Standards and Training for Gender Workers in Europe

Quality criteria and further education for gender work

Socrates Project

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Education and Culture

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Education and Culture

Programme

BMW_Fᵃ
Austrian Federal Ministry of Science and Research

Contents

Introduction

This brochure, "Standards and training for gender workers in Europe", summarises the main results of the project *GemTrEx—Professionalising gender trainers and experts*.

It contains a short overview of the current situation regarding quality assurance in gender work in selected European countries and provides an account of the status quo in the development of standards within the GemTrEx network with reference to the European Qualifications Framework (EQF). Furthermore it presents a summary of the training programme for the professionalisation of gender workers elaborated by the GemTrEx members.

The professional standards can be used as a tool for self-evaluation by gender workers as there is currently no European public body that can act as a contact point for accreditation and certification in this field.

The modules of the GemTrEx training programme can be seen as a syllabus that supports the achievement of professional quality in gender work. The content of the programme is designed to cover the defined professional standards.

A sample of the modules will furthermore be offered by the GemTrEx partners via the Grundtvig training database and can be attended by an interested audience with Grundtvig funding. (Pg. 44)

Extended versions of the needs analysis, the professional standards, the modules and a theory and method compendium for gender work can be downloaded from the website: www.gemtrex.eu

We would like to invite all interested persons to get in contact with us and to join our dialogue.

GemTrEx consortium
July 2008

Current situation and perceived needs

Since gender mainstreaming has become a commonly recognised cross cutting issue all over the EU member states a market for gender work has developed, a new profession with a high demand for further education and professionalisation. Owing to the fact that concepts of gender education have remained fragmented, a clear demand for professional gender work has emerged, based on specific professional standards with a mode for certification.

Up to now quality assurance of gender work often happens in projects, round tables or networks of excellence at national and international level. GemTrEx works on the development and improvement of existing quality standards and it is based on the experience of these networks and platforms. The international focus of GemTrEx was targeted in order to capitalise on the diversity of the attempts to standardise quality within the area of the gender professions.

The concrete aims and objectives of GemTrEx focus on the development of an international course for gender work in the system of further education. Quality assurance is guaranteed through the development of quality standards for gender workers. These standards will function as a professional basis for GemTrEx learning and training offers in the future.

To sum up our survey of national needs for the concept of professionalisation for gender work, we can consider the diversity of approaches to gender mainstreaming processes found in the respective countries. Despite well developed gender equality legislation in all of the countries involved in the project, gender inequality still exists. One problematic issue in many cases is that gender equality is very often simply interpreted as positive action for women and understood as a women's issue. In **Slovenia** and **Spain**, there is a need to include men in gender equality politics as targets and as responsible actors. As the German survey stresses, special attention should first be given to the theoretical and methodological quality of gender training and second to the acknowledgement of the diverse professional skills of gender workers. This is especially in order not to reproduce the traditional gender roles and gender ideology based on dichotomies. In the **United Kingdom** the notion of developing a set of professional standards might better be strategically planned as a specific component of a larger set, which take equality and diversity as their guiding principles. The **Austrian** survey emphasises an ongoing discussion on quality standards for gender mainstreaming processes among gender experts. This discussion circles at the moment around the question of the context in which quality criteria standards for gender work should be developed and who/which body is
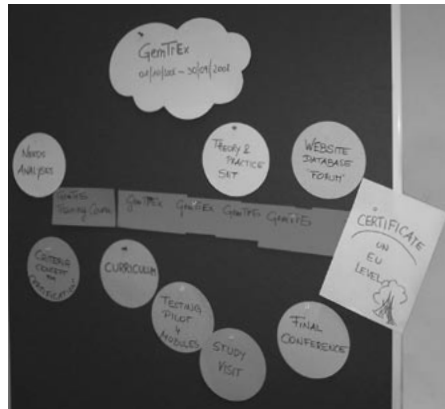
authorised to fix standards. This raises the question of inclusion and exclusion with regard to certification and labels.

> The GemTrEx products can be seen as a contribution to the discussion about professionalisation of a new field of work that we are calling *gender work*. The professional standards are proposed as a tool to be employed for the **self-evaluation** of gender workers.

