

# Checklist for an intersectional violence prevention

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*Mart Busche, Dissens e.V.*

## **Checklist Intersectional Violence Prevention: What characterises a project of intersectional violence prevention?**

Intersectional concepts and methods of violence preventive work are distinguished by a certain profile. It is necessary and helpful to identify criteria for innovative and promising approaches. The checklist should provide a framework that helps to pose concrete questions and provides a possibility to reflect upon own realities and goals.

When single aspects are focused upon in the following document, it is to be considered with caution, because the usage of categories itself should always be critically questioned. Due to the fact that every listing is inevitably incomplete or generalising, the lists presented here also run the risk of stereotyping or of distracting from important aspects. The single points are not to be understood as a “tick-off list” or collection of desirable goals, where as many questions as possible should be answered positively. They are rather a suggestion for critically engaging with one’s own offers and structures.

The checklist can be used in different ways as a basis for internal exchange, as a basis for the design or re-structuring of a project, as a tool for evaluation for checking intersectional goals or as a starting point for an extensive organisational development. Depending on the goal you are aiming for, different ways of using the checklist can seem sensible. In principle, working with the checklist should be followed by a phase of reflection; for this purpose you can find a listing of additional explanations and further questions you can use at the end of this document.

### **Questions of the checklist:**

1. To gain an understanding of which concept of violence and violence prevention a project is built upon or should be built upon, it is important to define which forms of violence are in the centre of attention and which are considered as less relevant. Which conceptualised understanding of violence lies behind the project?

<b>Forms of violence</b>	<b>Fully considered</b>	<b>Partly considered</b>	<b>Not considered</b>
Physical violence (hitting, scratching, cutting, pushing, “happy slapping”, etc. <sup>1</sup> )			
Psychological violence (mobbing, exclusion, insults, etc.)			
Material violence (robbing, blackmailing, mugging, etc.)			
Sexual and sexualised violence (rape, abuse, insult, sexual harassment, etc.)			
Structural violence (poverty, disadvantages through social class, gender, etc.)			
Epistemic violence (stereotyping, disregard through language, discursive exclusion)			
<b>Groups affected by violence</b>	<b>Fully considered</b>	<b>Partly considered</b>	<b>Not considered</b>
Violence of boys			
Violence of girls			
Violence against boys			
Violence against girls			
Violence against TransInterQueer			
Violence against migrants/ people with migrant background			
Violence of migrants/ people with migrant background			
Violence against bi-/homosexuals (bi-/homophobia)			
others			

<sup>1</sup> If specifying the “etc.” makes sense, you can add supplements here.

Comments:

2. Violence can often only be understood with a deeper understanding of the respective people involved, social rules, and other factors. Such knowledge is basic for the solution of violent conflicts or their prevention. Which knowledge about motives, reasons, and connections of violence exists within the project? What is the source of this knowledge (studies, experience, observations)?

3. Violence prevention is different depending on the state or level of violence at the start of the project. Into which state or level of violence does the project intervene?

Steps of prevention	Fully applies	Partly applies	Doesn't apply
Before violence has occurred (primary violence prevention)			
In situations and contexts in which violence is possible/ likely to occur (secondary violence prevention)			
After violence has occurred (tertiary violence prevention)			

3.1 Does the project address specific "risk groups"?

As perpetrators of violence	
As victims of violence	

3.2 How have these specific “risk groups” been identified (statistically, through experience, etc.)?

3.3 Is the project rather directed at working with victims, perpetrators, or both?

Victims	Perpetrators	Both victims and perpetrators

3.4 Are prevention strategies available for considering the fact that perpetrators of violence are often also victims of violence? (Hereby the division between being a perpetrator or being a victim can disintegrate or run parallel. Peer group violence is often characterised by reciprocal perpetration of violence. In so-called reciprocal violence, actors switch quickly between the positions of victims and perpetrators.)

