bbjshare.it

PeerThink

Italian National Report

Introduction

The following report is mainly based on: an internet research, the analysis of publications and interviews with EVA and CeSIE (both located in Sicily – Palermo) it certainly still shows gaps between the actual state of discussion on violence and the practical reaction to it as there are many very small groups which have taken action in the last years.
In Italy the topic of violence among youth in recent years has been discussed strongly in the fields of:

▪ violence connected to sport events (mainly soccer);
▪ peer-violence put under the main term of bullying (bullismo) occurring in and outside of schools.[1]
▪ violence against women (also connected to forced prostitution of minors;
▪ violence towards ethnic minorities, racism;

As, probably in most other countries, the issue of violence is very much exploited by the mass-media in a rather superficial and scandalising way, proposing usually the "easy solution": more repression. Most of the times talk-shows and articles in the print media don't go into any deeper analysis of the single events and oversimplify the causes.
However we currently can observe a strong interest of the media on the issue of "youth violence", meaning violence towards parents; criminal violence (as very young persons are "employed / enrolled" by the criminal organisations); bullying; collective rapes of girls and also the recently growing phenomena of youth gangs (baby-gangs) of minors aged under 18. Each of the mentioned forms of violence more or less also includes forms of peer-violence.

Besides the media uproar, in this very moment, the subject of violence is a matter of daily discussion on Italian national and local (cities) government level under the label of "more security", often neglecting the complexity of causes and the necessary complexity of intervention. The call for punishment is very strong, while education, for instance in schools, seems to be of secondary importance. The Italian Minister for school-education emended disciplinary measures, which underline the possibility of suspension from school. He proclaimed an "iron fist" against bullying and vandalism. This "reaction" is based on a recent survey on bullying [2] which carried out 1.000 interviews in Italian schools. According to the survey: 33% of pupils have been victims of bullying, 45% were present in bullying action as: 8% were menaced in order to receive money, 27% have been beaten, 56% were subject to psychological harassment. The reactions of the victims were classified

---

[1] The Italian term "bullismo" derives of course from the English term "bullying" .
[2] Quando il bullismo entra in classe-Indagine Manners. Casa editrice D'Anna

into: I talk to my parents or to the teachers - 61%, I react on my own - 33%, I don't react – those are things which happen - 3%, and I don't do anything, because then I would risk even more - 2%.

On the other hand more educative and preventive measures are carried out. In February until May a preventive initiative (60 lessons) against bullying will be carried out in 6 schools in Rome. A group of 15 teachers, psychologists and social workers will reach about thousand pupils under the slogan of "Smontiamo i bullismi e impariamo a vivere insieme" (Dismount/dismantle the bullyings[3] and learn to live together). The lectures will be organised by the Mario Meli Association [4] and the Department of equal opportunities of the City of Rome. [5]

An overlapping, reflection on violence and its grounds and the measures against it, seems not yet to be widely discussed in terms of "intersectionality". This report will therefore be divided in several specific sections, where violence, relevant to the Peer-Think Study, occurs.

In fact a Google research on "intersectionality" indicates 122.000 results in English, while the same research in Italian ("intersezionalità") finds not more than 18. (in German, "Intersektionalität": 738).[6] Typing the keywords "intersezionalità gender" Google finds only one site, which is connected to feminism and not to gender issues in the sense of „peer-think". [7]

As far as we could find out, gender is also mainly discussed from the angle of "equal opportunities", although one receives 261.000 Italian Google responses for the keyword 'gender studies' and many universities offer courses and even masters in gender studies, which is a contradiction we have to have a further look into.

Violence and violence prevention in Italy

Sports:

As violence around sports events (especially soccer) has been an important issue for a long time, a particular law has been enacted concerning youth. The law Nr. 210 of the October 17, 2005 establishes the "Osservatorio nazionale sulle manifestazioni sportive" (National Observatory for sports events). Its tasks are (as far as violence is concerned):

- monitoring of violence phenomena before, during and after sport events;
- pointing out problems related to them;

---

[3] The project insists on the use of the plural of bullying (bullism'i') as it wants to act on the various forms of bullying

[4] The Mario Meli Association is a locally well known group of homosexuals in Rome

[5] see also chapter "Interesting Projects"

[6] This might also depend on a certain slowness, with which Anglo-Saxon terms and concepts (travelling concepts ?) are finding their way in other languages and contexts. As a matter of fact the term was only recently highlighted in the US around the 1990s.

[7] http://lists.peacelink.it/nonviolenza/2007/08/msg00031.html

- promoting coordinated initiatives of prevention also in cooperation with fan-clubs, associations etc.;
- publishing of an annual report on violence and intolerance phenomena.

