



Stockholm Kick-Off-Meeting

Contents

Introduction	1
The Project “Domestic Violence Met by Educated Women” (DVMEW)	2
The Term of Violence	6
The Questionnaire, German Version	8
The Questionnaire, English Version	10
Next Steps	12
Remarks	12
Acknowledgement	12

Introduction

With this paper the ZKE-team prepares the Stockholm-meeting 2013. The paper summarizes the proceedings of the DVMEW-project and indicates the next steps.

The following members of the ZKE-team participate in the DVMEW-project: Uwe Christiansen (Min.-Rat a. D.), Mitat Karahan (B. A.), Dieter Klemenz (Prof. Dr.), Arne Kohrs (Dipl.-Päd.), Peter Kroppe (Prof. Dr.), Uta Kroppe (OStRin i. R. Dipl.-Kaufm.), Johannes Peter Petersen (Dipl.-Päd. Dr.), Julia Prieß-Buchheit (M. A., Dr.), and Nicolaus Wilder (Dipl.-Päd.).

The Project “Domestic Violence Met by Educated Women” (DVMEW)

1 GRUNDTVIG Learning Partnerships

The Project “Domestic Violence Met by Educated Women” of the GRUNDTVIG Learning Partnerships is a Programme of the European Commission. Information can be found on the Lifelong Learning Programme website: http://ec.europa.eu/education/lfp/doc848_en.htm.

2 The European DVMEW-Partners

The Grundtvig partners live in Finland (Helsinki, project-coordinator), Germany (Kiel, Paderborn), Romania (Bucharest), Slovenia (Ljubljana), Sweden (Stockholm). The partners are:

- Suomen akateemisten naisten liitto - Finlands Kvinnliga Akademikers Forbund ry (FI).
- Kyrklunds Consulting International / KCI (SE).
- Deutscher Akademikerinnenbund e.V. (D).
- ASOCIATIA FEMEILOR UNIVERSITÄRE (RO).
- Zdruzenje univerzitetnih izobrazenk Slovenije (SI).
- Zentrum für Konstruktive Erziehungswissenschaft am Institut für Pädagogik der Universität Kiel / ZKE (D).

We expect a seventh partner in Bulgaria (Sofia).

3 Motivation

There are different motivations in different countries. In Finland, for instance, a couple of very sad and terrifying cases of domestic violence occurred in academic families last year. In one of the cases a highly educated husband killed his academic wife and their small children and himself. It was and still is a mystery. How such things can happen?

International motivation of the project: As IFUW (International Federation of University Women) starts the 31st IFUW Triennial Conference in Istanbul, Turkey – 16 to 21 August 2013 about “Women’s role in achieving a sustainable future: Education, urbanization, violence and human rights”, one of the themes of the workshop will be “The culture of violence against women as a threat to sustainability”.

The project DVMEW concerns the same themes for Europe and in particular from the viewpoint of UWE (“University Women Organizations of Europe”), ZKE (“Zentrum für Konstruktive Erziehungswissenschaft”, Germany) and KCI (“Kyrklunds' Consulting International”, Sweden).

From the national organizations point of view it is important to learn more about this phenomenon in order to be able to inform and instruct the members of the organizations of university women. It will have a great impact on other groups of women, if domestic violence is discussed openly, if it is effectively prevented or even totally deleted from academic homes in the future.

4 Objectives

4.1 ZKE

The ZKE is an interdisciplinary research group with a tradition of forty years. The group is part of the Institute for Education of the University of Kiel. Scientists, graduates and students from the areas of educational science, psychology, philosophy, sociology, physics and theoretical cardiology belong to the team. The aim of the research group is the development and testing of educational theories and methods on a methodical-constructive basis. The ZKE will perform an empirical survey. The team seeks to answer three questions. The first question is: How can domestic violence be categorized? The categories will be analyzed dependent on 1. the social class, 2. sex, 3. the age, 4. the duration of the partnership, 5. the European country involved in the study, 6. selected problems. The second question is: Are there differences in what is understood as domestic violence in the EU countries? The ZKE-term of violence is chosen as reference point to answer this question. On this basis the ZKE-team will analyze 1. whether there are significant differences in the expressions of domestic violence, 2. how violence fighting people handle these differences.

