

GENDER TRAINERS & EXPERTS

GEMTrex



Compendium of Theory, Practice and Quality Standards for Gender Workers

A Gender Worker Development Programme



Socrates Project

230293-CP-1-2006-1-AT-GRUNDTVIG-G1

2006—2008

www.gemtrex.eu

Authors

Paco Abril / Girona University / pabril@uoc.edu
Joyce Amato / Newham College / Joyce.Amato@newham.ac.uk
Franja Arlic / Peace Institute/ franja.arlic@mirovni-institut.si
Jeff Edwards / Newham College / jeff.edwards@kingston.ac.uk
Sigrid Fischer / Frauenservice Graz / gender@frauenservice.at
Ingrid Franthal / Frauenservice Graz / verein@frauenservice.at
Mojca Frelih / Peace Institute / mojca.frelj@mirovni-institut.si
Živa Humer / Peace Institute/ ziva.humer@guest.arnes.si
Bettina Knothe / genderWerk Berlin / knothe@genderwerk.de
Alfons Romero / Girona University / alfons.romero@udg.edu
Christian Scambor / Männerberatung Graz / scambor@maennerberatung.at
Elli Scambor / Männerberatung Graz / elli.scambor@gmx.net
Klaus Schwerma / Dissens e.V. / klaus.schwerma@dissens.de

Pictures

Paco Abril, Bettina Knothe, Klaus Schwerma

This brochure is a joint product of the GemTrEx partnership with contributions from all involved experts. The copyright of all contents is held by all GemTrEx partners. No part of this publication may be reproduced or transmitted for commercial purposes in any form without permission in writing from all of the GemTrEx partners.



Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Content

Content	3
Part I: Introduction	6
1 The GemTrEx Project.....	6
1.1 Background	6
1.2 Diversity of approaches	6
1.3 Diversity of demands	7
1.4 Finding standards for ‘gender work’ and ‘gender workers’	7
2 Main thematic topics of GemTrEx.....	9
2.1 Gender mainstreaming (GeM)	9
2.2 GeM and men.....	9
2.3 Gender analysis.....	10
2.4 Personal development and experiential learning.....	10
2.5 Diversity management	11
2.6 Gender and sexual orientation	12
2.7 Intersectionality.....	12
3 Methodological and didactic approach of GemTrEx.....	14
4 Professional standards for advanced gender workers	15
5 Gender worker development programme or: How to use this compendium? ...	17
Part II Modules and method descriptions.....	19
1 Modules	19
1.1 Introduction to gender work	19
1.1.a Overview and structure of the module	19
1.1.b Theoretical background of the module.....	19
1.1.c Learning outcomes for the module	21
1.1.d Methodology.....	22
1.1.e Teaching and learning methods	23
1.2. Personal development and gender	25
1.2.a Overview and structure of the module	25
1.2.b Theoretical background of the module.....	25
1.2.c Learning outcomes of the module.....	26
1.2.d Methodology.....	28
1.2.e Teaching and learning methods	29
1.2.f Literature.....	31
1.3 On power relations in gender & diversity discourses.....	33
1.3.a Overview and structure of module	33

1.3.b Theoretical Background.....	34
1.3.c Learning outcomes for the module	36
1.3.e Teaching and learning methods – Flashlights.....	37
1.3.f Literature	40
1.4 Gender analysis in practice: organisations and their environments.....	41
1.4.a Overview and structure of the module	41
1.4.b Theoretical background of the module.....	43
1.4.c Learning outcomes of the module.....	43
1.4.d Methodology.....	44
1.4.e Teaching and learning methods	44
1.4.f Literature	45
1.5 Gender equality impact on local development.....	46
1.5.a Overview and structure of the module	46
1.5.b Theoretical Background of the module	46
1.5.c Learning outcomes of the module.....	47
1.5.d Methodology.....	48
1.5.e Teaching and learning methods	48
1.5.f Literature	49
1.6 Gender and sexual diversity.....	50
1.6.a Overview and structure of the module	50
1.6.b Theoretical Background of the module	50
1.6.c Learning outcomes for the module	51
1.6.d Methodology.....	52
1.6.e Teaching and learning methods	52
1.6.f Literature	53
1.7 Gender regimes in European societies	54
1.7.a Overview and structure of the module	54
1.7.b Theoretical background of the module.....	54
1.7.c Learning outcomes for the module	55
1.7.d Methodology.....	56
1.7.e Teaching and learning methods	56
1.7.f Literature	58
2. Selected methods and training material.....	59
2.1 Sociometric Formation	59
2.2 Personal Network Card.....	61
2.3 Inquiry Monologue	63
2.4 Personal Qualities.....	66
2.5 Process	68

2.6 Awareness method	70
2.7 Sensitizing Method	75
2.8 Bingo method – Intersectionality	77
Part III: Literature and Data Sources.....	80
Part IV: Annex.....	84
A. Professional standards for gender workers full version	84
B. Overview GemTrEx modules	89
C. Information on the authors of the compendium	103
D. GemTrEx – Partners and contacts.....	105

Part I: Introduction

1 The GemTrEx Project

The **GemTrEx** project aims at developing criteria for the training of gender trainers and gender experts in Europe as well as testing related train-the-trainers course modules. The main activities of the project are to provide

- A needs analysis on gender mainstreaming and prospects of qualification criteria for gender professions
- A set of professional standards for gender work in Europe
- A training syllabus for the professionalisation of gender workers
- Dissemination of the results and mainstreaming the products

1.1 Background

In Europe a diversity of approaches to gender mainstreaming processes exist in the different countries, as they do for the issue of gender training. Since gender mainstreaming has become a commonly recognised cross cutting issue all over EU Member States a market for gender work has developed, a new profession with a high demand for further education and professionalisation. Quality assurance of gender research and training often happens in projects, round tables or networks of excellence at national and international levels. So, although a clear demand for professional gender tasks has emerged, concepts of gender education often remain fragmented and specific professional standards with a mode for certification are still outstanding.

1.2 Diversity of approaches

A needs analysis conducted by the project team in order to elaborate on qualification criteria came to the conclusion that addressing qualification criteria for gender professions (gender trainer, gender expert) also demands a clearer description of gender work in general. The empirical research represented a qualitative survey on gender mainstreaming and the development of qualification criteria for gender professions of the five partner countries. It clearly revealed a diversity of levels of implementation of gender mainstreaming as well as approaches to and aims of gender training and competences for gender professions. In Austria the gender training market seems to be complex and heterogeneous and the obligatory quality standards do not exist. In Germany one important aspect is the existence of the diversity approach and the demand on quality criteria is not to reproduce gender dualisms and stereotypes. The main gender issues in Slovenia are to transform theory into practice, to bring gender and gender mainstreaming into “life”. Also, there are no experiences with gender professions, such as gender trainers, in Slovenia. The gender mainstreaming implementation process in Spain is in its early stages. The qualification criteria for professionals working with gender issues in Spain need to be clarified and the competencies of gender professionals reviewed. In the United Kingdom gender is incorporated into a broader concept of diversity, including at least the six strands of race, disability, sex, religion/belief and sexual orientation. (A complete selection of the national needs analysis and the national reports can be found under www.gemtrex.eu)

1.3 Diversity of demands

Against the political and legislative background of the partner countries, the field of gender training activities is diverse. It encompasses on the one hand well defined roles within for example, teaching and training, analysis and project management and, on the other, basic roles on a rather low level of gender knowledge – and vice versa. Statements on the current situation of qualification criteria for gender trainings and experts, therefore, were difficult to define:

- In Austria, trading on the gender market is regulated by legal frameworks in the public sector (public procurement law), by public funding and by direct contracting (e.g. big private companies). Public funding, highly important for social economics and NPO's, is decreasing, while public invitations to tender are becoming more important. In this context, the role of the supply side to regulate quality becomes more important. The quality of training and counselling services in the field of gender mainstreaming in Austria can be described as strongly influenced by the perception of quality and competences on the supplier's side.
- In Germany, there is an ongoing discussion about qualification criteria and quality criteria for gender trainers in certain areas and exchange about this in trainers' networks seem to be very important. The discourse about quality may develop into a hidden struggle for power over definitions and distribution of resources. One of the qualification criteria for a gender trainer or expert seems to be the ability and willingness to reflect on ones personal gender role, the diversity of various genders, outcomes of feminist and men's research and other fields of gender research.
- As in Slovenia gender equality politics have not yet been a priority on the political agenda, there is a need for further education, awareness raising and gender sensitisation of people (working in public administration, at governmental level, in educational systems, in private and public organisations, etc.). The top-down strategy seems more interesting in the case of Slovenia: if gender training were supported by the state, these activities may have more legitimacy in terms of the importance of these issues for society as a whole.
- In Spain there is no initial education in gender. There is a variety of different channels for acquiring training, which can benefit people who work on gender issues (university programmes, further education and expertise in gender work). Another characteristic of gender professionals in Spain is that gender work, despite certain changes, is still primarily carried out by women: gender work targeted at men is a relatively recent phenomenon. Also, there are still very few gender experts working in private companies.
- In the UK, most large public organisations and many large private ones are likely to have set up an Equality and Diversity (E&D) Unit. The existing vocational programmes in the areas, such as health and social care, child care, counselling, business studies and teacher education, include assessed content, which addresses E&D issues. Specific sets of standards for gender awareness do not yet exist and it is by no means clear that there is a demand for such in isolation.

1.4 Finding standards for 'gender work' and 'gender workers'

One of the findings in the Austrian survey was that the discussion among gender experts focuses on the topic "quality standards for gender experts", leading to the conclusion that a certification system is also necessary. As Austria has a widespread and heterogeneous gender market, its complexity and diversity make it almost impossible to develop quality standards which can cover all these

different suppliers' services. In Germany one main quality criterion for GM activities is not to reproduce gender dualisms and stereotypes. This demand is considered to be a critical basis for reflection in order to address gender concepts and to consider gender relations in combination with other existing hegemonic societal constraints. It is considered necessary to point out the theoretical and methodological preconditions as well as standards of conduct for professional practice. In Slovenia, it is felt that gender equality issues (research, theories) are topics which should be included in the educational system from kindergarten onward. Also, gender equality issues should be incorporated as interdisciplinary studies in the curriculum for different professions. Finally, education for gender trainers should be integrated into post-graduate programmes at the universities in cooperation with other institutions and universities in the country and abroad. In Spain, there is a certain amount of confusion around job descriptions, qualifications and certification criteria for professionals working on gender issues. Currently the debate is centred mostly around the job description of "Equality of Opportunities Agent", which basically focuses on positive actions targeted towards women.

Against this background, during the first year of the project, the partners have been looking for common quality criteria referring to activities in the area of gender mainstreaming and gender training on the basis of the needs analysis and their own professional experiences. This was only partially successful until a big step forward was taken by arriving at two important rulings:

1. The distinction at a didactical level between *basic gender workers* and *advanced gender workers*
Gender workers, in general, are taken as people in any professional paid work, who are in contact with people (direct and indirect), and active in the field of adult education, with a special focus on gender. These people must have educational competencies in a broad sense (teachers, trainers, coaches, counsellors, psycho-therapists, nurses ...).
A *basic gender worker* then was defined as any professional member who has a multiplicatory role in his/her working field, referring to gender. It could be a nurse as a gender agent in hospital as well as a personnel manager who is responsible for the implementation of gender mainstreaming in a company. The term *basic* refers to the fact that well defined knowledge, skills and competencies (described below) in the field of gender and gender mainstreaming are not required for the role in question.
In contrast, an *advanced gender worker* should already be able to carry out at least one of the following functions/roles: facilitator / trainer (group dynamics), teacher / lecturer (knowledge transfer), concept & programme developer (planning), project manager (coordination, implementation), researcher (analysis), consultant and coach (accompanying function).
2. The introduction of the "European Qualifications Framework" (EQF) into the project
The EQF was taken as a reference point for defining professional standards about what gender workers should be able to do. The EQF is different from the traditional approach with its focus on learning inputs (length of learning experience, type of institution etc.), because, on the contrary, it emphasizes learning outcomes in terms of specific knowledge, skills and competencies.

2 Main thematic topics of GemTrEx

2.1 Gender mainstreaming (GeM)

Gender mainstreaming (GeM) was developed as a strategy for meeting equal opportunity demands for a more equitable distribution of material, cultural, and symbolic resources. It is closely related to the **international women's movement**. The concept takes up feminist political strategies and results from women's studies and borrows from new management concepts as well as from the development of quality systems in organisations.

GeM is considered to be a force for equal opportunity. Furthermore, GeM enlarges the scope of activity because it is the main strategy of the European Union for working towards gender equality. However, some would argue that current practice in GeM should consider whether it really contributes to societal change in the direction of gender equality or whether, on the contrary, it fails to offer any critique of current systems and power relations, weakens its own potential as a movement by assimilating feminism and the politics of women and merely puts on distracting gender sideshows instead of substantially contributing to political decisions.

Gender mainstreaming, by no means replaces equal opportunity actions but rather supplements it by being a third approach together with anti-discrimination politics and the promotion of women.

2.2 GeM and men

The definitions of **GeM do include men**; consequently, there have been initial attempts to integrate a men's perspective into this strategy. However, this is quite a new combination of topics. For a long time, men were not seen as a relevant target group in terms of gender equality, and still, as far as GeM is concerned, men's role within this strategy is discussed in an ambivalent way.¹ Nevertheless, the voices that call for an integration of men into gender equality policies have become louder.

At first sight, it may be assumed that men would show little interest in increased activities towards gender equality, as they might lose power and privileges. But when taking a closer look, there are clear connections between GeM and the interests of men and subgroups of men: A first example refers to more general issues like social justice and democracy. Structural inequalities between men and women do not discriminate against women

A range of problems (e.g. health problems, risk taking, violence, etc.) is linked to the distorted social construction of male identities. GeM as a comprehensive strategy towards gender equality with mutual reference to the genders is the appropriate framework in which to develop **men's politics** further, in the direction of fairness, social justice and equal opportunities for development.

¹ Holter Ø. G., Riesenfeld V., Scambor E. (2005). 'We don't have anything like that here!' – Organisations, Men and Gender Equality. In: Puchert R., Gärtner M., Höyng S. (eds.). *Work Changes Gender. Men and Equality in the Transition of Labour Forms*. Verlag Barbara Budrich Publishers, pp. 73 – 104

only, but are seen to reflect a fundamental democratic deficit that can hit (subgroups of) men as well. A second example refers to the male socialization process. In general, societies will produce those gendered identities that they need in order to function. In the industrial-capitalist era, certain male identities, useful for industrial production and wars, have been produced. The respective disciplining processes bend men to society's aims and prepare them for a total exposure to the sphere of production. As a consequence, men's socialization shows a significant reduction and distortion, clearly oriented towards the production sphere, whereas women are socialised in a two-fold way: production and reproduction. Thus, men's scope for development as a human being is restricted.

2.3 Gender analysis

A quantitative and qualitative status-quo description of gendered processes in organizations has to define gender equality targets and the development of specific measures to reach these targets for both women and men. In order to analyse the achievement of gender equality targets, a good and comparable description of the initial situation is necessary. These **gender analysis** processes are often perceived as a threat by existing forces within organizations because unequal structures become transparent. Therefore it can be problematic to implement and carry out a gender analysis project in an organization. But on the other hand, it is not possible to find relevant unequal structures without an in-depth study of organizations.

In this compendium a method for the transfer of knowledge, skills and competences in the field of gender analysis in organizations will be described. The basics of the method consist of gender analysis material (e.g. company descriptions, quantitative survey data, interview transcripts), from different research projects. The analysis material was reassembled, and a model-organization in the field of adult education was constructed. The participants of the gender analysis seminar get to know important theoretical concepts and methods for gender analysis by analysing the constructed organization themselves.

One of the very central topics of gender analysis is to transfer basics and experiences with **gender analysis** into practice, so that multipliers (e.g. gender equality representatives) cannot be misused as "fig leaves" for the circumvention of effective gender equality measures. (Höyng/Puchert, 1998)

2.4 Personal development and experiential learning

It is obvious that the quality of GeM depends on its use of analytical and human resource processes and of gender related training methods to strengthen the gender competences of the protagonists within the organisations involved. Under these preconditions gender analysis needs gender awareness training which acknowledge **personal development and experiential learning** as an accompaniment during GeM in organisational processes. A sensitisation for the benefit of analysis of gender regimes in structures and organizations among others strongly aims at underlining the analytical skills of the participants as well as strengthening personal gender skills and competencies within hierarchical

structures. A previously conducted European needs-analysis² on the role of 'personal development' in gender training and on what gender trainers wanted from their own further education revealed the following picture:

- existing training in 'gender awareness' often tends to use a sociological approach, focusing on information regarding equalities, addressing theory of deeper change in personal attitudes towards gender.
- the training does not generally impart 'experiential' tools to address the psychological and emotional difficulties in implementing real and sustainable change
- trainers are open to the idea of effective tools to address emotionally difficult situations in their gender training activities and wish to acquire training skills that go far beyond the transmission of information.
- trainers see personal development as closely linked to the quality of their training and to better preparation of courses.

The individual's ability to learn, to be intellectually and emotionally touched and inspired strongly depends on the quality of the contact with and empathy towards the other person(s). The '**experiential learning**' approach enhances self-reflection on the gendered identity of the subject and aims to illuminate their own pictures, stereotypes and values about men and women.

These results reveal that a structural reflection on hegemonic gender relations needs to be supported by an opportunity to reflect on personal involvement in formal and informal, concrete and virtual networks of gendered rights and individual and collective gendered realities.

2.5 Diversity management

This connectedness is a key factor in the transition from adult education approaches related to GeM and personal work to **diversity management** (DM) and intercultural learning. Diversity is discussed in the EU context of its core dimensions: gender, age, colour, sexual orientation, religion, ethnicity and mental and physical abilities and how these are established in the Treaty of Amsterdam (Art. 13, 1999). In the context of the educational approach of GemTrEx managing diversity is seen as an organisational and personal learning process relating to differences. Managing diversity attempts to bring differences to the foreground and consider these constructively in many different ways. It can also be seen as phases within an organisational development process. The starting point is doing away with discrimination then moving into conscious use of minority qualities to a

Diversity management requires basic competences such as an understanding of social processes, group dynamics, mechanisms of inclusion and exclusion, and the role of leadership and governance, as well as an awareness of how one deals with 'diversity' within oneself.

² Dialogue between the genders, EU SOCRATES Grundtvig Project No. 225577 – CP – 1 – 2005 – ES – G11, executive summary

more effective management of diversity beyond normative definitions of certain social groups. A constructivist approach in DM requires a reflective handling of one's own concept of 'normal' reality and calls for all individuals within a social system to tolerate the complexity of ambiguity and not fall prey to polarizing and judgemental conceptions.

2.6 Gender and sexual orientation

Heterosexuality is a regime that articulates biological sex with gender, with sexual practices and with our wishes. In spite of the advances, especially legislative, made to avoid discrimination on grounds of sexual orientation (EU 2000/43/CE and 2000/78/CE), gay, lesbian, bisexual, transsexual and queer (LGBTQ) people are still not protected against the discrimination in the workplace, at home or in terms of health care, privacy and recognition by their own family and others. They also continue to be subject to extreme oppression in the form of sexual assaults and hate crimes related to sexual orientation. A possible sociological definition of sexuality is that sexuality is a strategy of social control which intends to regulate the erotic desire in order not to cast doubt on the current social order.³ According to this sociological definition **sexuality** is not natural and sexuality is universal.

In order to raise awareness and promote a developed understanding of sexual diversity, the module on sexual orientation provides information about to appropriate terminology and definitions, the legislative framework in the area of **sexual orientation** the history of **sexuality and gender**.

2.7 Intersectionality

Closing the circle from feminism, GeM, diversity management and sexual diversity we conclude with the recent concept of **intersectionality**, an approach which attempts to connect and also to mediate between multiple dimensions of gender, race, sexuality, social class and physical constitution. Having been aware of the limitations of gender as a single analytical category feminists have extended their focus to include the relationship between multiple dimensions of diversity as a central category of analysis. In 1987 Kimberle Crenshaw⁴ first used the term „intersectionality“ or „intersectional analysis“ with the objective of focussing attention on the relationship between multiple dimensions for the analysis of inequality and repression. In 1980 transnational discourses of researchers in the fields of women's studies and gender research

The **intersectional approach** refers to multiple forms of discrimination and danger at a political level. It is mainly taken as a tool that can be used to study structural inequality and cultural differences in a scientific context (based on early interventions of black feminism).

³ Guasch, Oscar (2003): Sexualidades: Diversidad y control social, Bellaterra, Barcelona

⁴ Crenshaw, Kimberlé (1998). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics. In: Phillips, Anne (Hg.): Feminism & Politics. New York, S. 314 – 343.

started to focus on gender **and** ‘other’ structural categories in societies. “The term intersectionality refers to the idea that a person’s experiences are influenced by multitude of factors, such as race, gender, sexuality, social class etcetera. These categories can interact or intersect in ways that can either advantage or disadvantage the person’s well-being and development. Using this rationale, intersectionality as an analytic tool can be used to study, understand and respond to the ways in which these factors do intersect and can expose different types of discrimination and disadvantage. Intersectional research and education have different levels of understanding the different levels of power relations.”⁵



⁵ Scambor, Elli / Stuve, Olaf (2007): Diversity / Intersectionality - What Makes the Difference? <http://www.peerthink.eu/peerthink/content/view/25/39/lang,de/>

3 Methodological and didactic approach of GemTrEx

An ongoing discussion about the main emphasis being placed on certain categories leads to a listing (and valuing) of categories. What is first? Gender, race and class or the other way around? And how do we get on with the never-ending complexity of human life, with endless categories: class, ethnicity, gender, disability, sexual orientation, religion, etcetera. Last but not least, what does it mean for gender work and gender training and education?

Gender work commits itself to the **value** of acknowledging human beings both as individuals and as members of particular groups or categories. “**Different but equal**” is the sentiment that lies at the heart of this belief. So, fundamental to gender work is the belief that all human beings are entitled to enjoy the basic human right of equality of opportunity unhampered by prejudices associated with gender, sexual orientation, race, disability, age or



religion. Positive change is the primary goal of all gender work. Gender workers seek to remove gender-related disadvantage in organisations and in society in general. Beyond this they seek to enable individuals to gain independence by helping them to acquire the confidence and the ability not only to represent their own interests and to defend their own entitlement, but also to support others in doing the same. Genuine change in the direction of equality of opportunity and non-discrimination therefore necessarily requires all stakeholders to co-operate and collaborate in the quest to build a society in which unfair disadvantage is removed and equality of opportunity is safeguarded. Gender work focuses on bringing about positive change in the lives of individuals and therefore carries a significant burden of responsibility. To be effective gender workers need to continuously evaluate their own practice and achievements. This entails constant reflection and continuous professional development in the form of scholarly activity and intellectual exchange with peers. The strong commitment of gender work to the value of “different but equal” set the scale for the **Professional Standards for Gender Workers** elaborated in GemTrEx (see below).

The modules of the GemTrEx consortium refer to Quality standards for advanced gender workers drawn on EQ F Level 5. The official learning outcomes relevant to Level 5 are :

Knowledge: comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge

Skills: the ability to apply expertise in a comprehensive range of cognitive and practical skills in developing creative solutions to abstract problems

Competence: competence in management and supervision in contexts of work or study activities where there is unpredictable change.⁶

⁶ Source : http://ec.europa.eu/education/policies/educ/eqf/index_en.html

4 Professional standards for advanced gender workers

In order to move towards professionalisation in the field of gender work, the GemTrEx consortium recommends a set of standards for advanced gender workers. At the moment they are offered as a tool for self-evaluation. For the future it is foreseen that the GemTrEx standards will be discussed within other European networks of gender expertise and with gender experts at a national level in each partner country. Furthermore they are proposed as a basis for the accreditation and the certification of gender work.

