



GENDER- AND DIVERSITY-SENSITIVE ADDICTION PREVENTION

Checklist and practical experiences in the City of Zurich

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BACKGROUND The Addiction Prevention Services of the City of Zurich face a diverse population. This is also the case in its schools. Children, adolescents, parents and teachers with different age, genders, sexualities, and dis(abilities) participate in behavioural and structural interventions that tackle (early) uptake of substance use and substance abuse in children and youth. For this demographic, the Addiction Prevention Services of the City of Zurich launched a process to develop tools (e.g. checklist) and practices to make sure that existing and forthcoming interventions are fully inclusive (e.g. for different genders, sexual minority youth, persons with disabilities, migrated persons).

METHODS Based on scientific literature, we developed a gender- and diversity-sensitive approach in addiction prevention (Pfister, 2013, 2014). Then, we created a first draft of the gender-/diversity-checklist. Colleagues working in the same prevention field validated the checklist. A test example was created to facilitate the subsequent checking. The results of the check of all interventions were discussed and validated. Areas for improvement were identified. Interventions that did not satisfy the criteria of the gender-/diversity-checklist were adjusted.

RESULTS Gender-specific approaches in prevention practice run the risk of reifying gender and heteronormative biases. These approaches tend to underestimate differences within genders. Furthermore, they do not adequately consider other relevant characteristics such as age, socioeconomic background, ethnicity, sexual orientation, disability, etc. (Pfister, 2014). Starting from a gender perspective, the developed gender-/diversity-checklist integrated the above-mentioned characteristics in an intersectional perspective and formed a so-called 'diversity-sensitive approach' (Pfister, 2013, 2014). The checklist consists of four sections. In each section, check questions are raised in order to reflect whether an intervention is diversity-sensitive and inclusive or not (see chart 1).

CONCLUSIONS The gender-/diversity-checklist is applicable in daily prevention practice. It has been accepted by professionals with different professional backgrounds (e.g. social workers, psychologists), who are in charge of the interventions. The checklist enables testing and adjustment of interventions in school contexts in order to fulfil standards of gender- and diversity-sensitive addiction prevention. Nevertheless, the consideration of all kinds of diversity dimensions remains a challenge.

REFERENCES Pfister, A. (2013). *Gendersensibel-diversityorientierte Suchtprävention. Grundlagen und Checkliste für den Schulkontext*. Zürich: Suchtpräventionsstelle der Stadt Zürich. Pfister, A. (2014). Gender- und Diversity-Check suchtpräventiver Angebote. *SuchtMagazin* (5), 10-13. doi.org/10.5281/zenodo.997227

CHECKLIST

Basis for planning and decision-making

- Is the planning basis for the intervention (statistics, study results, screening tests, etc.) meaningful for women/girls and men/boys?
- Do any gender-specific consumption patterns and motives emerge from the planning basis? If so, which ones? What are the similarities in consumption patterns and consumption motives between women/girls and men/boys?
- Which social differentiation categories (e.g. age, disability, ethnicity, socio-economic status, sexual orientation/identity) are relevant in addition to gender in relation to consumption patterns/motives and/or the accessibility of the target group in a school context? In what way?

Goals

- Are the intervention goals gender-related or do they apply equally to women/girls and men/boys?
- Are there any intervention goals or sub-goals that address other categories of social differentiation (e.g. socio-economic status, sexual orientation)?

Measures and methods to achieve goals

- Do the chosen methods and the setting of the intervention enable the integration and consideration of gender- and diversity-related aspects of the target groups in a school context?
- Do measures and methods take gender-specific consumption patterns and motives into account? Are other social differentiation categories (e.g. age, disability, sexual orientation) taken into consideration?
- Should the implementation of the intervention (or phases thereof) be mixed or gender-segregated? What are the reasons for the respective decision?
- Is gender-equitable language used throughout the intervention?
- Do the experts (e.g. social workers, teachers, psychologists) working with the target group have sufficient gender/diversity competence?

Evaluation and documentation

- In addition to gender, are other diversity-relevant dimensions (e.g. age, migration status, sexual orientation etc.) taken into account in the evaluation and documentation?
- Are gender and diversity-related differences recorded in the project or final report?
- Are different effects of the intervention on women and men explicitly documented and commented? Do correlations with other categories of social differentiation become clear?

Chart 1: Gender-/Diversity-Checklist (Pfister, 2014, p. 12/translated into English)