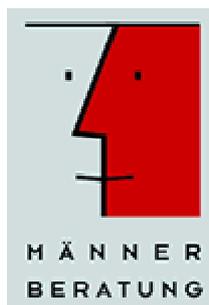


Austrian Report

Intersectionality
and Peer Violence Prevention

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1. Peer Violence and Violence Prevention in Austria

1.1. Politics and Legislations¹

Youth Protection Law

In 1989 a new juvenile welfare law replaces the juvenile welfare law from 1954. Under the new law, social services for adolescents were strengthened and institutionalised work with adolescents was supported increasingly. In the year 2007 the quite well functioning offers of the youth welfare are used up and are not growing with the increasing need for financial, personal and relationship orientated support. Austria has 9 different youth protection laws (“Jugendschutzgesetze”) in every province. Since 2007 politicians talk about a „harmonisation” of these laws.

The UN Convention on the Rights of the Child in Austria

In 1990, Austria signed the *UN Convention on the Rights of the Child (UN CRC)*. In 1992 the Convention on the Rights of the Child becomes effective. In 1994 the parliament enacts the implementation of the CRC-Targets in Austria. In 1996 the Ludwig Boltzmann Institut für Menschenrechte (a Research Institute for Human Rights) in Austria carries out a survey on the implementation of the CRC-Targets under constitutional law (tasks: supplementary provisions). In 2005 no Austrian Province has integrated references to the UN Convention on the Rights of the Child (UN CRC) in provincial laws. A new CRC State report is planned for the year 2008.

Ombudspersons for children and youth in Austria

The federal juvenile welfare law implemented the attorney for children and youth in Austria. The Austrian Provinces have developed Ombudspersons for children and youth (representation of interest, lobby). The Austrian Provinces are solely responsible for youth protection competencies, which results in very different regulations. Therefore the Austrian Ombudspersons foster a harmonisation of these regulations.

According to the Austrian Report 2007 of the Ombudspersons for Children and Youth of Austria, some main achievements in politics/administration are mentioned:

“- Different law appraisals have been carried out just recently at federal and regional level: e.g. child supervision law, victim protection, code of criminal

¹ Vgl. u.a. Schuster, C.: Die Entwicklung des Kinderanwaltschafts- und Jugendanwaltschaftsrechtes der Länder im Vergleich (Diplomarbeit). Graz 2004. Vgl. Aichhorn, U.: Reflexionen über das Jugendförderungsrecht in Österreich. In: Pichler, J. W. (Hrsg.): Jugendförderungsrecht. Ein europäischer Rechtsvergleich. Wien 2000. Vgl. Loderbauer, B. (Hrsg.): Kinder- und Jugendrecht. 3. Aufl. Wien 2004. Vgl. The Ombudspersons for Children and Youth of Austria (2007): Austrian Report. Annual Meeting in Barcelona 2007 of the European Network of Ombudspersons for Children (ENOC). Vgl. The Ombudspersons for Children and Youth of Austria (2005): Austrian Report. Annual Meeting in Warsaw 2005 of the European Network of Ombudspersons for Children (ENOC). Vgl. http://www.kinderhabenrechte.at/erwachsene800/pdf/pdfs/Studie_Kinderrechte_in_die_Verfassung.pdf



procedure – accompanying amendment (STPO), country parliament voting regulation, child supervision money law.

- Legal accompaniment during trials: the legal anchoring of the psychosocial and legal procedural accompaniment for victims of violence or sexual violence (since 1.1.2006) shows effectiveness and is slowly making even judges and district attorneys revise their opinion and recognise children as victims.

The Ombudsoffices still provide coordination and cooperation with the authorities, which are necessary for an efficient collaboration with the auxiliary establishments (court, police, child protection centres, violence protection centres, Youth Welfare authorities, ...) – in all federal states.

- A very surprising change in Federal youth welfare law, that „forces“ all authorities who become aware of violence, abuse, negligence of children to immediately report this to the regional youth welfare authority, is something that we are not in agreement with – but our position is ignored.”²

Problems and challenges the Austrian Ombudsoffices have to face in the year 2007³