These professional standards are underpinned by values, which must form part of any assessment arising out of learning programmes developed on the basis of the standards:

- Individuality and diversity
- Equality of opportunity and non-discrimination
- Co-operation and collaboration
- Empowerment and self-advocacy
- Reflective practice and professional development

The standards refer to the EQF level 5 learning outcomes 'knowledge, skills and competencies as follows:

1. Knowledge

- 1.1. Understand theories of gender and their historical development
- 1.2. Understand theoretical approaches to gender-political themes in European societies
- 1.3. Understand theoretical approaches to the analysis of the gendered structure of organisations
- 1.4. Understand theoretical approaches to gender within interpersonal relationships
- 1.5. Understand the relevance and significance of current debates to questions of gender

2. Skills

- 2.1. Academic Skills
- 2.2. Planning and problem-solving skills
- 2.3. Communication
- 2.4. Self-awareness and interpersonal skills
- 2.5. Pedagogical Skills

3. Competences

- 3.1 Overarching competence
- 3.2 Specific examples

You will find the full version of the professional standards for gender workers in chapter A of the Annex of this compendium and under http://www.gemtrex.eu/professional_standards.pdf.

GemTrEx uses an interactive approach to reach these learning outcomes in at least four ways:

- a. A multi- and trans-disciplinary approach: (a) multi-disciplinary as regards the various thematic and professional backgrounds of the participating partners especially referring to the development of professional standards of gender workers, (b) trans-disciplinary as regards the diverse debate on methodology and teaching in order to adequately deal with the subject area (especially to the coverage of the GemTrEx training offer);
- b. The common creation of the syllabus and pilot testing of parts of it that refer to the main chapters of the catalogue for professional standards for gender workers;
- c. The technical implementation of a broad learning and communication platform for partners and trainers of GemTrEx and participants in GemTrEx courses;
- d. An active integration of results and experiences from a number of previous SOCRATES projects in which the partners were involved with the purpose of applying outcomes to the development of the GemTrEx aim of exploring the needs for a qualification and of improving the development of professional gender workers at an international level.

5 Gender worker development programme or: How to use this compendium?

On the basis of the GemTrEx Professional Standards the partnership has designed a training programme with certain training modules for the development of knowhow, for dialogue and interchange of experiences between gender workers in Europe. The modules have been designed by the members of the GemTrEx partnership on the basis of theoretical reflection on gender theory and quality assurance and reflection on module units piloted in the network of GemTrEx experts and network members in all participating countries⁷)

The partnership subscribes to the concept of learning in dialogue. Learning in dialogue here means establishing a learning partnership which makes learning from one another possible: the whole being more than the sum of its parts. The hierarchical model of instructor/ knowledge provider versus learner/recipient is deliberately not applied since the individual contributions of all participating gender workers independently of their background are of equal importance.

The GemTrEx training modules will be arranged in the spirit of interdisciplinary and mutual learning. This entails the activation of a process of reflective learning towards emancipatory (equal opportunity) outcomes rather than the establishment of a “normative” school. Learning should be based on a dialogue between individuals.



The GemTrEx training programme mirrors the various expert opinions and professional backgrounds of the members of the GemTrEx partnership as well as the development of gender competencies on a micro-, meso-, and macro level. This includes reflection on the conditions contributing to the construction of gender on the levels of the individual, the social group, the organisation and the society. The syllabus elaborated by the GemTrEx consortium at this moment includes 10 modules:

1. Introduction to gender work
2. Personal development and gender
3. On power relations in gender & diversity discourses
4. Gender analyses in practice: organisations and their environments
5. Gender mainstreaming and development of organisations
6. Gender equality impact on local development
7. Gender and sexual diversity

⁷ Pilot modules and lecturers are presented in the GemTrEx newsletters. Download from: www.GemtrEx.eu

8. Masculinities and equality
9. Gender regimes in European societies
10. Gender in selected policy fields – Sample
 - 10.1 Integrated water resources management and gender
 - 10.2 Sustainable regional governance and gender
 - 10.3 Sustainable mobility and gender
 - 10.4 Crossing the boundaries of nature – culture – dichotomies: Sustainability and hegemonic masculinity

This compendium provides a snapshot of the content of the syllabus by presenting seven modules more deeply. In detail, these seven modules are described with their theoretical topics, learning outcomes, methodologies, teaching and learning methods and literature sources: roaches modules and methods. They are

- Introduction to gender work
- Personal development and gender
- On power relations in gender & diversity discourses
- Gender analyses in practice: organisations and their environments
- Gender equality impact on local development
- Gender and sexual diversity
- Gender regimes in European societies

You will find an overview of the content of the whole syllabus in chapter B of the Annex of this compendium. A complete overview of topics, contents, methods and their relation to the professional standards can also be found in the brochure: Standards and Training for Gender Workers in Europe – Quality criteria and further education for gender work under www.gemtrex.eu.

In the Annex as well as in the brochure you will find short descriptions of the following additional modules:

- Gender mainstreaming and organisational development
- Masculinities and equality
- Integrated water resources management and gender
- Sustainable regional governance and gender
- Sustainable mobility and gender
- Crossing the boundaries of nature – culture – dichotomies: Sustainability and hegemonic masculinity

We would like you to take this compendium as an invitation to get in contact with the GemTrEx project and learn more about its didactical approach. At the end of this compendium you will find a selection of sources, literature and links, a summary of the GemTrEx catalogue of professional standards for gender workers in Europe, the whole overview over the gender worker development programme as well as contact addresses and links to the project partner institutions.

For more information on the project please visit www.gemtrex.eu. For further information on certain modules please contact the responsible national project partners.

Part II Modules and method descriptions

The described modules are carried out according to the professional standards. Major didactical aims as regards to the EQF system for knowledge, skills and competencies are mentioned for each module. In general, in terms of model learning, all points under “values”, “skills”, and “competencies” will be touched in a certain way.

1 Modules

1.1 Introduction to gender work

Prepared by Jeff Edwards

1.1.a Overview and structure of the module

Name of the module: Introduction to gender work		
Steps	Time	Target groups
Welcome and overview of the session	Approx. 10-15 minutes	Anyone with a current or future interest in gender work
Ice-breaker: exchange of information in pairs.	Approx. 20 minutes	
Introduction to the group of each participant by the other person of the pair.	2-3 minutes per speaker	
Exploration of awareness and/or experience within the group of gender inequality issues	20-30 minutes in small groups plus 5-10 minute report back per group	
The general nature and scope of gender inequality issues; introduction to gender discourse	30 minutes	
Types of gender-related interventions and their potential effects; the nature of gender work	30-40 minutes	
Outline of knowledge and skills required of gender workers; brief introduction to the standards	15 minutes	
Recapitulation of key points of the session; evaluation of the session	20-30 minutes	

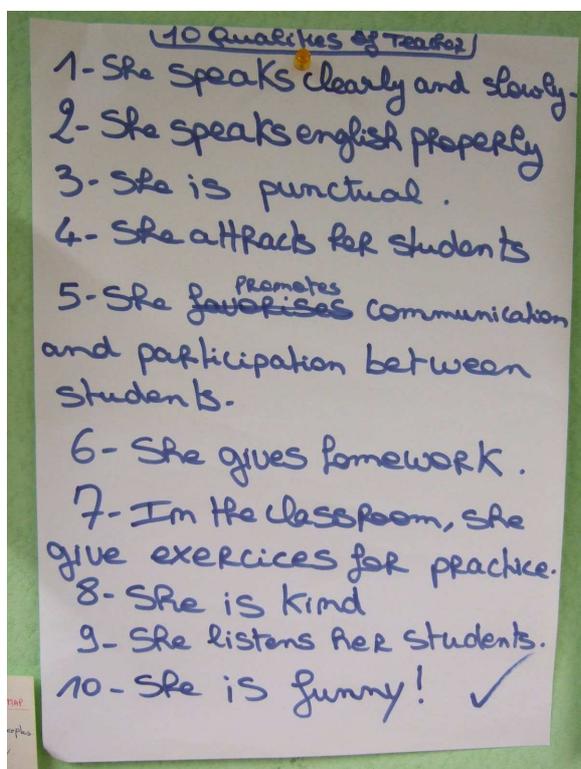
1.1.b Theoretical background of the module

It is envisaged that this session would occur very early in a development programme for gender workers. It may even be the first meeting. The purpose of the session is to enable group members to:

- find out about their peers
- establish initial group rapport
- share reasons for attendance and general aspirations regarding gender work
- develop a sense of belonging and a sense of ownership of the programme
- commence the process of reflection, introspection and discovery
- establish a culture of learning from each other
- explore the groups' collective awareness and/or experience of gender inequality issues
- develop awareness of the nature and scope of gender work and of the knowledge and skills that underpin it
- begin to engage with existing gender discourses
- look forward to the programme content

Almost inevitably most members of a new group of learners will experience a degree of anxiety about their relative “position” within that group. The early introductory activities are designed both to allay such anxieties primarily by illustrating that they are shared by others and to speed up the process of social bonding within the group. It is also hoped that an early indication will be gained of the range of useful experience that already exists within the group and which may be beneficially shared. By the end of the session a sense of membership of the group and a desire to return to it should have been established.

The processes involved in the various activities undertaken in the session are intended to reflect important learning processes that will occur throughout the



programme. Learning through co-operation and collaboration with others is one such process; reflecting individually and by way of dialogue with others on one's own and others' experience is another and using existing frameworks and discourses in order to gain a better perspective on knowledge and understanding and be able to share that knowledge and understanding effectively and efficiently is a third.

Similarly the session offers an early opportunity to identify and practise some of the values and skills that are set out in the Professional Standards for Gender Workers as being integral to work in this area. Co-operation, collaboration and reflection are explicit, other values implicit in the ground that will inevitably be

covered in this session. Aspects of academic, communication and interpersonal skills are also practised. Explicit attention to these areas can be brought when the standards themselves are considered in the late stages of the session.

Finally, from a teaching and learning point of view it is considered important that information be structured in a manner that will enhance comprehension and retention. Thus, collective existing personal knowledge will provide a motivating starting point from which to build a global, overarching view of the scope and nature of this area of study. From this in turn an outline of a framework can be constructed which will be revisited and developed, probably on a cyclical basis, in future sessions. Essentially, within this social constructivist model, movement will be from the particular (individual experience) to the general (the patterns visible within the aggregated individual experience) and again to the particular aspects of the general framework in future sessions. This early outline (the big picture) will be reinforced through the initial exposure to the standards themselves. Details within the standards can be visited and revisited as the learning programme progresses.

1.1.c Learning outcomes for the module

Knowledge

Understand theories of gender and their historical development

- Analyse a range of key concepts relating to gender discourses including: gender power relations, hegemonic masculinity and femininity, “doing gender”, sex, gender and sexual orientation, intersectionality, diversity

Understand the relevance and significance of current debates to questions of gender

- Engage in current debates about change and development in various areas of society and the environment (e.g. mobility, traffic, regional and municipal development, water and sustainable development, urban planning and architecture)
- Identify the gender-related repercussions of current debates and contribute constructively to them by the transfer of own and others’ gender knowledge and expertise

Skills

Communication

- Listen actively and elicit information through the skilful use of questions
- Structure and facilitate group discussions and identify barriers to communication
- Identify and analyse some of the roots of inequalities, stereotypes and prejudices within communication
- Use a range of communication methods and media to conduct discourses on gender and diversity (e.g. knowledge transfer through lecture, map exercises, role games, body work)
- Analyse and discuss difficult gender related situations that trainers encounter in their work place, personal life and strategic change processes such as e.g. gender mainstreaming and change management
- Work within the context of different (academic) disciplines

Self-awareness and interpersonal skills

- Establish rapport and empathy with others through skilful listening techniques
- Adjust responses in accordance with the individual needs of learners

- Identify diverse characteristics of group members and deal with difference
- Assist others in coping with difficulties associated with gender-related change processes
- Encourage the development of self-awareness and good interpersonal skills in others

1.1.d Methodology

See (2) above. After the introduction to the session, in which important information is passed and an overview of the session provided, activities become largely learner centred, although they may be orchestrated by the teacher. The early phase involves a fairly informal, though lightly structured personal exchange of information, during which it is intended that anxiety be alleviated. A very short presentation to the group, from a sitting position, of information about another is designed to give an early, unpressured experience of speaking in front of the group and to result in individuals feeling more familiar with and less anxious about their peers.

Small group work is intended to build upon the early pair work, providing more safe exposure to a wider variety of group members and, hopefully, starting the process of building relationships and sharing responsibility. It is also intended to provide a first opportunity to explore the territory of gender inequality issues, by learning about the groups' collective (direct or indirect) experience. Feedback should, at this early stage, preferably be shared and can again be delivered from positions other than the front of the class. However, the groups' findings should be recorded (on flip-chart paper?), so that the subsequent combination of the results of the group work can be worked into a systematic format in the plenary review. The latter should preferably be interactive, even if largely prompted by the teacher. The purpose is to build up a general picture of the nature and scope of gender issues. This phase should be concluded with an emphasis, again conducted interactively if possible, on the need to acknowledge the usefulness of organizing knowledge and using theoretical paradigms in approaching subjects of an academic nature.

The focus on interventions, which is partly an exploration of the group's current awareness of possibilities for intervention, can be conducted either in small groups with feedback or as a full-group board-storming (brainstorming) session with subsequent speculative discussion. Comment can be made on the fact that this introduces the practitioner aspect of the programme and is therefore a first step in exploring potential areas of gender work. Inexperienced groups can be more led by the teacher, so that this phase becomes a more speculative one. During this phase forward reference to future sessions should be made. This will lead to an initial consideration of the standards (little detail at this stage), during which reference can be made to how the session has itself addressed the standards (see section (3) above).

Finally, the ground covered in the session will need to be recapitulated in some way, either by the teacher or, preferably, interactively by way of question and answer, so that learners continue to be active. Alternatively a written exercise could be devised to enable learners to reflect individually on what they have retained from the session. It is assumed that ground covered here will be revisited at the beginning of the subsequent session.

1.1.e Teaching and learning methods

Step 1: Welcome, health and safety information, critical administrative information and overview of the session, including desired learning outcomes. Learners should be invited to ask questions at any time.

Step 2: Ice breaker/introductions

Method 1: Pairs formed by coupling neighbours (or any other random method). Individuals to informally exchange information to discover 3 or four significant things about their partner plus one hope or aspiration they have in connection with the programme and one concern or source of anxiety. Individuals to use this information to mutually introduce their partner to the full group.

Method 2: Each individual introduces her/his partner to the whole group using the information obtained. 2 to three minutes per person. Order can be by volunteer or by random selection.

Step 3: Exploring learners' current awareness and/or experience of gender inequality issues.

Method 1: In groups of 3 or 4, formed by counting off learners (all 1s form one group, all 2s form the second....) learners are given 20 – 30 minutes to share their awareness of gender equality issues. In case of sensitivity about reporting personal experience learners should be advised that this should be done impersonally. Learners should organise their notes for feedback on flip-chart sheets by attempting to impose some order on the collection of information. All learners should contribute.

Method 2: Each group should be given, say, 10 minutes to report back to the plenary group. This can be done from a position of psychological safety, although all learners should contribute to the feedback. The flipchart record should, however, be displayed so that all can see it.

Step 4: Re-organising the learner's feedback into a framework for study

Method 1: The full group can now be invited to consider the feedback from the various sub-groups and try to identify common themes and categories. These can be organized into a framework of headings that will start the process of thinking about gender inequalities in terms of existing theoretical paradigms. The intention is simply to introduce the idea of thinking in a structured manner about complex issues and to begin to introduce aspects of current discourse on gender. This will need to be steered by the teacher. Once all the information is accounted for the tutor could add other potential items, but should spend a few minutes addressing the importance of making use of theoretical approaches in both the study and the practice of gender work.

Step 5: Reflecting on gender-related interventions and how they may have been relevant for the situations identified by the learners

Method 1: This can either be carried out in small groups again or as a full group "board-storming" (brainstorming) session (or a mixture of both). Some discussion will clearly need to follow the board-storm. Depending on the experience of the group it will need to more or less led by the teacher. The intention is again to speculate in outline on the nature and scope of possible gender-related remedial or preventative interventions and their potential benefits and limitations. This introduces the practitioner aspects of the programme and, together with 4 above, leads into an initial consideration of the knowledge and skills required of gender workers. This step is concluded by a short phase of private reading of the standards and some initial responses to them. The way in which the session itself

has addressed aspects of the standards can be elicited via question and answer by the tutor. Attention can also be drawn to the way in which the planned programme will continue to address the requirements of the standards, picking up on the themes already encountered in this early session.

Step 6: Recapitulation and evaluation

Method 1: It is important that the scope of the session be reviewed before closure. This can be done either interactively via Q&A or it can be more teacher led or it can be done by way of an individual or group-based exercise or quiz. It should not last longer than 10 minutes. The keys elements of the session should in any case be revisited at the beginning of the next meeting.

Method 2: It is notoriously difficult to be sure that evaluative feedback is reliable. Thus it is recommended that evaluation be anonymous, paper based, easy to carry out and not too time consuming. Simple forms or (post-it) notes left on a board or in a box are probably the most reliable methods



1.2. Personal development and gender

Prepared by Bettina Knothe and Klaus Schwerma

1.2.a Overview and structure of the module

Name of the module: Personal development and gender		
Steps	Time	Target groups
Step 1: Welcome, introduction, expectations in the plenary group	2 h	Trainers and teachers in various fields of child, youth and adult education and intercultural education, counselors, advisors, coaches, multipliers and mediators in citizenship processes of local and regional development
Step 2: Sensitising for the topic in single work and small working groups	2 h 30 min	
Step 3: Personal qualities and stereotypes in small working groups	2 h 30 min	
Step 4: Personal reflection on gendered conflicts in single sex working groups	4 h	
Step 5: Strengthening personal options, potentials, capacities for action in tandem groups	2 h	
Step 6: Closing in the plenary group	2 h	

1.2.b Theoretical background of the module

The discussion in the dichotomised fields of gender such as women – men, female – male etc. moves in a difficult tension field of emotions and stereotypes. In this tension field it is easy to follow the temptation to find general philosophies about gender or any other subject within. In reality, every individual is personally involved in this situation. While reasoning and discussing about the subject, the participants with their biographical, physical and emotional development are embedded in the criticised structures. Changing structures therefore also means to change the structures and ways of feeling, thinking and behaving within oneself. This is especially as regards to e.g. the own connection within and towards hierarchical relations, the personal attitude in conflictive situations, the reservoir of options of behaviour and skills in conflict resolution without hurting somebody or being hurt.⁸

This module puts the topic of “Personal Development” into the centre. The work within this module refers to the aspects of personal experiences and experiential learning. It orientates on the situation that people are confronted with gendered negotiations within power and decision making structures and relations in all parts of private and professional live. Corresponding to this every day happen numerous emotional, verbal and non-verbal negotiation processes. They are more or less automatically and function under long ago internalised behavioural patterns. The background against which these patterns are alive for the person often is not conscious and fully comprehensible. Therefore and following the concept of “Experiential learning” (see Part I) this module addresses the pictures,

⁸ Scambor, C., Schwerma, K., Abril, P. (2005). Towards a New Positioning of Men. In R. Puchert, M. Gärtner, S. Höyng (eds.), *Work Changes Gender. Men and Equality in the Transition of Labour Forms*. Opladen: Barbara Budrich Publishers, pp. 117-173.

stereotypes, pattern and values the participants have in the mind about man and women as well as the personal role and identity concepts.

The personal development work within GemTrEx concentrates on the reflection of the own personal involvement in gendered conflictive situations especially referring to the professional environment. It includes:

- a picture of the personal state-of-the-art of gender conflicts in own professional and personal life,
- exercising and discussing gender stereotypes and prejudices,
- doing biographical work addressing the personal experiences with „power“ and „care“ and there gendered distribution in own family history,
- a transfer of biographical work into reflection of one concrete gender conflict.

1.2.c Learning outcomes of the module

Everybody learns through mutual resonance the whole life through and build up solid behavioural programmes which in adult age often run automatically, unreflected and deep imprinted in the brain. In this circumstance, gender relations, to a big extend, were and still are solidly socially structured. These constructions created and still create hegemonic power relations within in both: the public and private sphere. Instruments such as gender mainstreaming analyse several levels of inequality in organisations, firms, institutions, administrations etc. on structural level. The question is how these formal processes affect persons on individual level: participants as well as gender workers? How are they affected and involved in these processes with their personality? Which conflictive situations do participants and gender workers on personal level experience in gendered relationships and gender orientated work on structural level? Against this background the didactical aims of this module are to:

- give background information on the integration of personal development training within organisational and institutional environments
- provide methodological approaches to the personal gender role perception
- identify diverse settings of hegemonic relations as regards to the impact on personal attitude in professional environment
- support the capability to better identify the impacts on open and hidden hierarchies in professional environments in the frame of conflictive situations in structural and organisational processes such as gender mainstreaming
- learn and test methods to reflect gendered conflict situations
- enhance the competency for mutual reflection on difficult gender related situations that trainers encounter in their work place, personal life and strategic change processes
- develop an understanding of some of the roots of



inequalities, stereotypes and prejudices within gender communication as well as a sensitivity to the personal issues at play in communication between individual gendered personalities

These aims refer to the EQF standards as follows

Knowledge

Self-awareness and interpersonal skills

- Identify and discuss power relations in group dynamics (e.g. in-group/out-group-interrelationship) and enable learners to effectively explore power-relations
- Establish rapport and empathy with others through skilful listening techniques
- Foster independence and self-advocacy in others

Skills

Planning and problem-solving skills

- Agree clear achievable (SMART⁹) goals, informed by the core value set, with stakeholders
- Gather relevant information, schedule activities and allocate roles for the efficient achievement of goals
- Apply a range of appropriate theoretical and practical approaches, consonant with core values, to the management of and solution to complex problems
- Adapt problem-solving strategies/concepts to specific situational and/or organisational circumstances
- Develop clear and practical applications of the central concept of equality and its accompanying core values to concrete problems
- Contribute to the development of planning and problem-solving skills in others

Communication

- Listen actively and elicit information through the skilful use of questions
- Express ideas and arguments on complex gender-related issues clearly and appropriately for a given audience both orally and in writing
- Use examples from the learners' life experience, their knowledge and professional experience to explore gender themes
- Structure and facilitate group discussions and identify barriers to communication
- Identify and analyse some of the roots of inequalities, stereotypes and prejudices within communication
- Use a range of communication methods and media to conduct discourses on gender and diversity (e.g. knowledge transfer through lecture, map exercises, role games, body work)

⁹ Specific, Measurable, Achievable and/or Agreed, Realistic and/or Relevant, Time-constrained

- Analyse and discuss difficult gender related situations that trainers encounter in their work place, personal life and strategic change processes such as e.g. gender mainstreaming and change management
- Work within the context of different (academic) disciplines
- Employ and encourage the use of a gender sensitive language (writing, speaking, picturing)
- Foster core values through own communication

Self-awareness and interpersonal skills

- Reflect analytically on own gender identity and motivation
- Identify and discuss power relations in group dynamics (e.g. in-group/out-group-interrelationship) and enable learners to effectively explore power-relations
- Establish rapport and empathy with others through skilful listening techniques
- Adjust responses in accordance with the individual needs of learners
- Foster independence and self-advocacy in others
- Identify diverse characteristics of group members and deal with difference
- Promote teamwork, networking, exchange of experts and supervision in the field of gender work
- Assist others in coping with difficulties associated with gender-related change processes
- Deal fairly and assertively with inappropriate interpersonal behaviour (e.g. use of discriminatory language)
- Encourage the development of self-awareness and good interpersonal skills in others
- Recognise own strengths and limitations in dealing with gender-related issues and seek support from other agencies accordingly

1.2.d Methodology

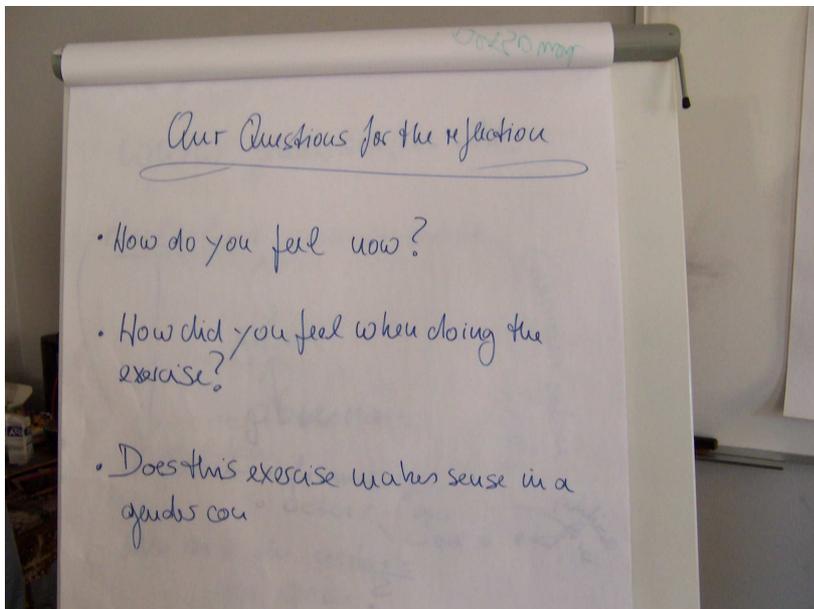
The work in this module orientates on biographical methods in order to explore some deeper and unconscious patterns of male – female connotated relationships in one's own life. Moreover, the interactive character of the module allows a personal exchange and reflection among the participants on the level of the individual personal and professional expertise. Methodologically four levels will be touched:

Personal relationships – the status quo of the personal relations and areas of life in which the participant is impacted and by which persons he/she is accompanied;

Personal qualities and gendered stereotypisation – a resource orientated view on the personal qualities, competencies, the analysis which of these qualities are male/female connotated and stereotyped and how these connotations on personal level affect the radius of professional and private potential for conflict resolution and self-respect

Personal reflection of gendered conflicts in private and/or professional life – work in single sex groups following a 4-step method (Byron Katie) in order to deepen the analysis on personal gendered conflicts and potentials for extended options for choice in personal behaviour

Strengthening the personal margin for action – “Personal action Planning” give space to create a step by step personal action plan for a chosen situation / problem of each participant by a tandem partner supporting. Beside this it's a methodological aim to bring the course experiences into the everyday situation of the participants and give them sustainability.