The data for the study will be collected in the participating countries. Due to limited resources, the survey will be conducted in available groups with small numbers of people. This method limits the generalizability of the results. For the surveys a questionnaire is used. A questionnaire does not answer the questions about the causes of domestic violence and about the success of interventions. For this purpose experiments have to be carried out. Overall, the study has the character of a pilot-study. It serves to formulate hypotheses. These hypotheses can be compared with the results obtained in the other approaches of the project.

How can the results be used? The answer depends on the ZKE-term of violence. The term reads as follows: “An action is predicated as violent, if the acting partner (the proponent) tries to assert his interest against an opponent, without wanting to justify this interest towards the opponent, although a justification of the action is provided on the basis of a normative system”. During a period of fifteen years this term had been the basis for successfully teaching handicapped boarding-school pupils how to avoid or to prevent or to reduce violence. In the DVMEW-study the questionnaire is expected to give hints how to avoid or to prevent or to reduce domestic violence on the same theoretical basis, but in the area of university women.

4.2 All Project Partners

The project partners try to answer the following questions: Are there differences in what is understood as domestic violence in the EU countries? From these differences which will be established through analysis we will formulate more reliable recommendations, how to avoid or to prevent or to reduce domestic violence.

Added European value consists of best practices that we learn from project partners and of European cultural and social diversity that we encounter during the project period and that enriches our knowledge of the vital aspects of domestic violence in different countries. The national view to this global problematic is too narrow, in times of strong immigration in particular.

From the working process we will gain awareness of intercultural differences and we will gain new experiences how to handle these. We shall also learn from best practices carried out in different countries. We understand that this is a European and world wide problem and thus we sit all in the same boat.

As pupils, learners, trainers and staff we learn this sad phenomenon better and understand the importance of people and organizations fighting against it, providing shelter homes and aiming at changes in legislation in order to strengthen the equality between the sexes and save

women and children from consequences of domestic violence. Our organizations work for academic women in particular. After this project we shall have new insights into the special problems of educated women (members of our organizations) and better possibilities to support the victims. The organizations of University women will be more familiar with other national organizations that work to prevent domestic violence and support the victims. This will facilitate good cooperation. The national and international networks will be strengthened. The strong European networks have more power than individual organizations to demand and implement changes.

We try to achieve the following objectives in particular: 1. To give an overall picture of the problem of domestic violence met by educated women in different European countries by approaching the problem from the perspective of different academic disciplines. 2. To bring together people from different countries, at different ages and with different cultural background and with varying academic education to reflect and discuss the topic together.

Following subjects will be addressed: 1. What are the first signs of the domestic violence met by educated women, 2. what kinds of coping and survival mechanisms do the victims have, and 3. what is the role of education of the wife and husband in cases of domestic violence?

5 Approach

Our approach to achieve our objectives is as follows: Relevant data shall be collected using different sources, such as legislation, and personal informants (police, medical doctors, psychologists, social workers, shelter home staff, etc.). We will conduct additional background interviews with experts from governmental and non-governmental organizations which fight against domestic violence. In addition to gathering data, we are going to conduct a small survey with a questionnaire developed by ZKE (Partner no 2). The questionnaire can be answered anonymously and electrically. The informant can leave her contacts in the case she is willing to participate anonymously in a face to face interview. The study will pay attention to possible sensitive and ethical issues and follow the ethical rules by the American Sociological Association. We discuss common problems and preliminary results and evaluate the progress of the project in project meetings and international conferences.

The tasks are divided in such a way that every participating institution works with the same basic concept. They participate in the survey launched by partner no 2. They develop and refine the questionnaire to their purposes. Every partner also collects data for DVMEW from available sources, statistics and from staff of NGO organizations and social sector and health care, possibly also from open discussion groups in the internet, newspapers and magazines. Thirdly, every partner arranges an international meeting where project partners meet each other and discuss the problems and the progress of the project. In these conferences the special issues and phenomena of the host country are also presented and reflected. All the time we change experiences and learn from one another and study the best practices in different countries.

