

GEMTrex – PROFESSIONALISING GENDER TRAINERS AND EXPERTS IN ADULT EDUCATION

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SUMMARY

NEEDS ANALYSIS ON GENDER MAINSTREAMING AND PROSPECTS OF QUALIFICATION CRITERIA FOR GENDER PROFESSIONS

SURVEY REPORT

Austria, Germany, Slovenia, Spain and United Kingdom

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Authors:

Paco Abril, Franja Arlič, Jeff Edwards, Sigrid Fischer, Živa Humer, Bettina Knothe, Christian Scambor, Elli Scambor, Klaus Schwerma, Mojca Sušnik

Edited by:

Paco Abril and Živa Humer

Partners:



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Girona



INTRODUCTION

Summary of needs analysis survey report is part of Work Package 1 of the project **GemTrEx – Professionalising Gender Trainers & Experts in Adult Education**.

The international partnership involves the following organizations:

- Verein Frauenservice Graz (Women's Service Graz), <http://www.frauenservice.at>
- Dissens e.V./genderWerk, Berlin, <http://www.dissens.de>, <http://www.genderwerk.de>
- Universitat de Girona (University of Girona), <http://www.udg.edu>
- Verein Männerberatung Graz (Men's Counselling Centre Graz), <http://www.maennerberatung.at>
- Mirovni inštitut, Inštitut za sodobne družbene in politične študije (Peace Institute, Institute for Contemporary Social and Political Studies, Ljubljana), <http://www.mirovni-institut.si>
- Newham College of Further Education, <http://www.newham.ac.uk>

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GemTreX project aims to develop criteria for the training and the certification of gender trainers and gender experts in Europe, to develop and test a related train-the-trainers course (pilot) and last but not least, to “mainstream” these quality criteria and certification. The main activities of the project are the following:

- Needs analysis on gender mainstreaming and qualification criteria for gender professions
- To develop quality criteria and a concept of the certification according to the needs analysis
- To develop and test a pilot training course with certification
- Dissemination of the results and mainstreaming the products

Glossary of the most frequently used terms:

Gender – social construction of what it means to be male or female and specifies what are socially, ideologically, culturally and politically prescribed roles and attitudes that women and men shall follow and act upon.

Gender mainstreaming (GM) – strategy and/or approach, which promotes gender equality and brings gender into focus in all fields and all phases of activities, such as policy, politics, research, education, legislation, implementation, etc.

Gender professions – broader term, which denotes all professions where gender represents its focus such as gender expert or gender trainer.

Gender professional – gender expert, gender trainer, etc.

Gender expert – expert in gender studies, theories, research as well as gender equality politics and other gender related issues; a gender expert can work in the field of research, counselling, education, politics, economy, etc.

Gender trainer – person who is competent and skilled to offer and carry out gender training.

Gender training – interactive workshop, which offers to the trainees the specific knowledge and methods on gender and gender equality.

The project team has conducted the empirical research in the respective countries as a part of the needs analysis in order to develop qualification criteria for gender professions in the project GemTrEx. The results of the needs analysis will enable us to address the qualification criteria for gender professions (gender trainer, gender expert) in the EU and especially in the five countries taking part in GemTrEx: Germany, Austria, Slovenia, Spain and the United Kingdom.

The empirical research represents a qualitative survey on gender mainstreaming and the development of qualification criteria for gender professions. The situation of gender mainstreaming, the level of implementation and the approaches are different in the five countries which are taking part in the project. The qualification criteria, as well as competencies for gender professions, are varying from country to country.

In Austria the gender training market seems to be complex and heterogeneous and obligatory quality standards do not exist. Since 2005 a discussion on quality standards among the Austrian gender experts focuses common agreements on quality standards for professional work in the field of gender mainstreaming.

One of the important aspects in Germany is the existence of the diversity approach, and one of the main quality criteria is not to reproduce gender dualisms and stereotypes.