- “Improve living conditions for children and young people
- PR work to raise awareness for rights of the child
- Abuse, mistreatment, negligence, – help, protection, procedural accompaniment ...
- Traumatization of children
- Children from separated and divorced families (Father/mother who is not allowed to see their children)
- Very long fostering procedure
- Quantitative (places for under 4’s) and qualitative (training, personnel) room for improvement with child supervision
- Conflicts in families and/or housing estates
- Emancipation of young people (e.g. moving out, living alone, ...)
- „The school is burning“: Excessive demand on an outmoded school system
- Children’s school problems (worries, fears, pressure to perform, ...)
- Mobbing, violence prevention, class environment in the school between children (immediate intervention or more long term work with classes)
- Conflicts between young people – how to deal with it, what to do?
- Creation of subcultures between young people with migration backgrounds and/or poverty endangered or poor young people
- Substance abuse - still a drug problem
- Debt/poverty is increasing
- Reduction of youth welfare services for people over 18
- Unaccompanied minor under arrest (placement, length of procedure, defective methods of determining age, ...)
- Increase of multi problem cases – at the same time discrimination against these people

² The Ombudspersons for Children and Youth of Austria (2007): Austrian Report. Annual Meeting in Barcelona 2007 of the European Network of Ombudspersons for Children (ENOC).

³ The Ombudspersons for Children and Youth of Austria (2007): Austrian Report. Annual Meeting in Barcelona 2007 of the European Network of Ombudspersons for Children (ENOC).



- Increasing number of cases and decrease of resources in all consultation, supervision and educational establishments in child and youth work
- Enormous pressure and increased demand in the (child/youth protection-, family consultation-)establishments, linked with burn out in individual employees”

1.2. Prevention of Juvenile Violence⁴

“The leading position in crime prevention in Austria is held by the Criminal Intelligence Service Austria (CISA)/department 1.6 - Crime Prevention and Victim Support. The department works out and implements strategies of crime prevention jointly with the local authorities. On the basis of the expertise located at the CISA, board work is carried out on national as well as international levels, and special guidelines are elaborated and provided to internal and external multipliers and officers in the community.

Types of Prevention

- _ Prevention of domestic violence, stalking; victim support
- _ Prevention of sexual crimes
- _ Drug prevention
- _ Protection of property; safety engineering
- _ Prevention of juvenile violence

The central task in the years 2005 and 2006 has been the implementation of the order of guidelines "Crime Prevention". To this end, the crime prevention department has developed standardized training concepts aimed at providing prevention officers comprehensive knowledge in the various specialized fields. The training is provided to the officers by experts of the Ministry of the Interior as well as external cooperation partners.

Prevention of juvenile violence

The order of guidelines covering the area of crime prevention entered into force on July 1st, 2005. It stipulates that specially trained prevention officers (police officers), having been given a standardized training in the task fields mentioned hereunder, are to be implemented throughout the country. The prevention officers will substitute the youth and family contact officers formerly in charge.

Tasks

- Implementation of nationwide prevention programmes, such as "OUT- the Outsiders“;
- Presentations, seminars, workshops and other cooperation activities with schools, youth centres, clubs etc.;
- Preventive support of groups at risk, such as fan groups and youth gangs;
- Prevention-related PR work at exhibitions;

⁴ eucpn.org/stratdocs/eucpn_crime_prevention_strategy_Austria.pdf (9.10.2007)



- Development of targeted repression and prevention strategies to address major crime problems, through analysis and evaluation of data in the Crime Monitor.”

2. Peer violence in Austrian Schools

2.1. Overview

Since 1997 peer violence in Austrian Schools has increasingly emerged as a main topic within politics and medial discussions, although there was a lack of empirical survey results to be noticed. On the other hand a huge amount of further education material (programs, initiatives, activities) against peer violence in schools was offered, which was not connected to certain empirical results (vgl. Atria & Spiel, 2002). The cooperation and communication between the scientific field and the practical level was missing and there was and still is lack of scientific evaluation.

As a start the Ministry of Education which wanted a STRATEGY PLAN for VIOLENCE PREVENTION in AUSTRIA financed research. In October 2007 the results should be presented.

Apart from that empirical survey results concerning violence in school were mainly carried out at the Universities of Vienna, Graz and Salzburg. Main topics of interest in these studies were

- frequencies of “Bullying” (vgl. Olweus, 1993),
- the constancy of aggressive behaviour,
- the characteristics of perpetrators and victims and
- specific questions concerning intercultural relation and peer violence.