6 Expected Results

The project will raise the domestic violence met by educated women on the European agenda. According to their own points of view the project partners will ask different questions, launch questionnaires and make small surveys in different countries, analyze the results and collect data about domestic violence. They organize six international and several national conferences on the topic. The final report is intended to put the spotlight on common results promoted by all partners. The project aims at producing new knowledge of this sad phenomenon

and at disseminating best practices from country to country to prevent it. The project will be successful if an EU wide understanding is found to answer to domestic violence. The project concentrates on the educated women and their children as victims of domestic violence because all the members of the learning partnership are educated persons. It is easier to begin with the closest violence concerning themselves and their colleagues.

The term of violence

in the study “Domestic Violence Met by Educated Women”

Fifty years ago a U. S. scientist¹⁾ published his research dealing with the topic: “If you’re not sure where you are going, you’re liable to end up someplace else.” The bon mot is suitable to focus on the risk of misunderstandings which particularly threatens international work. To prevent the risk of people talking at cross purposes, scientists use the possibilities which terms in the scientific language offer them.

For the study “Domestic Violence” the term “violence” is introduced in its theoretical and personal environment.

1 Theory

The theoretical basis of the study is the Constructivism, which to its geographical origin is called “Erlangen School of Constructivism” and in its further development is referred to as “Methodical Constructivism“. The Methodical Constructivism has been chosen as an epistemological position which involves the attempt to introduce science in understandable, circle-free, and non-dogmatic procedures. Methodical Constructivism reconstructs its own elaborated code. All reconstructions start from everyday life.

2 The Research Team

Responsible for this project is the team of the “Centre for Constructive Educational Science” (in German: Zentrum für Konstruktive Erziehungswissenschaft, ZKE). The ZKE is an interdisciplinary research group with a tradition of forty years. The research group is part of the Institute for Education of the University of Kiel. Scientists, graduates and students from the areas of educational science, psychology, philosophy, sociology, physics and theoretical cardiology belong to the team. The aim of the research group is the development and testing of educational theories and methods on a methodical-constructive basis.

3 The Term „Violence“

What is meant by „violence“? If students are asked whether a person is violent who stabs another person with a knife, they typically answer: “Yes, of course. Always!” If this answer is accepted as true, then all surgeons should be regarded as violent. But indeed, they are not as long as they observe certain rules. This includes that surgeons – except for exceptional circumstances – inform their patients before an intervention and obtain their permission.

Starting point for the introduction of the term “violent” is everyday life. From the everyday usage and its unelaborated talk several structural elements can be determined. These elements are:

- 1) In actions and primarily in speech acts further co-subjects are taken into account.
- 2) Regarding the fact that people live among people, it derives that people orientate themselves at other people’s language. Language means interaction.
- 3) People pursue intentions in their actions. Speech acts are intentional.
- 4) Speech acts are orientated at intentions of communication partners to coordinate actions. This presupposes that people pursue or can pursue different intentions.
- 5) Speech acts proceed between proponents and opponents according to rules. These rules apply to the spectrum of appeal, consent and reliability.

Johannes Peter Petersen²⁾, a member of the ZKE, introduced the term “violence” on this theoretical basis in the year 1997. The revised version from the year 2012 is as follows:

An interactional action is predicated as violent, if the acting interaction partner (the proponent) tries to assert his interest against an opponent, without wanting to justify this interest towards the opponent, although a justification of the action is provided on the basis of a normative system.

An example: Two amateur boxers in the boxing ring are not called “violent“ – corresponding to this introduction – as long as they obey the rules of boxing which are fixed by the international association of amateur boxing.

Another example: What about a person remembering being an amateur boxer who wanted to destroy opponents in the ring? This example focuses on the will of an actor: he wants to destroy. To avoid mentalist terms the Methodical Constructivism defines the will of the actor as the experience of an authorship of action in the first person perspective³⁾. As long as the actor reports on this experience of wanting to destroy an opponent but not on the experience of biting off the opponent’s ear, ripping off a leg or wringing the opponent’s neck it cannot be predicated as violent. As a consequence, the term “violent” only refers to an action, not a will.

