

RealGeM –

Gender meets Reality



Exchange of Experiences, Methods and Strategies for Gender Mainstreaming and Gender Trainings in Different Policy Fields



Real**GeM**

Learning Partnership

“RealGem – Gender meets Reality”



Education and Culture

Socrates Grundtvig

LEGAL NOTICE

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Peace Institute

Institute for Contemporary Social and Political Studies

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Foreword

In October 2003 a couple of project partners from the European project “Work changes gender” met in a bar in Berlin-Friedrichshain. Up to that evening no one of them thought that one outcome from this research project about masculinity and work would be to transfer some results into a European education activity. But, the best ideas often appear in bars. This showed critical literature circles in the early 20th century e.g. in Vienna as well as female philosophical and authors circles in the 1930th in Paris. Bars create an open atmosphere and the assumed leisure time after the seminars in the evenings often turn out to be the most creative phases of the day. For the project members and their guests the important question that evening was “How do we meet again?” and how can we come into an exchange about gender issues with other European institutions and colleagues who already implement gender into practical work.

Finally, after midnight on the way home on the Warsaw Bridge over the river Spree the idea was born to apply for a Learning Partnership on something like combining men, women, gender, gender mainstreaming and policy fields. During the winter months European partners were searched and the main aim worked out. At the end five European institutions – genderWerk/Dissens e.V. Berlin, Männerberatung Graz, Genderwerkstätte Graz, Peace Institute Ljubljana and Grameimpuls Barcelona – applied for the Learning Partnership “RealGeM – Gender meets Reality” in the EU programme SOCRATES, Grundtvig 2.

Probably because the impulse came out of a project about men’s issues and the majority of partners being men, the gender relation in RealGeM was balanced. This is not usual for projects and trainings about gender. Experiences show that especially in activities to gender issues the gender bias mostly lies on the side of a majority of women.

The main aim of a Learning Partnership is exchange. RealGeM gave the frame for an exchange on the topic of gender between women and men on cultural and personal level. The mixture of partners representing east, south and west European societies gave the “salt in the soup”, a diverse and highly interesting discourse on how gender matters in Europe.

This documentation represents the initial process of experimental learning of European trainers and researchers to exchange their didactic experiences, practices, methods and their approaches

to Gender. In a kind of gender sensitising training method during the project the partners made their way to mutually learn of their best-practice examples in the implementation of Gender Mainstreaming in public institutions focussing on general adult education.

Meanwhile, RealGeM is in its second year. The first year with a general communication between the partners on the topic of gender prepared the ground for the second one as regards to a more specified transmission of gender to concrete policy fields such as intercultural and sustainable development. Also, further cooperation between the RealGeM partners is established in a stable continuation of the transnational networking and the collaboration in future project activities, another main aim of Learning Partnerships in general.

We sincerely thank all our partners in RealGeM for the open, friendly and constructive atmosphere during the project and their willingness to get involved into this process.

We also thank the European Commission for having made this experiment possible.

Bettina Knothe genderWerk Berlin, Germany

Christian Scambor Maennerberatung Graz, Austria

Klaus Schwerma, Dissens e.V. Berlin. Germany

Learning Partnership “RealGem– Gender meets Reality”

The partners of the Learning Partnership RealGeM compare their experiences and methods of their respective activities and working fields to implement Gender Mainstreaming. The different experiences and practices of the partner organisations will be compared, integrated and assessed in terms of transferability, in order to facilitate a trans-national and trans-sectoral learning process. More detailed, this learning process contains the following elements:

1.

Discussion of the role of Gender Mainstreaming in the profile of tasks/in the self-conception of bodies and institutions in the areas for conceptual educational work

2.

Identification of aspects, demands, and themes in connection with Gender Mainstreaming that are characteristic for the areas, with the focus on educational practice

3.

Opening new areas for Gender Mainstreaming, which builds a potential transition between general adult education, the consolidation of daily life knowledge and professional knowledge, e.g. tackling consumers policy and participation and future-oriented governance strategies taking into account the perspective of gender equality.

This shall be object and advised goal for a second project year and orientates on the demand of participation and gender equality mentioned in the general policy of the European Union, representative is for example Art. 3 of the Treaty of Amsterdam.

Aims and objectives of the project

Our experiences show the high importance of Gender Mainstreaming trainings as a basis for the sensitisation of the actors in terms of their gender perspectives:

a)

to make visible gender-specific structures, hierarchies, and gender-dualistic ascriptions

b)

to enhance and strengthen the conflict culture within organisations, as far as gender relations are concerned

c)

to improve the gender-sensitive competencies of the employees, irrespective of their fields of activity and organisation.

