



Guidelines towards intersectional violence prevention

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Checklist I. What is an intersectional violence preventing project?

In search of good practise projects that use intersectional approaches and methods in their anti-violence-work, criteria are needed to define innovative and promising conceptions. This checklist should help to draw nearer questions of practical realisation, for the assessment of projects in PeerThink as well as for projects to check themselves.

1. To get to know the project’s conceptual understanding of violence, it is important to find out which forms of violence stand in the center of concern, which forms are less important or are not/can’t be addressed: Which forms of violence shall be prevented? (What is the project’s conceptual understanding of violence?)

	Fully addressed	Partly addressed	Not addressed
Physical violence (beating, scratching, shoving, “happy slapping”, etc.)			
Psychic violence (bullying, exclusion, name calling, controlling, etc.)			
Material violence (robbery, black mail, ripping off, etc.)			
Sexual violence (abuse, insults, rape, harassments, etc.)			
Structural violence (poverty, disadvantages due to class, gender inequalities, etc.)			

Violence of groups			
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Violence of boys			
Violence of girls			
Violence against boys			
Violence against girls			
Violence againsts migrants			
Violence of migrants			
Homophobia			
Other:			

Comments :

2. Often violent acts can only be understood by deeper insight into backgrounds, social rules or other factors that has to be pulled together. These understandings play a prominent role in the resolution of violent conflicts. What knowledge does the project have about motifs, reasons and connections of violence?



3. Violence prevention differs according to the stage in which violence is addressed: At which stage(s) of violence occurrence does the project intervene?

	Fully addressed	Partly addressed	Not addressed
Before violence occurred (primary prevention)			
In situations and contexts of probable violence occurrence (secondary prevention)			
After violence occurred (tertiary prevention)			

3.1 Does the project identify certain risk groups?

Peers at risk to act violently	
Peers at risk to become target of violation	
others	

3.2 How are these groups identified as “risk groups” (statistical evidence, experience etc.)?

3.3 Does the project rather focus on victims of violence or witnesses or perpetrators or a combination of these?

Victims	Witnesses	Perpetrators	A combination



3.4 Are there any prevention strategies that take into account that perpetrators are victims at the same time, either because they have become victims of violence before or because in a violent situation (like reciprocal violence) they perform both roles?

4. Are any specific approaches or methods used?

	Often used	Sometimes used	Not used
Mediation			
Conflict training			
Assertiveness training			
Anti-aggression Training			
Restorative justice (e.g. reconciliation of perpetrator and victim)			
Information of the public			
Other:			
Other:			
Other:			

Comments:

5. Which aims does the project follow?

	Fully	Partly	Not at all
Self-Empowerment			
Self-Reflection			
Improvement of social awareness			
Capability of conflict management			
Controlled behaviour			
Avoidance of (re)delinquency			
Changes in the social structures of person's lives			
Institutional changes			
Protection of a certain group			
Deliver knowledge on minorities to the public			
Other			
Other			



6. For which target group was the project designed (originally)?

	Central	To some extent	Not at all
Peer groups			
Boys			
Girls			
Disadvantaged children/adolescents			
Members of minority groups			
Members of majority groups			
Migrants			
Other:			
Other:			

6.1. Does this target group really use the project/do these targets groups really use the project? Or is it (also) used by others? (describe changes)

7. How old are the participants of the projects?

	Most participants	Some participants	No participants
Under 12 Years			
12-15 Years			
15-18 Years			
18-21 Years			
Over 21 Years			

8. Violence prevention does not necessarily mean to talk about violence all the time. So which topics play a role in the project?

	always	often	sometimes	never
Violence				
Gender				
Culture				
Migration				
Drugs				
Sexuality				
Family				
Money				
Sports				
School				
Participation				



Democracy				
Work life				
Religion				
Personal development				
Other:				
Other:				

9. How is the project financed?

10. What is the project's duration?

11. Which body or institution is responsible for the project (e.g. district authority, private company etc)? Does violence prevention play a role in their policy?

12. How many people work in the project?

	Amount of ...	Less than 10 hrs/week	Between 10 and 30 hrs/week	More than 30 hrs/week
Administrator	Female			
	Male			
	Other			
	Migrant background			
	Non-migrant background			
Manager	Female			
	Male			
	Other			
	Migrant background			
	Non-migrant background			
Social worker	Female			
	Male			
	Other			
	Migrant background			
	Non-migrant			



	background			
Psychologists	Female			
	Male			
	Other			
	Migrant background			
	Non-migrant background			
Educator/pedagogue	Female			
	Male			
	Other			
	Migrant background			
	Non-migrant background			
Social scientist	Female			
	Male			
	Other			
	Migrant background			
	Non-migrant background			
Student	Female			
	Male			
	Other			
	Migrant background			
	Non-migrant background			
Freelancer	Female			
	Male			
	Other			
	Migrant background			
	Non-migrant background			
Other: _____	Female			
	Male			
	Other			
	Migrant background			
	Non-migrant background			



Interpretation of answers:

Question 1

With this question we can see not only which forms of violence are addressed (and therefore occur) but also if there is a certain awareness of group affiliation concerning these acts of violence.

Question 2

In this questions, causes and circumstances of the occurring violence is addressed: does a project act on a superficial or pragmatic level with the aim to just stop violence or does it take into account rather complex interplays of factors, does it have an understanding of every violent act as having a certain history, conflicting moral values on the perpetrator's side etc.?

Question 3

This question wants to specify the moment of intervention in a temporal sense: Primary prevention is likely to have a broader approach because it takes place when no violence has occurred yet. To undertake secondary prevention means to have specified certain risk groups or risky situations and places. Tertiary prevention has to deal with a post-violence situation, therefore it might be the most concrete approach, because it has to adapt to that setting. Since the three forms of prevention are a theoretical model, this question gives the possibility to show mixed forms.

Question 3.1 & 3.2

Prevention not only deals with concrete persons at risk, sometimes risk groups are also constructed by social discourse. Does the project name any of such groups and is there any information about real experiences?

Question 3.3 & 3.4

Here we want to know if there is a certain focus on victims or perpetrators or witnesses or if the project even deals with all of them (in cases of reciprocal violence this is even more complex and also underresearched and not sufficiently conceptualised). Please note, that the role and the experience of helplessness of witnesses is often underestimated. Connected to question one we can figure out who is mostly in the focus.

Question 4

In this question we try to define how the project works and if it uses any specific methods or approaches. This is important for the description of good practice.

Question 5

Together with question 4 we can possibly figure out, which definition of subjectivity the project has. Is it about personal development or does it want to protect other people from getting harmed?

Question 6.1 & 6.2

We want to find out if there is a discrepancy between the original target group, for which the project was designed, and the actual users. Projects are affected by developments and we want to know if the original conceptualisation hits reality.



Question 7

We need this question to find out if the project's target group is also ours.

Question 8

Maybe some project workers follow a rather narrow definition of prevention and talking about e.g. religion does not belong to preventive work. But with this question we can see if the peers' environments play a role in the project and if topics of their everyday life are addressed. It can tell us if the projects uses a rather integrative approach.

Questions 9, 10, 11 & 12

Many projects face the problem of a short life, low or insecure finances or too less staff. We need such information in order to formulate political recommendations. We need to know if violence prevention is backed up by the institutions' policies.