"Gender Worker" in Adult Education

The field of gender work is diverse. It encompasses well defined roles, such as counselling, teaching and training among others and basic roles on a rather low level of gender knowledge. Therefore we made a distinction between *Basic Gender Workers* and *Advanced Gender Workers*. In order to define their roles, a general definition of gender work will have to be described.

Gender Worker—General Definition
Gender Workers are described as people in any professional paid work who:
—are in contact with people (direct and indirect),
—are active in the field of adult education or social work,
—work with a special focus on gender.
It follows that such individuals will possess educational competencies in a broad sense (teachers, trainers, coaches, counsellors, psycho-therapists, etc.)

Advanced Gender Worker—Definition
Any profession referring to the general definition of gender worker.
The term "advanced" refers to the fact that well defined knowledge, skills and competencies in the field of gender and gender mainstreaming are required. Advanced gender workers should 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)

The GemTrEx training programme, described in the second part of this brochure, will be offered for the advancement of all interested gender workers regardless of any categorisation as either basic or advanced.

A profile for one's own knowledge, skills and competences can be derived from the professional standards in terms of a self evaluation framework. Information about basic preconditions for participants can be found in the chapter: "profile of the participants" on page 15.

The European Qualifications Framework (EQF)

The European Councils in Lisbon and Barcelona recognised increased transparency of qualifications as a necessary precondition for turning this diversity into an asset. A situation where education and training systems and institutions operate in isolation from each other could lead to fragmentation and hinder rather than enable citizens to develop their knowledge, skills and competences.[1]

In order to guarantee transparency and comparability of qualifications, a "*new way to understand qualifications across Europe*" has been established. In 2006 the European commission adopted a concept on the establishment of the European Qualifications Framework for lifelong learning (EQF). The EQF describes qualifications in a way which allows comparison of qualifications across diverse education and training systems all over the EU Member States.

"The core of the EQF is its eight reference levels describing what a learner knows, understands and is able to do—their 'learning outcomes'—regardless of where a particular qualification was acquired. The EQF reference levels therefore shift the focus away from the traditional approach, which emphasises learning inputs (length of a learning experience, type of institution). Shifting the focus to learning outcomes".[2]

The EQF encompasses an entire span of qualifications from general education, adult education, vocational education and training to the highest level of education.

1 Brussels, 5.9.2006 COM (2006) 479 final 2006 / 0163 (COD)
2 http://ec.europa.eu/education/policies/educ/eqf/index_en.html · 4.12.2007

*Quality standards for advanced gender workers draw
on EQF Level 5*

The 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*

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

In order to move towards professionalisation in the field of gender work, the GemTrEx consortium recommends the following 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.

Professional Standards for Advanced Gender Work

Core Values in Gender Work

The core values set out below are those that inform the professional standards for gender workers that follow. In some instances direct reference to the values is woven into the standards in order to reinforce their indispensability. Notwithstanding this all aspects of the standards should be understood as being underpinned by these values, which must form part of any assessment arising out of learning programmes developed on the basis of the standards.

Individuality and diversity
Gender work concerns itself with the value of human beings both as individuals and as members of particular groups or categories. Individuals are to be valued in their own right and differences between people are to be valued as assets and celebrated rather than being exploited as spurious reasons to devalue and disadvantage individuals and groups. "Different but equal" is the sentiment that lies at the heart of this belief.

Equality of opportunity and non-discrimination
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. In some circumstances powerful measures may be required to secure this equality. Gender workers are committed to working towards the removal of all disadvantages and barriers to equality of opportunity that arise from prejudice and discrimination.

Co-operation and collaboration
Positive change is the primary goal of all gender work. Genuine change in the direction of equality of opportunity and non-discrimination 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 workers need not only to co-operate and collaborate with a diversity of stakeholders to achieve this goal, but also to generate the desire to co-operate and collaborate in the stakeholders themselves.

Empowerment and self-advocacy
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.

Reflective practice and professional development
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.