In this direction the objective of this Learning Partnership RealGeM is to exchange didactic experiences, practices, and methods, and to learn of best-practice examples within the implementation of Gender Mainstreaming in public institutions focussing on general adult education. Gender Mainstreaming covers the activities of gender analysis, gender budgeting as well as sensitisation and counselling of the referring actors. Recommendations for education, policy advising and social work will be developed to show how changes towards more equality of men and women, more quality of life and individual satisfaction can be fostered. Women and men are learning persons and agents within structural change. Moreover, they are multipliers who will spread what they have learned.

RealGeM shall give inputs to all participants and reach interested persons, responsible bodies in the field of education, institutions and communities.

Gender Mainstreaming is also a method and competency both requiring a systematic way of action of all actors tackling the level of outcomes and the level of decision processes. „Dismantle inequality and foster equality“ – this objective of Gender Mainstreaming requires a sound analysis of the initial situation to define the most important developmental goals. The Learning Partnership for Gender Mainstreaming can be of immense value, when experiences are exchanged and new ones are enabled.

Expected impacts and relevance

The title of the Learning partnership is “Implementation of Gender Mainstreaming in different policy fields” and therefore is directly related on the improvement and promotion of equality of women and men. The project partner compares their respective knowledge, experiences and methods as regards to the implementation of Gender Mainstreaming. The aim of this process is to link and integrate the different practices of the partners from the different policy fields, to evaluate them under the perspective of transferability and general applicability and, thus, to promote a trans-national and trans-sectoral learning process.

The project is to be expected to provide general contributions for training and learning in the thematic field “Implementation of Gender Mainstreaming”. Each participating organisation/ institution have specific and concrete experience at their disposal, which, in general, can be seen as new. The linkage and integration

of chances and difficulties, which are derived from concrete experience in implementation processes of Gender Mainstreaming will create new know-how. This will be documented and therefore is at the disposal for the work of active persons and organisations.

- for the organisations/institutions.

Through extended knowledge and competency of the trainers of the project partners the competency and educational flexibility of each organisation/institution will be improved. This will be accompanied by a higher quality of the training offers of each partner. Partners with more experiences and knowledge in the respective field will hand on their know-how to the other partners. In organisations with collaboration of men and women there will be the additional effect inside the co-operation as regards to the application of the new methods in the organisational development itself. Moreover, the participating partners of RealGeM will achieve new knowledge and know-how, which will enable them to extend their own Gender Mainstreaming activities and apply them in new policy fields.

- for the local community and region

As the participating the organisations/institutions are each embedded in regional networks to the thematic area “Gender Mainstreaming” a regional multiplication effect is to be expected. This means for example the dissemination of results of the Learning Partnership in the regional network “EQUAL-Entwicklungspartnerschaft just GeM” of the Austrian partner organisation Frauenservice Graz or the results of the European research projects “Work Changes Gender” (WCG) (Dissens, Männerberatung Graz together with partners from Spain, Norway, Bulgaria and Israel).

- for the trainers

The methodological competencies and the gender competency of the participating partners will be extended and improved (compare objective of the second partner meeting). All trainers are learners in this project, who will profit from the knowledge of each other. Learners as a target group will profit from the improved competency of the partners of RealGeM whose set of methods will be extended and guarantee good training effects.

Activity Planning Table

Planned Date	Activity description Describe the nature of the activity planned	Objectives	Expected result/outcomes
Berlin 2004	1st. Partner Meeting. Duration: 3 days	1) Gaining an overview to conceptual and methodological positions of the partners 2) Identification of the specific approaches to Gender Mainstreaming related to the respective target groups and policy fields (formal and informal education, social work, consultancy of women and men, anti-racism, training for teachers etc.)	a) Analysis for all of the conceptual, methodological and didactic approaches and experiences of the respective partners b) Analysis of the demand on education and the amount of already existing models that refer to the respective policy fields
02 2005 Graz	2nd Partner Meeting. Duration: 3 days	1) Exchange and deeper analysis of methods, didactic, experiences in education within the policy fields with regard to a transfer of conceptual approaches ("train the trainer") 2) Extension of the methodological competencies of the partners through testing and training methods	All partners tested new methods and made their own experiences. Elaboration of guiding information for Gender Trainings and Gender Education
06 2005 Barcelona	3rd Partner Meeting. Duration: 3 days	1) Presentation and discussion of the experiences made with the transfer of the elaborated methods into the own educational work of the respective partners 2) Description of possible approaches and reflexion on strategies for the implementation of Gender Mainstreaming: Analysis of the potentials and limits of the existing concepts 3) Preparation of a Renewal Application	a) Overview of implementation processes in the international comparison along the aspects: Gender Analysis, organisation development, Gender Trainings b) Comparison of country specific educational approaches related to the different policy fields c) Elaboration of a Renewal Application

