MAPPING REPORT CYBERBULLYING IN ITALY

- ### what is cyberbullying?

Cyberbullying refers to the act of using electronic devices, such as computers, smartphones, or social media platforms, to harass, intimidate, or harm others. It involves the deliberate and repeated use of digital communication to target individuals or groups with the intention of causing emotional distress, humiliation, or social isolation.

Cyberbullying can take various forms, including sending abusive or threatening messages, spreading rumors or false information, sharing private or embarrassing photos or videos without consent (also known as "revenge porn"), impersonating someone else online, excluding someone from online groups or conversations, or any other behavior intended to harm, humiliate, or intimidate the victim.

The anonymous and widespread nature of the internet and social media platforms makes cyberbullying particularly challenging, as it can reach a large audience quickly and persist over time. The effects of cyberbullying can be detrimental, leading to psychological and emotional distress, social withdrawal, academic difficulties, and in severe cases, even self-harm or suicide.

It is important to raise awareness about cyberbullying, promote digital etiquette and responsible online behavior, and provide support systems for victims to combat this issue effectively.

- ### which are the differents between cyberbullying and bullying?

Cyberbullying and bullying are similar in that they both involve aggressive behavior aimed at causing harm to others, but they differ in terms of the medium through which they occur and the characteristics of the interactions. Here are some key differences between cyberbullying and traditional bullying:

1. Medium: Bullying typically occurs in person, face-to-face, in physical environments such as schools, neighborhoods, or workplaces. Cyberbullying, on the other hand, takes place online or through digital communication channels, such as social media platforms, emails, text messages, or online gaming.

2. Anonymity: Cyberbullying often provides a level of anonymity to the aggressor, as they can hide behind fake usernames or profiles, making it more difficult to identify and hold them accountable for their actions. In traditional bullying, the aggressor is more likely to be known to the victim.

3. Persistence: Cyberbullying can be more persistent than traditional bullying because the digital content can be stored, shared, and disseminated widely, making it difficult for victims to escape the harassment. Traditional bullying typically occurs within a specific physical space and may have a limited duration.

4. Audience: Cyberbullying has the potential to reach a much larger audience than traditional bullying. Hurtful messages or content can be shared with many people instantly, amplifying the impact and humiliation experienced by the victim.

5. Permanence: In cyberbullying, the content created or shared online can have a long-lasting and permanent presence. It can be difficult to completely erase or remove digital content once it has been posted or shared. Traditional bullying interactions, on the other hand, are typically not recorded or preserved in the same way.

6. Impact: Both cyberbullying and traditional bullying can have significant emotional, psychological, and social consequences for the victim. However, cyberbullying can be particularly distressing due to the 24/7 nature of online communication and the potential for round-the-clock harassment. Victims of cyberbullying may also feel like there is no safe space to escape the bullying, even within their own homes.

It is important to address both cyberbullying and traditional bullying and to promote awareness, prevention, and intervention strategies to create safer environments both online and offline.

- With regard to the need for reporting and removal, each child over the age of 14 (either his or her parents or the person responsible for the child) who has been the victim of cyberbullying can forward to the data controller or the operator of the website or social media a request for the blocking, removal or blocking of the content distributed on the network. If the data subject has not done so within 24 hours, the data subject may make a similar request to the Data Protection Authority, which will remove the contents within 48 hours. The Italian Data Protection Authority has published on its website the model for reporting/complaints on cyberbullying to be sent to: cyberbullismo@gpdp.it.

- In the event that you assume that you may be faced with a crime (such as identity theft or the persistence of persecutory conduct that seriously endangers the psychophysical well-being of the child/a or adolescent involved/a as a victim) you can refer to the offices of the Police to forward the report or complaint/ complaint and allow the competent authorities to deepen the situation from an investigative point of view. In this sense it is possible to refer to these types of offices: State Police - Postal and Communications Police Compartment; State Police - Police Headquarters or P.S. Commissariat of the territory of competence; Arma dei Carabinieri - Provincial Command or Station of the territory of competence; State Police - Online Commissariat (through the portal http:// www.commissariatodips.it).

- For advice and support you can contact the "Telefono Azzurro" Helpline for connected generations: experienced and trained operators are always available to teachers, the Manager and school workers, as well as children, adolescents, parents and other adults who in various ways need a comparison and help to manage in the most appropriate way any negative experiences and/ or problems related to the use of new media.