Due to the personal environment of this module foci of the trainer's responsibility will lay on the establishment of a supporting environment as well as rules for group commitments and responsibilities for personal safety and mutual confidentiality.

These rules are:

- respect and tolerance,
- mutual (silent) witnessing within group,
- to take responsibility for own actions, thoughts and feelings as well,
- to keeping the content of whatever is shared in small groups confidential
- to give space for own processes, actions and emotions, cultural and personal needs, strengths and limitations

The methods are conceptualised along the “experiential learning cycle”:

- Phase 1 : do an activity
- Phase 2: debriefing & evaluation on what happened
- Phase 3 and 4: evaluation of experience
- Phase 5: to decide what to do next

1.2.e Teaching and learning methods

Step 1: Welcome, introduction and expectations

The first step will include an introduction of the trainers and the character of the seminar. It will establish the context and framework for the seminar days and invite the participants to ‘arrive’ in their bodies, at the location and in the group. In order to establish safety and responsibility, a space of confidentiality will be offered respecting the above mentioned seminar key principles and rules. For this purpose some basic tools and methods for working together will be established. This includes to get into contact with each other and to learn a little of each person's professional background and interests relevant to the seminar. In order to make the diversity of the group explicit ethnic backgrounds and more personal issues will be exchanged.

Method 1: Bodywork: Exploration of space and offer of some gentle bodywork to relax and mobilise the body

Method 2: Sociometry on group diversity

For the description of sociometric formation see Part II chapter 2

Step 2: Sensitising for the topic

This step aims at strengthening the awareness of one's own individual gender perception and behaviour in personal and professional relationships. With the help of certain tools and methods the participants will be invited to bring to mind their network of personal relationships at that moment. This work can illuminate how one person is related in certain life spheres and which persons are accompanying him or her. A second step will be to deeper exploring the quality of



relationships within the biographical process with special emphasis on the primary family situation. Aspects of power and power relations within the family situation will receive special attention in order to follow the question if and how these learnt and internalised experiences and pictures find their expression in recent personal behaviours and relationships.

Method 3: Personal Network Card

Method 4: Inquiry Monologue or storytelling exercise

For the description of both exercises see Part II chapter 2

Step 3: Personal qualities and stereotypes

Whereas step 2 followed the intention to work out relations between the personal recent and past life as regards the own gender role and perception, step 3 actually aims at strengthening resources for self comprehension and reflection on personal and group level. Insights on the own gendered history given by the previous exercises shall be constructively acknowledged as starting points to explore

- the comprehension of the own personal qualities and social skills,
- an analysis on how this comprehension of qualities and social skills are stereotypical connotated as “female” or “male” on personal and societal level
- a discussion on options and limits of these gendered attributes.

Method 5: Personal qualities

For the description of the personal qualities exercise see Part II chapter 2

Step 4: Personal reflection on gendered conflicts

The aim of this step is to deepen the personal exploration as regards to individual beliefs, assumptions and judgements that hold persons back from relating and connecting skilfully to the other genders, to own the above as mere judgements and beliefs shaped by our history, and to cut through the tendency to see them as truths, or to take them for granted and to challenge and question behaviours based on (often unconscious) expectations and/or a sense of entitlement vis-à-vis the other gender(s).

Method 6: “The Work” (Byron Katie) (www.thework.com)

- Working in single sex groups
- Fishbowl (coming back into plenary group)

Step 5: Strengthening personal options, potentials, capacities for action

Aim of this step is to give the experiences and encouragements of the seminar more sustainability and personal latitudes. After seminars often participants go home with new resolutions but they can't realize it in their everyday life. Step 5 aims to develop a personal action plan for each participant. Here the Participants gets the possibility to develop concrete aims *and* steps beyond the seminar for changing own situation / behaviour/ problems. This will be done by the SMART-Method and Tandem-Partner-System. The participants support each other beyond the seminar time through certain appointments. This strategy of developed steps and tandem partner create a bridge between seminar and everyday-life

Method 7: SMART or Personal-Step-Plan

Method 8: Tandem Partner beyond seminar time

Step 6: Closing

Aims of this step:

- to give an overview about what happened, the past methods and steps
- to collect, evaluate and extract results
- to give the possibility to explain how the participants feel now personally and what was impressing, appreciate, astonishing, stressful or hurting
- to evaluate the trainer and give feedback
- to create a common seminar closing

Method 9: Seminar Overview: results and meanings to single methods and steps

Method 10: “What do I take with me?” “How do I feel now?”

Method 11: “Tscha!” circle

Method 12: Evaluation questionnaire

1.2.f Literature

Abraham, Anke (2006): Der Körper als Speicher von Erfahrung. Anmerkungen zu übersehenen Tiefendimensionen von Leiblichkeit und Identität. In: In: body turn – Perspektiven der Soziologie des Körpers und des Sports, transcript Verlag, Bielefeld, pp. 119 – 139

Bauer, Joachim (2006): Das Gedächtnis des Körpers, Piper Verlag, München, 8th edition

Beard, C. and Wilson, J.P. (2006) *Experiential Learning: A Best Practice Handbook for Educators and Trainers*. London: Kogan Page.

Council of Europe (2007): *gender matters. A manual on addressing gender-based violence affecting young people*, Council of Europe, www.coe.int/compass

Dialogue between the genders (2006): Research Report "Gender Training in Europe". EU SOCRATES Grundtvig Project No 225577 - CP - 1 - 2005 - ES - G11. Download under: <http://personales.ya.com/genders/research.html>

Ibd. (2007): *Needs Analysis for Gender Trainers – Survey Report, June 2006* (Edited November 2007), EU SOCRATES Grundtvig Grundtvig Project No 225577 - CP - 1 - 2005 - ES - G11. Download under: <http://personales.ya.com/genders/analysis.html>

Duncan, Norman (2008): *Gender is an emotional issue*. Internal publication for EU project Gender Loops and EU project Dialogues between the genders, Norman Duncan – *El arte de ser persona*, <http://eu-men.org/elartede/index.php>

Hartley, Linda (2004): *Somatic Psychology. Body, Mind and Meaning*, Whurr Publishers Ltd., London/Philadelphia

Huber, Michaela (2003): *Trauma und die Folgen*, Jungfermann Verlag, Paderborn

Kolb, A. and Kolb D. A. (2001) *Experiential Learning Theory Bibliography 1971-2001*, Boston, Ma.: McBer and Co.

Kolb, D. A. (1984) *Experiential learning*, Englewood Cliffs, NJ.: Prentice Hall.

Meuser, Michael (2006): *Körper-Handeln. Überlegungen zu einer praxeologischen Soziologie des Körpers*. In: *body turn – Perspektiven der Soziologie des Körpers und des Sports*, transcript Verlag, Bielefeld, , pp. 95 – 116

Bourdieu, Pierre (2001): *Die feinen Unterschiede. Kritik der gesellschaftlichen Urteilskraft*, Frankfurt/Main, 1987, Meditationen. *Zur Kritik der scholastischen Vernunft*, Frankfurt/Main

Reich, K. (Hg.): *Methodenpool. Unterrichtsmethoden im konstruktiven und systemischen Methodenpool* In: <http://methodenpool.uni-koeln.de>

Scambor, C., Schwerma, K., Abril, P. (2005). *Towards a New Positioning of Men*. In R. Puchert, M. Gärtner, S. Höyng (eds.), *Work Changes Gender. Men and Equality in the Transition of Labour Forms*. Opladen: Barbara Budrich Publishers, pp. 117-173.

Triebel Thome, Anna (2004): *Bewegung – ein Weg zum Selbst*, Jungfermann-Verlag, Paderborn

Dirkx, John M. and Lavin, Ruth (1991): *Understanding and facilitating experience-based learning in adult education: the FourThoughtModel*. Source: <http://www.msu.edu>, 2008-04-28

1.3 On power relations in gender & diversity discourses

Prepared by Sigrid Fischer¹⁰, Frauenservice Graz - Austria / GenderWerkstätte

1.3.a Overview and structure of module

Name of the module: On power relations in gender & diversity discourses		
Steps	Time	Target groups
Terminology and perceptions of power Connotations of power and powerlessness Homogeneity- and heterogeneity strategies for the achievement of human equality in social systems (experiencing chances and limitations)	0,5 days	Gender workers in counselling and adult education, group workers, trainers, team leaders etc.
Main states on power relations in feminist, gender- queer and men´s discourses Perceptions of power relations – dominance - access & gender Evolution of women´s movements	0,5 days	
Diversity Management History and paradigms of Diversity Management Managing Diversity in practice: → The model of “Leading Culture” → Homogenous Systems – Monocultures → Ingroup-outgroup mechanisms → Concept for conflict solutions: (Theory of Difference) → The tension of group belonging and deconstruction of typologies	0,5 days	
Self introspection Making sense of personal accounts of discrimination- → to understand exclusion → to make visible and raise awareness for own positions, discussing political statements of emancipation and anti-discrimination policies with a session in order to structure complexity	0,5 days	

¹⁰ Translation into English by Swantje Cooper

Power relations in focus of gender in social systems → The dynamic of hegemonic masculinity in social systems → The impacts of equity-paradigms on power perceptions within femininity discourses	0,5 days	
Recapitulation & documentation of results → Output for Gender Work → Transformation in personal working fields	0,5 days	

1.3.b Theoretical Background

„ A minority are people who due to their ethnic, social, religious affiliation or due to their sexual orientation are subjected to discrimination: in the political context, discrimination can be seen as exclusion from certain rights, in the social context, as the experience of prejudice and exclusion. (...) Basis for this definition is not the number of persons but rather their lack of power in view of the hegemonic majority. ”¹¹

Current concepts of Gender mainstreaming and of Managing Diversity provide us with various means to deal with equal opportunity and anti-discrimination in our society's organisations and institutions.

Notwithstanding these concepts do not spare us discussing what way we are headed or what the desired results of our visions might be and furthermore resolving the normative and political questions these results pose – answering questions of distribution of power and social discrimination.

Where is it then that we want to head? What visions of gender relations, concepts of masculinity and femininity, needs of identification do we have when embarking on this large joint dialogue on human liberation?

Whenever people decide to engage in such a project they have to overcome a specific challenge before planning strategically, namely: a mutual clearing of personal 'landscapes' in which they are moving about, the norms which direct their actions and which construe their concepts of human relations.

Through its consistent questioning of identity models (*“we” – are different*) since the 1990's the constructivist, anti-categorical discourse has contributed significantly to the progress which has been made in the democratisation of human rights. Specifically so by persistent demand of the right to self definition of humans beyond categorisation to social groups, sex, ethnicities, sexuality etc.. However experience of gender training has shown that radical deconstruction of any denotation or definition of group characteristics will leave behind major parts of our 'target groups', namely the participants in gender education, or will not make it possible for them to become involved simply because social injustice, power, and dominance are insufficiently made relevant for them.

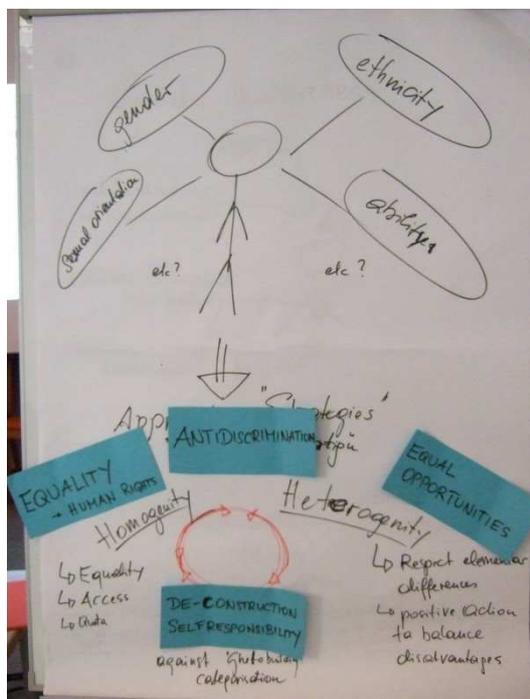
¹¹ Initiative Minderheiten, Minderheitenbox. Modul: Basisinfo, Wien 2001. In Samuel Salzborn (Hg) (2006)

Some of our clients in gender education open their discourse from the perspective of a clear understanding of different identities. Particularly those affected by social exclusion, sexism, racism, homophobia, etc. argue conclusively from the perspective of political marginalisation for the right to be 'different'. In this case difference supports the legitimacy of political demands and enhances positive self definition.

Emancipatory debates often spiral on homogeneity, heterogeneity, individuality approaches. Often they are both self-corrective and self-limiting in quality.

While the concept of principal equality of humans strives for society's homogeneity and its frame conditions (equal rights, equal duties, equal opportunities, equal access, etc.), the perception of difference calls for stressing heterogeneity of social groups and the complete appreciation of their identities. It accuses attempts to homogenise assimilating and taboing differences and thus enhances the awareness for political boundaries.

The constructivist individualisation approach underscores the limits of difference concepts by pointing out that these concepts contain an implied discrimination by creating inclusion and *exclusion* mechanisms (Riki Wilkins)¹² and stresses the threat of *self segregation* (Samuel Salzborn)¹³.



Both equality and difference discourse point out the limits of complete deconstruction of denotations stating the lack of 'political subject' (discriminated and marginalised groups) which one could demand rights and share of power for. Singularising individuals lacks effect.

The controversially led debate of whether equal opportunity, human rights and protection of discrimination should orientate itself on the individual or on the specific demands of predefined social groups could result in finding new areas and in opening up learning space for the skill to have multiple perspectives and have an enhanced tolerance for ambiguity by connecting the concepts of heterogeneity and homogeneity.¹⁴

Diversity learning spans the range from *stabilisation to dynamisation*, from difference to irritation. Learning to deal with difference is a step by step process including perception of difference, estimation and usage of difference, deconstruction, and recognition for the "situational" character of assessment.

¹² cp. Riki Wilkins in her book „Queer Theory, Gender Theory – an instant primer“ (2004) convincingly describes the particular inclusions or exclusions of political movement in the course of struggle for women's rights, homosexuals' rights and transgender rights.

¹³ self segregation – denotes the intense pressure to homogenise within marginalised and discriminated against social groups.

Samuel Salzborn describes the effects of collective ethnicity concepts in: “Zwischen Homogenitätsdruck, (Selbst-) Ethnisierung und Segregation – Minderheitenpolitik in Deutschland.“ In: Samuel Salzborn (Pb) (2006)

¹⁴ cp. Verena Bruchhagen, Iris Koall, Loosing Gender-Binarität? Winning Gender-Complexity! Intersectional Approaches and Managing Diversity. (2007)

(Koall, Bruchhagen)¹⁵ To establish this field learning and at the same time to deal with the dilemma of simultaneous focussing (thus reinforcing) and relativating social categories remains the particular challenge to gender workshops especially in adult training.

1.3.c Learning outcomes for the module

The general purpose of this module is

- a structured discourse including the various approaches and concepts of social and human liberation and the development of mutual understanding and recognition for the respective opposing views.
- reflecting power relations in the various discourses.
- a conscious differentiation of political discourse and recognising context related options and limits as strategies for liberation.

In reference to the Professional Standards the module will contribute to the enhancement of

Knowledge

Understand theories of gender and their historical development

- Evaluate a range of theoretical approaches to gender (feminist theory, gender theory, queer theory, critical men's studies)
- Outline the historical development of theoretical approaches to gender
- Identify political and socio-economic influences on the development of such approaches
- Analyse a range of key concepts relating to gender discourses including: gender power relations, hegemonic masculinity and femininity, "doing gender", sex, gender and sexual orientation, intersectionality, diversity

Skills

Academic Skills

- Knowledge Transfer
- "Meta" Skills

Planning and problem-solving skills

- Adapt problem-solving strategies/concepts to specific situational and/or organisational circumstances
- Develop clear and practical applications of the central concept of equality and its accompanying core values to concrete problems

Communication

- Use examples from the learners' life experience, their knowledge and professional experience to explore gender themes

Self-awareness and interpersonal skills

- Identify and discuss power relations in group dynamics (e.g. in-group/out-group-interrelationship) and enable learners to effectively explore power-relations
- Identify diverse characteristics of group members and deal with difference

¹⁵ cp. *ibid.*

1.3.e Teaching and learning methods – Flashlights

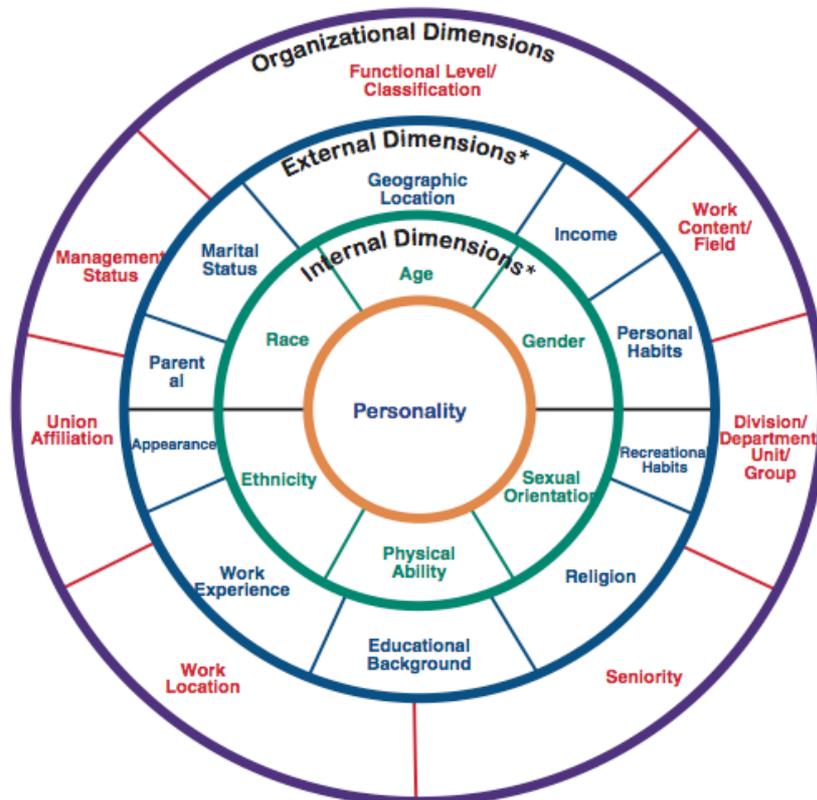
Diversity is about us not about them!

The strength of the Managing Diversity approach¹⁶ lies in the multitude of methods available to work on the differences within a social system. The core message is „*Diversity is about us- not about them!*” which implies that it is not about how we deal with "the others" but rather what diversity in our everyday life looks like and which 'relieving stereotypes' we create within our everyday life.

The general learning step for self management of individuals when dealing with differences is to be aware of one's own uneasiness when getting into contact with differences and also to be able to self manage this uneasiness.

„*You have a healthy personality to the degree to which you can go along with the greatest number of different types of people*” (Brian Tracy)¹⁷

FOUR LAYERS OF DIVERSITY



From *Diverse Teams at Work*, Gardenswartz & Rowe (SHRM, 2003)

*Internal Dimensions and External Dimensions are adapted from Marilyn Loden and Judy Rosener, *Workforce America!* (Business One Irwin, 1991)

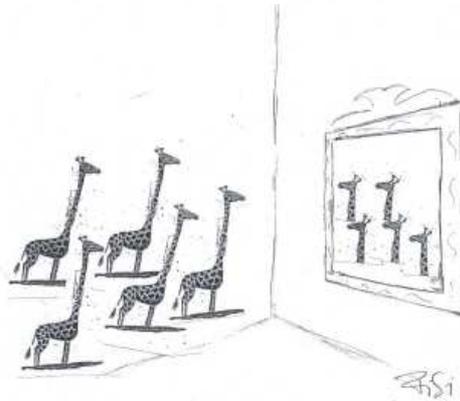
“Diversity, the multiple dimensions across which we interact, can be seen in the model above: It illustrates places where we are alike and different from others.