Knowledge—Skills—Competences

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 inter-personal 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

ii 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

ii Apply practical skills using a variety of appropriate methods

iii 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

ii Develop evaluation strategies for use in gender analytical activities (targets, indicators, evaluation criteria for quantitative and qualitative analysis)

iii 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)

ii Reflect critically on dual gender concepts, gender stereotypes and on prejudice and its consequences (inequality and discrimination)

iii Explain, compare, contrast and classify the knowledge and ideas of (gender) experts

iv Engage continuously in reflection and scholarly activity

2.2. Planning and problem-solving skills

a) Agree clear achievable (SMART[3]) 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

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

2.4. Self-awareness and interpersonal skills

a) Reflect analytically on own gender identity and motivation
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)

Gender Worker Development Programme

On the basis of the GemTrEx—Professional Standards the partnership has designed a training programme for the development of know how and for dialogue and interchange of experiences between gender workers in Europe. As such the training programme should contribute to the personal professionalisation of interested individuals.

The modules have been designed by the members of the GemTrEx partnership on the basis of theoretical reflections on gender theory and quality assurance and reflections on module units piloted in the network of gender expertise (GemTrEx experts and network members from all participating countries). Information about all pilot modules and lecturers are presented in the GemTrEx newsletters which can be read on the website.

Didactical approach—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.

This underlines the constructivist approach within the GemTrEx project which sees learning not as input-output processing, but as a process of communication for the de-construction of conceptual obstacles and the re-construction of a new world.
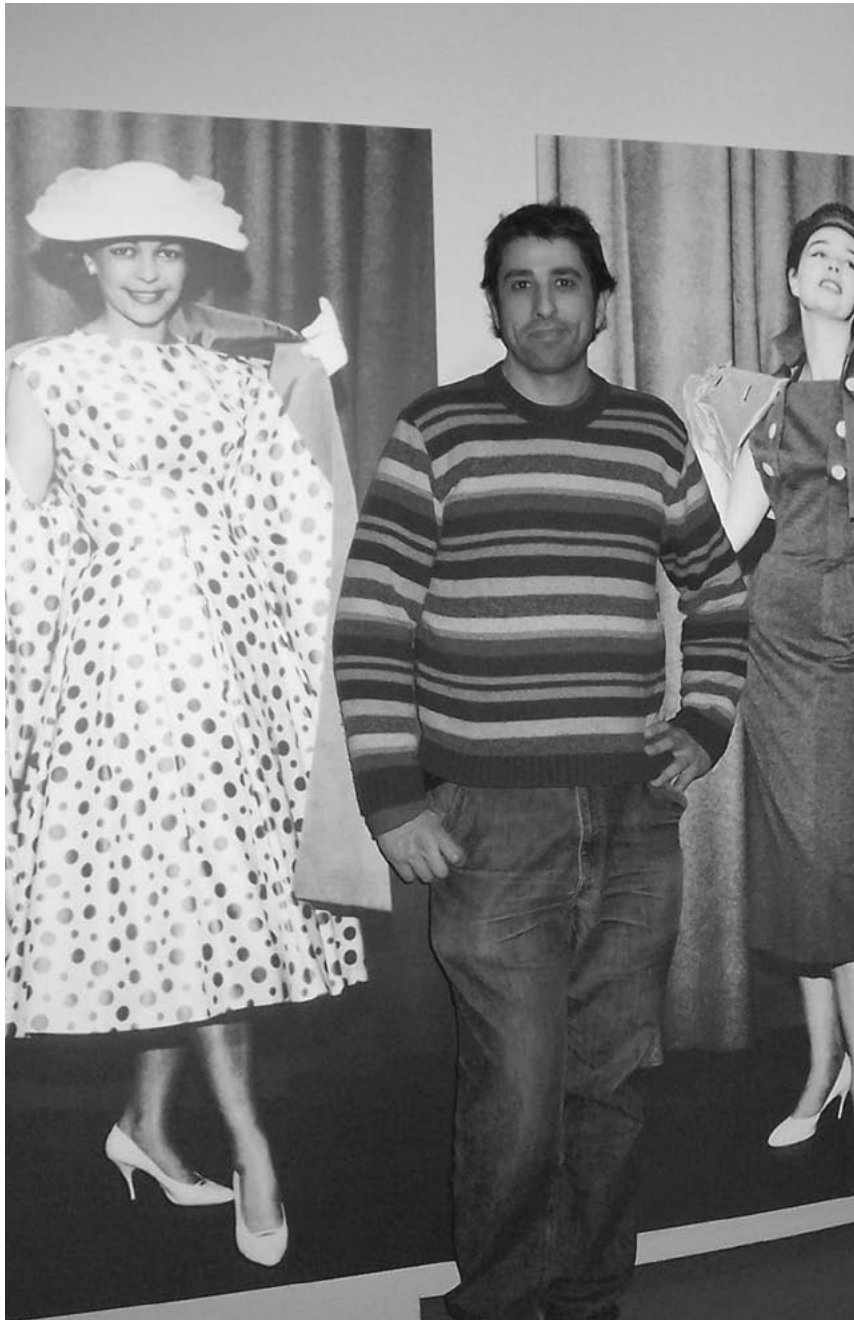
Profile of the participants

