the development of digital competences of pupils and teachers measurable objectives. These objectives can be taken to evaluate the implementation of the strategy, for example, actions that will raise the number of technically equipped and connected schools and class rooms (MIUR, 2015, p. 36-40), the number of teachers with additional formation in relevant aspects of digital literacy (MIUR, 2015, p. 102-113). Some of them could even serve as indicators for digital literacy levels, e.g. actions regarding a common framework for the development (and assessment) of digital competences among students (MIUR, 2015, p. 71-75). Detailed criteria for the assessment of digital literacy by schools are not part of the PNSD.

Since the regions are responsible to implement the national targets, they develop their own strategies for evaluation. The strategy paper of the province of Bolzano - Alto Adige for example refers to the "European Computer Driving Licence" (ECDL) as a means to assure the basic IT skills (Provincia Autonoma di Bolzano - Alto Adige, 2015, p. 26).

In the national directions for schools from 2012, several expectations regarding the development of DL are mentioned. At the end of primary school (14 years), e.g., the



students should have “good digital competences”, should use “with awareness” communication technologies to search for and analyse data and information, they should be able to recognise reliable information and data that needs further consolidation, examination and verification, and they should be able to use their IT skills to interact with diverse subjects in the world. Two years later, however, the students should show an “adequate use of information and communication technologies, and the digital competences should enrich modes of knowledge acquisition and allow for individual learning as well as for interactive communication and expression of creativity (cf. MIUR, 2012). Such descriptions will also be helpful to assess DL skills.

Although no assessment mechanisms are described, the development of DL is in the scope of responsibilities of formal education. However, there are some models for the assessment of DL in schools made in the academic field (e.g. Calvani & Menichetti, 2014). Finally, there is the self-assessment grid for digital competences that is part of the Europass CV provided by the EU. The grid is also available in Italian.

#### **e. Rights**

Officially, no right to internet access or participation rights are defined by the Italian legislative authorities. However, there seems to be a need for recognizing the internet as fundamental for the society, in particular to consider access to it a fundamental part of social life. The national plan for digital schools (PNSD), for example, refers to a (not officially existing) “right to access to internet” (“diritto a internet”) to justify the plan of providing access to the internet for all Italian schools (MIUR, 2015, p. 39). According to PNSD, schools are in the front line for implementing such a right. This perception of having access to the internet (and hence to information, data, communication, etc.) is best expressed in a declaration of rights in the internet by the Italian parliament in 2015 (Commissione per I diritti e doveri in internet, 2015). This document is not legally accepted, but serves as a reference point for the creation of new laws and the interpretation of existing laws. The declaration consists of 14 articles that cover:

- *Recognition and protection of rights*
- *Right to Internet Access*
- *Right to online knowledge and education*
- *Net neutrality*
- *Protection of personal data*
- *The right to informational self-determination*
- *Inviolability of electronic systems, devices and domiciles*
- *Automated processing*
- *Right to one's identity*
- *Protection of anonymity*
- *Right to be forgotten*
- *Rights and safeguards of people on platforms*
- *Network security*
- *Internet governance*



With respect to personal security in the internet, the existing privacy law (Decreto legislativo 30 giugno 2003, n. 196) regards also to the digital world and activities there, the existing penal code (Codice Penale) applies also to criminal activities online.

**f. Identifying initiatives promoted by private companies**

Wister - Women for Intelligent and Smart TERritories

Informatici senza frontiere [Computer scientists without borders]

Officina dei Nuovi Lavori [Laboratory of new labour]

Insieme a Scuola di Internet [Together at the internet school]

Guggenheim Be Connected

Generazioni Connesse [Connected generations]

Maker Kids

Digital meet

Lots of these initiatives have been made in collaboration with institutions

**Other comments**

### 3. FUTURE

**a. Recommendations/Challenges**

Greater efforts should be put in coordinating the several grassroots initiatives of media education that are spread all over the country. Coordination efforts should be aimed at mapping and selecting best practices and also at developing multifaceted methods for evaluating the impact of media education projects.

Greater institutional supports is needed, especially in terms of investments in



educational innovation and teacher training in order to include digital literacy within standard curriculum.

A sensitive area is constituted by the intersection between digital literacy and civic literacy. We have already excellent initiatives in this field, mainly supported through European funds. They need to be potentiated and extended. The relevant feature that should be diffused and promoted is that every educational intervention should be grounded on a research background that could orient aims and strategies of intervention.

#### **b. (Best) Practices /Case Studies**

1) The project "Generazioni Connesse - Connected Generations" (Safer Internet Center Italy II) is co-funded by the European Commission within the program "The Connecting Europe Facility" (CEF) - Safer Internet, whose aim is to ensure a safer internet and to promote a positive and conscious usage of digital media.

The project is coordinated by MIUR - Ministry of Education, University and Research, in partnership with the Ministry of Interior-Postal and Communications Police, the Authority for childhood and adolescence, Save the Children, Telefono Azzurro, Università degli Studi di Firenze, Università degli Studi di Roma "La Sapienza", Skuola.net, Cooperative E.D.I. and Movimento Difesa del Cittadino.