¹⁶ Managing Diversity – here relating to the Learning & Effectiveness Approach, which focuses on the concept of „learning organisations“ in dealing with differences. (Gardenswartz, Rowe (US), DiVersion-Koall, Bruchagen (DE)

¹⁷ cp. e/i/d/i ; emotional intelligence and diversity institute. www.EIDI-Results.org

Dealing with individuals across these differences often trigger powerful responses and require emotional intelligence to manage¹⁸

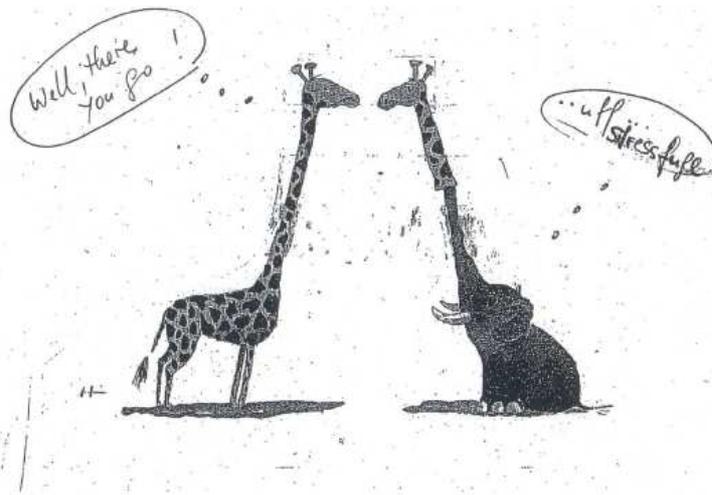
Understanding Social Systems (Excursion)



Cartoons¹⁹

Lee Gardenswartz and Anita Rowe describe the tendency of social systems to enhance and focus on common ground: The human species resists change and strives for homeostasis. Humans find consolation and confidence in commonness – we all tend to seek out those who are similar to us.

Homogenous Systems – Monocultures – Dominance Cultures



A homogenous image of norms (insiders define leading culture) puts a taboo or sanctions deviations.

The pressure to assimilate for the outsider prevents participation and involvement of potentials. Discrimination is in direct relation to the dominating culture.

¹⁸ Jorge Cherbosque, Lee Gardenswartz, Anita Rowe, 2005, Self-Governance (e/i/d/i) Emotional Intelligence & Diversity Institute.

¹⁹ Cartoons: Sigrid Fischer

The challenge of diversity management in practice is well narrated in the fable of the giraffe and the elephant in: „*Building a house of diversity*“ by R. Roosevelt Thomas.

“What could an elephant and a giraffe teach people about working together? Some very important lessons, it seems, about the complex -- and critically important -- issues of dealing with diversity in the workforce.”

20

Homogeneity – Heterogeneity – Individuality Discourses

Method: Being an elephant: Making sense of personal accounts of discrimination

→ to understand exclusion

→ to make visible and raise awareness for own positions, discussing political statements of emancipation and anti-discrimination policies with a session in order to structure complexity. (Possible by sociogram)

Step 1

Think of a situation which made you feel like an “outsider” because of a certain personal characteristic

Step2

Choose one of the following strategies to achieve a better status within this context or system:

→ I am equal and I want to be treated equally. All human beings have to have the same rights and opportunities to participate

→ I am different and I want to be treated as different. People like me have different life experiences and therefore different needs. So I want to be respected and honoured in my specific characteristic.

→ I am what I am and I want to be seen as an individual. No human being is alike another. Therefore the only possibility is to give me space and power for my self-definition.

Step 3

Exchange what you've experienced and why you have chosen the way you have. Communicate using 'I – messages' and avoid passing judgement over others' reasonings.

Step 4

Joint reflection of the situational and context related conditions for choosing the particular strategy.

Step 5

Explore the general options and limits of the strategy of your choice.

Step 6

Joint reflection on options and limits of equal opportunity policies.

²⁰ R. Roosevelt Thomas, Jr. with Marjorie Woodruff. *Building a House for Diversity. How a fable about a Giraffe & an Elephant offers new strategies for today's workforce.* New York 1999.
Download: http://www.psc.gov.yk.ca/pdf/building_a_house_of_diversity.pdf

1.3.f Literature

Becker, Ruth und Kortendiek, Beate (2004) (Hg): Handbuch der Frauen- und Geschlechterforschung Wiesbaden

Wilkins, Riki (2006): Queer Theory, Gender Theory – an instant primer (2004). Deutsch: Gender Theory. Eine Einführung. Berlin

Salzborn, Samuel (2006): Zwischen Homogenitätsdruck, (Selbst-) Ethnisierung und Segregation –Minderheitenpolitik in Deutschland. In: Samuel Salzborn (Hg) Minderheitenkonflikte in Europa, Fallbeispiel und Lösungsansätze. Innsbruck

Bruchhagen, Verena, Koall, Iris (2007): Loosing Gender-Binarity? Winning Gender-Complexity! Intersektionelle Ansätze und Managing Diversity. In: Netzwerk Frauenforschung Journal 22/2007, S.32-42. Download:

http://www.gender-diversity.net/johcqi/div/TCqi.cgi?target=home&Param_Kat=8&Param_KatSub=17&Param_Entry=61

Koall, Iris, Bruchhagen, Verena, Höher, Friederike (2002): Vielfalt statt Lei(d)tkultur – Managing Gender & Diversity in Theorie und Praxis. Münster

Cherbosque, Jorge, Gardenswartz, Lee, Rowe, Anita (2005): Self-Governance. Emotional Intelligence & Diversity Institute.(e/i/d/i). www.EIDI-Results.org. Los Angeles

Gardenswartz, Lee, Rowe, Anita (2005): Diverse Teams at Work, Irwin Professional Publishing, Burr Ridge, IL

Gardenswartz, Lee, Rowe, Anita (1994): The Diversity Tool Kit, Irwin Professional Publishing, Burr Ridge, IL

R. Roosevelt Thomas, Jr., Woodruff, Marjorie (1999): Building a House for Diversity. How a fable about a Giraffe & an Elephant offers new strategies for today's workforce. New York

(german: Thomas, R.R. Management of Diversity – Neue Personalstrategien für Unternehmen. Wie passen Giraffe und Elefant in ein Haus? Wiesbaden 2001)

Squires, Judith (2007): Diversity Mainstreaming. Moving Beyond Technocratic and Additive Approaches. In: Femina Politica, Von Gender zu Diversity Politics? Zeitschrift für feministische Politikwissenschaft, 01/2007. Berlin, Humboldt Universität

1.4 Gender analysis in practice: organisations and their environments

Prepared by Elli Scambor and Christian Scambor

1.4.a Overview and structure of the module

Name of the module: Gender analysis in practice: Organisations and their environments		
Steps	Time	Target groups
	2 ½ days (15 hours a 60 minutes)	Gender workers in general Agents responsible for GeM in organisations, companies
Step 1: Welcome, introduction, expectations Matching learners' expectations and trainers' expected outcomes	60 minutes	
Step 2: Input Gender analysis methods Discussion	60 minutes	
Step 3: Introduction: research game Clearing rules and structure of the workshop Forming working groups	30 minutes	
Step 4: Working in research groups (or alternative self-designed learning)	90 minutes	
Step 5: Input Environments of organisations and gender regimes in Europe Discussion (or alternative self-designed learning)	30 minutes	
Step 6: Working in research groups (or alternative self-designed learning)	90 minutes	
Step 7: Interim feedback and reflection of the work In the groups or the chosen alternative activities	30 minutes	
Step 8: Input Gender trouble in organisations; glass ceilings, glass walls Discussion (or alternative self-designed learning)	30 minutes	

Step 9: Working in research groups (or alternative self-designed learning)	90 minutes	
Step 10: Input Hegemonic masculinity, emphasized femininity; critical research on men Discussion (or alternative self-designed learning)	30 minutes	
Step 11: Input Gendered substructures in organisations Discussion (or alternative self-designed learning)	30 minutes	
Step 12: Working in research groups (or alternative self-designed learning)	90 minutes	
Step 13: Input Intersectionality as analytical category Discussion (or alternative self-designed learning)	30 minutes	
Step 14: Working in research groups (or alternative self-designed learning)	120 minutes	
Step 15: Plenary session Presentation of results of the working groups or the chosen alternative activities Discussion of transfer into one's own field of work	60 minutes	
Step 16: Feedback questionnaire or verbal feedback round Closing, good bye	30 minutes	

As far as **methods** are concerned, input, group discussion and research game in working groups are used. Alternatively, learners can

- read specific literature
- discuss with the trainers or other participants
- have coaching by the trainers (or other participants)
- have counselling by the trainers (or other participants)
- outline transfer concepts with the trainers or other participants
- do anything else that learners find meaningful for learning

Some resources will be provided on the moodle platform, especially texts that can be read in advance or after the seminar to deepen one's understanding (the texts can also be read during the seminar). The proportion of *presence* : *e-learning* equals 80 : 20.

1.4.b Theoretical background of the module

As far as contents is concerned (some examples in brackets):

- Socio-economic concepts: gender regimes (Lewis, Ostner)
- Social constructivist concept of gendered substructures in organisations (Acker)
- Agency and structure
- Organisational theory, gendered organisations (Acker)
- System theory of organisations (Ohlendieck)
- Masculinities in organisations (Cheng)
- Hegemonic masculinity, emphasized femininity (Connell)
- Critical research on men
- Managing Diversity and intersectional analysis (Mc Call, Knapp, Wetterer)
- Methodological concepts: quantitative, qualitative methods; strengths and weaknesses

As far as the didactic concept is concerned:

- Constructivist learning theory



1.4.c Learning outcomes of the module

As far as the learners are concerned, learning outcomes should consist of improved knowledge, skills, and competencies in the following areas (referring to our professional standards).

Knowledge

Understand theories of gender and their historical development

- Evaluate a range of theoretical approaches to gender (feminist theory, gender theory, queer theory, critical men's studies)
- Analyse a range of key concepts relating to gender discourses including gender power relations, hegemonic masculinity and femininity, "doing gender", sex, gender and sexual orientation, intersectionality, diversity

Understand theoretical approaches to gender-political themes in European societies

- Compare and contrast the gendered structure of European societies at a macro-economic level (e.g. indicative content)

Understand theoretical approaches to the analysis of the gendered structure of organisations

- Apply theories of gender to the analysis of the structure and development of organisations

- Define gendered processes in organisations and illustrate implementation tools and strategies for gender equality measures
- Use gender analysis methods in organisational analysis

Skills

Academic Skills

- Methods
- Knowledge Transfer
- Analysis and Evaluation
- “Meta” Skills

Self-awareness and interpersonal skills

- Promote teamwork, networking, exchange of experts and supervision in the field of gender work

Competence

All competencies as defined in the standards will be enhanced to a certain degree by the module.

1.4.d Methodology

The module is based on a constructivist learning approach. Learners are free to use the module time as they like, a time table is given as a proposal, with only the plenary sessions as compulsory activities. The time table consists of a sequence of inputs, discussions and group work. However, nobody is obliged to follow this structure, but learners can skip inputs to work more in groups, they can leave the groups to work alone for a while, they can use the trainers for coaching, concrete questions to their organisations and other knowledge-, skills- and competency-transfer. The points of time for the inputs and the plenary sessions are fixed. Learners choose their own speed, inputs, and make use of the trainers in the way they want. In general, the approach is characterised as follows:

- Learners are competent to design their own learning process. They choose what they want to learn and deepen.
- Learners are seen as experts who bring along their expert knowledge about the organisation that they come from or where they worked earlier or had insight and contact with.
- Learners are encouraged to transfer the contents and experiences in the module to their own working environment, so that an impact is obtained.

1.4.e Teaching and learning methods

The module consists of short theoretical and methodological inputs, work in small groups on various material, plenary discussion. Some additional limbering-up-exercises are offered. Basically, the learners are invited to play and act as research teams during the two days, and to deliver an analysis report on the model organisation. Most of the time, the learners spend working in small groups.

1.4.f Literature

- Acker, Joan (1991). Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations. In: Lorber J./ Farrell, S.A. (1991): *The Social Construction of Gender*. London: Sage (162-179).
- Acker, Joan (1992). Gendering Organizational Theory. In: Mills A.J./ Tancred P. (1992). *Gendering Organizational Analysis*. London: Sage (248-260).
- Acker, Joan (2006). *Class Questions Feminist Answers*. The Gender Lens Series. Lanham USA. Rowman & Littlefield Publishers, Inc.
- Cheng, Cliff (Ed.). (1996). *Masculinities in Organizations (Research on men and masculinities, vol. 9)*. Thousand Oaks, CA: Sage.
- Connell, Robert W. (2000). *Der gemachte Mann: Konstruktion und Krise von Männlichkeiten*. Opladen: Leske + Budrich (2nd ed.). (Original title: „Masculinities“)
- Crenshaw, Kimberlé (1998). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics. In: Phillips, Anne (Hg.): *Feminism & Politics*. New York, S. 314 – 343.
- Esping-Andersen, Gøsta (1990): *The Three Worlds of Welfare Capitalism*. Cambridge
- Gildemeister, Regine / Wetterer, Angelika (1992) *Wie Geschlechter gemacht werden*, in: Knapp, Gudrun Axeli / Wetterer Angelika (Hg.): *Traditionen – Brüche: Entwicklung feministischer Theorie*. Freiburg i. Br., 201-254.
- Klinger, Cornelia / Knapp, Gudrun-Axeli (2005): *Achsen der Ungleichheit – Achsen der Differenz. Verhältnisbestimmungen von Klasse, Geschlecht, „Rasse“/Ethnizität*. In: *Transit. Europäische Revue*. Heft 29. Juli 2005.
- Kulawik, Teresa (2005): *Wohlfahrtsstaaten und Geschlechterregime im internationalen Vergleich*. http://web.fu-berlin.de/gpo/teresa_kulawik.htm
- Lange, Ralf (2006): *Gender-Kompetenz für das Change Management. Gender & Diversity als Erfolgsfaktoren für organisationales Lernen*. Gern. Haupt Verlag.
- Lewis Jane/ Ostner, Ilona (1994): *Gender and the Evolution of European Social Policies*. Zentrum für Sozialpolitik der Universität Bremen. Arbeitspapier Nr. 4.
- Lorentzi, Ulrika: *The 3Rs. Tools for Gender Equality in the Local Government*. Swedish Association of Local Authorities. Stockholm 1999. www.svekom.se
- Ohlendieck, Lutz (2003). *Gender Trouble in Organisationen und Netzwerken*. In: Pasero U./ Weinbach Ch. (Hrsg.): *Frauen, Männer, Gender Trouble. Systemtheoretische Essays*. Frankfurt a. Main: Suhrkamp (S 171 - 185).
- McCall, Leslie (2005): *Managing the Complexity of Intersectionality*. In: *Journal of Women in Culture and Society*. Vol 30. No 3. 1771-1780.
- West, Candace & Zimmermann, Don (1987). *Doing Gender*. In: *Gender and Society* 1.
- Wetterer, Angelika (2002): *Arbeitsteilung und Geschlechterkonstruktion. ‚Gender at Work‘ in theoretischer und historischer Perspektive*. Konstanz: UVK.

1.5 Gender equality impact on local development

Prepared by Mojca Frelih and Živa Humer

1.5.a Overview and structure of the module

Name of the module: Gender equality impact on local development		
Steps	Time	Target groups
Welcome, introduction, expectations of the participants	60 minutes	Policy makers, public administration
Conceptual framework (gender, gender equality, gender mainstreaming)	70 minutes	
Legislation: EU, national, local in the field of equal opportunities, family policy and employment policy	70 minutes	
Gender budgeting (national, local, household)	120 minutes	
The role of anti-discrimination practices in development processes	60 minutes	
Different examples of good practices of gender equality impact on development	60 minutes	
Process method: focus on family policy and employment policy	120 minutes	
Reflection and close	30 minutes	

1.5.b Theoretical Background of the module

The basic idea for the module **Gender equality impact on development** is based on the results of needs analysis survey, which was the first task of the GemTrEx project (WP1). As for Slovenia, the problematic issue in the understanding of gender equality is the notion of gender as two homogenous categories: women and men. The diversity and intersection of gender with other categories, such as sexual orientation, age, etc. should be recognized as more important in gender equality politics. The inclusion of men in gender

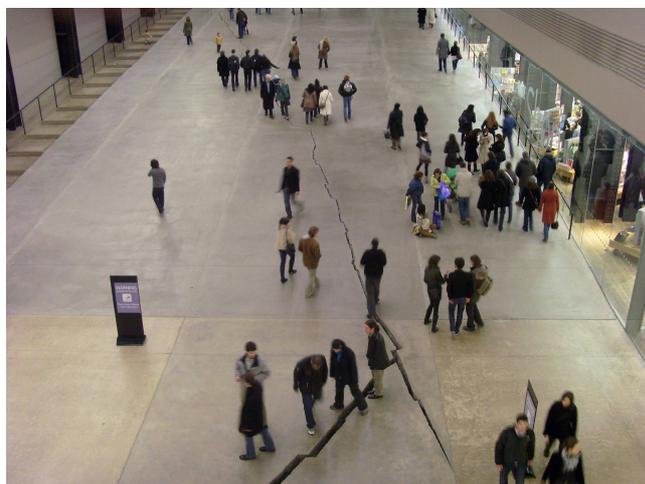


mainstreaming process and activities is necessary, because gender equality is often understood as women's issue only. Despite well developed legislation in the field of gender equality, the problems arise when it comes to the implementation. Therefore, the implementation of gender mainstreaming should be improved in Slovenia, also with raising awareness in the public and involving the public

administration, policy-makers and decision-makers. In particular, the gender training would be needed, in the first place, for the above mentioned officials and at the same time involving private and public companies for gender training.

The main goals of the module are threefold: first, to raise the awareness about gender equality impact on (local, national) development in practice; second, to open the perspectives on how gender equality can effect local/national changes; and third, to rethink the importance of gender equality mechanisms for local, national development. Theoretical background of the module involves the following:

- Theories of gender (including sex/gender discourse) and concepts such as gender equality and policy mechanisms, such as gender mainstreaming.
- Legislative framework involving equal opportunities policy, family policy and employment policy in the EU, national and local context.
- Gender budgeting (integrating gender perspective at all levels of the budgetary processes in the national local and household levels)
- Inclusion/exclusion and discrimination upon the personal circumstances (gender, age, class, ethnicity, sexual orientation, etc.)
- Intersectionality (gender as one of the social categories, which intersects with others)



1.5.c Learning outcomes of the module

Knowledge

Understand theories of gender and their historical development

- Analyse a range of key concepts relating to gender discourses including gender power relations, hegemonic masculinity and femininity, “doing gender”, sex, gender and sexual orientation, intersectionality

Understand theoretical approaches to gender-political themes in European societies

- Compare and contrast the gendered structure of European societies at a macro-economic level (e.g. indicative content) and at a legislative level (e.g. equality laws, human rights)
- Compare and contrast strategies and concepts relating to a range of gender-political discourses (e.g. gender equality, equation, gender equity)

Skills

Academic Skills

- Methods

- Knowledge transfer
- Analysis and Evaluation
- “Meta” skills

Planning and problem-solving skills

- Develop clear and practical applications of the central concept of equality and its accompanying core values to concrete problems

1.5.d Methodology

Active inclusion of the participants through the whole module:

- Expectations of the participants
- Discussions and group work (data analysis, comparisons, etc.) as exchange of knowledge and experience (personal, work)
- The process itself is important, not only to encourage participants to think about the situation in gender relations in their everyday lives (work place, surroundings, ...) but to recognize and to reflect the gender as a category that everybody faces and its’ relevance regardless to ones’ education, profession, personal circumstances and which intersects with other social categories, such as age, ethnicity, class, etc. The process involves identifying problems in the local context through gender lens, looking for the solutions and their own individual role and responsibility for resolving the identified problems and actions that need to be undertaken.
- Reflection, evaluation.

1.5.e Teaching and learning methods

Step 1: Welcome, introduction of the program and expectations of participants

Step 2: Mutual introduction of the participants

Method 1: Census sheet

Step 3: Conceptual framework (gender, gender equality, gender mainstreaming)

Theoretical input, method(s) and discussions.

Method: Gender mainstreaming

And/or “What do I do because I am women/men”

Step 4: Legislation: EU, national, local in the field of equal opportunities, family policy and employment policy

PPt input, group-work (data analysis), discussion in plenary

Step 5: Gender budgeting (national, local, household)

Theoretical input, method and discussion.

Method: Household budget

This method encourages participants to think how to distribute the household budget among the goods/needs... The households consist of different number of people, in different relations and different sex. The households budgets are various sizes – in terms of very small (just to enable to survive) to very big (to effort the luxury). During the method implementation usually the gender relations become obvious in terms of negotiation processes and the final decisions of priorities.

Step 6: The role of anti-discrimination practices in development processes (intersection of gender, class, sexual orientation, age, ethnicity, etc.)

Theoretical input, discussion – group-work (different examples, practices)

Step 7: Different examples of good practices of gender equality impact on development (focusing on family policy, employment policy and equal opportunities policy – how can different policy mechanisms bring positive changes in the society as profitable to all women and men in their lives)

Theoretical input, discussion

Step 8: Process method: focus on family policy and employment policy

Process method (identifying problems in the local context through gender lens, looking for the solutions, who can resolve the problem, which actions need to be undertaken and one's own role responsibility for resolving the identified problems)

For the description of the Process method see Part II chapter 2

Step 9: Reflection, check up the expectations

Step 10: Evaluation, reflection and close

Method: What was good, what could be better

1.5.f Literature

Gortnar, M. and Salecl, T. (2004). Pregled pravne ureditve v EU in Sloveniji na področju človekovih pravic žensk (ključne direktive in zakoni) (An Overview of the EU and Slovene Legislation in the Sphere of Women's Human Rights (Key Directives and Acts)). In V. Jalušič, D. Zagorac (Eds.), *Človekove pravice žensk. Uvodna pojasnila in dokumenti (Women's Human Rights. Introductory Explanations and Documents)* (pp. 114-147). Ljubljana: Društvo Amnesty International Slovenije and Mirovni inštitut.

Kanjuo-Mrčela, A., Černigoj-Sadar, N. (ur.) (2007). *Delo in družina – s partnerstvom do družini prijaznega delovnega okolja*. Ljubljana, Fakulteta za družbene vede.

Sedmak, M., Medarič, Z. (ur.) (2007). *Med javnim in zasebnim. Ženske na trgu dela*. Koper, Annales.

Švab, A. (2001). *Družina: od modernosti k postmodernosti*. Ljubljana: Znanstveno in publicistično središče.

Urad za enake možnosti (Office for Equal Opportunities) (2006) *4th Periodic Report of the Republic of Slovenia on implementation of the Convention of Elimination of All Forms of Discrimination Against Women*. Ljubljana. Retrieved September 12, 2006 from: <http://www.uem.gov.si>.

Urad za enake možnosti (Office for Equal Opportunities) (2007) *Pot k enakosti spolov. Smernice in dokumenti za izvajanje politike enakosti spolov*. Vlada RS, Urad za enake možnosti, Ljubljana.

Urad RS za enake možnosti (2004): *Analiza stanja. Podlaga za Predlog Resolucije o nacionalnem programu za enake možnosti žensk in moških (2005-2013)*, http://www.uem-rs.si/slo/NPZEMZM_analiza.pdf.

1.6 Gender and sexual diversity

Prepared by Paco Abril

1.6.a Overview and structure of the module

Name of the module: Gender and sexual diversity		
Steps	Time	Target groups
Welcome, introduction, expectations. Matching learners' expectations and trainers' expected outcomes.	60 minutes	Gender workers, Policy makers, Agents responsible for GeM in companies and public administration and in ministries (for work, family and social affairs) employment offices
Awareness method	90 minutes	
Conceptual framework Theory of sexuality Conceptual approaches to LGBTQ Analyse a range of key concepts	60 minutes	
History of LGBTQ Evolution in the conception of LGBTQ History of oppression, culture, movement, community	90 minutes	
Legislation in Europe (1) General legislation affecting sexual diversity	60 minutes	
Legislation in Europe (2) Specific legislation affecting workplace. Case experience	120 minutes	
Method of sensitization	60 minutes	
Inequalities affecting LGBTQ Statistics of sexual diversity inequalities in Europe Case experience (transgender, lesbian, AIDS ...)	120 minutes	
Reflection and close	60 minutes	

1.6.b Theoretical Background of the module

The module **Sex, Gender and Sexual Orientation** focuses on relationship between sex, gender and sexual orientation. The first part of this module analyzes the theoretical framework on sexual orientation and its relation to gender, different perspectives and research (Bem, 1996; Borillo, 2001; Butler, 1990, 1993, 1997, 2004; Didier, 2001; Freud, 1962; Guash, 2004; Tin, 2008).