What is bullying? Bullying occurs when a person is "exposed, repeatedly and over time, to negative actions on the part of one or more other persons." (Olweus 1993). The Norwegian Researcher Olweus defines negative action as "when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways." (1993)

A report on Austrian survey results (Atria & Spiel, 2002) gives an overview on some of the most important results concerning violence prevention in Austrian Schools. The Authors developed a typology of four groups of pupils, non-involved/involved in peer violence:

- 1) The “Noninvolved” or “Innocent Bystanders”: around 66 % up to 84% pupils are not involved in violent acts (active or passive).
 - 2) “Perpetrators”: 3% - 16% pupils were violently acting against others.
 - 3) “Victims”: 3% - 16% pupils were victims of violent acts against them.
 - 4) “Perpetrators-Victims”: Those who act violently and – at the same time – those who are victims of violent acts (8% - 25%).
- The variables “**age**” as well as “**gender**” have important impacts on violence: the correlation of age and physical violence gets up to a peak at the age of 12



years. Young pupils are more often “Victims”. Boys have much higher values in terms of violence than girls.

- Another important variable is the **type of school**: schools with a high effort on high education have much lower violence rates than schools with low efforts on high education. Therefore violence rates in vocational schools were much higher than violence rates in grammar schools. (Gasteiger-Klicpera & Klicpera, 1997 / Atria et al., 2000)
- A comparative survey on the **generational impact** on violence in schools has one main result: violence in general has not increased in the last years, although the form of violence has changed: while physical violence was common in the past, verbal violence has increased in the last years. (Atria & Spiel, 2002)
- The connection between **ethnicity** and violence was studied within a survey in the age-group between 11 – 13 years (primary school). German speaking pupils were more often “perpetrators” (17%) and “victims” (12%) than “non-german-speaking” pupils (7-11% and 6-10%). “Non-german-speaking” pupils suffer from verbal slander and isolation. Especially Turkish and Kurd pupils were isolated. (Strohmeier & Spiel, 2000 / Strohmeier 2001)

2.2. Study on Intercultural Relations in Schools

At the Faculty of Psychology, University of Vienna, the psychologist Strohmeier works with her students in the field of violence prevention since many years. Target groups of their projects and studies are adolescents between 12 and 16 years, up to 18 years.

Within an experts interview, Strohmeier refers to the fact, that there are already a lot of projects in Austria which work in the field of violence prevention with children, adolescents and young adults. Quality criteria are not guaranteed, therefore the evidence base of these projects is missing in almost all of these cases: the theoretical background of the projects as well as an evaluation and the evidence of success. Projects are carried out temporarily and have no chance for long-term financing.

Bullying - as one form of peer violence - is declared as one of the main problems among youngsters in Austrian schools. One out of ten is victim of peer violence (Strohmeier, 2005), and bullying mainly means verbal attacks. Current Surveys in Austrian schools focussing intercultural relations between peers haven't show specific results of interest (Strohmeier & Spiel 2003 / Strohmeier & Spiel 2005/ Atria, Strohmeier & Spiel 2005):

- The institutional context (school) is of enormous importance for the development of intercultural relations. 60% of the children/adolescents friends are school-friends. Outside school, the circle of friends of Austrian children/adolescents differs a lot from the circle of friends of children/adolescents with other ethnical backgrounds. While friends outside school are mainly children/adolescents with the same mother-tongue, friends inside school are much more heterogeneous. Therefore – the author argues - social integration of multicultural societies happens in school.



- Intercultural relation in school has problematic aspects as well. One quarter of all kids gets verbally attacked every week, one kid out of ten gets physically hurt. Racist attacks are a main problem in multicultural school classes. Racist violence attacks result in negative dynamics and intensive emotional involvement. These attacks affect children/adolescents in a much more negative way than interpersonal conflicts.

2.3. Examples of International Violence Prevention Programs⁵

There are several examples of violence prevention programs all over the world, as the following list shows:

- England - **Don't suffer in silence** (S. Sharp & P.K. Smith)
- England - **A.S.A.P.:** A school based Anti-Violence Program (Suderman, et al.)
- Canada - **Prevnet** (D.Pepler & W. Craig)
- Norway - **Olweus-Program** (D. Olweus) & **Zero Program** (E. Roland)
- Australia - **Friendly School – Friendly Families** (D. Cross)
- Austria - **ViSC Program** (M. Atria, D. Strohmeier, C. Spiel)

Atria, Strohmeier & Spiel are currently developing the ViSC-Program. ViSC means Viennese Social Competence Training.

The aims of the program are:

- To decrease aggressive behaviour and bullying in classes
 - To increase positive behaviour, social responsibility and participation in classes
- Specific Measures within the ViSC-Program focus on school level, class level and individual level:

- Measures on school level focus on school rules, anti-bullying committee, staff training, anti-bullying policy, information policy, playground supervision, procedure for serious cases and data collection.
- Measures on class level focus on class rules, class room management, project days, curricular activities and ViSC class projects. Measures on individual level focus on supportive conversations with victims, serious conversations with bullies and bully-victims and conversations with parents (adapted from the ZERO program).