The observatory is considered to be a "round-table", which includes 13 voting mandates, among police forces, fan-club delegates, firemen and other delegates of sports clubs.
The law by decree, No. 8, of February 8, 2007: "Urgent measures for the prevention and repression of violence phenomena connected to soccer games" establishes a 0 to 3 scale of possibly violent actions connected to soccer games. (For instance: a game during night hours is allowed only for games at risk 0). This law was rapidly emended by the law No. 41, of April 4, 2007, introducing severer punishments, which includes also the prohibition of offending slogans including racism. At the same time it promotes, in coordination with the Ministry of school-education, the Ministry of Universities and the Ministry of family policies preventive initiatives in schools, universities and sports clubs. The objectives are among others: "the promotion of values and fundamental principles of sports culture".

Bullying - Bullismo

A large part of the discussion on violence concerning youth is run under the label of "bullismo", especially in schools, although there have, until now, not been any of the tragedies, which happened in schools in Germany or in the United States. (Shootings / killings in schools).

A research carried out by the Itaca project in five schools in Turin[8] indicates eight reasons for the most recent interest into bullying in schools:
- Perception of continuous increase of violence in contemporary society;
- increasing sense of insecurity in the contexts of life and relationships;
- scare, produced by news about alarming episodes in the media
- perception of increasing conflicts among pupils in schools and of violence and vandalism;
- interest in an early spotting of potential violent youngsters in order to prevent deviance;
- attention to the victims;
- increase of illegal actions and the education towards legality;
- expanding of a non-violent culture

In recent years much has been written [9] but quite few initiatives were carried out by the educational agencies. In July 2002 a survey stated, that out of 114 schools in Italy only half of them offered Civil Education and only 20% offered programmes concerning citizenship.

---

[8] Franco Prina: Violenza and bullismo a scuola. Research project Itaca. Turin 1997 financed by the City of Turin and the European Commission
[9] cf. the vast bibliography of Italian publications at the end of this report

Although the national government signed a collaboration contract with the Ministry of Education concerning non-violent education at schools, including the issues of bullying, racism and strained circumstances, the issue of violence was not yet taken into due consideration in the school programmes, which emphasised mainly on school drop-outs, permanent education or the pathways between school and labour.

In general, it can be said, that in the last ten years steps forward have been taken, e.g. the promulgation of the law No. 285, August 28, 1997 (Dispositions for the promotion of rights and opportunities for children and adolescents and the institution of an Observatory for Minors).

Today, the website of the Ministry of the Interior also dedicates a special section on this topic under the title:

"Initiatives combating the phenomena of bullying and sensitising the young generation for the respect of the weaker and for legality in schools".

It states that the phenomena of bullying is growing continuously in Italy not only in schools, but also in the streets and meeting points of young people aged 7 to 18. Further on it puts particular emphasis on discrimination and anti-Semitism, as a phenomenon to be observed by an "Inter-ministerial-commission", concerning: forms of intolerance, racism, xenophobia, anti-Semitism in order to contrast every form of violence and develop special initiatives to foster solidarity through new information technologies as well.

In fact the website www.smontailbullo.it , (translated: 'dismount/dismantle the bull'), which includes also an open blog, has been designed targeting young people. The site and the blog are considered to be "a first step for integration and tolerance inside a huge virtual laboratory 'for' and 'with' youngsters."
At the same time it links to the website of the police containing a section titled "Bullying, what to do?", where a rough explanation , which literally reports the definition of bullying by D. Olweus, Professor of Psychology in Bergen/Norway :
"Bullying means attitudes of intimidation, physical or psychological oppression by the stronger person ("executioner") against a weaker person ("victim") Such actions have two distinctive characteristics, they are intentional and repeated. Most of the time it is expressed by physical aggression: strokes, pushing, drawing hair, or by the extortion of objects or money. Psychological, verbal intimidations are: menaces, insults, kidding or the exclusion from a group, spreading slander. The last type of bullying is more typical for girls." "Bullying is not: quarrels or fights between youngsters or groups of youngsters having equal forces. It is also not bullying, if a youngster menaces or attacks another with a knife, hurts strongly or molests or abuses sexually. The latter are serious offences."
We reported those quotations in length, as they also represent an official definition by the Italian government (7th of April 2006), based on a larger research in Norwegian schools. [10]

---

[10] Olweus D., 1995

Violence against women:

Violence against women and the prevention of violence is certainly the most treated and longest existing discussion since the beginning of feminist movements. Besides the protection and the rights of children the strategies for equal rights, equality and empowerment are part of international, European and Italian policies.[11]