We will introduce key concepts in relation to sexual orientation and Gay, Lesbian, Bisexual, Intersexual, Transsexual and queer (GLBITQ). We will focus on GLBITQ history and evolution, history of oppression, sexual minorities, concept of culture and community (Boswel, 1993; Byrne, 2001)

Also, we will review European legislation and statistics. We'll try to compare different situations and strategies in Europe

The module will concentrate on sexual orientation on workplace (legislation, statistics, and study case)

1.6.c Learning outcomes for the module

Knowledge

Understand theories of gender and their historical development

- Evaluate a range of theoretical approaches to gender (queer theory, ...)
- Analyse a range of key concepts relating to gender discourses including sex, gender and sexual orientation

Understand theoretical approaches to gender-political themes in European societies

- Compare and contrast the gendered structure of European societies at a macro-economic level (e.g. indicative content) and at a legislative level (e.g. equality laws, human rights)

Understand theoretical approaches to gender within interpersonal relationships

- Analyse the dynamics of the behaviour of humans in groups

Skills

Academic Skills

- Methods
- Analysis and Evaluation
- „Meta“ skills

Communication

- Identify and analyse some of the roots of inequalities, stereotypes and prejudices within communication
- Use a range of communication methods and media to conduct discourses on gender and diversity (e.g. knowledge transfer through lecture, map exercises, role games, body work)

Pedagogical Skills

- Establish a learning environment where learners feel safe, secure, confident and valued equally
- Create a motivating environment which encourages learners to reflect on gender identity in a personalised manner
- Encourage learners to use their own life experiences and professional experience as a source for their development
- Use different training materials (e.g. cards, drawing) in practical activities, to support the learners' needs in an effective way

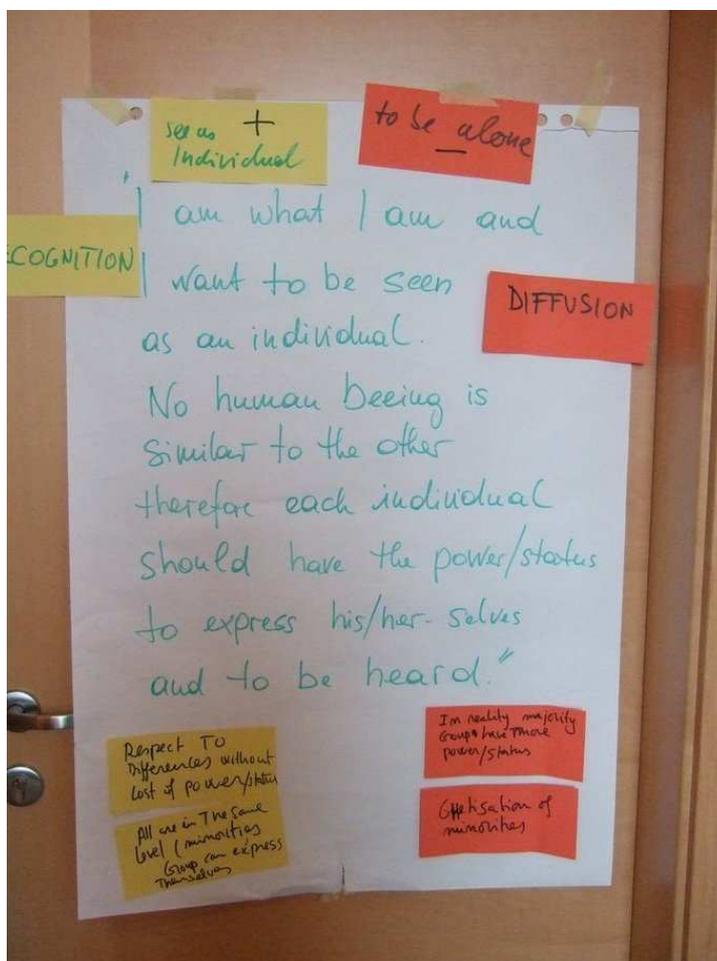
1.6.d Methodology

In general, the approach is characterised as follows:

- Learners choose what they want to deepen in the learning process.
- Learners are seen as experts who bring along their expert knowledge.
- A range of different teaching and learning techniques will be used to engage and motivate learners and encourage independence.
- Learners are encouraged to transfer the contents and experiences in the module to their own working environment.

The following methods will be carried out:

- study of the selected literature and analysis of the selected examples, studies
- discussions in plenary and in small groups,
- Reflection after sensitizing and awareness method
- group work and presentations of the results of group work in the plenary,
- reflection & evaluation



1.6.e Teaching and learning methods

Step 1: Welcome, introduction, expectations

Matching learners' expectations and trainers' expected outcomes

Step 2: Awareness methods

For the description of the awareness method see Part II chapter 2

Step 3: Input

Conceptual framework, theory of sexuality, conceptual approaches to LGBTQ, analyze a range of key concepts

Discussion

Step 4: Input

History of LGBTQ, evolution in the conception of LGBTQ, history of oppression, culture, movement, community

Discussion

Step 5: Input

Legislation in Europe (1), general legislation affecting sexual diversity

Discussion

Step 6: Input

Legislation in Europe (2). Specific legislation affecting workplace. Case experience (video and article)

Discussion

Step 7: Method of sensitization

Work in groups and discussion in plenum

For the description of the sensitization method see Part II chapter 2

Step 8: Input

Inequalities affecting LGBTQ Statistics of sexual diversity inequalities in Europe

Discussion

Step 9: Case experience

Diversity in workplace : transgender, lesbian, AIDS ...

Discussion

Step 10: Reflection and close

1.6.f Literature

Bem, D. J. (1996). Exotic becomes erotic: A developmental theory of sexual orientation. *Psychological Review*, 103, 320-335.

Borillo, Daniel (2001) Homofobia, Barcelona: Editorial Bellaterra.

Boswell, John (1993) Cristianismo, tolerancia y homosexualidad, Barcelona: Muchnik.

Butler, J. (1990) Gender Trouble: Feminism and the Subversion of Identity. Thinking Gender. New York & London: Routledge,.

Butler, J. (1993) Bodies that Matter: On the Discursive Limits of "Sex". New York & London: Routledge

Butler, J. (2004) Undoing gender. New York & London: Routledge

Byrne, Fone (2001) Homophobia: A history, New Cork: Picador

Didier, Eribon (2001) Reflexiones sobre la cuestión gay, Barcelona, Anagrama

Freud, Sigmund (1962). Three Essays on the Theory of Sexuality, trans. James Strachey. New York: Basic Books.

Tin, Louis-George (2008) (Ed) The dictionary of homophobia: a global history of gay and lesbian experience, Vancouver: Arenal Pulp Press

1.7 Gender regimes in European societies

Prepared by Elli Scambor and Živa Humer

1.7.a Overview and structure of the module

Name of the module: Gender regimes in European societies		
Steps	Time	Target groups
Welcome, introduction, expectations. Matching learners' expectations and trainers' expected outcomes	60 minutes	Gender workers, Policy makers, Agents responsible for GeM in companies and public administration and in ministries (for work, family and social affairs) employment offices
Development of the concept of gender regimes in Europe, based on the concept of three worlds of welfare capitalism (Esping-Andersen, 1990) and critical voices from a feminist perspective: Gender regimes in Europe (Lewis & Ostner, 1994)	90 minutes	
Methodological concepts in the field of gender analysis and intersectional analysis (multilevel analysis)	90 minutes	
Examples: Women's labor market participation in western and eastern European Countries / The development of new gender models in post socialist societies / Challenges for western male breadwinner and eastern dual-worker-models / Individualization of responsibilities as a key trend (Pascall & Lewis, 2004) / New models for equally valued (paid and unpaid) work and the role of men	120 minutes	
Key elements of gender regimes in eastern and western European Countries: care work, women's labour market participation, income, paid work, time,	90 minutes	
Intersectional multi-level analysis on selected examples	120 minutes	
Presentation and discussion of results	90 minutes	
Reflection and close	60 minutes	

1.7.b Theoretical background of the module

The module **Gender regimes in European societies** focuses on the development of gender equality and gender policy at European level as well as national levels in western and eastern European countries. Based on the concept

of three worlds of welfare capitalism (Esping-Andersen, 1990), feminist researchers have developed a comparable model for gender regimes in European societies (Lewis & Ostner, 1994).



Social, political and economic changes in the last decades have constantly not matched with new gender models that came up in western and eastern European countries (Gillian & Lewis, 2004). At the same time, the work/welfare relationship turned into an issue of “individualised responsibility”, which challenges the care structures in different societies.

The module will concentrate on social policies for gender equality across the key elements of gender regimes: paid work, care work, women’s labour market participation, income and time.

In order to analyse social structures of paid work and care work as a structural background for individualized responsibilities in different European societies, the approach of „intersectional analysis“ (Crenshaw, 1998 / McCall, 2005) will deal with the fact that the subject of analysis includes multiple dimensions of social life. With regard to the relationship among multiple dimensions, the analytical tool of intersectionality helps to understand and responds to the ways, in which gender race/ethnicity and class do intersect and expose different types of discrimination.

1.7.c Learning outcomes for the module

Knowledge

Understand theories of gender and their historical development

- Outline the historical development of theoretical approaches to gender
- Identify political and socio-economic influences on the development of such approaches
- Analyse a range of key concepts relating to gender discourses including gender power relations, hegemonic masculinity and femininity, “doing gender”, sex, gender and sexual orientation, intersectionality, diversity

Understand theoretical approaches to gender-political themes in European societies

- Compare and contrast the gendered structure of European societies at a macro-economic level (e.g. indicative content) and at a legislative level (e.g. equality laws, human rights)
- Evaluate gender-political strategies for achieving equality of opportunity (e.g. gender mainstreaming, gender equality duty)

Understand the relevance and significance of current debates to questions of gender

- Engage in current debates about change and development in various areas of society and the environment (e.g. mobility, traffic, regional and municipal development, water and sustainable development, urban planning and architecture)
- Identify the gender-related repercussions of current debates and contribute constructively to them by the transfer of own and others' gender knowledge and expertise

Skills

Academic Skills

- Methods
- Knowledge transfer
- Analysis and Evaluation
- “Meta” skills

1.7.d Methodology

In general, the approach is characterised as follows:

- Learners choose what they want to deepen in the learning process.
- Learners are seen as experts who bring along their expert knowledge.
- A range of different teaching and learning techniques will be used to engage and motivate learners and encourage independence.
- Learners are encouraged to transfer the contents and experiences in the module to their own working environment.

The following methods will be carried out:

- study of the selected literature and analysis of the selected examples, studies
- discussions in plenary and in small groups,
- group work and presentations of the results of group work in the plenary,
- reflection & evaluation



1.7.e Teaching and learning methods

Step 1: Welcome, introduction, expectations

Matching learners' expectations and trainers' expected outcomes

Introductory method: BINGO

For the description of BINGO see Part II chapter 2

Step 2: Input

Development of the concept of gender regimes in Europe, based on the concept of three worlds of welfare capitalism (Esping-Andersen, 1990)

Discussion

Step 3: Input

Critical voices from a feminist perspective: Gender regimes in Europe (Lewis & Ostner, 1994)

Discussion

Step 4: Forming working groups

Working in research groups to selected examples: Women's labor market participation in western and eastern Europe / The development of new gender models in post socialist societies / Challenges for western male breadwinner and eastern dual-worker-models / Individualization of responsibilities as a key trend / New models for equally valued (paid and unpaid) work and the role of men (Pascall & Lewis, 2004)

Analysis along the elements of gender regimes in eastern and western Europe: care work, women's labour market participation, income, paid work, time,

Step 5: Presentation of results and discussion

Feedback and reflection of the work in the groups

Step 6: Sensitising methods for multiple social dimensions (gender, ethnicity, class, age)

Focussing social construction of gender and social differences in the context of different European societies (e.g. "migration-metaphor" / "privilege-chain")

Step 7: Input

Methodological concepts in the field of gender analysis and intersectional analysis

Discussion

Step 8: Forming working groups

Working on the intersectional multi-level analysis on selected examples:

I) Analysis of specific situations along a structured guideline (e.g. fathers leave participation among an Algerian community)

II) Reflection on daily life examples in the participants work situation

Step 9: Plenary session

Presentation of results of the working groups

Discussion of transfer into one's own field of work

Step 10: Feedback questionnaire or verbal feedback round

Closing, good bye

As far as **methods** are concerned, input, group discussion and research game in working groups are used. Alternatively, learners can

- read specific literature

- discuss with the trainers or other participants
- have coaching by the trainers (or other participants)
- have counselling by the trainers (or other participants)
- outline transfer concepts with the trainers or other participants
- do anything else that learners find meaningful for learning

1.7.f Literature

Crenshaw, Kimberlé (1998). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics. In: Phillips, Anne (Hg.): *Feminism & Politics*. New York, S. 314 – 343.

Esping-Andersen, Gøsta (1990): *The Three Worlds of Welfare Capitalism*. Cambridge

Kulawik Teresa (2005): *Wohlfahrtsstaaten und Geschlechterregime im internationalen Vergleich*. http://web.fu-berlin.de/gpo/teresa_kulawik.htm

Langan Mary, Ostner Ilona (1991): *Geschlechterpolitik in Wohlfahrtsstaaten. Aspekte im internationalen Vergleich*, in: *Kritische Justiz* 3/91, 302-317

Lewis, Jane/ Ostner, Ilona (1994). *Gender and the Evolution of European Social Policies*. Zentrum für Sozialpolitik der Universität Bremen. Arbeitspapier Nr. 4.

McCall, Leslie (2005). *Managing the Complexity of Intersectionality*. In: *Journal of Women in Culture and Society*. Vol 30. No 3. 1771-1780.

Pascall, Gillian / Lewis, Jane (2004): *Emerging Gender Regimes and Policies for Gender Equality in a Wider Europe*.
<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=235679>

Veil, Mechthild (2003): *Wohlfahrtsstaatliche Konzepte, Kinderbetreuungskulturen und Geschlechterarrangements in Europa*. http://web.fu-berlin.de/gpo/mechthild_veil.htm

2. Selected methods and training material

2.1 Sociometric Formation

Name of the exercise: Sociometric formation on group diversity	
Time	30 – 40 minutes
Group size	8 – 15
Target Group / Criteria for Access	Any kind of seminar group with pedagogical, supervision and therapeutical background
Material	none
Preparation	Creation of 5 – 10 questions
Aims / Learning Outcomes	to give overview of experiences/ knowledge/ situations/ opinions of each participant, to see and experience diversity acknowledgement of the other participants, to get into contact with the other group members
Method Instruction Step-by-Step Description	The aim of the method is to bring participants into mutual contact and first introduction of their professional and private background
	Participants and trainers stand in the room. According to certain selected questions of the trainers the participants position themselves physically in the room along an indicated line e.g. of 0% to 100%, indicated sides e.g. for “yes” and “no” or corners of the room e.g. for 4 proposed options for choice or dimensions. Participants are invited to move in the room after every single question. When all participants found their place within the suggested frame, the trainers may ask all or some participants about their motivation for the choice of this respective position. Questions have to be defined as regards to the specific topic and the specific group situation.
Variations	The method can be varied in various forms. As regards to the topic and the target groups there may be various kinds of starter questions
Frame Conditions (Room, Space)	Comfortable broad space in a room without chairs in the middle
Applicability	Use as a starter
<ul style="list-style-type: none"> • recommendation about point of time 	Interview participants who stand on minimum – middle – maximum positions for their motivation to

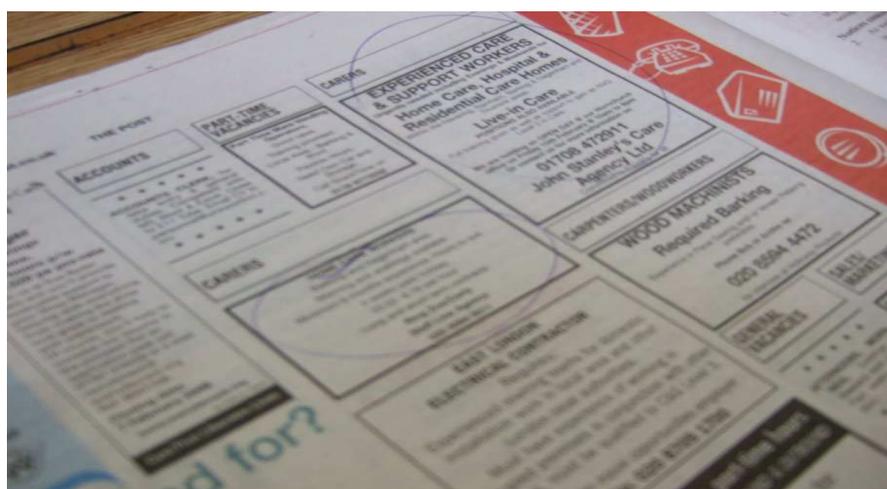
<p>or process (e.g. „starter“)</p> <ul style="list-style-type: none"> • Framework/Related Methods • Tips for facilitators 	<p>stand there</p> <p>Questions should be formulated as open questions, e.g. “Why are you standing here?”</p> <p>Do not judge the answers.</p>
<p>Possible difficulties</p> <ul style="list-style-type: none"> • group situation • point of process 	<p>Address possible male – female connotated stereotypisations</p>
<p>Comments and Experiences / Evaluation</p>	<p>The exercise is a good opener for following exercises of deeper personal work. With varying questions and foci this exercise has good potentials to form a transition path between adult education approaches related to diversity management, intercultural learning and personal work. Participants appreciated the exercise as a good possibility to reflect on the grades of diversity and similarities as men and women beyond geographical location.</p>
<p>Follow up and method+</p>	<p>Dimension system, e.g. x-y-axis for ‚masculine‘ – ‚feminine‘</p>
<p>Handout</p>	<p>No</p>
<p>Source / Author</p>	<p>Bettina Knothe / Klaus Schwerma, genderWerk/Dissens e.V. Berlin</p>



2.2 Personal Network Card

Name of the exercise: Personal network card	
Time	60 minutes
Group size	5 – 15
Target Group / Criteria for Access	Professional gender workers, pedagogical staff from child, youth and adult education, multipliers, applicable for any kind of professional and personal self-reflection
Material	DIN A 4 paper sheets, pens, colour pens
Preparation	Introduction of the method to the group with an example
Aims / Learning outcomes	Self reflection on personal stand point as regards to personal relationships and division of labour, family friendships, hobbies etc. in personal life
Method Instruction Step-by-Step Description	<p>Each participant takes a sheet of paper, pen, and colours and begins the exercise by drawing a big circle on the paper. In the middle of the circle everybody writes the word “me”. The participants then are invited to imagine the circle as a cake which is to be cut into pieces representing all fields of activities within private, family, friendship relations. The number and the sizes of the pieces represent the number of fields and their importance in personal life (in terms of commitment, emotional relation, time etc.) for the individual.</p> <p>In a second step the participants integrate all important and relevant persons into the sketch with small circles. The relational positions of these small circles to the “me” in the middle indicate their importance for the individual. The sex of the person should be mentioned. In case one person is relevant for several parts of the personal life, it can also be mentioned several times in the sketch.</p> <p>The third step is to connect the person circles with lines in order to express the relations among each other.</p> <p>In a fourth step the participants should mark those persons with different colour, from whom they receive support in conflicts and challenges in daily personal and professional life.</p> <p>Exchange in pairs.</p>
Frame Conditions (Room, Space)	Several working tables and chairs

<p>Applicability</p> <ul style="list-style-type: none"> • recommendation about point of time or process (e.g. „starter“) • Framework/Related Methods • Tips for facilitators 	<p>Use as a kind of deeper “starter” in order to more explore on personal relationships, the gendered characters of the personal relations and environments, personal resources of support</p>
<p>Possible difficulties</p> <ul style="list-style-type: none"> • group situation • point of process 	<p>This exercise has to be well embedded in the process of the first seminar day and should be a gentle invitation to draw a picture of the personal environment. As soon as the exercise lacks relation to the previous and following methodical steps participants may become confused and do not see the relevance of this exercise.</p>
<p>Comments and Experiences / Evaluation</p>	<p>This exercise is a creative approach to explore personal relations and environments. It can be used in various ways and field, e.g. for the personal as well as for the professional personal environment or by integrating both.</p>
<p>Handout</p>	<p>No</p>
<p>Source / Author</p>	<p>Bettina Knothe / Klaus Schwerma, genderWerk/Dissens e.V. Berlin</p> <p>This method builds upon resources and experiences of the projects Work Changes Gender; EU 6th FP; RealGem, EU SOCRATES, Grundtvig</p> <p>Variations by genderWerk/Dissens e.V. Berlin</p>



2.3 Inquiry Monologue

Name of the Input/ Method/ Exercise: Inquiry monologue or story telling exercise on power relations	
Time	Approx. 2,5 hours
Group size	Small groups à 3 persons
Target Group / Criteria for Access	Professional gender workers, pedagogical staff in child, youth and adult education, trainers, facilitators, supervisors, coaches, counsellors, therapists
Material	DIN A 5 or meta plan cards, plenty of coloured pencils, rayon, fingerprints, one large piece of paper (DIN A 1, flip chart) for each group
Aim / Learning outcomes	<ul style="list-style-type: none"> • Explore personal history in safe and confidential setting • Gender relevance in personal history, family and work • Generation of a non-judgemental atmosphere, • Training a receptive kind of listening • Opportunity to practice appreciative feed-back • Fostering connection and trust between participants, • Gender awareness, personal history awareness ,reflection on personal behaviour
Method Instruction	<p>Introduction of the method referring to different levels of power:</p> <ul style="list-style-type: none"> • To have power over somebody, • To share power with somebody, • To express creative, productive power
Step-by-Step Description	<p>Guiding complexes of questions for an exploration on the personal comprehension of the relationship between gender and power in early child and youth biography (messages somebody received in family, at school, from important persons) as regards to the following questions:</p> <ol style="list-style-type: none"> 1. Who had responsibility for which tasks? Who was decision-maker in certain fields? Who held which position of power and which quality had this power? 2. Had there been a gender specific distribution of tasks and responsibilities between men/boys and women/girls? 3. How did you experience yourself in these circumstances and how did you deal with them? What messages did you receive about power and gender through behaviour and/or

	<p>messages?</p> <p>4. How do these messages influence your behaviour and your decisions in your actual social and professional environment, e.g. in conflictive situations?</p> <p>Structure and time frame:</p> <p>Per group of three, each person gets fifteen minutes for her/his own exploration or Inquiry Monologue. During those fifteen minutes, the other two are silent witnesses. One person takes notes on what she/he hears and what touches her/him. The third person only listens.</p> <p>After each fifteen minutes there are five minutes for feedback and discussion from the only listening person. (twenty minutes for each persons process). The notes taker give the notes to the speaker without comments.</p> <p>At the end of each personal session there are five minutes each participant makes a small sketch that would help him/her to remember what stood out for her/him about the story/exploration the group has just witnessed (mnemonic drawing or sketch).</p> <p>All in all there are 25 minutes for each participant including the drawings.</p> <p>At the end, the nine drawings are stuck together on one large sheet of paper as a kind of free composition that encompasses the three sessions. (10 min)</p> <p>After a break in Plenum:</p> <p>The drawings will be hang up. The participants takes a look and comment what they see and share insights. The drawer might be comment their draws but more in a general way (not to give special information about what they heart in the peer group).</p> <p>Further Questions to the group: How do you felt during the method? How do you feel now? What surprised you?</p>
<p>Frame Conditions (Room, Space)</p>	<p>Room for small groups</p>
<p>Applicability</p> <ul style="list-style-type: none"> • recommendation about point of time or process (e.g. „starter”) • Framework/Related Methods 	<p>The exercise offers a practical way to honour diversity and subjectivity because it shows the value of each individual story.</p> <p>What the group needs to know about the exercise:</p> <p>It is an exploration for the benefit of the person conducting the monologue – it is n NOT a storytelling session to entertain the silent</p>