⁵ Violence Prevention in Schools: Train the Trainer Seminar, Istanbul, Maltepe Üniversitesi, June 2007; Dagmar Strohmeier & Petra Gradingner, University of Vienna, Faculty for Psychology



3. Selection of Relevant Projects in the Field of Peer Violence and Intersectionality

Selection criteria for best practice project (Result of the Peerthink Project Meeting in Marseille, June 2007):

- intersectional: more than one line of differentiation
- age: between 12 and 21
- peer violence prevention
- running project
- empowerment

3.1. 8UNG FÜR ALLE – Eine Woche für Respekt und Toleranz

RESPECT FOR ALL – One Week for Respect and Tolerance

The project was developed by ZARA (Zivilcourage und Anti-Rassismus-Arbeit), an institution (since 1999) that deals with civil courage and anti-racism-work. 8UNG FÜR ALLE (RESPECT FOR ALL) is a sensitising project, developed for a whole region in Styria. It refers to the concept of cultural diversity: it is not about major society dealing with minorities in society, the focus of the project is more on the acknowledgement of differences, which affect all of us. RESPECT FOR ALL is a one week training project for all the inhabitants in a region, that deals with cultural diversity and that gives attention to categories like gender, ethnicity, class, sexual orientation, religion, age, language and many, many others. Being different is discussed in the way of being equal.

Special training units with adolescents (primary school, secondary school / between 10 and 18 years) focus on civil courage. Especially on topics like

- group identity
- preconceptions
- de-escalation-strategies / extension of options for action
- violence and racism (own experiences)
- verbal and physical self-assertion
- resistance

The categories gender /ethnicity and class are not explicitly mentioned within the project, although the categories are of importance in the training units. Dealing with (peer)violence means talking about own experiences with any form of violence and reflecting the own (active or passive) role. A situational structure should come up within the reflection process, a structure that follows the threat of analysis, goals and strategies. The formulation of manageable goals is seen as a main condition for the extension of options for actions in violent situations.

RESPECT FOR ALL was carried out in spring 2007. At the moment, the project is in development and adaption for another Austrian Region in Upper Austria. Apart from this project, ZARA carries out similar training units for civil courage in schools.



3.2. ARGE – Jugend gegen Gewalt und Rassismus⁶

The ARGE Young People Against Violence And Racism

In their youth and educational work they want to make people aware of prevalent prejudices, analyse them critically and develop alternative perspectives of perception and of thinking.

Their goal is to promote anti-racism and to prevent violence in educational and project work as well as in public relations with young people and multipliers. Their curricular and extra-curricular youth work has its roots in the European motto of “human rights, democracy and intercultural communication based on solidarity”. They occupy a strong, action-based position against all forms of violence, social discrimination and disadvantaging of people. The ARGE was founded in 1992 as an independent platform within the Landesjugendreferat (federal youth office) and turned into a society in 1999

The basis of the educational and youth work is:

- being politically independent: they are partners of political parties, but not affiliated to any one political party
- being action-oriented: concrete acting on a sound theoretical basis
- from young people for young people: “developed together with young people” instead of “imposed on young people”
- youth as a chance: young people as innovative, creative people with a spirit for the future instead of distorted images of a so-called problem-youth
- networking and co-operation: working together, solidarity and differentiation of the offers instead of blind competition for resources that grow scarce.
- confrontation in a dialogue: they occupy a strong and controversial position on the content level while showing at the same time appreciation for the position of the other person
- reliability, clarity and partnership: they keep our promises, make decisions transparent inside as well as outside and take care of the needs of their partners.

target groups

- young people from 10-25 years
- employees in youth work, social work or in the educational field
- parents and teachers
- representatives from the media, the authorities, politics and economy who are linked with young people

A SERVICE CENTRE FOR EDUCATIONAL AND YOUTH WORK WHICH IS ANTI-RACIST AND AIMS AT PREVENTING VIOLENCE

The ARGE service and information centre is a partner of schools, municipalities, authorities and societies in curricular and extra-curricular work. It works in the prevention of violence and in anti-racist educational and project work together with

⁶ The following is mainly based on <http://www.argejugend.at/>



young people and multipliers. It is their aim to develop, together with their partners, alternative fields of action against violence, aggression and racism.