Some examples of Italian associations and initiatives to prevent and combat cyberbullying

- ASSOCIAZIONE A.I.C.S.   http://www.aics-cyberbullismo.it/

The Italian Association for the Prevention of Cyberbullying and Sexting (A.I.C.S.) was created with the aim of preventing and countering at national level the spread of Cyberbullying and Sexting phenomena among adolescents and with the aim of helping victims to defend themselves. Our MISSION is the care of digital relations through meetings and training for students, parents and teachers that we hold in hundreds of schools throughout Italy.

The OBJECTIVES of the association A.I.C.S. are:

1) preventing and combating cyberbullying and sexting among adolescents;

2) raising community awareness at national level on issues related to the risks of the digital world;

3) organise dissemination and training events throughout the country;

4) create a community of professionals specialized in these issues;

5) promoting social solidarity;

7) provide information of general interest;

8) to collaborate with schools, associations and institutional bodies, such as place of socialization and gym of life.

The Association is composed of a team of psychologists, lawyers and professionals specialized in the field of education and education, especially on the theme of cyberbullying and virtual risks.

- Italian Ministry of Education

Guidelines prevention and contrast

The 2021 update of the Guidelines for the prevention and combating of bullying and cyberbullying (Ministerial Decree 18 of 13 January 2021 issued with note 482 of 18 February 2021) allows managers, teachers and school workers to understand, reduce and combat the negative phenomena that affect girls and boys, girls and boys, thanks to proven scientific evidence.

Here are the main updates of the Guidelines (2017):
• useful tools and good practices to combat bullying and cyberbullying:
• Safer Internet centre-Connected Generations project;
• e-learning training of the leading teachers Platform ELISA (e-learning of teachers on anti-bullying strategies);
• indications of operational procedures to be implemented through effective actions, subdivided in turn into "priority" and "recommended";
• prevention models at multiple levels (universal-selective and indicated) and examples of implementation;
• call for the establishment of Working Groups (Anti-bullying Team and Emergency Team) at school and territorial level, supplemented by specialist figures of reference, where it is impossible for objective reasons, calls for the establishment of networks of purpose;
• intervention protocol for an initial examination of emergency cases;
• recommendations and responsibilities of school bodies and staff;
• evidence on institutional school sites of bullying and cyberbullying referents;
• appendix with facsimile model of reporting of crime or risk situations to Police Forces/Judicial Authorities.

- Elisa Platform:

In October 2018, the Ministry of Education, in collaboration with the University of Florence, activated the ELISA Platform (note 4146 of 8 October 2018), an e-learning path (activate link www.piattaformaelisa.it) dedicated primarily to teachers referents for bullying and cyberbullying defined according to the guidelines of Law 71 of 2017, in accordance with the provisions of the National Plan for teacher training 2016/2019.

The appointment of lecturers:
Each school, within the scope of its autonomy, is called to appoint (or reconfirm) up to two teachers, to support the strategies of prevention and fight bullying and cyberbullying. This appointment responds to the systemic approach developed by the Ministry of Education through the 2021 update of the Guidelines for the prevention and combating of bullying and cyberbullying (https://www.miur.gov.it/web/guest/-/-decreto-ministeriale-n-18-del-13-gennaio-2021), and is in continuity with the previous Guidelines for the prevention and combating of cyberbullying of 2017 (note 5515 of 27 October 2017). All this is part of the fact that it is referred to in Law 71 of 2017 on "Provisions for the protection of minors for the prevention and combating of the phenomenon of cyberbullying". To date, more than 10,000 Italian teachers and about 70% of school institutions are enrolled.

Participation also open to school leaders:
To enhance the prevention and combating of bullying and cyberbullying in a systemic and integrated, for the school year 2020/2021 also school managers can participate in the courses.