<ul style="list-style-type: none"> • Tips for facilitators 	<p>witnesses.</p> <p>There is no right or wrong about anything, and that the witnesses need to simply receive the story without judgment.</p> <p>The feedback is limited to saying what was touching. There must be no critical evaluation.</p> <p>The exploration is not about finding answers or getting it right. Moreover it is necessary to mention, that the exploration may look different on a different day or with different witnesses.</p> <p>Suggestion for the trainer/facilitator:</p> <p>Trainers can model transparency by participating in the exercise, as well as holding the time frame by announcing when its time to switch etc.</p>
<p>Possible difficulties</p> <ul style="list-style-type: none"> • group situation • point of process 	<p>To follow the structure of the method could stress participants.</p> <p>Group need a save atmosphere before start.</p>
<p>Comments and Experiences / Evaluation</p>	<p>Exercise contributes to get more to oneself in order to explore conflicts and to listen to one's own 'inner dialogue' – also in the body instead of the mind . It supports in better discovering, understanding and clarifying the personal gender issue</p> <p>It as a very useful learning tool for active listening and a good method between personal reflections and group discussions</p>
<p>Handout</p>	<p>Handout on the steps of the exercise and guiding question</p>
<p>Source / Author</p>	<p>Bettina Knothe / Klaus Schwerma, genderWerk/Dissens e.V. Berlin</p> <p>This method builds up on resources and experiences of the project Dialogue between the genders, EU SOCRATES, Grundtvig</p> <p>Variations by genderWerk/Dissens e.V. Berlin</p>

2.4 Personal Qualities

Name of the Input/ Method/ Exercise: Personal qualities	
Time	Approx. 90 minutes
Group size	4 – max. 16 persons
Target Group / Criteria for Access	Professional gender workers, pedagogical staff in child, youth and adult education, trainers, facilitators, supervisors, coaches, counsellors, therapists
Material	Pin board, meta plan cards, pens, handout
Aims / Learning outcomes	To identify and play with gender stereotypes and connotations
Method Instruction Step-by-Step Description	<p>1st step:</p> <ul style="list-style-type: none"> Forming pairs of 2 to max. 3 persons. The 1st person has max. 5 minutes to speak about her/his personal qualities and what she/he appreciates about her-/himself. After the speaking the other person(s) give(s) 2minutes appreciative feed-back about which positive qualities of the 1st person she/he saw, heart of felt by listening <p>2nd step in plenary group:</p> <ul style="list-style-type: none"> Collection of qualities, which were named or described in the work of the pairs in a more general way. Trainers write each quality on a meta plan card and puts it on the pin board. At the end of the collection, the trainers invite the group to order the cards according to their comprehension which qualities are socially or personally regarded (and stereotyped) as “male”/”female”. Mutual discussion on personal comprehension, feelings, attitudes on this topic <p>3rd step:</p> <p>Single work exploring the following questions:</p> <ul style="list-style-type: none"> Which qualities on the pin board can you identify/recognise within yourself? Which of these qualities do you bring into your daily and/or professional life? Do you feel yourself seen and acknowledged with them? Which other qualities would you like to

	<p>integrate into your private and professional life?</p> <ul style="list-style-type: none"> • Which resistances do you expect? • Which support do you wish/need in order to develop these new qualities?
Frame Conditions (Room, Space)	Rooms with chairs in open circle, places for participants to work in silence and in small groups
<p>Applicability</p> <ul style="list-style-type: none"> • recommendation about point of time or process (e.g. „starter“) • Framework/Related Methods • Tips for facilitators 	<p>The first step of the exercise is a very strong tool to give each other support and appreciation. After a certain phase in the seminar of deeper personal work this exercise is a good resource for strength and mutual support.</p> <p>The second step can create fun and engagement in collecting qualities especially when inviting the group to value the collected attributions into male and female connotations. This atmosphere of playing with stereotypes enables to create a discussion on societal attributions of male and female qualities in a serious but open attitude.</p>
<p>Possible difficulties</p> <ul style="list-style-type: none"> • group situation • point of process 	<p>The stereotypisation can – if there is no active moderation of the trainers – change to fall back into old clichés and dichotomies of male – female.</p> <p>The questions for the third step should be as simple as possible otherwise this step may cause confusion</p>
Comments and Experiences / Evaluation	<p>No judgment of answers.</p> <p>In general, trainers have to be active in their moderation in order to always connect the work and discussion towards a critical reflection on gender and gendered conflicts.</p>
Handout	Yes
Source / Author	Bettina Knothe / Klaus Schwerma, genderWerk/Dissens e.V. Berlin

2.5 Process

Name of the method: PROCESS – Problem Resolution Oriented Civic Education in Self-Surroundings	
Time	120 minutes (but it's flexible)
Target Group	Gender trainers; participants, involved in policy making; NGOs.
Material	Flip chart (table, paper)
Aims / Learning Outcomes	<ul style="list-style-type: none"> - to encourage participants to think about the situation in gender relations in their everyday lives (work place, surroundings etc.); - to recognize and to reflect the gender as a category that everybody faces and its' relevance regardless to ones' education, profession, personal circumstances; and - to bring to the surface the activist element in terms of active approach of individuals to the possible/potential change in the society in general (the idea of active citizenship).
Step-by-Step Description	<p>The preparation phase must include the key topic foreseen. Also, the moderator must be prepared to raising sub-questions and to stay flexible.</p> <p>Divide participants into small groups (up to 6) and ask them to debate the key topic in terms of possible problems, solutions, actors.</p> <p>Then mix the participants and create 1 or 2 or 3 bigger groups (up to 20 participants in one group). The moderation of the key elements (problem/resolution/actors/what can I do?) follows.</p> <p>The best way is to first select the ideas on problems only. Then find the solutions for each of the problem. Then the actors and own activity can follow together. It is important (if possible) to try to develop the ideas without stopping the brainstorming with the possible option for implementation in reality – especially in order to encourage the most creative ideas (that sometimes seems no to be possible for realization at the moment, but maybe in few years they might become reality).</p>
Variations	<p>If there are more than 20 participants, the suggestion is to split into 2 or more groups.</p> <p>If one has less time, one can shorten the timing.</p> <p>If there is more time, the suggestion is to split into smaller groups (up to 6 participants) in the beginning to discuss the main topic/question and then work in 1 or 2 bigger groups (moderated!).</p>

<p>Formulating a Question</p>	<ul style="list-style-type: none"> - What is the problem? - What are possible solutions for each of the listed problems? - Who are the actors that can contribute to the problem resolution (of each problem)? - What can anyone of the participants do in order to move (at least) one step forward to the implementation of the suggested solutions?
<p>Applicability</p> <ul style="list-style-type: none"> • Group Size • Recommendation about Point of time or process (e.g. “starter”, “later” etc. 	<p>The minimum size is a group of 5 participants. The suggested maximum size is up to 20 participants in one group (in order to encourage everyone to active participation).</p> <p>Very important issue is also to stay flexible to the specific characteristics of the group/available timing etc.</p>
<p>Possible difficulties</p> <ul style="list-style-type: none"> • group situation • point of process 	<p>If there are participants that are not used to actively participate at the workshops than moderator must have prepared many different sub-questions in advance. Or if there are some participants who wants to comment on “non-realistic“ problems or solutions it is very important to turn the focus on listing the ideas (for example: somebody works in the Employment office. A person not working in the field, suggest the problem of elder women having problems entering the labour market. First person wants to comment like this is not a problem etc.)</p>
<p>Comments and Experiences</p>	<p>It is better if the groups are gender mixed.</p>
<p>Source / Authors</p>	<p>Mojca Frelih and Živa Humer</p>

2.6 Awareness method

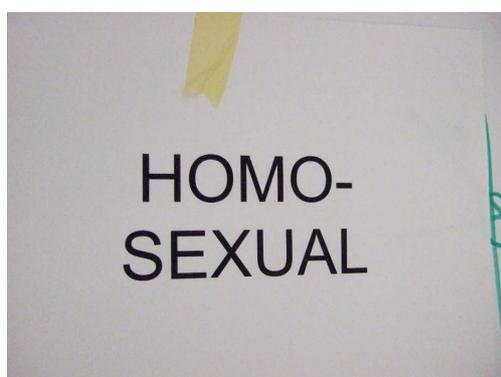
Name of the Method: Awareness method – Interactions between sex , gender and sexual orientation	
Time / Duration	90 minutes
Target Group / Criteria for Access	Men, women, heterosexual, homosexuals, bisexuals, transsexuals, queers, ... (work place colleagues, secondary school)
Material	Empty room Papers and pencils
Learning Outcomes	<ul style="list-style-type: none"> • Gives an overview about concepts and interactions between sex, gender and sexual orientation • Gives knowledge between sex, gender and sexual orientation and other dimensions like biography, culture, ethnic origin, power, status,... • Gives an open vision, beyond essentialism, on the dimensions of sex, gender and sexual orientation • Feel and empathise with peers Readiness to respect the values and privacy of others. • Value diversity and respect others, and be prepared both to overcome prejudices and to compromise. • show tolerance, express and understand different viewpoints • Cooperating, collaborating • Adaptability • Dealing with changes • Interpersonal, intercultural, social and civic competences
Method Instruction Step-by-Step Description	<p><i>1.- People are in the middle of an empty room</i></p> <p><u>Questions:</u></p> <p>Look each other. Only look, don't talk. Look into the eyes. Look at your body and look at the bodies of the others. Don't touch only look. You can walk around and look at the persons. You can write down your impressions.</p> <p><i>2.- First axis: man / woman (sexual/ Biological category)</i></p> <p>The trainer places a paper with the word</p>

	<p>'man' in one end or corner of the room and a paper with the word 'woman' in the opposite corner or end. Draw an imaginary line between these two words. Ask people to find her/his position in the space among the sexual /biological categories "man" / "woman"</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • Look your position and think about why you chose this position /category. • Look around. What are the similarities and differences between people in the same/ close position or category? • Look in front of you. What are the similarities and differences between people in the opposite position or category? • Do you think you have the same status/ power with people in the same/close position? ... With people in opposite position? Why? • Would you like to change your position / category? Why? <p>If you want you can change Write your ideas /comments / impressions</p> <p><i>3. Second axis: masculinity /femininity (gender roles)</i></p> <p>"A gender role is a set of perceived behavioural norms associated particularly with males or females, in a given social group or system."</p> <p>Trainers remove the papers from the man -woman step.</p> <p>Similarly to the previous 'man/woman' category, the trainer puts papers with words "masculinity" and "femininity". Try to use different corners of the room (don't automatically put the paper with 'masculinity' in the same place where the 'man' paper was placed. Draw an imaginary line between these two words. Ask people to find her/his position in the space among the gender categories "masculinity" / "femininity"</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • Look the position you choose. Is it close to or far away from the sexual category you
--	--

	<p>choose before?. Why?. Write down your comments, impressions...</p> <ul style="list-style-type: none"> • What elements (behaviours, norms, status,...) define your gender category/position?. Write your comments, impressions • Which has been the influence of your biographical and cultural aspects in your gender position?. Write your comments, impressions • Look around. What are the similarities (in behaviours, norms, status) with people are close to you (in the same or close category). Write your comments • Look in front of you. What are the similarities and differences (in behaviours, norms, status) between people in the opposite position or category? • Do you think you have the same status/ power with people in the same/close position ... with people in opposite position?. Why?. • Would you like change your position / category? Why? <p>If you want you can change Write your ideas /comments / impressions</p> <p><i>4 Third axis: Sexual Orientation: hetero, bi, homo</i></p> <p>“Sexual orientation refers to the direction of an individual's sexuality, usually conceived of as classifiable according to the sex or gender of the persons whom the individual finds sexually attractive. The most commonly used categories of sexual orientation are heterosexuality (being sexually attracted to members of the opposite sex), homosexuality (being sexually attracted to members of the same sex) and bisexuality (being sexually attracted to members of either sex).”</p> <p>The trainer puts another two papers in the room: “heterosexual”, “homosexual” For this category we use the Kinsey scale that attempts to measure sexual orientation, from 0 (exclusively heterosexual) to 6 (exclusively homosexual).</p> <p>0 Exclusively heterosexual</p> <p>1 Predominantly heterosexual, only incidentally homosexual</p> <p>2 Predominantly heterosexual, but more than incidentally homosexual</p>
--	---

	<p>3 Equally heterosexual and homosexual</p> <p>4 Predominantly homosexual, but more than incidentally heterosexual</p> <p>5 Predominantly homosexual, only incidentally heterosexual</p> <p>6 Exclusively homosexual</p> <p>The trainer asks people to find their position in the line.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • Look the position you chose. Why did you choose this position?. What are the influences of biographical and cultural aspects in your choice? Write comments • Look at the people who are close to you. What are the differences and similarities? Write comments • Look people farther away from your position. What are the differences and similarities? Write comments • What do you feel if you belong a dominant or minority sexual orientation group? Write comments • What happens if you change your position?. Change it. What happens related with your status, power, gender system? What happens in your family, friends, work, ...? <p>Write comments.</p> <p><i>5. People comment in small groups what they feel, and what happened in the different stages of the exercise. (15 minutes)</i></p> <p><i>6. Assembly</i></p>
<p>Variations</p>	<p>Instead of write ideas /comments / impressions people can talk about their feelings, impressions,...</p>
<p>Frame Conditions (Room, Space)</p>	<p>Is better in a big empty room</p>
<p>Applicability</p> <ul style="list-style-type: none"> • group size • recommendation about point of time or process (e.g. “starter”) • Framework/Related Methods 	<p>15- 30 people</p> <p>It could be a starter point to understand the relations between sex, gender and sexual orientation.</p> <p>It could be good a short theoretical inputs about sex and gender regimes and sexual orientation community theory.</p> <p>It could be good some inputs about European</p>

	directives and legislation on sexual orientation at workplace and antidiscrimination laws
Possible difficulties <ul style="list-style-type: none">• group situation• point of process	Gender binary system or essentialism ideas Dealing with homophobia
Source / Author	Paco Abril



2.7 Sensitizing Method

Name of the method: Sensitizing Method – Role playing: stereotypes	
Time / Duration	45 minutes
Target Group / Criteria for Access	Men, women, heterosexual, homosexuals, bisexuals, transsexuals, queers, ... (work place colleagues, secondary school)
Learning Outcomes	<p>Gives an open vision, beyond essentialism, on the dimensions of sex, gender and sexual orientation</p> <p>The stereotypes associated to the homosexuality should be appearing</p> <p>Feel and empathise with peers</p> <p>Readiness to respect the values and privacy of others.</p> <p>Value diversity and respect others, and be prepared both to overcome prejudices and to compromise.</p> <p>show tolerance, express and understand different viewpoints</p> <p>Cooperating, collaborating</p> <p>Dealing with changes</p> <p>Interpersonal, intercultural, social and civic competences</p>
Method Instruction Step-by-Step Description	<p>Role playing: 2 persons: interviewer/ interviewed. Imagine that you have a company and you are doing an interview. You are a homophobic person and want to know if the interviewed is gay/lesbian, but you cannot ask directly because it would be illegal. (For example, is not valid ask if: You have boyfriend or girlfriend?).</p> <p>All the group comments as he or she has been felt and the stereotypes that have surfaced</p>
Variations	The interviewer and the interviewed can change the role before the all group comments
Applicability group size recommendation about point of time or process (e.g. “starter”) Framework/Related Methods	<p>15- 30 people</p> <p>It could be good for show the stereotypes associated to the homosexuality</p>
Possible difficulties group situation	<p>Gender binary system or essentialism ideas</p> <p>Dealing with homophobia</p>

point of process	
Source / Author	Paco Abril



2.8 Bingo method – Intersectionality

Method-Description

The main idea of the Bingo method is reciprocity and active getting to know all the people of the group/active introducing of all participants. By asking question one gets to know other people of the group who comes from different countries, cities, cultural, political and social contexts. The dynamics of the Bingo reveals differences among the people of the group, which vanish after the discussion

The method Bingo can be used at seminars, workshops as an introductory method. If the person answers with 'yes', one can write his/hers name in the filled. But each name can appear only once in two lines – by filling out the two lines (vertical, horizontal or diagonal) one has the Bingo.

The method is very dynamic, because the participants try to get as much positive answers as possible to get the Bingo before the others. This dynamic way also enables one to ask some delicate questions, which would be in everyday situation more difficult to ask, one would feel rather uncomfortable to ask questions, like, "Do you live heterosexually?" or "Do you have one or more children?". But one can also decide not ask that particular delicate question and start asking questions in another row/line. In the method Bingo every participant plays two roles: the one who is asking questions and the one who is answering. There is also a possibility for the person who doesn't want to answer honestly, just to tell the untrue answer. But there is also one thing: for one the question "Do you live heterosexually?" seems difficult to ask, but for the other this kind of question is taken for granted, which means also different understanding and perception of the main social categories among member of the group.

Bingo and the concept of intersectionality

The ability to act in an active and passive way seems to be an important condition for an active and productive handling of differences. Hierarchical relations of differences along societal categories (gender / ethnicity, class) are not excluded, but *bingo* makes the relation visible and gives us an impression about "bargaining about hierarchical relations in everyday life". At the same time, participants have the possibility to get in distance to the individual relation and put the focus on the societal structural relation of differences.

Bingo refers to the individual level and to the societal level. The method should sensitize for structural inequalities in society and their connection to individual effects concerning differences.

Participants describe their skills, preferences and make a self-description.



Questions and answers include societal valuations, hierarchical relations, inequalities and mechanisms of inclusion and exclusion. Bingo describes playfully a net of different societal categories, which are connected differently. *Bingo* gives participants the chance to get into a distanced position and to get in touch with the societal construction of difference. This aspect gets intensified, when questions refer to the so called “assumed natural character”, like “lives heterosexual”.

Name of the Input/ Method/ Exercise: Bingo	
Time / Duration	45 minutes
Target Group / Criteria for Access	For any group of participants (youth, adults).
Material	Bingo sheets
Learning Outcomes	To relate and to evaluate different social concepts focusing the intersectionality (gender, ethnicity, etc.). To illustrate theoretical concepts through the method. One should be able to prepare an input on intersectionality.
Method Instruction	The main idea of the Bingo method is reciprocity and active getting to know all the people of the group/active introducing of all participants. By asking question one gets to know other people of the group who comes from different countries, cities, cultural, political and social contexts. The dynamics of the Bingo reveals differences among the people of the group, which vanish after the discussion.
Step-by-Step Description	The participants get the Bingo sheet with a table of statements/questions. They go around and ask each other question from the Bingo sheet. If they get positive answer, they write his or her name in the field. Each name can appear only once in two lines. By filling out two lines (vertical, horizontal, diagonal) one has Bingo.
Variations	The statements in the fields of the Bingo sheet can be adjusted to the topic of the seminar/workshop.
Frame Conditions (Room, Space)	No special requirements concerning the space.
Applicability <ul style="list-style-type: none"> • group size • recommendation about point of time or process (e.g. “starter”) 	At least 10 participants.

<ul style="list-style-type: none"> • Framework/Related Methods 	
<p>Comments and Experiences / Evaluation</p>	<p>Method can be used at the beginning of the day or as an introductory method, because it's very dynamic.</p>
<p>Source / Author</p>	<p>Olaf Stuve. Method was introduced in the project Peerthink, EU Daphne Živa Humer introduced the method in the project GemTrEx</p>

Part III: Literature and Data Sources

Abraham, Anke (2006): Der Körper als Speicher von Erfahrung. Anmerkungen zu übersehenen Tiefendimensionen von Leiblichkeit und Identität. In: In: body turn – Perspektiven der Soziologie des Körpers und des Sports, transcript Verlag, Bielefeld, pp. 119 – 139

Acker, Joan (1991). Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations. In: Lorber J./ Farrell, S.A. (1991): The Social Construction of Gender. London: Sage (162-179).

Acker, Joan (1992). Gendering Organizational Theory. In: Mills A.J./ Tancred P. (1992). Gendering Organizational Analysis. London: Sage (248-260).

Acker, Joan (2006). Class Questions Feminist Answers. The Gender Lens Series. Lanham USA. Rowman & Littlefield Publishers, Inc.

Bauer, Joachim (2006): Das Gedächtnis des Körpers, Piper Verlag, München, 8th edition

Beard, C. and Wilson, J.P. (2006) Experiential Learning: A Best Practice Handbook for Educators and Trainers. London: Kogan Page.

Becker, Ruth, Kortendiek, Beate (2004) (Hg): Handbuch der Frauen- und Geschlechterforschung Wiesbaden

Bem, D. J. (1996). Exotic becomes erotic: A developmental theory of sexual orientation. *Psychological Review*, 103, 320-335.

Borillo, Daniel (2001) Homofobia, Barcelona: Editorial Bellaterra.

Boswell, John (1993) Cristianismo, tolerancia y homosexualidad, Barcelona: Muchnik.

Bourdieu, Pierre (2001): Die feinen Unterschiede. Kritik der gesellschaftlichen Urteilskraft, Frankfurt/Main, 1987, Meditationen. Zur Kritik der scholastischen Vernunft, Frankfurt/Main

Bruchhagen, Verena, Koall, Iris (2007): Loosing Gender-Binarity? Winning Gender-Complexity! Intersektionelle Ansätze und Managing Diversity. In: Netzwerk Frauenforschung Journal 22/2007, S.32-42. Download: http://www.gender-diversity.net/johcqi/div/TCqi.cgi?target=home&Param_Kat=8&Param_KatSub=17&Param_Entry=61

Butler, J. (2004) Undoing gender. New York & London: Routledge

Butler, J. (1993) Bodies that Matter: On the Discursive Limits of "Sex". New York & London: Routledge

Butler, J. (1990) Gender Trouble: Feminism and the Subversion of Identity. Thinking Gender. New York & London: Routledge,.

Byrne, Fone (2001) Homophobia: A history, New Cork: Picador

Cheng, Cliff (Ed.). (1996). Masculinities in Organizations (Research on men and masculinities, vol. 9). Thousand Oaks, CA: Sage.