The service and information centre offers:

- counselling young people and multipliers on the subjects of aggression, violence, migration and racism as well as other forms of social discrimination
- finding specialist speakers
- subjects from their service-centre catalogue (over 100 different workshops)
- a collection of literature and material
- work in Styrian commercial schools

Goals:

- making young people aware of the topics “racism and violence”
- developing non-violent alternatives of action on the basis of the European values of social justice, democracy and human rights
- trying out models of non-violent problem-solving

Target groups

- young people between 10 and 25 years
- teachers, parents, multipliers

3.3 Dachverband für offene Jugendarbeit – Headquarter for Open Youth Work (in the Province of Styria)

SOZIO-CULTURAL WORK & INTERCULTURAL WORK in Graz – Fostering the development of self-determined AND social capable of acting personalities

Through stationary youth work and mobile youth work and the principal of openness (accessibility and usability of public space, variety of target groups and activities: youth centres, initiatives, clubs, streetcoaching, “games-on-the-road”, park-caring) the following goals are trying to be achieved:

- Empowering ones self esteem: activation of creative potentials for social cooperation and cultural-artistic activities
- Support for marginalized groups to articulate and participate
- Fostering communication and encounter of different social groups, cultures and life styles

- Development of strategies of intercultural youth work
- Support integration processes within youths
- Networking
- Conflict trainings
- Support multipliers and youth with their intercultural competencies



3.4 Fachstellennetzwerk für Jugendarbeit und Jugendpolitik (in the Province of Styria) Network of special Departements in Youth Work / Youth Politics

Up to 20 different special departments (most of them NGO's) offer special training courses, education, information, services for youth and multipliers, such as: Literature, theatre, gender, boys, girls, migration issues, violence prevention, racism, anti-democracy & esotericism, handicap, risk management, games, debts, children and juvenile right, participation, information, addictions...

Through regular network meetings the organisations try to exchange relevant information and support politicians with relevant details on youth work and the needs of youngsters and youth work itself.

3.5. ECHO – NGO to Support the Youth - Vienna

Since 1993 the initiative offers a socio-cultural platform for disadvantaged youngsters the age of 14 – 23 years (mostly 2nd generation Turkish and Kurdish immigrant youths). Participation, Integration, Initiatives against racism, nationalism and xenophobia, personal coaching and political education are targets of the NGO. The journal "echo" and "echo-TV" gives youngsters the chance to articulate, reflect and work with their needs and problems of daily life. Alongside free space is offered to work with dance, theatre, music, discussions, photography etc.

3.6. Zebra – Intercultural Centre of Counselling and Therapy in Graz

Intercultural educational work with Seminars, Symposia, Coachings; Publication of a journal and other technical literature

It is the purpose of their educational work to raise the voice against the violations of fundamental and human rights and to take steps against stirring up racism as well as structural and individual violence.

The educational offers are directed towards the target group of migrants with special designed further education and multiplier trainings.

3.7. Omega – Gesundheitsstelle: NGO - Health Care Center Graz

An NGO who supports refugees of all ages and (especially 8-17) who suffered from severe violation of health and human rights.

Project: Working across Cultures: Creating a „healthy“ workplace through training in intercultural communication, employee representation and empowerment. Product: Intercultural Encounters a training manual - a guideline for practitioners



3.8. Other Projects/ Institutions / NGO's

Peace Institutes

Some of the Austrian Peace Institutes (e.g. Graz) work with the ZERO-program (as mentioned above).

White Ribbon Campaign

The men's health centre Vienna (M.E.N.) and the men counselling centre in Vienna promote this international campaign.

All Different – All Equal Campaign

Several institutions in Austria support this campaign

Mobile Socialworkers for Youth in Vienna Back on Stage (Viennese Union for Youth) and Back Bone (Union Alte Fleischerei)

An independent working field within the so called outer-school youth work. The work is district and region orientated referring to youngsters, that spend most of their time out in public places. Very often they are felt to be disturbing, which is the reason why they get excluded or marginalized.

The work is against being socially excluded, by supporting adolescent persons and by encouraging them to insist upon their rights in society.

Interests are in the welfare of youth, and the realisation of their ideas as well as co-management and co-organisation of social political processes. Young women are granted a significant position.

They respect the youths desire for non pedagogic occupied areas.

Principles are:

Voluntariness, Anonymity, Confidentiality, Partiality, Equality

3.9. Plattform gegen die Gewalt in der Familie - Platform Against Violence in Families

The Austrian ministry of health, family and youth runs an networking platform that brings about 38 NGOs of all 9 Austrian provinces together to coordinate, discuss and develop strategies and initiatives against violence. Meeting with all participants are being held as well as meetings in five different areas:

These are:

- Violence against children
- ... against women
- ... elderly people
- ... **within the group of youngsters**



- Gender specific work with male youngsters

In the area “violence within the group of youngsters” in the year 2007, 6 NGOs had been working on a specific reader for multipliers. The 81 pages contain 17 articles on youth violence.