A lot of research has been done on the topic of violence. These researches frequently start from an understanding which tries to decode the phenomenon from a genuinely psychological or sociological perspective. The term being introduced here does not compete with these positions. It should rather help to analyse phenomena of violence with a reliable and comprehensible terminology.

The term of violence suggested here emphasises the interaction and the duty of justification. It is suitable as an instrument to analyse the proponent’s and the opponent’s role. It is focused on physical aspects without being reduced to it. It also deals with non-physical phenomena.

4 The Questionnaire

The ZKE-team develops a questionnaire for the measurement of typical cases of domestic violence dependent on education levels. The questionnaire will be applied in the participating countries. The ZKE-team offers help for a statistical analysis. The participating countries are responsible for the interpretation and a discussion of consequences.

5 References

- 1) Robert F. Mager: Lernziele und Programmierter Unterricht. Weinheim usw. ¹⁰⁻¹⁴1970, Titelseite.
- 2) Johannes Peter Petersen: Der Terminus Gewalt. Versuch einer terminologischen Bestimmung auf der Grundlage des methodischen Konstruktivismus. In: Arbeitsgruppe konstruktive Erziehungswissenschaft (Hg.): Monographien zur konstruktiven Erziehungswissenschaft. Heft 4. Kiel ²2001.
- 3) Carl Friedrich Gethmann: Warum sollen wir überhaupt etwas und nicht vielmehr nichts? Zum Problem einer lebensweltlichen Fundierung von Normativität. In: Peter Janich (Hg.): Naturalismus und Menschenbild. Hamburg 2008, 138 – 156.



ZENTRUM FÜR KONSTRUKTIVE
ERZIEHUNGSWISSENSCHAFT
am Institut für Pädagogik der Christian-
Albrechts-Universität Kiel
Tel. 0431 – 880 1273
ZKE@paedagogik.uni-kiel.de

Fragebogen zur häuslichen Gewalt gegen Frauen Form 8w

Zu diesem Fragebogen

Sehr verehrte Dame,

dieser Fragebogen ist Teil einer Studie, die ab dem Herbst 2013 in Bulgarien, Deutschland, Finnland, Rumänien, Slowenien und Schweden durchgeführt wird. Mit dieser Form sollen die häuslichen Erfahrungen von Gewalt dokumentiert werden. Dazu bitten wir um Ihre Mitarbeit. Ihre Antworten werden selbstverständlich ohne Namensnennung behandelt. In einer späteren Fassung werden auch Männer befragt.

Für Ihre Mitarbeit dankt im Namen des Forschungsteams Prof. Dr. Peter Krope.

Angaben zur Person

<p>Ihr Alter:..... Jahre</p> <p>Leben Sie in einer Partnerschaft? Ja <input type="radio"/> Nein <input type="radio"/></p> <p>Wie lange leben Sie in dieser Partnerschaft? Jahre</p> <p>Haben Sie ein schulpflichtiges Kind/schulpflichtige Kinder in der Partnerschaft (gehabt)? Ja <input type="radio"/> Nein <input type="radio"/></p>	<p>Ihr Abschluss:</p> <p><input type="radio"/> Hauptschule</p> <p><input type="radio"/> Realschule</p> <p><input type="radio"/> Gymnasium</p> <p><input type="radio"/> Fachhochschule</p> <p><input type="radio"/> Universität</p> <p><input type="radio"/> sonstiger</p>
--	--

Anweisung

Auf der folgenden Seite finden Sie in der linken Spalte 24 Fragen. Die rechte Spalte enthält 15 Antwortmöglichkeiten von A bis O. Denken Sie jetzt an den vergangenen Monat zurück. Blicken Sie zuerst in die linke Spalte. Welche Fragen haben Sie im letzten Monat Ihrem Partner gestellt? Wenn Ihr Partner eine Rechtfertigung abgelehnt oder in Aussicht gestellt hat, suchen Sie aus der rechten Spalte die Antwort heraus, die Ihr Partner gegeben hat. Wenn keine Frage und keine Antwort ganz genau stimmt, wählen Sie die Frage und die Antwort aus, die am ehesten zutrifft. Tragen Sie den Buchstaben für die Antwort auf die gepunktete Linie hinter der Frage ein. Jeder Buchstabe kann mehrfach ausgewählt werden. Wenn eine Frage gar nicht zutrifft, lassen Sie sie einfach aus.