Changes in Italian legislation

concerning the rights and the situation of women and violence against women changed only rather recently:

1974 a referendum legalised divorce;
1975 introduction of the new family law[12]. The law finally gave protection against violence in marriage and to the single individual status of women. Before this date no law prohibited the abuse of women by their husbands, with the exception of physical injury regulated by other penal laws;
1978 another referendum legalised abortion; [13]
1981 a further legislation step was made, [14] when the so called "honour killing" as an mitigating circumstance was finally abolished. In fact before that, the penal code considered the murder of wives, daughters or sisters as an extenuating factor as the men were "just" defending their male or family "honour";
1996 finally saw a further change in legislation. [15] Violence against women was not anymore considered an offence against public morality but against the person, and sexual violence was introduced as an aggravated act against the person. Today violence against women therefore has to be prosecuted by law and is not considered only after a legal denunciation by the victim anymore.
In 1998 the legislation included a law against the exploitation of prostitution, pornography and sexual tourism concerning minors, considering sex tourism as a form of slavery. [16] The law followed the "New York Convention on the Right of the Child" in 1989.
A further step was made in 2001, when domestic violence was addressed indicating legal procedure to protect the victims. [17]
Also in 2001 the latter law was sustained by the law 60/2001, which guarantees legal aid to abused women free of charge.

---

[11] as indicated on the World Conference of Women, Peking, 1995

[12] Law 151/ 1975

[13] Under the pressure of the Vatican this law is again strongly discussed, as in the clerical point of view, abortion
   remained unethical killing of unborn life

[14] Law 442 / 1981

[15] Law 66 /1996

[16] Law 269 / 1998

[17] Law 154 / 2001

Besides these national laws we can also find several regional laws concerning violence against women and measures like:

shelter houses for abused women, crisis centres, counselling centres, outreach-work and protection programmes for women forced into prostitution or victims of trafficking, educational anti-violence programmes in schools, (re-)integration into the labour-market, child protection, etc..

Research

Since 1997 the Italian Institute for Statistics (ISTAT) had conducted three surveys on physical and sexual violence against women. The latest report, concerning 2006 data, has been published on of February 21, 2007. The survey included a sample of 25.000 women at between the age of 16 to 70, measuring three main issues: Physical violence, sexual violence and psychological violence within the family and outside of it.

"**In the last 12 months,** 1 million 150 thousand women (5,4%) were victims of violence. The highest rates are observed among young women between 16 and 24 (16,3%) and between 25 and 34 (7,9%). 3,5% of women were victims of sexual violence and 2,7% of physical violence. 0,3%, 74 thousand women, were victims of rapes or attempted rapes. Domestic violence affected 2,4% of women, while violence outside the domestic context reached 3,4% of them".

A first action-research was carried out in 1998 in the framework of the EU initiative URBAN I and II in 25 Italian cities. "Pilot project: anti-violence network between the urban Italian cities**"**

"In the report it has been underlined that: indiscriminately all women can be victims of violent episodes. In the 8 cities, the general percentage rate of violent episodes against women is the following: Venice 18,6%, Lecce 15,2%, Rome 14,1%, Naples 14,0%, Foggia 12,4%, Palermo 10,7%, Catania 8,3%, Reggio Calabria 6,7%.

From the research it emerges that the cultural stereotype that assumes a sort of biogenetic predisposition of masculine aggressiveness persists or that such aggressiveness is the answer to an excessive female emancipation.

People between 25 and 39 years of age are those that identify the violent man as normal, on the contrary the younger people (18-24 years), in elevated percentages, identify the violent man with a sick man (25%)".[18]

The URBAN project gave recommendations to take measures against violence, which were carried out in 2006 opening a multilingual public utility telephone number available twenty-four hours, seven days a week, and the creation of a national network against violence and abuse. Besides women's counselling centres and shelters the network created also a local network involving social services, hospitals, the different existing police forces as well as the educational agencies.

Discussion on peer-violence:

---

[18] S. also several documents in English on: http://www.retepariopportunita.it/defaultdesktop.aspx?doc=1516

Generally two kinds of "answers" to peer and other forms of violence can be found in the discussion. The first one points out the necessity of stricter controls, repression of violence, more severe punishments, protection of schools (e.g. fences) etc.. Even if some of the proposals are quite differentiated, as for instance the proposals by the Observatory for Minors [19], which underlines stricter rules and regulations. We think that everybody is aware of these discussions, and consider it not being very fruitful to be involved more deeply into the present research.

