



Lifelong Learning Programme

IGIV - Training Curriculum and Modules

IGIV-Training Curriculum

Teachers, social workers, youth workers and other professionals working in education and social work as well as policy makers and researchers of peer violence and social (in)equalities are invited to join the training course. The realities in which young people live are complex. Their affiliations to different social groups, diverse social positions and individual ways of dealing with social expectations as well as categorical attributions, stereotyping, labelling, stigmatization and victimization result in complex realities, which social and educational work cannot access with simple methods or approaches.

In EU member countries the forms and expressions of peer violence among youth show considerable variation, and methods and scopes of social and educational work also differ from country to country. The proposed training curriculum addresses the issue from the point of realizing the common roots and reasons, on which peer violence thrives. It introduces the target groups of this course to the intersectional approach to peer violence prevention, provides insights into the conditions, under which peer violence develops, and offers knowledge, skills, tools and methods on how to prevent it.

An intersectional approach considers the complex interplay of different societal levels (structural, organisational, symbolic and individual) in everyday situations representing thus an in-depth understanding of violence. It makes invisible conditions of violence more visible and enables the understanding of structural conditions of violence. Furthermore, it has transformative potential, because one of the main aims of the intersectional approach is to develop individual and collective non-violent resources for empowerment and resistance to violence, social injustice and inequalities.

Intersectional violence prevention considers social heterogeneity and structures of dominance as a starting point for violence prevention work, based on self-reflection, recognition of complex social inequalities and empowerment. Social categories, which structure social differences and enable or prevent access to power positions and social resources, include gender, sexuality, class, religion, race/ ethnicity, disability, age etc. in their mutual co-effects. The intersectional approach assumes that social categories influence and co-constitute each other and that they strongly impact on the relations of dominance. The intersectional approach proved to help understand, how privileges of some people and social groups are related to the exclusion and discrimination of others and how these processes, mechanisms and structures generate conflicts and violence.

The training curriculum is organized to enable participants to gradually assume an intersectional perspective on peer violence and its prevention by learning about the fundamental concepts and phenomena, which constitute or are related to the intersectional perspective. The learning modules include basics of the theoretical background about intersectionality; issues of multiple belonging and affiliations; relations of violence and discrimination to dominance structures; necessary self-reflecting activities; instructions about engagement and performing intersectional methods for violence prevention and (self)reflection; ways and resources, which enable



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to analyse and deal with conflict situations; ideas about how to implement intersectional projects and programs and to develop own organisations in intersectional directions; and how to evaluate results of intersectional work.

A Cross Cutting Issue

A European dimension is of high importance, and through all modules the participants should be able to compare how social inequalities are defined and taken into account in their respective countries. The trainer will give knowledge input about comparative assessment of the situation in different European countries. Participants will reflect on structural level and its impact on the peer violence phenomenon, thus drawing conclusions on the prevalent causes for peer violence.

From national to local level, context can influence dominance relations and inequalities. The objective of this training module is to compare level-related context and to identify common solutions and problematic as well as to show good practices from different countries. This would support transfer of innovation among participants.

The comparative analysis of the gender regime is taken as an entrance to the intersectional approach. As the gender regime research has incorporated the relation between paid and unpaid work in the concept of 'welfare regime', we will further develop the gender regime typology by incorporating indicators for the comparative analysis of social inequalities, such as equality rights, minority representation, anti-discrimination organizations, diversity policy etc.

Learning Objectives

Knowledge

- Knowledge of the concept of intersectionality on theoretical level integrated knowledge about violence, discrimination and dominance relations
- Knowledge about the relation between education and social work must be changed concerning the actual requirements from heterogeneity in society
- Knowledge about causes of vulnerability and resources for empowerment and resistance to violence in a given social setting
- Knowledge and a differentiate perspective on social inequalities in societies in European Union
- Indicators for comparative analysis, e.g. for different European countries

Skills

- Applying an intersectional approach in pedagogy: social work, education, school
- Combining knowledge with skills learnt to transfer into new working practices
- Ability to analyse own work with intersectional instruments skills
- Ability to deal with social heterogeneity in a non stereotyping way competency
- Dealing with the complexities of the relationship between privilege in society and the acting out of this.
- Engage in reflective exercises



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- Reflection on structural level

Competencies

- Combination of social structures with dominance relations, in order to achieve autonomous behaviour and empowerment of individuals within this system
- Working on dominance relations without attributing blame. Taking responsibility for individual actions without telling people that they are to blame
- Enabling personal improvement and development in intersectional working approach
- Effecting institutional change towards greater diversity and to open social justice, equity and equality
- Informing decision makers that group related funds contribute to the construction of a problematical group
- Implementation and transfer of good practices
- Analysing national context and perspectives