Beispiel

<p><u>Ich habe meinem Partner die Frage gestellt:</u></p> <p>0. Warum hast Du nicht an meinen Geburtstag gedacht? ...L...</p>	<p><u>Mein Partner hat mir geantwortet:</u></p> <p>L. Das ist mir gar nicht aufgefallen.</p>
---	---

In diesem Beispiel ist der Buchstabe L gewählt, weil ein Partner im vorangegangenen Monat tatsächlich eine solche Antwort gegeben hat.

Ich habe meinem Partner die Frage gestellt:

1. **Warum** hast Du mich getreten?
2. **Warum** hast Du mich gewürgt?
3. **Warum** hast Du mich zum Sex gezwungen?
4. **Warum** hilfst Du mir nicht im Haushalt?
5. **Warum** kommst Du nicht mit zum Einkaufen?
6. **Warum** räumst Du Deine Sachen nicht weg?
7. **Warum** bin ich für Kinder zuständig?
8. **Warum** gehst Du nicht mit zum Elternsprechtag?
9. **Warum** erzählst Du den Kindern nicht mal Gutenachtgeschichten?
10. **Warum** hast Du mich so grob angefasst?
11. **Warum** bedrängst Du mich so?
12. **Warum** schiebst Du mich einfach beiseite?
13. **Warum** redest Du nicht mit mir?
14. **Warum** hast Du mich so angeschrien?
15. **Warum** antwortest Du mir nicht?
16. **Warum** darf ich nicht für mein eigenes berufliches Fortkommen sorgen?
17. **Warum** muss ich immer über meine persönlichen Geld-Ausgaben Rechenschaft ablegen?
18. **Warum** weiß ich nur wenig über unser Einkommen?
19. **Warum** kommst Du immer so spät nach Hause?
20. **Warum** legst Du alleine die Urlaubsziele fest?
21. **Warum** darf ich nicht bei der Auswahl unseres neuen Autos mitentscheiden?
22. **Warum** darf ich meine Verwandten nicht zum Grillen einladen?
23. **Warum** darf ich nicht mit meinen Bekannten zu einer Wochenendreise fahren?
24. **Warum** werde ich nicht gefragt, wenn wir eine Party geben wollen?

Mein Partner hat mir geantwortet:

- A. Lass uns darüber reden.
- B. Weil Du eine Frau bist.
- C. Weil das schon immer so war.
- D. Dafür bin ich Dir keine Rechenschaft schuldig.
- E. Darüber habe ich noch gar nicht nachgedacht.
- F. Weil ich das Recht habe.
- G. Weil ich die Pflicht habe.
- H. Weil ich muss.
- I. Weil ich das so will.
- J. Das geht Dich gar nichts an!
- K. Ich habe es nicht nötig, Dir darauf zu antworten!
- L. Das ist mir gar nicht aufgefallen.
- M. Das weißt Du doch!
- N. Weil das von Natur aus so ist.
- O. Ich will darüber nicht reden.

Haben Sie Anmerkungen zu diesem Fragebogen?



ZENTRUM FÜR KONSTRUKTIVE
ERZIEHUNGSWISSENSCHAFT
am Institut für Pädagogik der Christian-
Albrechts-Universität Kiel
Tel. 0431 – 880 1273
ZKE@paedagogik.uni-kiel.de

Questionnaire on domestic violence against women Form 9w

Subject: This questionnaire

Dear Madam,

This questionnaire is part of a study which, beginning in autumn 2013, will be conducted in Bulgaria, Germany, Finland, Slovenia, and Sweden. With the help of this form we want to document experiences with domestic violence and for this reason request your cooperation. We will of course treat your answers as confidential. In future we will have a form for men, as well.