4. Are specific concepts and methods of violence prevention being used in the project?

	Often used	Rarely used	Not used
Mediation			
Conflict training			
Assertiveness training			
Anti-Aggression Training			
Victim-Offender-Mediation/ Perpetrator-Victim-Agreement			
Public Relations Activity			
Others:			
Others:			
Others:			
Comments:			

5. Which goals does the project aim at?

	Fully applies	Partly applies	Doesn't apply
Self-Empowerment			
Self-Reflection			
Strengthening of social competences			
Abilities to deal with conflicts (conflict management)			
Behaviour control/ self-control			
Avoidance of (repeated) delinquency			
Changes in the social environment			
Institutional changes			
Protection of a specific group			
Reduction of prejudices/ ascriptions			
Others:			
Others:			

6. For which target group is the project designed?

Target group	Fully addressed	Partly addressed	Not addressed
Youth groups			
Boys			
Girls			
TransInterQueer people			
Disadvantaged children/ youth			
Members of the majority in society			
Migrants/ people with migrant background			
Homo/Bisexual youth			
Others:			
Others:			

6.1. Does the addressed target group actually make use of the project? Or do other groups make use of it? (Describe the changes)

7. How old are the participants of the project?

Age	Most participants	Some participants	No participants
Under 12 years			
12-15			
15-18			
18-21			
over 21			

8. Violence prevention does not always have to focus on violence as the central topic. Which (other) topics play a role in the project?

Topics	always	often	sometimes	never
Violence				
Gender				
Culture				
Migration				
Drugs				
Sexuality				
Family				
Money				
Sports				
School				
Participation				
Democracy				
Vocational training and career planning				
Religion				
Personal development				
Other:				

9. How is the project financed?

10. How long is the duration of the project?

11. By which institution is the project conducted? In which way(s) does violence prevention play a role in the activities of this institution?

12. How many people work in the project?

	<b>Number of ...</b>	<b>Less than 10 hours per week</b>	<b>Between 10 and 30 hours per week</b>	<b>More than 30 hours per week</b>
Leadership/ Board	Women			
	Men			
	Other genders			
	Staff members with migration background			
	Staff members with majority background (without migration background)			
Administration	Women			
	Men			
	Other genders			
	With migration background			
	With majority background			
Social pedagogues	Women			
	Men			
	Other genders			
	With migration			

	background			
	With majority background			
Psychologists	Women			
	Men			
	Other genders			
	With migration background			
	With majority background			
Pedagogues, education workers	Women			
	Men			
	Other genders			
	With migration background			
	With majority background			
Social scientists	Women			
	Men			
	Other genders			
	With migration background			
	With majority background			
Marginally employed	Women			
	Men			
	Other genders			
	With migration background			
	With majority background			
Freelancers	Women			
	Men			
	Other genders			
	With migration background			
	With majority background			





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Interns	Women			
	Men			
	Other genders			
	With migration background			
	With majority background			
Volunteers	Women			
	Men			
	Other genders			
	With migration background			
	With majority background			
Others:	Women			
	Men			
	Other genders			
	With migration background			
	With majority background			

## Possible questions for reflection:

### In general:

Which questions have you thought about before, which questions surprised you?

Which questions did you get asked already several times before, which ones did you hear for the first time?

Which questions were easy to answer, which ones were difficult?

Which questions address a need for action, which ones address issues you feel you are already adequately dealing with?

Dealing with which questions do you consider as most important for conducting an intersectional violence prevention?

Do you feel that all important main factors were included, did you think some questions were redundant? Why?

### Regarding question 1

With this question, you can not only realise which forms of violence can be dealt with in a project, but also examine if consciousness about group affiliations and reasons for violence exist.

*Subsequent questions:*

Do you think that the affected people and the topics you work with are sufficiently represented in the answer options?

What are the reasons for the chosen understanding of violence in your project, what are the reasons for the chosen groups that are taken into account?

Were you conscious of which forms of violence, and which groups you were taking into account only partly or not at all?

### Regarding question 2

This question aims at reasons and conditions of violent events: does a project work on a pragmatic level with the aim of immediately stopping violence; are complex and independent factors considered and brought up; is there an understanding of violence based on specific histories of violence, respectively, conflicting moral values of the perpetrator side, etc.?