Responsible organisations were:

Peace institute Salzburg, EfEU – NGO for the formulation of feminist models of pedagogy and education - Vienna, koje – headquarter for coordination and development of open youth work in the province of Vorarlberg.

3.10. M.IK.E – Migration.Interculture.Empowerment

M.IK.E is a concept, developed by people with migrant background for people with migrant background. The project focuses empowerment as a main approach in the field of work with young people. Empowerment as a process of self-determination, personal responsibility and self-organisation should strengthen the ability of political participation.

Project- Aims:

Political Aims

- Strengthen the conditions for social and political participation for migrants (Empowerment, Inclusion)
- Avoid isolation (ghetto)
- Foster the ability to communicate (conflict solving)

Social Aims

Contribution to the process of integration (inclusion) of young people with migrant background in Graz and Austria / strengthen the awareness for the needs of young people / Support communication and mediation among young people / Support cooperation and networking of institutions dealing with peer violence prevention

Target group

(among others)

- Young migrant people in burdened families, who need support in shaping their future perspectives
- Young refugees

Access

Intervention and support on loco: Street work (associations, churches, parks,)

4. Latest public discussion on Peer Violence

There is a lot of discussion going on within professionals as mentioned above, although gender, ethnicity, class... are mostly worked with implicitly or not combined. Due to the virulent mutual exchange of many NGOs this situation is changing slowly for all aspects come into consideration in the process of discussion.



In mass media newspaper the topic of juvenile violence is dealt with on a superficial level:

4.1. Newspaper reports in different Austrian media in the period of 02-07/2007

In general Austrian newspapers do not differentiate within the group of youngsters, or very little. The term youth is often referred to as male youngsters. Age seems to be of more importance than gender, and ethnical background is always mentioned with perpetrators. The great majority of articles on youth violence are (though not explicitly) about white, hetero and lower middle class native Austrians.

There are two groups of articles. Crime and violence reports and general articles on youth and violence. And on the other hand there is the same number of articles on school violence and prevention (models, projects, political initiatives) of violence in schools in Austria. It is quite a big issue.

The picture of the Austrian youth at the moment in print media is a more violent one than in “the good old days” and if violence occurs than it is said to be even more brutal. Although there is no reliable scientific proof for that.

Newspaper articles on Youth violence in general:

- Physical and sexual violence between young perpetrators in prison (male, age: 16-18)
- Attempted mugging between pupils (male, age: 16)
- Sexual assault and attempted rape: male 15 and victim female 18: Alcohol as excuse and it is described as an adventure in a tabloid paper
- Rivalry between two 18 males concerning the ex-lover (female) – stabbing with injuring. The papers refer to the perpetrator as the “knife hero” because he paid back for his ex-lover to be insulted
- Sexual abuse of a 13 female of a 16 male: filmed sexual intercourse and blackmailed her – threatened to show the video to others (parents, neighbours, friends)
- Male youngster – sexual assaults towards young drunken girls and film the offence by mobile phone camera. In certain social environment your ranking as boy gets better, when you have videos of sexual assaults against girls on your mobile. Experts say, that even 12 year old boys watch videos, knowing the circumstances the video was shot (assaults).
- 18 year old female raped by 17 year old male, rural area, after jollification
- Reasons for young homicidal maniacs are described by psychologist
- Ego shooter games or other killer games and their connection to bloody deeds: especially young boys with poor social support in their lives are at risk. Acting on imitation and lower inhibition threshold due to those games.
- A lot of articles on three male youngsters that planned to rape a girl/woman and afterwards kill her and watch a human being die. 15,16 an 19 years old. (“horrorgeilheit” – media referred to this term. Wanted



to imitate horror-movies. Responsibles got under pressure by the public (media) – the youngest had to go to prison for mentally ill, although experts know the system is not suitable (helpful) for youngsters

Newspaper articles on youth violence in schools:

- Discussion on more punishment in schools and detention for un-teachable kids
- Various descriptions of prevention projects
- Mobbing: information for pedagogues
- Mobbing numbers and facts: 30% of pupils (out of 769) say they are victims, no diversification
- More aggression in schools – more brutal
- “the schoolsystem is violent itself” – says the head of the school-psychologists (there ar 214 psychologist who treated 4200 kid in the year 2006)
- “You can train ahimsa in schools”
- 10 articles of effective violence prevention – ideas of university professionals – “evidence-based Prevention” Prevention programs that are accompanied by evaluators
- “happy slapping” in schools
- article on violence-prevention-school-workshop
- Lack of parent-child-communication as a reason for escalation in schools – families are in danger of the “hushing-syndrome”
- International comparison shows that Austria is in front of others concerning violence acts in schools 2007: politicians react and want the norwegian programme “zero” against violence in schools (will be put to force in october 2007): zero tolernece of any kind of violence acts in schools.
- Local province: “nondiscriminatory school – no violence” a programme by experts and politicians
- “Teachers call for help – pupils get more and more aggressive” – the struggle (fight) against pupils who are acting up.