Interested persons
— who are (already actively) engaged in gender work and who have a personal commitment to gender equality and antidiscrimination related to the diversity of characteristics of human individuals (age, colour, ethnic background, sexual orientation, religion, mental and physical abilities and other dimensions of difference)
— who agree with the purpose and the contents of the GemTrEx programme and the inherent learning approach
— who possess the personal skills and attitudes which will enable them to participate in the methods of the GemTrEx programme
— who have a basic knowledge and understanding of the terms "gender" and "gender mainstreaming"

Programme structure
The GemTrEx training programme might give the impression of a special focus on contents—it mirrors the various expert opinions and professional backgrounds of the members of the GemTrEx partnership.

In addition the GemTrEx programme also mirrors, with reference to the "grounded theory" (Strauss & Corbin), the development of gender competencies on a micro-, meso-, and macro level. This includes reflection on the conditions for the construction of gender at the levels of the individual, the social group, the organisation and the society.

The order of the modules from 1–10 expresses this matrix and leads from gender to diversity perspectives, but it is not necessarily to be understood as a didactical order which obliges the participant to attend one module after the other, from the start. A special focus is given to the analyses of masculinity—this is motivated by the fact that masculinity is still chiefly associated with dominance and power and the construction of new connotations is a primary challenge for gender equality at the time.

GemTrEx Modules Overview

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	■ **Awareness/experience of gender inequality issues** ■ **The nature and scope of gender inequality issues** ■ **How could the interventions of a gender worker help?** ■ **Knowledge and skills of a gender worker**
Contents	■ 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

Methods	■ Group work—discussion* *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)* ■ Poster presentation* of findings ■ Clustering findings according ordering principles, e.g. political, economic, social, educational, work-related, domestic, etc ■ Plenary group discussion ■ Theoretical input ■ Board-storming exercise*

The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.1 d
— pt. 1.5 a, b

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.3 a, d, i, j
— pt. 2.4 c, d, f, h, j

Find a detailed description of all listed methods signed with * and the theoretical background of the modules in the GemTrEx Compendium.
Download: www.gemtrex.eu

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 stereo-typisation
— Personal reflection of gendered conflicts in private and/or professional life
— Strengthening the personal margin for action

Topics	■ **Sensitising for the topic: Influences on the development of gender identities** ■ **Personal qualities and stereotypes** ■ **Personal reflection on gendered conflicts** ■ **Strengthening personal options, potentials, capacities for action**

Contents	■ 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
	   — 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

Contents	■ 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
	   — Development of a personal action plan for concrete aims and steps beyond the seminar
	   — Create of support between the participants beyond the seminar to bridge between seminar and everyday-life

Methods	■ Bodywork—exploration of space and offer of some gentle bodywork to relax and mobilise the body ■ Sociometric formation* on group diversity ■ Personal Network Card* ■ Inquiry monologue or storytelling exercise* ■ Single work, small groups, plenary session ■ Homogeneous sex groups ■ Tandem groups ■ SMART or Personal-Step-Plan*

The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.4 b
— pt. 1.4 c
— pt. 1.4 e