Cherbosque, Jorge, Gardenswartz, Lee, Rowe, Anita (2005): Self-Governance. Emotional Intelligence & Diversity Institute.(e/i/d/i). www.EIDI-Results.org. Los Angeles

- Connell, Robert W. (2000). *Der gemachte Mann: Konstruktion und Krise von Männlichkeiten*. Opladen: Leske + Budrich (2nd ed.). (Original title: „Masculinities“)
- Council of Europe (2007): *gender matters. A manual on addressing gender-based violence affecting young people*, Council of Europe, www.coe.int/compass
- Crenshaw, Kimberlé (1998). *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics*. In: Phillips, Anne (Hg.): *Feminism & Politics*. New York, S. 314 – 343.
- Dialogue between the genders (2006): *Research Report “Gender Training in Europe”*. EU SOCRATES Grundtvig Project No 225577 - CP - 1 - 2005 - ES - G11. Download under: <http://personales.ya.com/genders/research.html>
- Ibid. (2007): *Needs Analysis for Gender Trainers – Survey Report*, June 2006 (Edited November 2007), EU SOCRATES Grundtvig Grundtvig Project No 225577 - CP - 1 - 2005 - ES - G11. Download under: <http://personales.ya.com/genders/analysis.html>
- Didier, Eribon (2001) *Reflexiones sobre la cuestión gay*, Barcelona, Anagrama
- Dirkx, John M. and Lavin, Ruth (1991): *Understanding and facilitating experience-based learning in adult education: the FourThoughtModel*. Source: <http://www.msu.edu>, 2008-04-28
- Duncan, Norman (2008): *Gender is an emotional issue*. Internal publication for EU project Gender Loops and EU project Dialogues between the genders, Norman Duncan – *El arte de ser persona*, <http://eu-men.org/elartede/index.php>
- Esping-Andersen, Gøsta (1990): *The Three Worlds of Welfare Capitalism*. Cambridge
- Freud, Sigmund (1962). *Three Essays on the Theory of Sexuality*, trans. James Strachey. New York: Basic Books.
- Gardenswartz, Lee, Rowe, Anita (1994): *The Diversity Tool Kit*, Irwin Professional Publishing, Burr Ridge, IL
- Gardenswartz, Lee, Rowe, Anita (2005): *Diverse Teams at Work*, Irwin Professional Publishing, Burr Ridge, IL
- Gildemeister, Regine / Wetterer, Angelika (1992) *Wie Geschlechter gemacht werden*, in: Knapp, Gudrun Axeli / Wetterer Angelika (Hg.): *Traditionen – Brüche: Entwicklung feministischer Theorie*. Freiburg i. Br., 201-254.
- Gortnar, M. and Salecl, T. (2004). *Pregled pravne ureditve v EU in Sloveniji na področju človekovih pravic žensk (ključne direktive in zakoni) (An Overview of the EU and Slovene Legislation in the Sphere of Women’s Human Rights (Key Directives and Acts))*. In V. Jalušič, D. Zagorac (Eds.), *Človekove pravice žensk. Uvodna pojasnila in dokumenti (Women’s Human Rights. Introductory Explanations and Documents)* (pp. 114-147). Ljubljana: Društvo Amnesty International Slovenije and Mirovni inštitut.
- Guasch, Oscar (2003): *Sexualidades: Diversidad y control social*, Bellaterra, Barcelona
- Hartley, Linda (2004): *Somatic Psychology. Body, Mind and Meaning*, Whurr Publishers Ltd., London/Philadelphia
- Holter Ø. G., Riesenfeld V., Scambor E. (2005). *„We don’t have anything like that here!“ – Organisations, Men and Gender Equality*. In: Puchert R., Gärtner M., Höyng S. (eds.). *Work Changes Gender. Men and Equality in the Transition of Labour Forms*. Verlag Barbara Budrich Publishers, pp. 73 – 104

- Höyng, Stephan; Puchert, Ralf (1998): Die Verhinderung der beruflichen Gleichstellung. Männliche Verhaltensweisen und männerbündische Strukturen. Bielefeld
- Huber, Michaela (2003): Trauma und die Folgen, Jungfermann Verlag, Paderborn
- Politikwissenschaft, 01/2007. Berlin, Humboldt Universität
- Kanjuo-Mrčela, A., Černigoj-Sadar. N. (ur.) (2007). *Delo in družina – s partnerstvom do družini prijaznega delovnega okolja*. Ljubljana, Fakulteta za družbene vede.
- Klinger, Cornelia / Knapp, Gudrun-Axeli (2005): Achsen der Ungleichheit – Achsen der Differenz. Verhältnisbestimmungen von Klasse, Geschlecht, „Rasse“/Ethnizität. In: Transit. Europäische Revue. Heft 29. Juli 2005.
- Koall, Iris, Bruchhagen, Verena, Höher, Friederike (2002): Vielfalt statt Lei(d)tkultur – Managing Gender & Diversity in Theorie und Praxis. Münster
- Kolb, A. and Kolb D. A. (2001) *Experiential Learning Theory Bibliography 1971-2001*, Boston, Ma.: McBer and Co.
- Kolb, D. A. (1984) *Experiential learning*, Englewood Cliffs, NJ.: Prentice Hall.
- Kulawik, Teresa (2005): Wohlfahrtsstaaten und Geschlechterregime im internationalen Vergleich. http://web.fu-berlin.de/gpo/teresa_kulawik.htm
- Langan Mary, Ostner Ilona (1991): Geschlechterpolitik in Wohlfahrtsstaaten. Aspekte im internationalen Vergleich, in: Kritische Justiz 3/91, 302-317
- Lange, Ralf (2006): Gender-Kompetenz für das Change Management. Gender & Diversity als Erfolgsfaktoren für organisationales Lernen. Gern. Haupt Verlag.
- Lewis, Jane/ Ostner, Ilona (1994). *Gender and the Evolution of European Social Policies*. Zentrum für Sozialpolitik der Universität Bremen. Arbeitspapier Nr. 4.
- Lorentzi, Ulrika: *The 3Rs. Tools for Gender Equality in the Local Government*. Swedish Association of Local Authorities. Stockholm 1999. www.svekom.se
- McCall, Leslie (2005): *Managing the Complexity of Intersectionality*. In: *Journal of Women in Culture and Society*. Vol 30. No 3. 1771-1780.
- Meuser, Michael (2006): Körper-Handeln. Überlegungen zu einer praxeologischen Soziologie des Körpers. In: *body turn – Perspektiven der Soziologie des Körpers und des Sports*, transcript Verlag, Bielefeld, , pp. 95 – 116
- Ohlendieck, Lutz (2003). *Gender Trouble in Organisationen und Netzwerken*. In: Pasero U./ Weinbach Ch. (Hrsg.): *Frauen, Männer, Gender Trouble*. Systemtheoretische Essays. Frankfurt a. Main: Suhrkamp (S 171 - 185).
- Pascall, Gillian / Lewis, Jane (2004): *Emerging Gender Regimes and Policies for Gender Equality in a Wider Europe*. <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=235679>
- R. Roosevelt Thomas, Jr. with Marjorie Woodruff (1999): *Building a House for Diversity*. How a fable about a Giraffe & an Elephant offers new strategies for today's workforce. New York
- (german: Thomas, R.R. *Management of Diversity – Neue Personalstrategien für Unternehmen*. Wie passen Giraffe und Elefant in ein Haus? Wiesbaden 2001)
- Reich, K. (Hg.): *Methodenpool*. Unterrichtsmethoden im konstruktiven und systemischen Methodenpool In: <http://methodenpool.uni-koeln.de>

- Salzborn, Samuel (2006): Zwischen Homogenitätsdruck, (Selbst-) Ethnisierung und Segregation –Minderheitenpolitik in Deutschland. In: Samuel Salzborn (Hg) Minderheitenkonflikte in Europa, Fallbeispiel und Lösungsansätze. Innsbruck
- Scambor, C., Schwerma, K., Abril, P. (2005). Towards a New Positioning of Men. In R. Puchert, M. Gärtner, S. Höyng (eds.), *Work Changes Gender. Men and Equality in the Transition of Labour Forms*. Opladen: Barbara Budrich Publishers, pp. 117-173.
- Scambor, Elli / Stuve, Olaf (2007): Diversity / Intersectionality - What Makes the Difference? <http://www.peerthink.eu/peerthink/content/view/25/39/lang.de/>
- Sedmak, M., Medarič, Z. (ur.) (2007). *Med javnim in zasebnim. Ženske na trgu dela*. Koper, Annales.
- Squires, Judith (2007): Diversity Mainstreaming. Moving Beyond Technocratic and Additive Approaches. In: *Femina Politica, Von Gender zu Diversity Politics? Zeitschrift für feministische Politikwissenschaft*, 01/2007. Berlin, Humboldt Universität
- Švab, A. (2001). *Družina: od modernosti k postmodernosti*. Ljubljana: Znanstveno in publicistično središče.
- Tin, Louis-George (2008) (Ed) *The dictionary of homophobia: a global history of gay and lesbian experience*, Vancouver: Arenal Pulp Press
- Triebel Thome, Anna (2004): *Bewegung – ein Weg zum Selbst*, Jungfermann-Verlag, Paderborn
- Urad RS za enake možnosti (2004): *Analiza stanja. Podlaga za Predlog Resolucije o nacionalnem programu za enake možnosti žensk in moških (2005-2013)*, http://www.uem-rs.si/slo/NPZEMZM_analiza.pdf .
- Urad za enake možnosti (Office for Equal Opportunities) (2006) *4th Periodic Report of the Republic of Slovenia on implementation of the Convention of Elimination of All Forms of Discrimination Against Women*. Ljubljana. Retrieved September 12, 2006 from: <http://www.uem.gov.si>.
- Urad za enake možnosti (Office for Equal Opportunities) (2007) *Pot k enakosti spolov. Smernice in dokumenti za izvajanje politike enakosti spolov*. Vlada RS, Urad za enake možnosti, Ljubljana.
- Veil, Mechthild (2003): *Wohlfahrtsstaatliche Konzepte, Kinderbetreuungskulturen und Geschlechterarrangements in Europa*. http://web.fu-berlin.de/gpo/mechthild_veil.htm
- West, Candace & Zimmermann, Don (1987). *Doing Gender*. In: *Gender and Society* 1.
- Wetterer, Angelika (2002): *Arbeitsteilung und Geschlechterkonstruktion. 'Gender at Work' in theoretischer und historischer Perspektive*. Konstanz: UVK.
- Wilkins, Riki (2006): *Queer Theory, Gender Theory – an instant primer (2004)*. Deutsch: *Gender Theory. Eine Einführung*. Berlin

Part IV: Annex

A. Professional standards for gender workers full version

1. Knowledge

1.1. Understand theories of gender and their historical development

- a. Evaluate a range of theoretical approaches to gender (feminist theory, gender theory, queer theory, critical men's studies)
- b. Outline the historical development of theoretical approaches to gender
- c. Identify political and socio-economic influences on the development of such approaches
- d. Analyse a range of key concepts relating to gender discourses including :
 - gender power relations
 - hegemonic masculinity and femininity
 - “doing gender”
 - sex, gender and sexual orientation
 - intersectionality
 - diversity

1.2. Understand theoretical approaches to gender-political themes in European societies

- a. Compare and contrast the gendered structure of European societies :
 - at a macro-economic level (e. g. indicative content)
 - at a legislative level (e. g. equality laws, human rights)
- b. Compare and contrast strategies and concepts relating to a range of gender-political discourses (e. g. gender equality, equation, gender equity)
- c. Evaluate gender-political strategies for achieving equality of opportunity(e. g. gender mainstreaming, gender equality duty)
- d. Analyse the gender related dimensions of a range of socio-political undertakings (e. g. mobility, traffic, regional planning, care & health)

1.3. Understand theoretical approaches to the analysis of the gendered structure of organisations

- a. Apply theories of gender to the analysis of the structure and development of organisations
- b. Define gendered processes in organisations and illustrate implementation tools and strategies for gender equality measures
- c. Use gender analysis methods in organisational analysis

1.4. Understand theoretical approaches to gender within interpersonal relationships

- a. Analyse the dynamics of the behaviour of humans in groups

- b. Identify and analyse influences on the formation of individual gender identity (e. g. gendered socialization, self concept changes, family, body, sexuality, sexual orientation)
- c. Analyse the gender related behaviour of individuals in diverse relational settings (e. g. friendship, networks)
- d. Analyse and evaluate the gender dimensions of a range of modes of codified representation (e. g. spoken and written language, pictorial, musical, symbolic)
- e. Evaluate both formal and informal educational influences on individual perceptions of gender and gender identity

1.5. Understand the relevance and significance of current debates to questions of gender

- a. Engage in current debates about change and development in various areas of society and the environment (e. g. mobility, traffic, regional and municipal development, water and sustainable development, urban planning and architecture)
- b. Identify the gender-related repercussions of current debates and contribute constructively to them by the transfer of own and others' gender knowledge and expertise

2. Skills

2.1. Academic Skills

- a. Methods
 - i Apply appropriate methods to the analysis of gendered structures in different areas of society
 - i i Use a variety of methods / tools to develop and implement gender equality measures
- b. Knowledge Transfer
 - i Transform theory into practice : Illustrate the application of theoretical concepts to practice using appropriate methods / tools
 - i i Apply practical skills using a variety of appropriate methods
 - i i i Develop methods and skills for the transfer of knowledge
- c. Analysis and Evaluation
 - i Apply different analytical methods / tools at macro, meso and micro levels and developing variants of the methods /tools
 - i i Develop evaluation strategies for use in gender analytical activities (targets, indicators, evaluation criteria for quantitative and qualitative analysis)
 - i i i Draw clear distinctions between critical concepts in the interpretation and analysis of situations and problems relating to gender
- d. "Meta" Skills
 - i Analyse social phenomenon in terms of different social categories and their interrelationship (e. g. relate and describe one's personal life in connection with social structures)

- i i Reflect critically on dual gender concepts, gender stereotypes and on prejudice and its consequences (inequality and discrimination)
- i i i Explain, compare, contrast and classify the knowledge and ideas of (gender) experts
- i v Engage continuously in reflection and scholarly activity

2.2. Planning and problem-solving skills

- a. Agree clear achievable (SMART²¹) goals, informed by the core value set, with stakeholders
- b. Gather relevant information, schedule activities and allocate roles for the efficient achievement of goals
- c. Apply a range of appropriate theoretical and practical approaches, consonant with core values, to the management of and solution to complex problems
- d. Adapt problem-solving strategies / concepts to specific situational and /or organisational circumstances
- e. Develop clear and practical applications of the central concept of equality and its accompanying core values to concrete problems
- f. Contribute to the development of planning and problem-solving skills in others

2.3. Communication

- a. Listen actively and elicit information through the skilful use of questions
- b. Express ideas and arguments on complex gender-related issues clearly and appropriately for a given audience both orally and in writing
- c. Use examples from the learners' life experience, their knowledge and professional experience to explore gender themes
- d. Structure and facilitate group discussions and identify barriers to communication
- e. Identify and analyse some of the roots of inequalities, stereotypes and prejudices within communication
- f. Use a range of communication methods and media to conduct discourses on gender and diversity (e. g. knowledge transfer through lecture, map exercises, role games, body work)
- g. Analyse and discuss difficult gender related situations that trainers encounter in their work place, personal life and strategic change processes such as e. g. gender mainstreaming and change management
- h. Work within the context of different (academic) disciplines
- i. Employ and encourage the use of a gender sensitive language (writing, speaking, picturing)
- j. Foster core values through own communication

2.4. Self-awareness and interpersonal skills

- a. Reflect analytically on own gender identity and motivation

²¹ Specific, Measurable, Achievable and /or Agreed, Realistic and /or Relevant, Time-constrained

- b. Identify and discuss power relations in group dynamics (e. g. in-group / out-group-interrelationship) and enable learners to effectively explore power-relations
- c. Establish rapport and empathy with others through skilful listening techniques
- d. Adjust responses in accordance with the individual needs of learners
- e. Foster independence and self-advocacy in others
- f. Identify diverse characteristics of group members and deal with difference
- g. Promote teamwork, networking, exchange of experts and supervision in the field of gender work
- h. Assist others in coping with difficulties associated with gender-related change processes
- i. Deal fairly and assertively with inappropriate interpersonal behaviour (e.g use of discriminatory language)
- j. Encourage the development of self-awareness and good interpersonal skills in others
- k. Recognise own strengths and limitations in dealing with gender-related issues and seek support from other agencies accordingly

2.5. Pedagogical Skills

- a. Set (SMART) learning objectives which are appropriate for the subject specialism (gender-related topics and themes) and the learner(s) and which are consistent with core values
- b. Minimise barriers to learning by providing differentiated support to individual learners in accordance with their diversity
- c. Establish a learning environment where learners feel safe, secure, confident and valued equally
- d. Create a motivating environment which encourages learners to reflect on gender identity in a personalised manner
- e. Encourage learners to use their own life experiences and professional experience as a source for their development
- f. Make use of supervision and /or coaching in order to guarantee positive professional development in the field of gender work
- g. Use different training materials (e. g. cards, drawing) in practical activities, to support the learners' needs in an effective way
- h. Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence
- i. Identify with learners the transferable skills they are developing, and how these might relate to their professional practice

3. Competences

The following competences are indicative and relate to the work roles, defined for advanced gender work. Similar competences may be added to the list.

3.1 Overarching competence

Consult / negotiate with clients and / or stakeholders in a range of organisational settings in order to :

- Identify gender related problems and challenges
- Agree targets for individual and / or organisational change
- Develop and implement strategies to achieve agreed targets
- Evaluate the effectiveness of the strategies and their implementation

3.2 Specific examples

Plan, prepare, execute, assess and evaluate agreed gender-related learning and development events with groups and individuals (teaching, training)

Plan, develop, implement and evaluate agreed gender-related development and change strategies in organisations (strategy planning)

Design, develop, co-ordinate and evaluate gender-related project work in collaboration with specified clients / stakeholders (project management)

Design, execute, evaluation and report on gender-related research / investigative activities (research)

Negotiate, develop, execute and evaluate personal support and learning and development strategies for individuals and teams in organisations (consultation and coaching)

B. Overview GemTrEx modules

1. Introduction to gender work
2. Personal development and gender
3. On power relations in gender & diversity discourses
4. Gender analysis in practice: organisations in their environments
5. Gender mainstreaming and organisational development
6. Gender equality impact on local development
7. Gender and sexual diversity
8. Masculinities and equality
9. Gender regimes in European societies
10. Gender in selected policy fields - Sample
 - 10.1. Integrated water resources management and gender
 - 10.2. Sustainable regional governance and gender
 - 10.3. Sustainable mobility and gender
 - 10.4. Crossing the boundaries of nature – culture – dichotomies: sustainability and hegemonic masculinity

Module 1. Introduction to gender work

General purpose

It is envisaged that this session would occur very early in a development programme for gender workers. It may even be the first meeting. The purpose of the session is to:

- enable group members to find out about their peers
- establish initial group rapport
- share reasons for attendance and general aspirations regarding gender work
- develop the learners' sense of belonging and their sense of ownership of the programme
- commence the process of reflection, introspection and discovery
- establish the culture of learning from each other
- explore the group's collective awareness and/or experience of gender inequality issues
- develop awareness of the nature and scope of gender work and of the knowledge and skills that underpin it

Topics	Contents	Methods
<p>Awareness/experience of gender inequality issues</p> <p>The nature and scope of gender inequality issues</p> <p>How could the interventions of a gender worker help?</p> <p>Knowledge and skills of a gender worker</p>	<ul style="list-style-type: none"> • Sharing and discussion of the awareness and experience of a range of gender inequality issues. • Introduction and discussion of the existing discourse framework(s) in the field of gender • Establishment and employment of a common language within gender work. • Forms of gender equality intervention and their contribution to gender equality • Build up an overview of the nature and scope of gender work • Introduction of the GemTrEx Professional Standards and the general areas of knowledge and skills that should be covered by a competent gender worker 	<p>Group work – discussion*</p> <p>Given that this is an early session learners may not wish to disclose personal material, so it is recommended that this exercise be carried out in the third person (i.e. impersonally)</p> <p>Poster presentation of findings</p> <p>Clustering findings according ordering principles, e.g. political, economic, social, educational, work-related, domestic, etc</p> <p>Plenary group discussion</p> <p>Theoretical input</p> <p>Board-storming exercise</p>
<p>The module refers to the following professional standards:</p>		
<p>Part 1 Knowledge pt. 1.1 d // 1.5 a,b</p> <p>Furthermore the module contributes to all skills and competences particularly in:</p> <p>pt. 2.3 a,d, l, j // 2.4 c, d, f, h, j</p>		

Module 2. Personal development and gender

General purpose

Supporting personal exchange and reflection among the participants on level of the individual personal and professional expertise in regards to:

- Personal relationships and personal qualities and gendered stereotyping
- Personal reflection of gendered conflicts in private and/or professional life
- Strengthening the personal margin for action

Topics	Contents	Methods
<p>Sensitising for the topic:</p> <p>Influences on the development of gender identities</p> <p>Personal qualities and stereotypes</p> <p>Personal reflection on gendered conflicts</p> <p>Strengthening personal options, potentials, capacities for action</p>	<ul style="list-style-type: none"> • Strengthening the awareness of one's own individual gender perception and behaviour in personal and professional relationships. • Illumination on how one person is related in certain life spheres and which persons are accompanying him or her • Exploration of the quality of relationships within the biographical process including aspects of power and power relations • Strengthening resources for self reflection. Personal gendered history as starting points to <ul style="list-style-type: none"> - explore the comprehension of the own personal qualities and social skills - analyse on how this comprehension of qualities and social skills are stereotypical connoted as "female" or "male" - discuss options and limits of these gendered attributes • Personal exploration as regards to individual beliefs, assumptions and judgements • Challenging behaviours based on (unconscious) expectations and/or a sense of entitlement vis-à-vis the other gender(s). • Strategies for the sustainability of personal experiences and encouragement 	<p>Bodywork- exploration of space and offer of some gentle bodywork to relax and mobilise the body</p> <p>Sociometric formation* on group diversity</p> <p>Personal Network Card*</p> <p>Inquiry monologue or storytelling exercise*</p> <p>Single work, small groups, plenary session</p> <p>Homogeneous sex groups</p> <p>Tandem groups</p> <p>SMART or Personal-Step-Plan*</p>
<p>The module refers to the following professional standards:</p>		
<p>Part 1 Knowledge pt. 1.4.b / 1.4. c / 1.4.e</p> <p>Furthermore the module contributes to all skills and competences particularly in:</p> <p>pt. 2.2.// 2.3 // 2.4</p>		

Module 3. On power relations in gender & diversity discourses

General purpose

To establish a structured discourse including the various approaches and concepts of social and human liberation and the development of mutual understanding and recognition for the respective opposing views, to deepen the knowledge and experience on group dynamics, to reflect the perception of power relations in various discourses and to get conscious differentiation of political discourse and recognising context related options and limits of strategies for liberation.

Topics	Contents	Methods
Terminology and perceptions of power Main states on power relations in gender-feminist-, men's and queer discourses Inclusion - exclusion Homogeneity and heterogeneity strategies in social systems Diversity management in theory and practice Positions and political statements of emancipation and anti-discrimination policies	<ul style="list-style-type: none"> • Connotations of power and powerlessness - Approaches to and definitions of power • Perceptions of power relations – dominance access & gender within gender- feminist- men's and queer studies Evolution of women's movements • Homogeneity- and heterogeneity strategies for the achievement of human equality in social systems (chances and limitations) • Power relations in focus of gender in social systems: -The dynamic of hegemonic masculinity in social systems -The impacts of equity-paradigms on power perceptions within femininity discourses • History and paradigms of diversity management -Managing diversity in practice -The model of "Leading Culture" -Homogenous Systems – Monocultures -Ingroup-outgroup mechanisms -A concept for conflict solutions (<i>Theory of difference</i>) -The tension of group belonging and deconstruction of typologies • Self introspection: Making sense of personal accounts of discrimination 	Presentation of concepts Discussion Sociogram Theoretical input Reflecting groups Awareness training Homogeneous sex groups Telling and listening in the „fishbowl“* Practice work Plenary session Self Introspection: "Being an elephant" *
The module refers to the following professional standards:		
Part 1 Knowledge pt. 1.1.a,b,c,d, // 1.2.b,c // 1.4 a,c,d		
Furthermore the module contributes to all skills and competences particularly in: pt. 2.1.b,d // 2.2.d,e // 2.3.c // 2.4.b,f		

Module 4. Gender analysis in practice: organisations and their environments

General purpose

To improve learners' knowledge, skills and competencies for gender analysis of organisations, to empower learners to plan and design gender analysis concepts for an organisation, to perform a range of steps themselves, to know what to outsource, to see chances and limitations of positions in organisations that are concerned with GeM issues.