On behalf of the research team I want to thank you for your cooperation
Prof. Dr. Peter Krope

Personal details

<p>Your age:..... years</p> <p>Do you live with somebody? Yes <input type="radio"/> No <input type="radio"/></p> <p>How long have you lived together? years</p> <p>Do you have/have you had a child/children of school-age? Yes <input type="radio"/> No <input type="radio"/></p>	<p>Your education:</p> <p><input type="radio"/> elementary level (up to 8 years of attending a school)</p> <p><input type="radio"/> intermediate level (10 years)</p> <p><input type="radio"/> upper level (12/13 years qualifying for university)</p> <p><input type="radio"/> academic degree</p> <p><input type="radio"/> additional qualifications</p>
--	--

Instruction

On the following page you will find 24 questions in the column on the left. The column on the right has, from A to O, 15 possible answers.

Please, think back to the past month. Look at the left column first. Which questions did you ask your partner last month? Now look for your partner's answer in the right column. If none of the answers or questions is really accurate, choose the one that is closest. Put the answer's letter on the line at the end of the question. You may choose the letters more than once. If a question does not apply, just leave it blank.

Example

<p><u>I asked my partner this question:</u> 1. Why didn't you think of my birthday? ...L...</p>	<p><u>My partner answered:</u> L. It didn't occur to me at all.</p>
--	--

In this example the letter L has been chosen because the partner indeed gave such an answer the month before.

I asked my partner the following questions:

1. **Why** did you kick me?.....
2. **Why** did you throttle me?.....
3. **Why** did you force me to have sex with you?...
4. **Why** don't you help me in the house?.....
5. **Why** don't you do the shopping with me?.....
6. **Why** don't you put your clothes away?.....
7. **Why** is it just me who is responsible for our children?.....
8. **Why** won't you go to the parents' evening?.....
9. **Why** won't you ever tell the children a bedtime story?.....
10. **Why** did you take hold of me so roughly?.....
11. **Why** do you put so much pressure on me?.....
12. **Why** do you always push me aside?.....
13. **Why** don't you speak to me?.....
14. **Why** did you yell at me?.....
15. **Why** won't you answer me?...
16. **Why** can't I make my own career decisions?.....
17. **Why** must I always account for the money I spend?.....
18. **Why** don't you ever tell me about our finances?.....
19. **Why** do you always come home so late?....
20. **Why** do you always decide where we go for our holidays?....
21. **Why** don't I have a say in deciding what car to buy?.....
22. **Why** can't I invite my relatives for a barbecue?
23. **Why** can't I go away for a weekend with my friends?.....
24. **Why** don't you involve me when planning our social life?.....

My partner answered:

- A. Let's talk about it.
- B. Because you are a woman.
- C. Because it's never been different.
- D. You can't hold me accountable for that.
- E. I hadn't thought about that.
- F. Because it's my right.
- G. Because it's my duty.
- H. Because I have to.
- I. Because that's how I want it.
- J. That's none of your business!
- K. I have no reason to answer that question.
- L. It didn't occur to me at all.
- M. You do know that!
- N. Because that's how it is.
- O. I don't want to talk about it.

Your remarks

Next Steps

We request our partners for the following activities. Please

- translate the questionnaire into the language of your country.
- test the questionnaire with about ten persons.
- report on your test-results in the Paderborn-conference March 2014.
- ask your national women organization to promote the survey.

All partners

- prepare the data collection in the Bucharest-conference June 2014.
- discuss the results in the Ljubljana-conference November 2014.

Remarks

The paper “The Project ‘Domestic Violence Met by Educated Women’ (DVMEW)” is an extract from the final project-application February 2013.

Authors of the paper “The term of violence in the study ‘Domestic Violence Met by Educated Women’” are Peter Kroppe and Johannes Peter Petersen.

The questionnaire has been developed by Mitat Karahan, Arne Kohrs, Peter Kroppe and Nicolaus Wilder.

Acknowledgement

Our thanks go to Leena Kaßler for having conscientiously translated the paper “The term of violence in the study ‘Domestic Violence Met by Educated Women’” and to Uwe Christiansen for having conscientiously translated the questionnaire.