A more sophisticated discussion undertakes a critical and holistic, and maybe also intersectional position, concerning the many aspects of violence including the social situation, family, media, school-system, poverty, ethnic/migration background, gender etc., indicating measures of civil education, participation, counselling and social support. [20] Thus, arriving at a multidisciplinary psychological, anthropological, sociological and economical approach, which. concerns the educational system it advances the provocative question: "Bullismo or the crisis of public education?"

To affront the problem of aggressive behaviour of adolescents it is certainly necessary to define the difference between aggressiveness and violence.

The first is generally defined as a simple impulse or emotion. Etymologically "aggressiveness" derives from the Latin *aggredior* (I attack) and *gradior* (I am going, I'm coming closer, I go towards), which puts the relational aspect in the first place, moving towards the other). [21]
We find also a further distinction by splitting aggressiveness into constructive (positive) and destructive (negative). "Constructive" being functional for the separation from the parents, attain self-esteem, coping with increasing physical strength, integration of adult sexuality, etc..[22]

Paola Matteucci [23] points out that destructive / pathological aggressiveness is characterised as violence / destructiveness, when it creates anxiety, becomes the only hiding-place against fear and insecurity; becomes a permanent attitude and the only way to relate to others; becomes the privileged form of the individual. Almost always peer or other forms of violence are expressed in groups of males, which act-out physical violence,[24] but there is also an increase of violence among young women, especially carried out with means of: exclusion from the peer-group, isolation of single peers or verbal harassment. Currently a change can be observed in these behaviours as there is a tendency to inter-changeability of the acts, as girls are more and more fighting and males often use isolation or verbal aggressions.

---

[19] cf. the bill of the observatory, which proposes among other restrictions, that minors under 14 should be punishable
[20] Adriana Bernardotti e Pierpaolo Inserra (unpublished resarch, 2006)
[21] Novelletto, 2001
[22] Vegetti Finzi, S., Battistin A., 2001
[23] Paola Matteucci, 2007
[24] cf. also the above chapter on bullying

On the other hand in the last years mixed male / female groups can be observed, which come together through a common identification of the single member as an expression of deprivation and needs, which motivates them to form peer-groups. [25] In the group of even-aged rigid and stereotyped roles are expressed, though they are dysfunctional concerning relationships, but useful for not perceiving the inner discomfort. Violence of gender among adolescents through physical violence, sexual violence and other more insidious forms of violence is therefore considered to be the expression of a social and cultural privation much more complex as it can be seen by the adult world, in which adolescents cannot do anything else, than reflect themselves.

Fonzi[26] observes an increasing and excessive egocentrism and aggressiveness in adolescents and finds the reasons in a lack of self-regulation of negative emotions, resulting in consequential incompetence to build up and maintain satisfying relationships to others. The emotions of others are not perceived and there is only a scarce access to own emotions, which might lead to aggressive behaviour.

Teresa Dattilo [27] considers constructive and destructive aggression a prevalent male behaviour as a result of gender differentiation already based in early childhood. While girls identify themselves with someone, who is the same (mother), boys, who at first identify with the mother, have to dys-identify with her in order to achieve a male identification supported by the father. Therefore dys-identification leads to more virile elements, as activeness and constructiveness, which might also be expressed in violence, when a precise system of values is lacking. In the absence of positive male identifications "deviant" groups might so become a trap, as aggressive acting-out and deviant behaviour are typical for groups of males.
 "Males are acting growth, while females are thinking it. Males act to explore contexts through challenge. The search for values of their identity is outside of them". Boys have to measure their proper physical force, e.g. in sports or in fights or brawls in order to bend the other.

---

[25] Perduca, R. 2002
[26] Fonzi, 1997
[27] Teresa Dattilo, 2007

Interesting projects:

In the following we will shortly describe several interesting projects, which certainly deserve a closer look.

EVA
emergenza violenza abusi

Beneficiaries
The target group are mainly women at any age, religion or nationality, who are victims or potential victims of domestic violence - psychological, physical or sexual. The beneficiaries are minors, who are reported to social assistants or school operators, but also children who are accompanied by their mothers to the centre.
A specific target, concerning prevention and sensitisation, are minors of secondary schools and school operators, which are involved in prevention, sensitisation and training activities. The measures undertaken in the project do not have a particular client selection. The clients can come to the centre even if they are residents in other parts of the town or region.

Description of the objectives of the project
The project intends to foster co-ordinated interventions aiming not only at the overcoming of particular difficult situations concerning abuses and violence, but it is mainly concerned with the promotion and support of women, families and the educational contexts in order that guaranteed, aimed prevention actions can be undertaken towards the minors and women at risk.
The project is embedded in the conviction that women, even abused women or women in difficult live situations have the interior capacity to project their future and have the resources to leave the situation where they experienced violence, that they find their own identity and take their life into their own hands again. This is a long and difficult way to go, but together with other women it can be made easier. The objective of the project is this realisation of innovative proposals concerning techniques and relational and behavioural modalities, which supports each single client and her contexts. The realisation of the project foresees the promotion of a higher quality of life for the women and children.