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.2
— pt. 2.3
— pt. 2.4

Find a detailed description of all listed methods signed with * and the theoretical background of the modules in the GemTrEx Compendium.
Download: www.gemtrex.eu

Module 3
On power relations in gender and 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	**■ 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**
Contents	■ Connotations of power and powerlessness — Approaches to and definitions of power ■ Perceptions of power relations—dominance access and 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

Contents	■ 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 (*Theory of difference*) — The tension of group belonging and deconstruction of typologies ■ Self introspection: Making sense of personal accounts of discrimination — to understand exclusion — to make visible and discuss political statements of emancipation and anti-discrimination
Methods	■ 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 referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.1 a, b, c, d
— pt. 1.2 b, c
— pt. 1.4 a, c, d

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.1 b, d
— pt. 2.2 d, e
— pt. 2.3 c
— pt. 2.4 b, f

Module 4
Gender analysis in practice: organisations in 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 Gender Mainstreaming issues.

Topics	■ **Basic framework: Constructivism** ■ **Methodological concepts of gender analyses** ■ **Organisational theory** ■ **Critical research on men** ■ **Intersectionality**
Contents	■ 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

Methods	■ 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 referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.1 a
— pt. 1.2 a
— pt. 1.3 a, b, c

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.1 a i
— pt. 2.1 b i
— pt. 2.1 c i   ii   iii
— pt. 2.1 d ii
— pt. 2.4 g

Find a detailed description of all listed methods signed with * and the theoretical background of the modules in the GemTrEx Compendium.
Download: www.gemtrex.eu

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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	■ **Change management in organisations**
	■ **Gender mainstreaming processes in organisations**
	■ **Human resource management with a gender focus**
	■ **Sustainability:**
	  Successful implementation and critical points of
	  gender mainstreaming

Contents	■ How do organisations "tick"?
	  Models of organisations from a systems theory point of view
	■ Change processes and 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

Contents	■ Critical perspectives on gender mainstreaming (feminist perspectives and the perspectives of critical men's studies)
Methods	■ Organisational "laboratory" ■ Role-play ■ Theoretical input by instructors ■ Plenary discussion

The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.2 c
— pt. 1.3 a, b, c
— pt. 1.4 a

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.1 a i ii
— pt. 2.1 c ii iii

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	■ **Conceptual framework (gender, gender equality, gender mainstreaming)** ■ **Legislation: EU, national, local** ■ **Gender budgeting** ■ **The role of anti-discrimination practices in development processes** ■ **Examples of good practices of gender equality impact on development** ■ **Regional and municipal development processes** ■ **The idea of good governance and active citizenship**
Contents	■ 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 (gender, age, ethnicity, sexual orientation, etc.) on the examples of anti-discrimination practices

Contents	■ Critical reflection on dual gender concepts, gender stere- otypes and prejudices and its results in society ■ Analyses of good practices about the gender equality im- pact 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
Methods	■ Theoretical input ■ Group work ■ Discussion ■ PROCESS* method: Problem Resolution Oriented Civic Education in Self-Surroundings focused on family policy and employ- ment policy

The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.1 d
— pt. 1.2 a, b

Furthermore the module contributes to all skills and competences
particularly in:
— pt. 2.1 a ii
— pt. 2.1 b i ii
— pt. 2.1 c i iii
— pt. 2.1 d ii
— pt. 2.2 e

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	■ **Conceptual framework** ■ **History of LGBTQ** ■ **Legislation in Europe** ■ **Inequalities affecting LGBTQ**

Contents	■ Theory of sexuality
	■ Conceptual approaches to LGBTQ
	  — Analysis of a range of key concepts
	  — Evolution in the conception of LGBTQ
	  — History of oppression, culture, movement and LGBTQ communities
	■ Legislation
	  — General legislation affecting sexual diversity
	  — Specific legislation affecting workplace
	■ Statistics of sexual diversity inequalities in Europe
	  — 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

Methods	■ Theoretical input ■ Discussion ■ Awareness raising method—interactions between sex gender and sexual orientation* ■ Role play—stereotypes on sexual orientation*