Despite its well developed legislation, the gender equality politics have not yet been a priority on the political agenda in Slovenia. The main issue is the discrepancy of transforming theory into practice, of bringing 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 process has received a significant boost in recent years with some specific laws. The qualification criteria for professionals working with gender issues in Spain should be clarified. It is also necessary to review the competencies of gender professionals, who in the majority of cases currently focus their work around positive actions towards women. Therefore, it is necessary to include men and other aspects, such as sexual diversity, in gender equality policies.

Last but not least, in the United Kingdom, gender is inside a broader concept of diversity, including at least the six strands of race, disability, sex, religion/belief and sexual orientation.

The needs analysis survey report was completed with the contribution of all five country reports. The country reports focus on the following aspects: the development and milestones of gender mainstreaming in the respective countries, the mechanisms for implementing gender mainstreaming, the current situation of qualification criteria, the development and prospects of qualification criteria for gender professions (gender expert, gender trainer) and the good practices about qualification criteria.

METHODOLOGY

The methodology and questions for the survey on needs analysis were designed at the meeting of all partners in Graz (7-9 December 2006) and finalised by the Slovenian and Spanish teams. Taking into account the diversities in social, political, cultural and economic context of the respective countries, the different approaches and levels of implementation of gender equality politics, especially in the gender mainstreaming process which was at the focus of the survey of the needs analysis, we have decided on flexibility in methodology. The common

basis for a needs analysis survey in all partner organizations is the flexibility in choosing methodology: interviews, focus groups, on-line questionnaires, the presentation of relevant documents and gender equality legislation in the respected countries.

Therefore, the methodology of the five countries is the following:

In Austria, the summary of important aspects within the discourse of consultants that were collected throughout one and a half years in the Equal project QE-GM replaces the expert interviews within the Austrian GEMTREX needs analysis. The contacts and involvement in the discussion in the group of the 16 experts and some more representatives of the development partnership (7 workshops from Nov. 2005 to Dec. 2006; telephone conferences; discussions in e-mail-groups) is regarded as an excellent source of information for the Austrian needs analysis. Thus, the working time allocated to the needs analysis is transferred from “expert interviews” to the “analysis of relevant material”. In addition to the secondary analysis, the analysis of the most important courses in the field of gender competencies and gender mainstreaming in Austria was carried out in order to give an overview of the current main topics of qualification in the field of gender competencies.

In Germany, the source of information for the survey is based on documents analysis (Gender Manifesto of German active gender researchers, trainers and consultants 2006, Preamble of the association commitment of the Federal Association of Gender Diversity and other legal information and certification processes on GM), data sources from the Needs Analysis within the EU-SOKARTES project “Dialogue between the genders” and further in-depth interviews with three trainers. The information considered from the Dialogue-project and the further interviews refers to the contribution of professionals from the fields of men’s counselling work, psychology, social pedagogy, mediation as well as organisational and personal development.

Slovenian needs analysis is based on the micro qualitative survey: 6 on-line questionnaires (coordinators for equal opportunities for women and men at the ministries and NGOs) and 6 interviews with interviewees from different institutions, where - as it was pre-assumed - gender equality is considered to be an issue in the work of the respective institutions - NGO, ministries, Office for Equal Opportunities, the Faculty of Social Sciences (University of Ljubljana), the Faculty of Humanities (University of Primorska), and the Slovenian Institute for Adult Education.

The results of the Spanish needs analysis are based on the replies gathered from a questionnaire, which was e-mailed to 130 e-mail addresses of people and organisations that work on gender issues in Spain from various perspectives. These e-mail addresses constitute only a sample (most of them from Catalonia) of all the organisations and people who work on gender issues. Out of 130 questionnaires, 41 were returned and 35 were considered valid. In addition, 2 interviews (via e-mail and over the phone) were carried out with the aim of a more in depth look into certain aspects.

The United Kingdom analysis presents the historical overview of the milestones of equality legislation and focuses on the recent development in gender mainstreaming (legislation, institutions). The analysis is based on some key documents.