The general objectives are referable to two different levels:
1. the first level regards the system in its complexity;
2. the second level, which comes first in terms of importance, regards the specific situation of the clients (women and minors) and the interventions to be made.

1. The objectives on the system level include everything around the woman and the minor in their difficult situation. For this reason the intention is:
- to involve local voluntaries in order to meet and sensitise the neighbourhood;
- to involve the schools in order to inform and sensitise for a better comprehension of the problem and ways of prevention;

- to activate the co-ordination of the network and the integration with other services and institutions on the territory;
- to promote, including the voluntary organisations and other services, permanent information initiatives and the participation of the population in a way that the problem of domestic violence becomes an important issue.

2. The individual is and will be the main protagonist of the service that will be carried out. For this reason the objectives on this level are complex and manifold:
- to use a working-method, which efficiently joins the needs of women and minors in difficulty, with the main objective to support psychological and social reintegration;
- to assure prevention through adequate actions of information aiming at avoiding unnecessary alerts, but pointing out and giving hints on how to avoid dangerous situations.

Therefore the project foresees two principal lines of intervention:

1. the fist action is finalised at the activation of a counselling and observation centre, delivering concrete services in a day-care centre;
2. the second intervention line consists of carrying out several sensitisation actions and the promotion of the centre itself to involve in secondary schools on the territory of the centre.

The centre offers:
- support and help to women, who are victims of domestic violence
- legal, psychological and social assistance
- a women's library for documentation
- workshops on culture and female identity
- meetings
- seminars on the phenomena of domestic violence and on issues concerning women
- self-help groups

The paroles being clear:
- we meet to not being alone anymore
- we meet, because this is a way to help each other to stand up again
- we meet, because it is important to share with other women the pain caused by the man, whom once we loved
- we meet to have the will to go onwards despite of violent situations and to take one's own life in one's own hands again.....

Ce.S.IE
Centro Studi ed Iniziative Europeo

Ce.S.I.E. is a non-profit organisation which works on the intercultural dialogue; fights against discrimination, for peace and non-violence; and is concerned with gender issues. The centre for creative development "Danilo Dolci" promotes the method and the work of Danilo Dolci in Palermo through the project: Inventing the Future – Reciprocal meiotic Approach in Conflict Transformation.

The project has a duration of two years and follows the method of Danilo Dolci (an important Italian pacifist).

It is an international project co-funded by the European Commission, and is carried out in seven different countries: Italy, Spain, France, Bulgaria, Moldavia, Palestine and Israel. The overall objective of the project, of which the youngsters of the listed countries are the main actors, is to give contributions to solving conflicts in the communities of the partners.

In Palermo the topic is the non-communication between the local and immigrant population. The aim the Centre wants to achieve is to create bridges of communication between the local and the immigrant communities.

Whom do we want to do this? We will create groups of young people with different cultural backgrounds (youngsters aged 18 to 25), who will participate in the activities. The activities will be proposed by the youngsters themselves as well as by the volunteers of CeSIE, which will support guidance of the groups. The meetings will be held three times a week for two hours each in the offices of CeSIE (until a more suitable place will be found). The meetings will follow the meiotic methodology.

The project foresees several activities; some of them on a local level, others on the international one, with exchanges to Spain, international seminars and participation in local courses in order to gain competences in peer-work.

We think, that the possibility to participate in those activities is a way to break down prejudices, bringing the new attitudes also to the families and the neighbourhoods. In this way the local impact will be stronger and the project will not only meet young participants, but also many other youngsters and adults in the city of Palermo.

Furthermore participation in those activities will open new opportunities to those youngsters as travelling abroad and make intercultural experiences, which will give a new perspective to the active citizens through practising their ideas.

The participation is free of charge, except for the payment of 30% of the travel fees.

