

Contributions about the Prevention of sexual Violence from Switzerland, Austria and Germany - Accompanying Event, 24th German Prevention Congress in Berlin, Tuesday 21 May 2019, from 1 pm to 2:45 pm, room Festival Center

Working with offenders means protection of victims and therefore it means prevention!	
Name	Monika Egli-Alge
Institution	Forio AG, Schweiz
Abstract	<p>Aims</p> <ol style="list-style-type: none"> 1.Presentation of evidence-based principles for treatment of sexual offenders 2.Introduction of the prevention project www.keinmissbrauch.ch and description of the population involved since 2006 3.Implications for practice scientific , about 1 and preview <p>Forio (www.forio.ch) represents an associated partner institute of the dark figure project “Don’t offend” (www.dont-offend.org) of the Institute for Sexology and Sexual Medicine of the Charité, Berlin (Dr. Klaus M. Beier) performing programmes of treatment for sexual offenders since 2004, since 2006 having performed prevention concepts for men especially preferring children (paedophilia). According to scientific research, about 1 percent of the male population develops a special preference, but less than half of them commit sexual offences to children and/or youth. It is true, though, that statistical data show a significant base recurrence rate concerning paedophilia. Therefore, prevention deals with the development of specific concepts to sustainable and long-term counteracting the sexual preferences of this group thus effectively aiming at the protection of children and youngsters.</p>
Spaces of abuse and violence	
Name	Damian Miller
Institution	Pädagogische Hochschule Kreuzlingen, Schweiz
Abstract	<p>Based on the thesis of historian Jörg Baberowski (2015) according to which violence is considerably subjected to chances and situations under certain spatial conditions, topics are discussed concerning the space in which sexual abuse might occur. Abuse and violence bend the axis and every standard valid in a civilized democratic constitutional state founded on the rule of law. The investigations regarding the Odenwald Schule, the Elly- Heuss-Knapp-Schule in Darmstadt, the teacher Jürg Jegge in Switzerland, and the Catholic church confirm Baberowski’s thesis. The offenders’ and superiors’ conspiracy of silence provides and authorizes the space of abuse of power: “qui tacet, concentire videtur” – he who keeps silent seems to show acceptance (Bonifazius VIII). The stability of institutions, reputations and illusions counts more by far than the integrity of children who have to remain in the corresponding space for reasons of compulsory school attendance, denomination etc. They stand with their back to the wall, the exits being barricaded by power, abuse of power and law.</p>

Historical retrospects from sorting out to inclusion	
Name	Martin Auferbauer
Institution	Pädagogische Hochschule Steiermark, Österreich
Abstract	<p>Historical retrospects from sorting out (which was thought of as weeding out in the Nazi ideology) to inclusion</p> <p>From the perspective of today's students of pedagogical professions the "pedagogy" of national socialism often seems like a dark chapter out of a time having been finished long ago. Especially, the treatment of human beings directed towards sort out up to weed out so-called "unviable beings, unable to cope with life" according to the national-socialist ideology, which denied human beings every right to access to social participation for medical and/or social reasons. This represents an excess which is hardly to be grasped at all from today's point of view. This unique crime seems to be closed by now and totally set apart of today's real care and educational actions. Starting from the biography of Friedrich Zawrel (1929-2015) being a time witness of the national-socialistic care system who also is a survivor of the children's euthanasia program on the Vienna Spiegelgrund, the presentation aims at a deep level of understanding and comprehension of the following: 1.) the arbitrariness of social-darwinistic categorizing of human beings, 2.) the barbaric and inhuman dealing of pedagogical and medical staff with wards as well as (especially in Austria) the continuous working of NS-culprits within care and educational settings and institutions after 1945. The presentation of the reactions of student teachers and student leisure pedagogues to the documents of a time witness show that a consequent struggle for human rights as well as inclusion should be fought due to historical responsibility in times of a market oriented society.</p>
Accompanying research work demonstrated by school social work	
Name	Arno Heimgartner
Institution	Karl-Franzens-Universität Graz, Österreich
Abstract	<p>Scientific legitimation is necessary for prevention. The contribution deals with the question which methodical designs are suitable to make prevention efforts visible. Combining cultural implementation, education and fostering life quality prevention should find suitable indicators and methodological designs. In this context, the course of time has to be considered which represents social courses that cause a gross change (Menold 2007) thus making the task more complicated while it is socially fixed normally and hence cannot be proved by experiments. This is why an idealized design with several groups and random or intended distribution of persons taking part cannot be used throughout. Additionally, various other tasks (see Heimgartner, 2011) are to be covered by accompanying research (development, among others). In a current study concerning school social work which comprises also preventive aspects, mixed methods were used (Auferbauer, Gspurning, Heimgartner, Lederer-Hutsteiner, Taschek 2018). School indicators, measurement of school climate, feed-back-sheets regarding group activities, interviews with school social workers or analysis of individual case support with resumed documentation sheet are introduced. The availability of regional statistics which might make changes of problems more visible with increased sensibility remains to be discussed.</p>

Current view into prevention work in Austria	
Name	Yvonne Seidler
Institution	Hazissa, Graz, Österreich
Abstract	The topic of sexualized violence has gained more and more importance in Austria, too, within the past years. Sexualized violence in the church, in institutions of children and youth welfare and in care for persons with disabilities, and in sports and in public space is not only a topic for the media or the legislature but also a topic for practitioners of victim protection and prevention. Enhanced efforts to implement the knowledge about key factors of effective and sustainable prevention work into practical work led to initial projects based on intensive exchange between research and practical work. These key factors as well as some of “best –practise” examples will be demonstrated and discussed. Networking and cooperation between the (few) Austrian competence centres for prevention are being prepared and will hence improve the quality of prevention work in Austria starting in autumn 2018. In spite of this motivating development the Austrian landscape of prevention is still predominated by offers based on fears and myths and defining violence as an individual problem – embedded in a political landscape which uses these fears.
Child protection in pedagogical institutions – paradoxical demands?	
Name	Miriam K. Damrow
Institution	Friedrich-Alexander-Universität Erlangen-Nürnberg
Abstract	Since the law on Federal child protection has come into effect in 2012, the requirements on pedagogical institutions have been intensified in a paradoxical way. Especially the institution (and organization) school has been entrusted by the law with a remarkably preventive function which possibly collides with the educational task: how much protection sphere can and must a school provide and what is the relation between protection sphere and education sphere like, if the institution school is inherently characterized by antinomies like closeness and distance, extension and reduction (and several others). This appears to be relevant especially against the background of the sexuality of children and seems to be of special explosiveness: how much sexuality may children have at school, how does the (mostly drafted as being non-sexual) institution school handle the occurrence and reality of sexuality. How can child protection requirements be adequately guaranteed while processes of sexual education of children are taking place at school?