Profile of the Partner Organisations

Dissens, Berlin

Dissens e.V. is a non-profit organisation (NPO/NGO) that is active in the areas education, consulting, research, boy work and youth work projects.

The organisation was established in 1990 with the objective to support gender equality, to remove gender hierarchies, and to perform gender differentiated and gender sensitive boy work. In addition, the organisation has increasingly concentrated on (European) research projects, networking, and Gender Mainstreaming processes and methods.

In the area of gender differentiated pedagogics, boys are addressed by open youth work, advised living and social teamwork. In addition, Dissens offers political educational work for adults and youngsters, further education and practical consulting for social projects.

Dissens is active in the BMBF programme "Learning Regions: Education network Berlin for gender fair education and occupation", subproject 2: "Promotion of boys in care and education. Improving educational opportunities of girls and boys".

In the field of gender studies, Dissens coordinates the EU-research project "Towards a new organization of men's lives - emerging forms of work and opportunities for gender equality" ("Work Changes Gender"), a research project in the Fifth Framework Programme of the European Commission. This project addresses the current changes in masculine working conditions, the connections with modification of the masculine self-conception and the possibilities for gender equality. In behalf of the Federal Ministry for Family, Seniors, Women and Youth, Dissens is carrying out the pilot study "Violence Against Men", a research project about violence experiences of men in domestic and non-domestic fields.

Within the project genderWerk, Dissens offers Gender Mainstreaming activities, Gender Training (train the trainer) and Gender Consulting in different fields (see below).

genderWerk, Berlin

Employees of Dissens e.V. work together with male and female experts from different fields like town planning, ecology and environment, conflict management, organisation consultancy, bodywork and youth- and adult education. The aim of this cooperation is to design the processes of Gender Mainstreaming more exactly and extensively. genderWerk combines the competence of Dissens e.V. with the know-how of experts in the aforementioned fields. This makes an extensive range of products in the field of Gender Mainstreaming:

- Gender Training
- introduction, implementing an evaluation from Gender Mainstreaming
- gender consultancy
- process monitoring and moderation
- men and woman promotion plans
- conflict working and mediation
- integrative bodywork

Frauenservice Graz

(Women's Service Graz, incorporated association, NPO)

Frauenservice Graz is a NPO that has been working on conceptual and practical level for 20 years, in the areas of counselling, education, projects and labour market policy measures for women. The focus is on women's needs and demands as well as on solutions in connection with discrimination of women, which they face due to societal role ascriptions.

Frauenservice Graz has been working with women under a critical and feminist perspective for many years, thus being an expert for gender politics from women's perspective.

In autumn 1999, Frauenservice Graz was given an *award for life-long learning* by the Cultural Department of the Styrian Administration, for its activities in the field of adult education.

In the area of Gender Mainstreaming, Frauenservice Graz is participating in the following EU-projects:

- just gem (Equal project; models of attaining competencies for Gender Mainstreaming implementation;
- GemCITE (Leonardo; implementing Gender Mainstreaming in the area of information and communication technologies);
- GemSTEB (developing quality criteria and standards in adult education).

Together with Männerberatung Graz (Men's Counseling Center Graz), Frauenservice Graz is active in the cooperation project „GenderWerkstätte Graz“.

Männerberatung Graz

(Men's Counseling Center Graz, incorporated association, NPO)

Männerberatung Graz is a NGO/NPO. It was founded in 1996. The center's aim is to provide men and male youngsters with gender specific services, as well as to do networking, education and training (adult education, gender-reflecting work with male youngsters), fostering the public discussion about men's and gender issues, being active within Gender Mainstreaming and research.

Combining

- psycho-social work within a network of regional services,
- research activities and
- dissemination via networking, training, education and participating in the public discussion

results in an integrated multi-level access to men in our society.