The "Inventing the Future – Reciprocal Meiotic Approach in Conflict Transformation" project in detail:

Overall Objectives:
1. Dissemination of the meiotic method as an innovative instrument to non-violent conflict solving
2. Promotion of the meiotic method as a practice to be used with young people
3. Promote the Youth in Action Programme and active citizenship
4. Promote the positive confrontation where conflicts between persons and communities are emerging
5. Prevent conflicts among the young generations
6. Develop active citizenship among young people and strengthen the role of youngsters in the process of changing the society

7. Improve the awareness regarding the role of each individual, especially of young people, in fostering a peaceful culture in respect of everyone
8. Contribute to an attitude of respect and peace towards diversity and help young people to develop a life-plan and contribute to their growth
9. Create and consolidate a strong relationship between youth organisations

Concrete objectives

1. The participants will acquire knowledge and competencies in the practice of meiotic as a relational approach
2. Help the "partners" in using the meiotic as a relational approach
3. Reflect on the causes and effects of multiculturalism, on multiethnic and religious conflicts
4. Learn to analyse conflicts and to develop strategies to overcome them mainly using the method of meiotic, but not exclusively
5. Help the young people to develop abilities and competencies to overcome conflicts in their multi-cultural, multi-ethnical and multi-religious context in a non violent way
6. Investigate and activate the knowledge of the present resources of the young participants
7. Develop activities which educate towards parity in the field of conflict-prevention in a non-violent way and with respect to diversity
8. Develop activities for the concept of non-formal education and the meiotic as a relational approach as well as mobility as a non-violent way to resolve conflicts
9. Reflect on the rights of mankind and the fight for their maintenance
10. Foster a reciprocal exchange of experiences and good strategies for a non-violent resolution of conflicts and to promote a culture of respect and diversity among the "partners"

Solidea

An important innovative approach, distinguishing itself from many other Italian approaches is carried out by the Solidea Organisation in Rome. Most of the centres for women in difficult situations and their children are mostly focused on single facts of violence and therefore have a more cause-effect approach. Solidea uses a wider focus, including aspects of social exclusion, poverty, ethnic background (migration), etc.. As a result the inherent dynamics / "sections", which are connected to social exclusion become ever more evident and might come close to the concept of intersectionality. [28]

Solidea was founded in July 2004 with the task to develop interventions for women, victims of violence or marginalisation[29]. The project was promoted by the Province of Rome. Aim of the project is to support women directly in three residential centres located in Rome; to network with other projects on local, national and international level; to carry

---

[28] Cf.: Chapter on the interventions of Solidea above
[29] as a matter of fact, the project description emphasises strongly the aspects of marginalisation also not connected to direct physical violence. A matter of discussion might to answer to the question: Is marginalisation, poverty, exclusion, unemployment, etc. a direct or institutionalised form of violence?

out research and prevention projects. The strategies of Solidea are expressed in the keywords of: empowerment, mainstreaming and gender-auditing.

As far as prevention of violence is concerned, the organisation carried out an action-research in 2005/2007 on the "prevention of aggressive behaviour and gender violence in adolescents" in the City of Rome and in the Province of Rome.[30]
In collaboration with other organisations the intervention aimed at the sensitization of youth against any form of violence, stressing violence against women.
Even if the headword "intersectionality" is not explicitly mentioned, the terms used in the report might be certainly subsumed to it, as the following keywords (in cursive) appear frequently.

The *Pilot project* is aiming at the construction of *gender-identity / gender awareness* in discussions *between girls and boys* in a *multidisciplinary and multidimensional approach*, considering the close *interconnections* of *psychological, emotional, socio-cultural and gender differences*.

On the base of direct observations and literature, common patterns in the "new adolescents" have been noticed. On one side there is a great expression of *emotions*, but consequently a scarce ability of self-regulation of anger and aggression is observed, which leads to difficulties in *school* performances and in *cooperative forms of relationships* with others. The difficulty to cope with negative feelings increases also certain risky behaviours as: bullying, school-drop out; impulsive-aggressiveness in the *peer-group* and towards adults. Other factors mentioned are: difficulties in the *family architecture* (e.g. divorced parents, *migrant* families); lack of constructive confrontations with the parents, not fostering stable references; transmission of *sexual stereotypes*; lack of sane *sexual* adult *patterns*, hindering *gender-identification* on a complementary base and the social influence of *mass-media*, often vehicle of violence and manipulation.

The aim of prevention measures was therefore the promotion of awareness of an unequal culture, which determines the construction of male and female roles, linked to stereotypes and bias. The project includes all concerned players, such as: teachers, pupils, family, local services and educative agencies in order to create pathways for an integrated harmonious development of adolescents, using all available resources.
As further aims are mentioned: the promotion of positive models; aids to form an individual identity; awareness of the 'differences' of gender, instead of 'competition between gender', the promotion of communication between genders as well as awareness about the links between personal behaviour , psycho-physical and social wellbeing.

---

[30] cf. Atti del convegno:La famiglia violenta, Percorsi di aiuto per le donne vittime di violenza e per i loro figli Convegno tenuto a Roma il 18 dicembre 2006

CIRCOLO DI CULTURA OMOSESSUALE MARIO MIELI
"**Smontiamo i bullismi, impariamo a convivere**"

Not only bullying, but bullying's'. The word bullying characterises a multitude of situations, which can only be affronted and resolved from a standpoint of awareness of the different nuances of the problem. "Dismount the bullyings, we learn to live" is the significant slogan of the first organic project in Roman schools.