The working groups:
The Guidelines (https://www.miur.gov.it/web/guest/-/-decreto-ministeriale-n-18-del-13-gennaio-2021) suggest that, on the recommendation of the Head of Schools, Working Groups (Anti-bullying Team and Emergency Team) be set up at school and territorial level respectively, trained by: lecturers, digital animators and other qualified personnel. These Teams have the purpose of assisting the School Manager, coordinator of the Team in their school, in the definition of prevention interventions and in the management of cases of bullying and cyberbullying that can occur.
An enlarged audience
The Elisa platform is accessible, through online procedure, to the teachers responsible for bullying and cyberbullying identified by each school and members of the Anti-bullying and Emergency Team, up to a maximum of five other figures, so as to promote the establishment of a working group active in preventing and combating the phenomenon.
• Teachers appointed (or reconfirmed) as referents for bullying and cyberbullying at school level (the norm provides for one, but at least two teachers are recommended)
• Members of the Anti-bullying Team/Emergency Team, activated within the School (up to a maximum of 5 other figures), appointed by the School Manager
• Regional and scope referents for bullying and cyberbullying
• School Managers/Collaborators of the School Manager.

PROJECT "SIA"
https://www.piattaformaelisa.it/progetti/progetto-sia/

The project "SIA" was born from a need that emerged among the leading teachers of bullying and cyberbullying: to have local reference points that support and coordinate universal prevention actions and emergency management on the territory, especially when, due to the gravity of the cases, it is necessary to collaborate with other figures outside the school.

The goal

The objective of the project is to support the activation of Regional Integrated Working Groups to prevent and manage cases of bullying and cyberbullying. This action starts from the involvement of the regional USR contact for bullying and cyberbullying and territorial referents. Integrated Working Groups act as a reference point for managing emergency situations. They also act as a control room for the activities of awareness, training and prevention of the phenomenon, strengthening the action of the Elisa Platform already initiated by the MI.

The Funds

The project uses the funds of the "National Plan for the prevention of bullying and cyber bullying" (article 2 Ministerial Decree 741 of 2019) and is presented by the "Leonardo da Vinci" Institute of Florence.

Collaboration

The project "SIA" was born thanks to the collaboration between the Ministry and Department of Education, Languages, Interculture, Literature and Psychology from the University of Florence and EbiCo ONLUS - spin off of the University of Florence.

In recent years, many actions have been carried out within the school (by institutions, organizations and companies) to promote the positive and conscious use of digital technologies by younger people.

For these reasons, connected generations, the Italian Safer Internet Centre coordinated by the Ministry of Education, is working on an update of the Guidelines for the positive use of digital technologies and risk prevention in schools.

The aim is to provide, through two separate sections (one dedicated specifically to schools and one to external bodies to the school), some guiding principles

• Inspiration for initiatives in schools

• that represent minimum quality standards to be observed by institutions and companies in the design of initiatives in the school context.

KIT DIDATTICO- GENERAZIONI CONNESSE
https://www.generazioniconnesse.it/site/it/kit-didattico/

The Teaching Kit developed by Connected Generations is a tool aimed at all educational institutions, state and equal, and aims to frame the corpus of themes and contents that are the basis of the development of a full digital citizenship of students and through solid educational paths that aim to guide the teacher in the realization of a real laboratory of digital civic education within their class.

This abacus of interactive teaching materials and playful-educational proposals is based on the scientific method EAS - Episodes of Learning Located - that here meets and intertwines the DigComp 2.1, the citizens' digital skills framework and the eight levels of mastery. The choice is aimed at integrating the proposed activities (the operating slides characterized by didactic actions usable in classroom) with the relative "Area of competence" and "Dimension", up to the level that the activity requires or reaches.

The Teaching Kit is organized in five areas:

The first part is linked to a general understanding of the change arising from the convergence between digital technologies and connectivity.
The second part, associated with media education, is aimed at clarifying the profound implications that the changes arising from digital technologies have on our individual and social dimension.
The third part deals with information literacy (information literacy), both through the development of skills necessary for the research, collection, use and storage of information, that through the understanding of the dynamics linked to the profound change taking place in the ecosystem of the production and distribution of information.
The fourth part deals with the implications of quantification and computation, dynamics intrinsically linked to the diffusion of digital technologies.
Finally, the fifth part develops the connection between citizenship and creativity. The five areas, set in such a way as to include the contents proposed in the curricular programming, have very strong disciplinary interconnections that aim to foster an open and fluid learning mode. For each of the five areas we provide theoretical insights and real basic lesson plans that guide the step-by-step activities in an estimated working time to be adapted to the planned programming for the class.

https://www.piattaformaprogetti.eu/lets-learn-2/