



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 result in complex realities, which social and educational work cannot access with simple methods or approaches.

An intersectional approach considers the complex interplay of different social levels (structural, organisational, symbolic and individual) in everyday situations representing thus an in-depth understanding of violence. It makes 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.

The IGIV training curriculum addresses the issue from the point of realising the common roots and reasons, on which peer violence thrives. It introduces the intersectional approach to peer violence prevention, provides insides into the conditions under which peer violence develops, and offers knowledge, skills, tools and methods on how to prevent it.

The modules are organised in a chronological order, and they have been categorised into three priority levels: essential, intermediate and advanced. The modules draw on and are related to the working experiences of the participants, acting as a starting point for discussion and the connection between theoretical knowledge and practical application.



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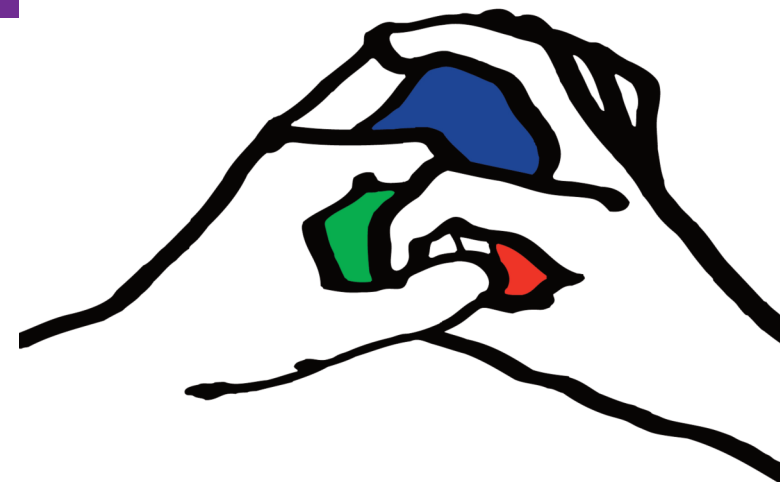
[www.intersect-violence.eu](http://www.intersect-violence.eu)



Education and Culture DG  
Lifelong Learning Programme

## IGIV Implementation Guidelines for Intersectional Peer Violence Prevention

presents



**PEER VIOLENCE PREVENTION  
FIGHT DISCRIMINATION AND INEQUALITIES**

**TRAINING COURSE  
CURRICULUM AND MODULES**

**LIFE IS COMPLEX AND SO ARE YOU!!**



**Module 1:**  
**Transfer theory**  
**Priority Level: Essential**

An essential, though rather theoretical module, which gives a short overview of the lively theoretical discussions about intersectionality as developed in feminist, political and social theory and its relevance for educational and social pedagogical work.

**Module 2:**  
**Violence, Discrimination and Dominance Relations**  
**Priority Level: Essential**

Module 2 aims to address the question on differences and the connections between violence, discrimination and dominance relations. The module should also be designed to sensitise participants to their own involvement in violence, how they participate in the production of violent or violence free space.

**Module 3:**  
**Multiple affiliations/ belongings**  
**Priority Level: Intermediate**

This module should focus on how groups construct and develop their identities in relation to the social context. Detailed information about culture, sub-culture and diversity should help participants in this module to better tailor their work to the lives and realities of the individuals and groups they are working with.

**Module 4:**  
**(Self) reflecting**  
**Priority Level: Essential**

Self-reflecting is one of the most important tools in education and social work, as it opens up an insight how intervention of teachers, social workers or youth workers can already be part of dominance relations.

**Module 5:**  
**Engagement and performing methods**  
**Priority Level: Advanced**

In the module participants analyse the working situation with their respective groups of young people and learn to relate the proposed methods and tools to their specific professional challenges in practical work.

**Module 6:**  
**Analysis of conflict situations**  
**Priority Level: Advanced**

This module focus on analysing group dynamics in boys groups, girls groups, mixed gender settings, majority and minority relations in social settings and in smaller localised situations.

**Module 7:**  
**Project Implementation**  
**Priority Level: Intermediate**

The participants learn the basics of the project management cycle from target group related needs/ conditions analysis to identifying an intervention strategy framed in project work and from designing a plan of activities to assessing the results of project related work.

**Module 8:**  
**Intersectional work on a programme**  
**Priority Level: Intermediate**

This module has two aims: Equipping teachers, trainers, social pedagogues and decision makers with the skills to a) reflect on processes of attribution/ othering through programming or pedagogical approaches, and b) to develop an agreed network action of all relevant agents in a community with the power to influence, shape and improve non-violent living and development conditions of young people.

**Module 9:**  
**Analysis of social inequalities in Organisations and their environment**  
**Priority Level: Essential**

The module focuses on the analysis of dominance cultures in organisations, based on a matrix for diversity analysis on the qualitative level. The matrix differentiates dominance culture dimensions along social categories (communication, gender relations, time, work and others). Participants will apply the analytical model in order to then define dominance cultures in organisations and their environment.

**Module 10:**  
**Development of Organisation**  
**Priority Level: Intermediate**

In this module participants will gain knowledge about mechanisms to create sustainable new services for hard to reach and disengaged groups that are at greatest risk. Information and methods will be presented, which serve both, the development of new services and the support structures required to ensure longevity of these new services.

**Module 11:**  
**Quality Assurance**  
**Priority Level: Essential**

Measuring outcomes is an essential part of any preventative activity. Participants will be given vital information in monitoring and evaluation tools of work undertaken in order to assess the effectiveness of interventions and successfully measure outcomes.

**Target Group of the training course:**

Teacher, social worker, youth worker and other professionals working in education and social work as well as policy makers and researchers of peer violence and social (in)equalities.