APA (Austrian Press Agency):

International comparison shows that Austria is ahead of others concerning violence acts in schools 2007:

WHO Research from 2004 (26 countries) – **bullying in schools**: 1. and 2. place: Germany & Lithuania; 3. place Austria:

Figures:

11% of the boys (aged 11) and 14 % of the girls
16,5 % of the boys (aged 13) and 22,7% of the girls
15 % of the boys (aged 15) and 10 % of the girls



experienced 2-3 times per month bullying as victims.

14,5% of the girls and 25,7% of the boys claim to be violent towards other pupils at least twice per month. Girls' violence is 90% verbal (exclude from groups, gossiping – spreading rumours). 20% of boys' violence is physical.

Number of daily victims (physical and verbal): 100.000 - 10% on a regular basis

5. Intersectionality & Diversity in Austria

Within the last ten years, concept of “Managing Diversity”, “Gender & Diversity” and “Cultural Diversity” have emerged and developed in the fields of research and education. Study courses, training courses and certain training units for further education have developed.

Some selected examples:

DiVersion: "Managing Gender & Diversity"

The concept of DiVersion: "Managing Gender & Diversity", developed at the University of Dortmund (Koall & Bruchhagen) was further developed within a European learning-partnership. The Volkshochschule Ottakring in Vienna is currently carrying out the concept within the training course “LernRaum Diversity - Weiterbildung zur/zum Systemischen Diversity BeraterIn” and other training units in the field of further education.

“Gender and Diversity in Organizations”

“The establishment of the department of “Gender and Diversity in Organizations” at the Vienna University of Economics and Business Administration (WU) mirrors an innovation in research and higher education. Thereby, the WU serves as an example for the European countries and joins the most prestigious universities which increasingly establish research on gender and diversity...

Research interests of the research unit ... focus(es) primarily on interdisciplinary theoretical and applied research. Key areas analyzed include: gender-sensitive organization modelling, sponsorship and business start-ups; gender and diversity management; development and implementation of gender and diversity concepts in corporations; participatory organizational and technical developments; development of gender-equitable work environment; role of knowledge in organizations....Research projects related to gender and diversity issues involve intensive theoretical study of, and empirical work on, the social construction of gender and diversity as well as on patterns of inequality which derive from them and become apparent on structural and organisational, interactive and symbolic levels.”⁷

⁷ http://www.wu-wien.ac.at/gender/gender_english



„Im Kontext“⁸

The Institute „Im Kontext“, founded in 2001, currently carries out the seventh training course for “Mainstreaming Gender und Diversity in modernen Organisationen” (Mainstreaming Gender and Diversity in modern Organisations). One of the main topics in the training course concentrates on the connection between Gender Mainstreaming as political strategy and the concepts of Managing Diversity and Empowerment. The concept of Diversity Management is described with reference to the acknowledgement of different societal categories and their usability and capitalization for companies. The Institute itself concentrates on systemic organisational development, critical social studies, gender and cultural studies.

“Austrian Society for Diversity – ASD”⁹

The society focuses on Gender & Diversity Management in the fields of training and counselling, as well as in the fields of auditing and certification of Diversity Management in companies, public institutions and social profit organisations. A training course “Managing Diversity” was first carried out in the year 2006 and will be continued. The development and dissemination of managing diversity tools for companies (analysis, evaluation, measures) and networking on the national and international field of managing diversity are core fields of the society.

“Intercultural Studies at the Donau Uni Krems”¹⁰

Departments of Cultural and Educational Science

“The modular curriculum of the Intercultural Competencies master’s program focuses on changes in perspective as a result of knowledge transfer between East and West as well as North and South, interdisciplinarity thanks to lecturers from a variety of scholarly fields the use of dynamic approaches to intercultural research and education and individually tailored and real life-oriented learning processes for developing competencies.