The project will be carried out by 15 volunteers, who will be assisted by a team of teachers, psychologists and social workers. It wants to promote the culture of difference and contrast the different types of bullying working not only with students, but also with teachers and parents. Topics will be the behavioural problems of adolescents, in particular the ones connected to negative phenomena, such as bullying, machismo and homophobia. Objective is the sensitisation concerning the difficulties young people are confronted with in the process of growing up, as the discovering of their own affective and sexual identity in a context which does not take in account or does not accept diversity (this not only concerning sexuality, but also religion, ethnic background and disability).

The work will be carried out regarding the different needs of each school and will discuss bullying and discrimination in small groups without "blaming the bull", because everyone is also a victim. Bull and victim in fact are both parts of the same circuit and in search of help. In order to stop this circuit of violence, marginalisation and straitened circumstances the students will have the opportunity to deepen their knowledge meeting representatives from immigrant organisations, the Rome community, youngsters from homosexual associations.

On the long run the project aims to train teachers in order to strengthen the educational task of the school, which should be a safe place, in which people can confront each other in full respect of each others diversity.

Maschile Plurale:

The Maschile Plurale association, founded on national level in October 2000 considers itself as an "informal reflection group on male identity". In 2004 the association underwent a change from a classical "men's awareness" group to a larger approach, including intersectional[31] research on men's issues, sexual orientation, politics and religion, editing articles and leaflets. The association is also present in conferences, meetings and political activities, reflecting issues among men, but also in groups of men and women. It also organises common working groups with either Christian, lay initiatives, universities and organisations of women.

The association wants to be an initiative "open to single persons and groups, who look at the world in a non-neutral way, but, departing from the peculiar of each one, recognising everybody's partiality, distinctiveness, looking also into models of sexual identities, history and patriarchal culture, in order to think about a new 'model of male identity' and to gain relationships based on liberty". In fact an important initiative at the end of

---

[31] In an article by Maschile Plurale we find the elsewhere quite unused term „intersectional". Cf. above

September 2007, were the national meeting and demonstration under the title of "Different voices for the construction of relationships based on liberty". In this sense "the liberation of women is not a menace to men, but an opportunity". The debate included issues such as: "violence against women concerns also men: let's speak up as men", which of course does not intend to "defend" women from male aggressiveness, but the reflection on ones own role as a man and structures of society.

Maschile Plurale accuses, that today there are only very few initiatives for "men's studies" in Italy contrariwise to Anglo-Saxon countries, and points out the necessity of historiography studies.

There are no explicit projects connected to the association, but considering the relevance of a "male re/action" it seemed crucial to us to underline, that there is some movement around this topic in a country which certainly does not stand out for male-emancipation or on the contrary is considering that wrong or right are of rather chauvinist background.

Bibliography and sources on the internet:

Sports:

- www.governo.it/GovernoInforma/documenti_ministeri/interno/decreto080207.pdf
- www.governo.it/GovernoInforma/Dossier/decreto_competizioni_calcistiche/DECRETO_CALCIO.pdf
- www.giustizia.it/cassazione/leggi/l41_07.html
- www.osservatoriosport.it/

Bullying:

- Adriana Bernardotti e Pierpaolo Inserra (a cura di) **Qui abbastanza bene, insomma**.: Conflitti e partecipazione nell'adolescenza (unpublished resarch, 2006)
- Marco Cappelletti: **Volevano uccidere la mia anim,** argo editore 2007
- Elena Buccoliero **Tutto normale. Bulli, vittime, spettatori,** La Meridiana 2006
- Vergati S. **Bully kids. Socializzazione disadattante e bullismo fra i preadolescenti,** Catania e Roma Bonanno Editore, 2003
- Olweus D. **Bullismo a scuola. Ragazzi oppressi, ragazzi che opprimono,** Giunti, Firenze 1995
- Marini F. Mameli C.**Bullismo e adolescenza** Carocci, Roma, 2004
- Castorina S.**Fantasie di bullismo**l racconti di bulli e vittime al test proiettivo dell'abuso infantileFranco Angeli, Milano, 2003
- Menesini E. (A cura di) **Bullismo: le azioni efficaci della scuola** Percorsi italiani alla prevenzione e all'intervento Erickson, Trento 2003
- Lazzarin M. G. Zambianchi E. (A cura di) **Pratiche didattiche per prevenire il bullismo a scuola** Franco Angeli, Milano, 2004
- Darbo M. (A cura di) **Il contrasto e la prevenzione del bullismo nella scuola media superiore: linee guida e strumenti operativi** Promeco, Ferrara 2002
- Costantini A.**Tra regole e carezze. Comunicare con gli adolescenti di oggi** Carocci, Roma 2002
- **Bullismo - Pensieri e strategie. Atti del convegno 8/11/2001** Provincia di Bergamo Settore politiche sociali, Bergamo, 2001
- Giannetti M.G. Balsamo M. Nazzaro M. **Tecniche e strategie cognitive, emotive e comportamentali in età evolutiva. Approccio psicoterapico e farmacologico** Franco Angeli, Milano 2001
- Oppo G. (A cura di) **Il bullismo tra i banchi di scuola** Scuola Sarda Editrice, Cagliari 200
- Parisi, Domenico:**Quali sono i veri problemi della scuola?**, Il Mulino, luglio 1997.
- Prina F. **Forme della devianza giovanile. Percorsi di illegalità e normalità della violenza** Due ricerche Torino Sonda, Torino 2000
- Baraldi C. Mancini T. Menesini E. Prina F. **Ragazzi a scuola: regole, conflitti, prevaricazioni** Atti del Convegno svolto il 10/10/2000 Provveditorato agli Studi Provincia di Modena, Modena 2001

- Baraldi C.Mancini T. Menesini E. Prina F.**Ragazzi a scuola: regole, conflitti, prevaricazioni** Atti del Convegno svolto il 10/10/2000 Provveditorato agli Studi Provincia di Modena, Modena 2001
- Marini F. Mameli C. **Il bullismo nelle scuole,** Carocci, Roma 1999
- Fonzi A.**Il gioco crudele**,Studi e ricerche sui correlati psicologici del bullismo, Giunti, Firenze 1999
- Fonzi A. **Il bullismo in Italia** Il fenomeno delle prepotenze a scuola dal Piemonte alla Sicilia. Ricerche e prospettive di intervento, Giunti, Firenze 1997
- Klein M. Redl F. Wineman D. **Il crimine del bambino**. Bollati Boringhieri, Torino 1996

On the internet:

- www.parlamento.it/parlam/leggi/97285l.htm
- www.interno.it/mininterno/export/sites/default/it/temi/minori/sottotema004a.html
- www.smontailbullo.it/common/pages.php?p=intro
- www.poliziadistato.it/pds/primapagina/bullismo/index.htm
- www.poliziadistato.it/pds/chisiamo/questure/mappa/elenco.htm
- www.bullismo.com/index.php
- www.bullismo.com/images/files/cittadinanza.pdf
- www.clemson.edu/olweus/
- www.parlamento.it/parlam/leggi/97285l.htm
- www.osservatoriominori.org

Violence against women:

Atti del convegno:**La famiglia violenta, Percorsi di aiuto per le donne vittime di violenza e per i loro figli** Convegno tenuto a Roma il 18 dicembre 2006

Fiorenza Deriu **e** Giovanni B.Sgritta **a cura di** Maria Grazia Passuello Osservatorio sulle donne in difficoltà, vittime di violenza e i loro bambini **Discriminazione e violenza contro le donne: Conoscenza e prevenzione**- Edizioni: FrancoAngeli 2007

F. Carchedi, a cura di, **Il lavoro servile e le nuove schiavitù**, F. Angeli, 2003

- www.differenzadonna.it/
- www.womenews.net

Discussion on peer-violence:

Novelletto, A.: **Le figure della violenza. Introduzione teorica e stato del problema,** in Adolescenza e psicoanalisi, 1 (1), 2001

In viaggio per le scuole di Roma e Provincia, Report di un intervento di prevenzione dei comportamenti aggressivi e della violenza di genere in adolescenza, Maggio 2007

Vegetti Finzi, S., Battistin A. **L'età incerta. I nuovi adolescenti**, Milano Mondadori, 2001

Paola Matteucci, **Comportamenti aggressivi e violenza di genere in adolescenza,** in In viaggio per le scuole di Roma, Maggio 2007

Perduca, R. **La funzione del gruppo in adolescenza : dal gruppo dei pari al gruppo violento**. In Giovani e crimini violenti, Psicologia, psicopatologia e giustizia. Milano: McGraw-Hill, 2002

Interesting projects:

In viaggio per le scuole di Roma e Provincia, Report di un intervento di prevenzione dei comportamenti aggressivi e della violenza di genere in adolescenza, Maggio 2007

www.solideadonne.it/
www.provincia.roma.it
www.maschileplurale.it

Cf. also: http://women.unical.it/