Methods	■ Case study ■ Small group discussion

The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.1 a, d
— pt. 1.2 a
— pt. 1.4 a

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.1 a i
— pt. 2.1 b i
— pt. 2.1 c ii
— pt. 2.1 d i—iv
— pt. 2.3 e
— pt. 2.3 f (i, j)
— pt. 2.4 c (j)
— pt. 2.5 c, d, e, g

Find a detailed description of all listed methods signed with * and the theoretical background of the modules in the GemTrEx Compendium.
Download: www.gemtrex.eu

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 participants' knowledge about gender mainstreaming in companies with regard to the diversity within gender

Topics	■ **The mutual influences of women's movement, men's movement and gay's movement** ■ **Masculinities:** **Men's socialisation and men's topics in our society** ■ **Gender relations and the system of masculinities and femininities** ■ **Gender equality and men**
Contents	■ Social movements: Women's movement and gay's movement, and their influence on men's movement. Men's movement and the contributions to feminist theory. ■ Masculinities: — 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: — 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)

Contents	■ Gender equality—and men Coherences to interests of men and addressing of men ■ Gender mainstreaming in companies How "doing gender" works in organisations
Methods	■ Theoretical input ■ Discussion ■ Biographical work ■ Group work

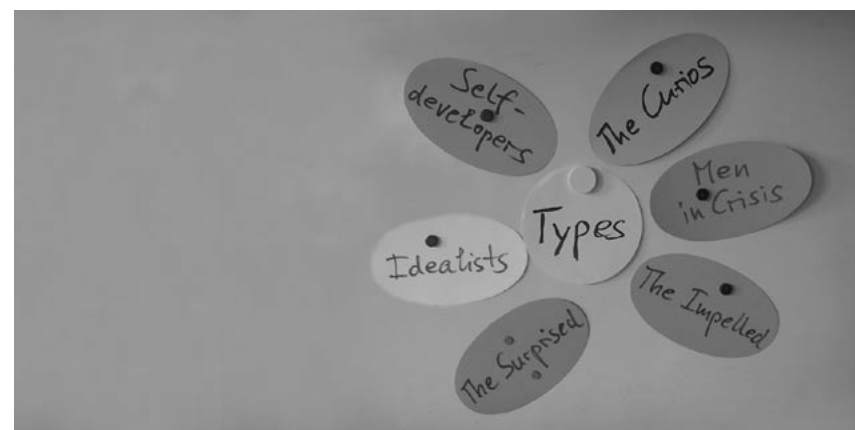The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.1 a, d
— pt. 1.2 a
— pt. 1.3 b

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.1 a i
— pt. 2.2 b i ii
— pt. 2.2 c i
— pt. 2.2 d i ii
— pt. 2.3 g, i
— pt. 2.4 a, b
— pt. 2.5 c, e, g

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	■ **Concept of gender regimes in Europe** ■ **Concept of intersectional analyses** ■ **Analyses of the structural impact of work- and welfare regulations**
Contents	■ 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
Contents	— Individualisation of responsibilities as a key trend (Pascall & Lewis) — New models for equally valued (paid and unpaid) work and the role of men
Methods	■ Theoretical input and discussion in plenary sessions ■ Case studies* and work on examples in small groups ■ Outline transfer concepts with the trainers or other participants

The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.1 b, c, d
— pt. 1.2 a, c
— pt. 1.5 a, b

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.1 a i
— pt. 2.1 b i
— pt. 2.1 c i
— pt. 2.1 d ii

Find a detailed description of all listed methods signed with * and the theoretical background of the modules in the GemTrEx Compendium.
Download: www.gemtrex.eu

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 tech-
nical 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 dimen-
sions in water supply infrastructures.