MAIN FINDINGS OF THE NEEDS ANALYSIS

AUSTRIA

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 competencies on the suppliers' side. Trainers and

gender mainstreaming consultants have a certain perception of quality in the field of gender mainstreaming which is connected to the fields where these experts work. The Austrian gender market is a very heterogeneous market. Much of gender mainstreaming knowledge and know-how is concentrated on the supply side - deficits are on the demand side. Thus, the supply side shapes the demand and becomes more important to regulate quality. Obligatory quality standards do not exist at this time.

From 2005 to 2007, the EQUAL development partnership "Quality Development Gender Mainstreaming: Concepts, Implementation, Evaluation" (Acronym: "qe-gm") has been working on quality standards for gender mainstreaming processes - <http://www.qe-gm.at/englisch/start.html> [21.2.2006]. In the year 2006, a market analysis on gender trainings and gender mainstreaming services in Austria has been carried out. The study focussed on the status quo of quality criteria, target groups of GeM, and methodical instruments as well as on evaluation standards on the suppliers' side. In 2007 a series of brochures was published which contribute to various thematic fields of quality development in gender mainstreaming (e.g. Principles for the Implementation of Equality Measures in Companies, Quality Standards for Gender Equality and Diversity Training).

The discussion on quality standards among the Austrian gender experts circles at the moment around the question who should develop quality criteria standards for gender experts and in which context should these standards have to be developed.

Therefore the thematic network of gender experts in Austria is foreseen to be continued with the goal to have a common agreement on quality standards for professional work in the field of gender mainstreaming.

GERMANY

Professionalising gender trainers in Germany is mainly concentrated in the field of vocational further training instead of professional job training. Discussions of

qualification criteria that exist can also build a discourse in hegemonic and concurrent lobbying relations as regards to inclusion and exclusion of trainers. It is named as necessary to sustain and to support the diversity in methods and approaches and to be sensitive so as to not exclude interesting and relevant perspectives from the qualification discussion. Besides, gender mainstreaming is more a political discourse in Germany. It is an instrument for equity in general to perform organisational development processes. The qualification discussion is closely linked to a tension field around the envisaged goals of gender mainstreaming: to have comfortable and consensus based organisations in a neo-liberal mainstream or to encourage processes of societal equity in general.

Another focus of discussion lays in the question of balance between process orientation and decision/aim orientation in gender mainstreaming processes in the tension field of formal requirements on the one hand and informal potential for social movement on the other. Moreover, the acknowledgement of the relation between gender and other diversity categories such as social class, age, ethnic parentage/ group, disability, etc, is considered of utmost importance. In this direction for several professionals being active in the field it is questionable whether it is possible to do only gender mainstreaming or have gender mainstreaming as part of diversity. In this direction, clarification is expected to be needed in regards to managing diversity as a more organisational development instrument or a more equitable strategy.

SLOVENIA

Gender mainstreaming has been adopted as a strategy for implementing gender equality into the policies and the politics in Slovenia in the middle of the 1990s. The adoption brought more responsibilities and obligations to the political institutions (ministries, municipalities, political parties, etc.) regarding the implementation of gender mainstreaming.

The Slovenian legislative framework of equal opportunities is regulated by the Constitution in Article 14, which declares equal human rights and basic freedoms to everyone irrespective of nationality, gender, race, language, religion, political, or other beliefs and the two laws, the Act on Equal Opportunities for Women and Men (2002) and the Act Implementing the Principle of Equal Treatment (2004). 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 with the public and involving the public administration, policy-makers and decision-makers. In particular, there is a lack of experience with gender professions, such as gender trainers and gender training. According to the interviewees there is a need for further education in the form of workshops, training on gender equality issues for public administration, for decision-makers and policy-makers. Gender training would be needed, in the first place, for the above mentioned officials and at the same time involve private and public companies for gender equality.