In the first part of the Intercultural Competencies master’s program the focus is on the acquisition of selected theoretical foundations. These contents are mostly presented by lecturers who themselves are part of the respective culture being dealt with. Participants will thus not just learn ABOUT cultures but also be engaged in a dialogue WITH them. In the course of the program the students should also become aware of how influenced they are by their own culture and reflect on this. Subsequently, the participants will be introduced to theories of intercultural communication and cooperation. Here the focus is not to teach standardized cultural ascriptions but rather to convey a dynamic intercultural approach. In the final part of the program participants will develop their own intercultural competencies in practical

⁸ Abstract of the website: <http://www.imkontext.at>

⁹ Abstract of the website: <http://www.societyfordiversity.at>

¹⁰ Abstract of the website: <http://www.donau-uni.ac.at/en/studium/interkulturellekompetenzen/index.php>



training. After completing this part of the program they should be able to analyse and reflect on intercultural situations and to develop individual context-related strategies.”

“GenderWerkstätte”¹¹

Together with Frauenservice Graz (Women’s Service Graz), Men’s Counselling Centre Graz runs GenderWerkstätte since 2001, a network of experts active in the field of gender trainings and Gender Mainstreaming (gender analyses, organizational development, diversity trainings in education). Up to 2007 3 training courses for the development of competencies for mainstream gender issues within adult education (Project of GenderWerkstätte 2004-2007) were performed. Within these training courses, Managing Diversity in the field of adult education is a main topic and it refers to gender as a structural category of diversity (=gender diversity).

„diversityworks – prove Unternehmensberatung GmbH”¹²

... is a consultancy company dedicated to support profit organisations, public authorities and NGOs in Austria and Europe in the field of Diversity Management & Gender Mainstreaming. Prove offers Diversity audits, Diversity change management and project support, Diversity recruitment support, Diversity awareness trainings and education and Coaching in the area of Diversity Management. Diversityworks concentrates on diverse workforces as well as customers and investors. “Diversity Management therefore provides an approach to create structural and social conditions in which all employees can freely develop their motivation and capacity to perform well and integrate diversity into their working process.”¹³

“Zara”¹⁴

(see under 3.1.)

Wholly committed to anti-racism work, ZARA was founded in 1999.

Tasks

- Counselling victims and witnesses of racism
- Racism Report: The Racism Report is the only source of information about Racist Incidents and Structures in Austria
- Training, courses and workshops: As one of its many tasks, ZARA undertakes social information and awareness activities. ZARA offers training courses to businesses and educational institutions, as well as an annual training course in anti-racism work (Awareness and/or sensitisation / Courage of one's convictions / Legal situation / Language (ab)use)
- Advising businesses and companies / Enabling and ensuring a working environment free of discrimination

¹¹ Abstract of the website: <http://www.genderwerkstaette.at>

¹² <http://www.diversityworks.at/english/english.asp>

¹³ <http://www.diversityworks.at/english/english.asp>

¹⁴ <http://www.zara.or.at/ueber-uns/index.en.html>



“The Ludwig Boltzmann Institute of Human Rights (BIM)”¹⁵

“The Ludwig Boltzmann Institute of Human Rights (BIM) is an **independent academic human rights research and service institution**. The primary focus of BIM is on **research activities in the field of human rights**, on the national, European and the international level. BIM staff is also engaged extensively in human rights **teaching and training**. It is BIM’s main objective to offer a **link between academic research and legal practise**. Therefore, a considerable amount of work is devoted to empirical research and project implementation. Through **co-operation with international, European and national institutions** – like UN, OSCE, CoE, EU, ICTY, Austrian and foreign ministries – as well as other human rights research institutes and NGOs, BIM strives to provide relevant studies, analysis and data on human rights issues in areas such as international, European and national law, politics, education and the media.

Project “Youth and Discrimination in Work Environment”

Workshops on the issue of equal treatment and antidiscrimination

In the course of this project, which was financed by the European Commission and co-financed by the Austrian Federal Ministry of Economics and Labour, 32

workshops/trainings on the issue of equal treatment and antidiscrimination were conducted **in Austrian vocational schools (for pupils and teachers) as well as in corresponding representations of interests**.¹⁶

Intersectional work with young people

There is a wide range of different projects, working with adolescence in the context of multicultural societies and violence. Societal categories like gender, ethnicity and class are mentioned in a more or less transparent way, but there is always another main focus of work. In fact, many of these projects (e.g. streetwork,...) focus on violence in connection with ethnicity. Some projects have a special focus on gender in connection with violence (e.g. self-defence for girls). The term intersectional work is not a well known term in the field of juvenile work and therefore it is not mentioned in any of these projects in Austria.

¹⁵abstract of the website: <http://www.univie.ac.at/bim/>



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