*Subsequent questions:*

Do you think that it is sensible and possible to gain a deeper understanding about the background of the kind of violence the project addresses?

Which backgrounds about motives, reasons and connections do you need (additionally) in order to attain an extensive view, and how can you obtain these?

### Regarding question 3

This question aims at the point of time when violence prevention or intervention starts off: **Primary prevention** begins at a point of time before violence has even occurred. It is meant to improve the outset conditions for acting violence-free and thereby preventing violence from the outset. **Secondary prevention** describes projects which address specific “risk-groups” or include specific risk situations and places in their work. **Tertiary prevention** starts when

violence has already taken place. The respective projects have to adapt to the concrete conditions at the outset.

While these three forms of violence prevention represent a theoretical model, this block of questions can give us information about mixed forms.

*Subsequent questions:*

Were you conscious of which form(s) of violence prevention your project aims at, and was it a conscious decision?

How does the specific kind of prevention manifest itself in the concept and implementation of the project?

### **Regarding questions 3.1 & 3.2**

Prevention does not only focus on people with specific risks. Whole “risk-groups” are constructed in social discourse. Does the project work with such a “risk-group” and is information about the actual life realities of this group available?

*Subsequent questions:*

Do you have a sufficient basis for your analysis of “risk groups”, did you consider possible dangers like stereotyping?

### **Regarding questions 3.3 & 3.4**

This question aims to find out the focus of a project on the work with perpetrators or victims or both. (In the case of reciprocal violence we are dealing with a complex interplay of perpetrators and victims, which so far has been insufficiently studied and conceptualized.)

*Subsequent questions:*

Was the explicit mentioning of the connection between victim and perpetrator role new to you?

How do you deal with the double role, which strategies can you imagine for dealing with it?

### **Regarding question 4**

This question asks after specific methodological approaches, while we don't consider all of the ones listed as sensible. Especially the anti-aggression training approach should be viewed critically in our opinion, as it exclusively deals with the role of the perpetrator and neglects experiences as a victim, disadvantages and structural conditions, and in many cases does not aim at bringing the perpetrators to realise their wrongs, and partly works with degrading methods.

*Subsequent methods:*

Which concepts and methods do you know?

Which concepts and methods can you imagine to be profitable for your project, which ones do you not consider as useful?

Do you consider the choice of listed methods and concepts as adequate?

### **Regarding question 5**

In combination with question 4 it is possible to find out if and which definitions and valuations of subjectivity dominates the project. Is it more about questions of personal development for the

people attended to in the project, or is it more about saving other people from the violence perpetrated by the people in the project?

*Subsequent questions:*

Do you consider the chosen goals as adequate? Are your own goals included?

If goals do not or only partly apply, what are the reasons, and where would a change be sensible and helpful?

### **Regarding questions 6 & 7**

It is interesting whether there is a discrepancy between the groups addressed at the start and the group ultimately reached at the end. Projects are subject to the effects of the course they take and to the changes/ adaptations that come with it. We want to work these out with the help of this question.

*Subsequent questions:*

Was your target group listed?

What are the reasons for addressing/ not addressing certain target groups?

What are the possible reasons for the discrepancy between addressed target groups and ultimately reached target groups?

### **Regarding question 8**

Maybe a rather narrow understanding of violence prevention is used by the people working in your project, where, e.g., working on questions of religion does not fit. With this question you can examine to which extent the life realities of youths play a role and if everyday experiences are included as working topics. The question shows to which extent the project is characterised by an integrative approach.

*Subsequent questions:*

Why are which topics always/often/sometimes/never taken into account?

Which topics are brought up by the youths, which ones are brought up by you?

Which topics do you consider as especially relevant for the youths, for violence prevention and why?

Do you consider the choice of topics as adequate?

### **Regarding questions 9, 10, 11 & 12**

Many projects have a short duration and are badly equipped financially and staff-wise. This information is significant for us to be able to formulate political advice. We need to know how far violence prevention is actually supported by political institutions.

*Subsequent questions:*

Which significance does diversity have within the project team?

Which political frameworks are detrimental to the project, how can these be worked on?

Which goals do you want to develop regarding organisational topics?