Topics	Contents	Methods
Basic framework: Constructivism Methodological concepts of gender analyses Organisational theory Critical research on men Intersectionality	<ul style="list-style-type: none"> • The Social constructivist concept of gender agency and structure • Gender analyses: quantitative, qualitative methods; strengths and weaknesses • Gender in organisations: (gendered organisations; system theory of organisations) • Socio-economic concepts: Gender regimes • Masculinities in organisations Critical research on men Hegemonic masculinity, emphasised femininity • Discussion of terminology (sources) Difference between diversity and intersectionality 	Theoretical inputs Discussion in plenary sessions Survey teams (analysing material, finding of gender gaps, work with data material) Coaching / counselling by the trainers Outline transfer concepts
The module refers to the following professional standards:		
Part 1 Knowledge pt. 1.1 a // 1.2 a // 1.3 a,b,c Furthermore the module contributes to all skills and competences particularly in: pt. 2.1 a (i) / b (i) / c (i ,ii, iii) / d (ii) // 2.4 g		

Module 5. Gender mainstreaming and organisational development

General purpose

To improve the learners' understanding of and ability to deal with organisational behaviour through exposure to the mechanisms of change and resistance within a virtual organisation. To give participants the opportunity to experiment with change and the implementation of gender politics in a role play conducted over a period of several days in an organisational "laboratory".

Topics	Contents	Methods
<p>Change management in organisations</p> <p>Gender mainstreaming processes in organisations</p> <p>Human resource management with a gender focus</p> <p>Sustainability: Successful implementation and critical points of gender mainstreaming</p>	<ul style="list-style-type: none"> • How do organisations "tick"? • Models of organisations from a systems theory point of view • Change processes & change management in organisations • Gender mainstreaming as a strategy for development processes in organisations • Instruments and tools of gender mainstreaming processes in organisations (4 step method: gender analysis - definition of aims - implementation – evaluation) • Roles and functions within a gender mainstreaming process • Human resource management and gender politics • Preconditions for the successful implementation of gender equality • Critical perspectives on gender mainstreaming (feminist perspectives and the perspectives of critical men's studies) 	<p>Organisational "laboratory"</p> <p>Role-play</p> <p>Theoretical input by instructors</p> <p>Plenary discussion</p>
<p>The module refers to the following professional standards:</p>		
<p>Part 1 Knowledge pt. 1.2 c // 1.3 a,b,c // 1.4 a</p> <p>Furthermore the module contributes to all skills and competences particularly in:</p> <p>pt. 2.1 a (i, ii) / c (ii, iii)</p>		

Module 6. Gender equality impact on local development

General purpose

To raise the awareness about gender equality impact on (local, national) development in practice;
to open the perspectives on how gender equality can effect local/national changes;
to rethink the importance of gender equality mechanisms for local, national development

Topics	Contents	Methods
<p>Conceptual framework (gender, gender equality, gender mainstreaming)</p> <p>Legislation: EU, national, local</p> <p>Gender budgeting</p> <p>The role of anti-discrimination practices in development processes</p> <p>Examples of good practices of gender equality impact on development</p> <p>Regional and municipal development processes</p> <p>The idea of good governance and active citizenship</p>	<ul style="list-style-type: none"> • Analysis of relevant terminology • Analyses of gender power relations and strategies for achieving gender equality (gender mainstreaming) • Application of different analytical tools to different levels of analysis (micro, meso, macro level); • Knowledge on legislation (legal regulations on gender equality, equal opportunities, family policy, employment policy) • Analyses of data and practice of analytical instruments • Basic knowledge on gender budgeting; (national, local, household) • Development of intersection of social categories on the examples of anti-discrimination practices • Critical reflection on dual gender concepts, gender stereotypes and prejudices and its results in society • Analyses of good practices about the gender equality impact on the society (different mechanisms, such as family policy (parental, paternal leave), employment policy • Regional and municipal development and sustainability • Good governance and active citizenship: Surface the activist element in terms of active approach of individuals to the possible/potential change in the society in general • PROCESS method 	<p>Theoretical input</p> <p>Group work</p> <p>Discussion</p> <p>PROCESS method: Problem Resolution Oriented Civic Education in Self-Surroundings focused on family policy and employment policy</p>
<p>The module refers to the following professional standards::</p>		
<p>Part 1 Knowledge pt. 1.1 d // 1.2 a,b</p> <p>Furthermore the module contributes to all skills and competences particularly in: pt. 2.1 a (ii) / b (i, ii) / c (i, iii) / d (ii) // 2.2 e</p>		

Module 7. Gender and sexual diversity

General purpose

To include sexual and gender diversity in gender perspectives, to raise awareness in equality related to sexual and gender orientation, to inform about theory, practice, and social inequalities within lesbian, gay, bisexual, transgender, queer concepts. (LGBTQ)

Topics	Contents	Methods
<p>Conceptual framework</p> <p>History of LGBTQ</p> <p>Legislation in Europe</p> <p>Inequalities affecting LGBTQ</p>	<ul style="list-style-type: none"> • Theory of sexuality • Conceptual approaches to LGBTQ <ul style="list-style-type: none"> ○ Analysis of a range of key concepts ○ Evolution in the conception of LGBTQ ○ History of oppression, culture, movement and LGBTQ communities • Legislation <ul style="list-style-type: none"> ○ General legislation affecting sexual diversity ○ Specific legislation affecting workplace • Statistics of sexual diversity inequalities in Europe <ul style="list-style-type: none"> ○ Case experience (transgender, lesbian, AIDS) • Self-reflection of own gender and sexual identity • Critical analyses and reflection of dual gender concepts, heteronormativity, stereotypes and prejudice and its results (inequality and discrimination) • Analyses of roots of inequalities, stereotypes and prejudices and diverse habits of group members 	<p>Theoretical input</p> <p>Discussion</p> <p>Awareness raising method – interactions between sex gender and sexual orientation*</p> <p>Role play – stereotypes on sexual orientation</p> <p>Case study</p> <p>Small group discussion</p>
<p>The module refers to the following professional standards::</p>		
<p>Part 1 Knowledge pt. 1.1 a,d // 1.2 a // 1.4 a</p> <p>Furthermore the module contributes to all skills and competences particularly in:</p> <p>pt. 2.1 a (i) / b(i) / c(ii) / d (i-iv) // 2.3 e / f (i,j) // 2.4 c (j) // 2.5 c,d,e,g</p>		

Module 8. Masculinities and equality

General purpose

To foster the discussion and to improve the participants' knowledge about gender relations and the system of masculinities and femininities ("how doing gender" works in organisations) as well as about hetero-normativity in men's identities, to improve the knowledge on gender regimes and the pattern of gendered spheres (re- and production) as a basis for gendered self-concepts of people (how societal structures form identities).

To foster thinking/discussion and improve participant's knowledge about gender mainstreaming in companies with regard to the diversity within gender.

Topics	Contents	Methods
<p>The mutual influences of women's movement - men's movement and gay's movement</p> <p>Masculinities</p> <p>Men's socialisation and men's topics in our society</p> <p>Gender relations and the system of masculinities and femininities</p> <p>Gender equality and men</p>	<ul style="list-style-type: none"> • Social movements <ul style="list-style-type: none"> ○ Women's movement and gays' movement, and their influence on men's movement ○ Men's movement and the contributions to feminist theory • Masculinities <ul style="list-style-type: none"> ○ The dynamic of hegemonic masculinities and other masculinities (Connell) ○ Men's socialisation and men's topics: violence, health, sexuality, paternity, . ○ Sex-gender-desire: Hetero-normativity in men's identities • Gender relations and the system of masculinities and femininities <ul style="list-style-type: none"> ○ Care and self-care (feminist ethics of care approach) ○ Work life balance (breadwinner – carer model) • Gender regimes and the pattern of gendered spheres (re- and production) as a basis for gendered self-concepts of people (how societal structures form identities) • Gender equality – and men <ul style="list-style-type: none"> ○ Coherences to interests of men and addressing of men • Gender mainstreaming in companies <ul style="list-style-type: none"> ○ How "doing gender" works in organisations 	<p>Theoretical input</p> <p>Discussion</p> <p>Biographical work</p> <p>Group work</p>
<p>The module refers to the following professional standards:</p>		
<p>Part 1 Knowledge pt. 1.1 a,d // 1.2 a // 1.3 b</p> <p>Furthermore the module contributes to all skills and competences particularly in:</p> <p>pt. 2.1 a(i) // 2.2 b (i,ii) / c (i) / d (i,ii) // 2.3 g,i // 2.4 a,b // 2.5 c,e,g</p>		

Module 9. Gender regimes in European societies

General purpose

To improve learners' knowledge, skills and competencies of gender regimes in European societies.

The intersectional analysis approach should empower learners to analyse gender models in different European societies and to analyse the structural impact of work- and welfare regulations in western and post-socialist societies.

Topics	Contents	Methods
<p>Concept of gender regimes in Europe</p> <p>Concept of intersectional analyses</p> <p>Analyses of the structural impact of work- and welfare regulations</p>	<ul style="list-style-type: none"> • Basics: Concepts of three worlds of welfare capitalism (Esping-Andersen) and critical voices from a feminist perspective: • Gender regimes in Europe (Lewis & Ostner) (gender equality and gender policy at European level and national level: family, economy, labour market policy) • Methodological concepts in the field of gender analysis and intersectional analysis (Crenshaw, McCall) (anticategorical, intracategorical and intercategorical approach, multi-level-analysis) • Analyses of the structural impact of work- and welfare regulations • Examples: Women's labour market participation in western and eastern European countries • The development of new gender models in post socialist societies • Challenges for western male breadwinner and eastern dual-worker-models • Individualisation of responsibilities as a key trend (Pascall & Lewis) • New models for equally valued (paid and unpaid) work and the role of men 	<p>Theoretical input and discussion in plenary sessions</p> <p>Case studies* and work on examples in small groups</p> <p>Outline transfer concepts with the trainers or other participants</p>
<p>The module refers to the following professional standards:</p>		
<p>Part 1 Knowledge pt. 1.1 b,c,d // 1.2 a,c // 1.5 a,b</p> <p>Furthermore the module contributes to all skills and competences particularly in:</p> <p>pt. 2.1 a (i) / b (i) / c (i) / d (d,ii)</p>		

Module 10. Gender in selected policy fields – Sample:

Module 10.1. Integrated water resources management and gender

General purpose

To raise the awareness on gender dimensions in the environmental and technical field of water management, to sensitise gender trainers and experts for gender relevant dimensions in the management of ?existential necessary supply services, to train trainers in various fields of adult, gender and intercultural education, environmental, urban and regional planners, employees of water services suppliers as well as administrative representatives for gender relevant dimensions in water supply infrastructures.

Topics	Contents	Methods
<p>Sensitising for the topic: The gender dimension as a cross-cutting issue in integrated water resource management</p> <p>Reproductive elements in the governance of water on regional level</p> <p>The role of civil society in integrated water resource management</p>	<ul style="list-style-type: none"> • Nature – culture dichotomies in water supply strategies • The societal constitutional power of water • Gender dimensions in history and recent structure of water services management • Influences of gendered societal structures on the formation of supply services as regards to: • dichotomies on different immaterial levels such as thinking, rationality and behavior in the management of a natural resource, • the relationship between professional and daily-life knowledge as regards to regional intercultural diversity and • differences in the awareness and participation on environmental, societal and economic matters. • Identification of intersectional fields within the supply field of water services management (social, ethnic, class, gender, physical contexts) • Implications on water governance and the role of civil society on regional and global level 	<p>Sociometry on nature – culture dichotomies</p> <p>Inquiry monologue / storytelling exercise on biographical relation to water and the habits of use of water services</p> <p>Single work, small groups, plenary session</p> <p>Analysis of case studies</p> <p>Bodywork-exploration</p>
<p>The module refers to the following professional standards:</p>		
<p>Part 1 Knowledge pt. 1.2.d // 1.5.a // 1.5.b</p> <p>Furthermore the module contributes to all skills and competences particularly in:</p> <p>pt. 2.1.a (i) // 2.2. c, d, e // 2.3.f</p>		

Module 10.2. Sustainable regional governance and gender

General purpose

To sensitise trainers in various fields of adult education and intercultural education, environmental, urban and regional planners, mediators in regional-economic development as well as employees of regional initiatives and labour organisations for gender relevant topics as regards to local and regional political and participatory processes, to sensitise gender trainers and experts for gender relevant dimensions in socio-economic fields of citizenship and governance

Topics	Contents	Methods
<p>The gendered characters of regional planning and development in the fields of:</p> <ul style="list-style-type: none"> • Work and regional learning • Supply infrastructures (e.g. water, energy) • Regional economic management <p>The relationship between professional and daily-life knowledge as regards regional intercultural diversity</p> <p>Intersectional fields in sustainable regional development (social, ethnic, class, gender, physical contexts)</p>	<ul style="list-style-type: none"> • Analysis of differences in the awareness and participation on environmental, societal and economical matters • The border between scientific and popular knowledge in sustainable development: analysis of dichotomised, hierarchical patterns of reception, thinking and action in regional development with the help of gender theories • Identification, acknowledgement and valuing of neglected political spaces and activities of active engagement of civil society • Elaboration on transitions paths and sectoral nodes within the multilevel analysis frame of intersectionality as regards to a (re)productive use of natural resources and a sustainable performance of supply economies under conditions of multi-ethnicity and demographic changes • ‘Care’ and ‘Precaution’ as relevant factors in order to build a bridge between the tension of multicultural regional identity and mutual legitimacy • ‘Problem-orientation’ as key concept for sustainable regional development 	<p>Sociometry on regional and geographical diversity</p> <p>Inquiry monologue / storytelling exercise on regional identity, nature and environment</p> <p>Single work, small groups, plenary session</p> <p>Role playing game</p> <p>Bodywork-exploration</p>
<p>The module refers to the following professional standards:</p>		
<p>Part 1 Knowledge pt. 1.2.d // 1.5.a // 1.5.b</p> <p>Furthermore the module contributes to all skills and competences particularly in:</p> <p>2.1.a (i) / b / c // 2.2. // 2.3.f</p>		

Module 10.3. Sustainable mobility and gender

General purpose

To sensitise trainers in various fields of adult education and intercultural education, environmental, urban and regional planners, mediators in regional-economic development as well as employees of regional initiatives and labour organisations for gender relevant topics as regards to local and regional political and participatory processes, to sensitise gender trainers and experts for gender relevant dimensions in the topic of mobility, which has a high motivational factor in societal life, to introduce self-reflecting methods and didactical approaches for a proactive sustainable mobility education, to address traffic and mobility as one core field of power relations, societal action and competency in private and public space

Topics	Contents	Methods
<p>Modern patterns of mobility: Gender, environment and diversity – mobility between daily routine and professional provision of services</p> <p>Public space and social inclusion – Intercultural and intergenerational dimensions of mobility</p> <p>Transformations in public spaces: options for new occupancies e.g. as regards to security, liberty of action, freedom of movement of different societal groups</p> <p>Between individual liberty and social responsibility: Mobility and personal and societal risk behaviour</p>	<ul style="list-style-type: none"> • Transformation of supply services: The impact of mobility services for supply orientated daily-life economies • Intersectional fields and relations in mobility infrastructural planning (social, ethnic, class, gender, physical contexts) • The role of gender specific development of female and male identity concepts in mobility policies and planning • The potential of gender analysis in mobility planning: factors of exclusion of societal groups from various options for mobility (gender, family status, employment – unemployment, ethnic affiliation) • Mobility services and gender as grown relationship between <ul style="list-style-type: none"> ○ gendered options of the availability of time ○ gendered relations of social references ○ gendered conditions of liberty and ligation • Options for the performance of decision processes in mobility planning with the acknowledgement of diverse social, spatial, temporal life concepts of women and men • Personal responsibility for a differentiated mobility conduct in public space 	<p>Sociometry on spaces of private/family and gainful professional sphere mobility</p> <p>Exercise on daily routine mobility</p> <p>Exercise on personal mobility biography</p> <p>Inquiry monologue / storytelling exercise on biographical experiences, belief systems and personal mobility habits</p> <p>Analysis of case studies</p> <p>Single work, small groups, plenary session</p> <p>Bodywork-exploration</p>
<p>The module refers to the following professional standards:</p>		
<p>Part 1: Knowledge pt. 1.2.d // 1.3.a // 1.4.c // 1.5.a</p> <p>Furthermore the module contributes to all skills and competences particularly in:</p> <p>pt 2.1.b,d // 2.2.e,f</p>		

Module 10.4. Crossing the boundaries of nature – culture – dichotomies: sustainability and hegemonic masculinity

General purpose

Exploration of the relationship between gender and sustainability

Exploration of ‘societal relationships to nature’

The role of ‘hegemonic masculinity’ in discourses on societal relationships to nature

Topics	Contents	Methods
<p>Overview on main discourses on gender</p> <p>Essentialist approaches on and socio-biological versions of the analysis of gender relations</p> <p>The paradigm of sustainability in relation to the concept of societal relationships to nature</p> <p>Hegemonic and non-hegemonic spheres in societal relations to nature and environment</p>	<ul style="list-style-type: none"> • The societal and natural environment of fossil capitalism • Patterns of capitalist societal relationship to nature • The role of gender analysis within the concept of societal relationship to nature – aims, assumption, expectations • The characters of hegemonic masculinities • Classical and new forms of hegemonic masculinities • Case study: gender analysis of fossil regimes – hegemonic hot spots • Productivity and (re-) productivity: Socio-economic similarities and socio-cultural dichotomies in societal relationships to nature 	<p>Sociometry on nature – culture dichotomies</p> <p>Work with methods from experiential learning:</p> <ul style="list-style-type: none"> • Personal inquiries on resource use and supply habits • Inquiry monologue or storytelling exercises <p>Work on case studies</p> <p>Single work, small groups, plenary session</p> <p>Bodywork-exploration</p>
<p>The module refers to the following professional standards:</p>		
<p>Part 1 Knowledge pt. 1.1 // 1.5</p> <p>Furthermore the module contributes to all skills and competences particularly in:</p> <p>pt. 2.1 // 2.3 // 2.4</p>		

C. Information on the authors of the compendium



Paco Abril. Sociologist. Freelance researcher and trainer in gender and masculinities. Fields of interest: gender, men, work, work life balance, technologies, education; website: www.pacoabril.net



Joyce Amato. Transnational coordinator, Centre for Innovation and Partnerships, Newham College of Further Education.



Franja Arlic. Managing director and Researcher at the Peace Institute, Institute for Contemporary Social and Political Studies (<http://www.mirovni-institut.si>) in Ljubljana. Specialized in financial management. Research fields: management, gender studies.



Jeff Edwards. Former head of Learning for the Continuous Professional Development of Teachers at Newham College of Further Education. Lecturer in learning and development (human resource management) at Kingston University.



Sigrid Fischer. Educationalist for adult education, Pedagogue, Trainer and Counselor for managing gender & diversity. Coordinator of the gender mainstreaming department within Frauenservice / Women's Service Graz and of various gender related projects. Founder member of GenderWerkstätte Austria.



Ingrid Franthal, Dr.in, Social Worker, Psychologist. Manager of Frauenservice Graz www.frauenservice.at, member of GenderWerkstätte Graz www.genderwerkstaette.at



Mojca Frelj. Sociologist. Coordinator of the East East: Partnership Beyond Borders Program and researcher at the Peace Institute, Institute for Contemporary Social and Political Studies (<http://www.mirovni-institut.si>) in Ljubljana. Research fields are: sociological phenomena related to feminist theory, equality of gender, equal opportunities, reconciliation of work and family life, contemporary citizenship etc.



Živa Humer. Sociologist. Researcher at the Peace Institute, Institute for Contemporary Social and Political Studies (<http://www.mirovni-institut.si>) in Ljubljana. Research themes: gender studies, ethics of care, informal reproductive work and reconciliation of work and family life. PhD candidate with the subject of relocation of care between private and public spheres, Faculty of Social Sciences, University of Ljubljana.



Bettina Knothe. Dr. rer. nat., Environmental Scientist, Yoga teacher BDY/EYU. (Foundation)member and trainer at genderWerk Berlin. Researcher in the field of sustainable management of water, environmental governance, feminist theory and gender discourses in natural sciences; www.medeambiente.eu



Alfons Romero. Doctor in Sociology. Tenured professor in the University of Girona. Researcher in the field of gender, social structure, work and education.



Christian Scambor, Dr. rer. nat., Clinical and Health Psychologist. Researcher in the field of gender studies and critical men's studies. Researcher at Research Institute of Men's Counselling Center Graz. Member of GenderWerkstätte. Co-Founder of Men's Counselling Centre Graz and GenderWerkstätte.



Elli Scambor. Sociologist. Researcher in the field of gender studies and critical men's studies. Lecturer at the University of Medicine Graz. Researcher at Research Institute of Men's Counselling Center Graz. Member of GenderWerkstätte. Managing Diversity Expert.



Klaus Schwerma. Social-scientist. Researcher and gender trainer in the fields of masculinities and gender, working at Dissens and genderWerk in Berlin. Memberships and Cooperation's: "Forum Men in theory and practice of gender relations" and "Gender Diversity – Professional Association for Gender Competency Education and Consulting."

D. GemTrEx – Partners and contacts

Frauenservice Graz, Austria

www.frauenservice.at

Projectcoordinator

Contact: Sigrid Fischer / gender@frauenservice.at

Ingrid Franthal / verein@frauenservice.at

Dissens e.V. Berlin, Germany

www.dissens.de

Contact: Klaus Schwerma / klaus.schwerma@dissens.de

Genderwerkstaette Graz, Austria

www.genderwerkstaette.at

Contact: genderwerkstaette@genderwerkstaette.at

genderWerk Berlin, Germany

www.genderwerk.de

Contact: Bettina Knothe / knothe@genderwerk.de

Girona University Girona, Spain

www.udg.edu

Contact: Paco Abril / pabril@uoc.edu

Alfons Romero / alfons.romero@udg.edu

Männerberatung Graz, Austria

www.maennerberatung.at

Contact: Christian Scambor / scambor@maennerberatung.at

Elli Scambor / elli.scambor@gmx.net

Newham College of Further Education London, Uk

www.newham.ac.uk

Contact: Amato Joyce / Joyce.Amato@newham.ac.uk

Jeff Edwards / jeff.edwards@kingston.ac.uk

The Peace Institute Ljubljana, Slovenia

www.mirovni-institut.si

Contact: Živa Humer / ziva.humer@guest.arnes.si

Mojca Frehlih / mojca.frehlih@mirovni-institut.si



Education and Culture

Socrates Grundtvig

230293-CP-1-2006-1-AT-GRUNDTVIG-G1

→ Contact and partners

Frauenservice
Project coordinator
Graz, Austria
www.frauenservice.at
contact:
gender@frauenservice.at



Männerberatung
Graz, Austria
www.maennerberatung.at
contact:
gender@maennerberatung.at



Dissens e.V.
Berlin, Germany
www.dissens.de
contact:
klaus.schwerma@dissens.de



Newham College of Further Education
London, UK
www.newham.ac.uk
contact:
joyce.amato@newham.ac.uk



genderWerk
Berlin, Germany
www.genderwerk.de
contact:
knothe@genderwerk.de



The Peace Institute
Ljubljana, Slovenia
www.mirovni-institut.si
contact:
franja.arlic@mirovni-institut.si



Girona University
Girona, Spain
www.udg.edu
contact:
pabril@uoc.edu



GenderWerkstätte
Cooperation of
Frauenservice
and Männerberatung
Graz, Austria
www.genderwerkstaette.at
contact:
genderwerkstaette@genderwerkstaette.at



www.gemtrex.eu