Besides, the problematic issue in the understanding of gender equality in Slovenia 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. Especially important is the inclusion of men in gender mainstreaming process and activities, because gender equality is often understood as women's issue only.

As a short term goal in terms of gender training in Slovenia, the EU projects would enable the gender trainers to develop and carry out training for trainers and training for different target groups. As a long term goal in order to bring gender mainstreaming into 'life', gender training and gender trainers should be supported by the state (regulations, financial resources).

SPAIN

The findings in the Spanish report highlights that despite the progress in recent years there is still a lot of work to be done in the field of qualification and certification of gender experts and trainers in Spain. There is a growing demand for these types of professionals, especially since gender equality has been entered onto the political agenda. In this respect, the Equality Law will be an important step forward in achieving equality between women and men in different social structures. Given the scope of the gender mainstreaming process, one of the key tasks that needs to be carried out is to provide information and training on this subject to both professionals working with gender issues and to the population at large. Another finding is that most of the work around gender in Spain involves positive equality of opportunities policies targeted at women. However, in recent years there has been a growing need to include men in gender policies. The latest Equal Action Plan by the Instituto de la Mujer and different Autonomous Communities states that men need to take on a greater role in looking after the children and in domestic chores.

Two professional job descriptions have emerged in Spain. The “Equality of Opportunities Agent” has been part of the National Occupations Classification since 1992, with European Union basic training levels 4 and 5 and the “Equality of Opportunities Promoter” (levels 2 and 3). These job descriptions have been registered in the CNO and in the Jobs Classification register of the INEM (National Employment Office) thanks to the work of Fernández and Aramburu-Zabala (2001), who gave recognition to these job profiles and access channels for equality of opportunities specialists in Spain. Their work was left unfinished and they were unable to obtain recognition for the professional certificate of Equality Promoter and to set up a teaching module in Professional Training. Finally, the survey highlights the need to review the competencies and knowledge of gender experts and trainers. The scope of action of these professionals will increase in coming years due to the recent spurt of legislation. Although there are very few gender experts working in companies today, companies will have to introduce the gender perspective and implement equal action plans. This will bring on the need for training people to be able to manage

these activities. There is also increasing demand for the inclusion of men in gender policies. On top of this, gender training needs to encompass greater diversity than what is normally on offer. Sexual diversity and the struggle against homophobia should form part of equality and anti-discrimination plans and programmes.

UNITED KINGDOM

The UK report emphasises ample evidence of renewed energy in the campaign to promote equality and respond positively to diversity. One might well argue that the UK can be proud of its legislative attempts to establish universal equality of opportunity, although we have seen the extent to which these attempts have fallen short of their goal. Only time will tell whether or not the new initiatives in the form of the CEHR and the GED will fulfil their obvious promise. Thus, the will to promote equality is undiminished and at least the rudimentary frameworks to support this will are being strengthened. There are also examples of good practice in education and training, but these are, firstly, not focused on gender and, secondly, they are not coordinated. In principle, the notion of developing a set of professional standards to underpin work in gender awareness must be welcomed as a good one, but developments in the UK suggest that such standards might better be strategically planned as a specific component of a larger set which take equality and diversity as their guiding principles.

CONCLUSIONS

To sum up the country reports, we can conclude with the diversity of approaches of 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. Besides, one problematic issue in many cases is that gender equality is very often understood and explained as women's

equality and women's issue. In Slovenia and Spain, there is a need to include men in gender equality politics. As the German report stresses, special attention should be given to first, the theoretical and methodological quality of gender training and second, to the acknowledgement of the diverse professional skills of gender trainers and other gender professions. This is especially in order not to reproduce the traditional gender roles and gender ideology based on dichotomies. While in the UK 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 report emphasises an ongoing discussion on quality standards for gender mainstreaming processes among gender experts.

Overall, we can conclude that in general a lot of work still needs to be done in the respective countries in the field of gender mainstreaming approaches, gender training and the qualification criteria for gender professions.