Topics	■ **Sensitising for the topic: The gender dimension as a cross-cutting issue in integrated water resource management** ■ **Reproductive elements in the governance of water on regional level** ■ **The role of civil society in integrated water resource management**
Contents	■ 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,

Contents	— 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
Methods	■ Sociometry on nature—culture dichotomies ■ Inquiry monologue/storytelling exercise on biographical relation to water and the habits of use of water services ■ Single work, small groups, plenary session ■ Analysis of case studies ■ Bodywork-exploration

The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.2 d
— pt. 1.5 a
— pt. 1.5 b

Furthermore the module contributes to all skills and competences
particularly in:
— pt. 2.1 a i
— pt. 2.2 c, d, e
— pt. 2.3 f

Module 10

Gender in selected policy fields—Sample:

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	■ **The gendered characters of regional planning and development in the fields of:** **— Work and regional learning** **— Supply infrastructures (e.g. water, energy)** **— Regional economic management** ■ **The relationship between professional and daily-life knowledge as regards regional intercultural diversity** ■ **Intersectional fields in sustainable regional development (social, ethnic, class, gender, physical contexts)**
Contents	■ 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

Contents	■ 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
Methods	■ Sociometry on regional and geographical diversity ■ Inquiry monologue/storytelling exercise on regional identity, nature and environment ■ Single work, small groups, plenary session ■ Role playing game ■ Bodywork-exploration

The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.2 d
— pt. 1.5 a
— pt. 1.5 b

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.1 a i
— pt. 2.1 b, c
— pt. 2.2
— pt. 2.3 f

Module 10

Gender in selected policy fields—Sample:

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 pro-active 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	■ **Modern patterns of mobility: Gender, environment and diversity—mobility between daily routine and professional provision of services** ■ **Public space and social inclusion—Intercultural and intergenerational dimensions of mobility** ■ **Transformations in public spaces: options for new occupancies e.g. as regards to security, liberty of action, freedom of movement of different societal groups** ■ **Between individual liberty and social responsibility: Mobility and personal and societal risk behaviour**
Contents	■ 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): Elaboration on hierarchies in the definition of performance and quality of mobility supply (e.g. in the organisation)

Contents	■ 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 — 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
Methods	■ Sociometry on spaces of private/family and gainful professional sphere mobility ■ Exercise on daily routine mobility ■ Exercise on personal mobility biography ■ Inquiry monologue/storytelling exercise on biographical experiences, belief systems and personal mobility habits ■ Analysis of case studies ■ Single work, small groups, plenary session ■ Bodywork-exploration

The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.2 d
— pt. 1.3 a
— pt. 1.4 c
— pt. 1.5 a

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.1 b, d
— pt. 2.2 e, f

Module 10

Gender in selected policy fields—Sample:

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	■ **Overview on main discourses on gender** ■ **Essentialist approaches on and socio-biological versions of the analysis of gender relations** ■ **The paradigm of sustainability in relation to the concept of societal relationships to nature** ■ **Hegemonic and non-hegemonic spheres in societal relations to nature and environment**
Contents	■ 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

Contents	■ Productivity and (re-) productivity: Socio-economic similarities and socio-cultural dichotomies in societal relationships to nature
Methods	■ Sociometry on nature—culture dichotomies ■ Work with methods from experiential learning: — Personal inquiries on resource use and supply habits — Inquiry monologue or storytelling exercises ■ Work on case studies ■ Single work, small groups, plenary session ■ Bodywork-exploration

The module referes to the following professional standards:
Part 1 Knowledge:
— pt. 1.1
— pt. 1.5

Furthermore the module contributes to all skills and competences particularly in:
— pt. 2.1
— pt. 2.3
— pt. 2.4

Remarks

→ **Looking for further information?**
An extended version of the professional standards for gender workers and of the theoretical background, methods and sources of the presented modules can be found in the GemTrEx Compendium, which can be downloaded from our website: www.gemtrex.eu

→ **Looking for further education?**
From 2009 the modules presented above will be offered by the GemTrEx experts to interested participants via the Grundtvig Training Database:
URL: http://ec.europa.eu/education/trainingdatabase/search.cfm
They will take place in the GemTrEx member countries (Spain, United Kingdom, Slovenia, Germany and Austria) and can be funded by the Grundvig 3 programme.

The working language for the modules will be English and a level of everyday speech and understanding will be sufficient.
If you are interested in participating in any of the GemTrEx modules and would like to know how to apply, or if you have any questions e.g. concerning preconditions or funding, please contact us via email or telephone.
You can contact the coordinator or one of the experts of your own country.

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