The project is developed through the following activities:

- 1) a wide-spectrum campaign aimed at increasing public awareness, through traditional and online media to be realized by all the partners and supported by all the members involved in the Advisory Board;
- 2) educational activities targeted at school communities (teachers, students, parents and educators);
- 3) online availability of educational resources and tools;
- 4) an educational itinerant campaign, named "Una vita da social" [A social life], carried out by the State Police through a truck which has visited 55 Italian town;
- 5) the HelpLine of Telefono Azzurro, which offers support to children, parents and teenagers who have had negative online experiences;
- 6) two Hotlines managed respectively by Telefono Azzurro and Save the Children through which online users can signal paedo-pornographic content.

The educational resources that are available online are organized according to the target audience they address: schools, parents, children and teenagers.

In the area dedicated to parents, all the online risks are well-explained and combined with clear suggestions concerning how to support and orient children in their online experiences. In the areas dedicated to children and teenagers, all the online risks are explained through a clear and accessible language, many examples and several metaphors are provided to clarify what should be done in order to recognise risks and to increase one's resilience.

Within the educational itinerant campaign "Una vita da social" [A social life], the truck has been prepared as a multimedia space animated by experts of the Postal and Communication Police. By stopping in the central squares of several Italian towns, the truck addresses all the citizens who are potentially interested in the issues of online



safety. In the biggest cities (Torino, Milano, Padova, Ravenna, Firenze, Perugia, Roma, Bari, Palermo e Cagliari) the truck has hosted theatre performances on bullying, accompanied by several interventions by experts on how to cope with this specific risk. The map allows visitors to discover all the initiatives that have been carried out in each stop-over.

The project "Generazioni Connesse" [Connected generations] acts also as a networking platform for the organization of meetings and conferences, as the Safer Internet Day and many other meetings all over Italy. The project is one of the most significant for two main reasons:

- Firstly, the large and variegated partnership that supports it; the cooperation between the consortium and the advisory board is extremely effective in that it provides a local network of support to all the initiatives.
- Secondly, the large number of initiatives undertaken which allow for an engagement with a wide audience across the entire national area.

2) The European project PRISM - Preventing, Redressing and Inhibiting Hate Speech in New Media, is co-funded by the European program "Fundamental Rights & Citizenship" of the European Union.

The project aimed at exploring the phenomenon of online hate speech, at analysing the European legislative frame and at identifying a set of best practices against online hate speech that can be activated both in the educational and journalistic field.

The project combined research, educational modules addressing legal experts, journalists, security forces, youngsters and teachers, and awareness campaigns with the purpose of enriching knowledge about the consequences of hate speech and of enhancing tools against discrimination and online violence.

The awareness campaigns circulated through 1) social media (Twitter, Facebook), 2) the official website of the project, and 3) video, gif, posters and fliers that have been distributed in public spaces during special days dedicated to anti-racist issues.

The educational toolkit has been conceived as an instrument for the work of teachers and educators who aim at helping students to become more aware of their language usage and of communication through internet and social media. It's a practical guide that can be helpful for the organization of workshops targeted at young people (aged 14 - 24 years). The educational instruments that are offered put their analytical emphasis mainly on two aspects of online hate speech.

Firstly, they show to youngsters how many fabrications circulate in the web and how much distorted is the representation of reality they offer. Secondly, they point at the out-of-hand speed through which discriminations, racism and prejudices can be spread online with harmful consequences on victims and on the widest social context.

Here are the educational tasks of the toolkit as described by authors:

- 1) to increase young people's awareness about the widespread diffusion of online hate speech;
- 2) to reduce the social tolerance towards discriminatory discourses;
- 3) to promote a proactive and fair use of the web and social media;



4) to stimulate a counter-narrative that could act against racisms, prejudices and intolerance.

The toolkit has been conceived to support workshops with approximately 20 people, structured in five meetings lasting no more than 2 hours and focused on the following topics:

- 1) Which types of racisms are most common in our societies;
- 2) How to develop empathy with disadvantaged people?
- 3) How does the web work: from consumers to producers of content?
- 4) What is hate speech, which media discourses trigger hate speech, how it can be differentiated by racism?
- 5) What we can do in order to stop online hate speech?

The final purpose is not only the development of critical thinking in order to warrant self-security and to manage safety risks. What is pursued is the acquirement of a proactive attitude towards a constructive and fair usage of the web. The researchers suggest that the weakening of the online hate speech phenomenon can be possible only if discriminatory discourses come to be widely conceived as social taboos; they also affirm that this turn in social perception can only happen through a extraordinary efforts and a very long cultural process.

#### Other comments

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## 5. ESSENTIAL WEB LINKS

[Agenzia per l'Italia Digitale](#)  
[La Buona Scuola](#)

## 6. IDENTIFICATION OF EXPERTS

(Data collected from experts will only be used in future publications)



Expert: Gianna Cappello

Institution: MED

Position: President

Comment: She is also associate professor at University of Palermo