The *Research Institute at Maennerberatung Graz (r. @ m.)* is currently working in the EU-project "Towards a new organization of men's lives - emerging forms of work and opportunities for gender equality" (Work Changes Gender), a research project in the Fifth Framework Programme of the European Commission. Men's studies, gender studies and analyses in connection with Gender Mainstreaming implementation processes are the central research areas of *r. @ m.*, besides methodological development, evaluation and client analyses in the context of psycho-social work, tutoring students, and dissemination of knowledge in various ways.

In cooperation with Frauenservice Graz (Women's Service Graz), Männerberatung Graz works in the domain of Gender Mainstreaming (see below: „GenderWerkstätte Graz“).

GenderWerkstätte Graz

Employees of „Frauenservice Graz“ and „Männerberatung Graz“ work together in „GenderWerkstätte Graz“, which is a cooperation project to work on concepts, models and methods for Gender Mainstreaming implementation. 4 women and 5 men work continuously on improving methods, reflecting/evaluating experiences from gender-trainings and observing related research and new developments. Concepts, models and methods are put into practice by researchers, organisation consultants and trainers, all members of GenderWerkstätte Graz.

The activities of GenderWerkstätte Graz cover:

- Gender-gap-analyses in companies and organisations
- Implementing Gender Mainstreaming in companies and organisations
- Gender Sensitivity Trainings

Competent women and men of all these professional fields, coming from two organisations, each with a gender-specific view, make GenderWerkstätte Graz a unique cooperation project.



Peace Institute –

Institute for Contemporary Social and Political Studies, Ljubljana

The Peace Institute, founded in 1991, is a non-profit research organization dedicated to contemporary social and political studies and interdisciplinary research in the fields of sociology, anthropology, political science and philosophy. Institute's activities are not limited to the critical assessment of social phenomena, but also include active intervention. We combine academic research with practical education and strategic counseling in various fields of politics and public activities.

Regarding gender mainstreaming the Peace Institute is an active member of research network Mageeq: Policy Frames and Implementation Problems: The Case of Gender Mainstreaming supported by European Commission. The Peace Institute also organizes monitoring and education projects for sensitising media about gender representations.

Web site: www.mirovni-institut.si

Activities: Basic and applied research in areas of migration, media studies, citizenship, xenophobia, gender, family, social and cultural policies, policy fellowships, public debates, conferences, publishing and networking with other institutes and NGOs.

Grameimpuls, Societat Municipal de Santa Coloma de Gramenet

It is a company of municipal capital, founded in 1992, that manages the policies of employment, promotion and training of Santa Coloma de Gramenet population and, also, manages the public companies of the City council.

The main scopes of the company are:

- occupational training and continuous further education
- professional advice
- labour intermediation
- the advising to new industrialists and new companies.

We worked on the base of studies made generally with other organizations and administrations, for the knowledge of the reality of the active population and the socio-economic situation of the city. Studies and methodologic applications are also made to optimise the results in interventions, above all those directed to groups of difficult labour insertion.

We offer our services to the active population of the city, to the companies and the students. One of the aspects that we worked

from the beginning, is equality opportunities policies,
and we try to favour the inclusion of women in the occupations
where they are marginalized.

Partner Meeting Berlin

25th – 27th of November 2004

Mutual Introduction of the Participants



In groups of two the participants interviewed each other and introduced the partner to the whole group afterwards.

Franja:

Managing director

Wants to do more work in research in connection with gender

Main thematic field: unemployment

GM important for the implementation of gender equality

Andrea:

Managing director

Social worker

Thematic fields: gender in social work, gender mainstreaming, transgender topics

Engaged in women's movement for about 25 years

Klaus:

Researcher

Political and social scientist: men's studies

Interest in relation between the genders (position of men in relationship—hegemonic)

Masculinities in theory and practice

Men's group experience since about 25 years

Majda:

Senior researcher

Sociologist, Ph.D., Gender primary school (research) – 80% in text books are about men (women are underrepresented)

Personal thematic field reconciliation of family and work, prostitution Austria –Slovenia; theory: psychoanalysis, French post-structuralism

Gender mainstreaming not clear and not very much experience

Interested in gender training methods

Heinz:

Social worker, trainer and lecturer

Gender in and for a democratic life

New chances for men

Mojca:

Researcher, program coordinator

Sociologist: gender topic / conflict resolution / citizenship

Gender interest biographical: teenager discussion with patriarchal father, gender relations are wrong

Gender training in Slovenia

Marc:

Researcher

Cultural studies, history and sociology: connection of gender, masculinity and labour; modernity, capitalism and gender; queer theory

Gender came biographically from antiracist & other political movements

Gender mainstreaming: danger of remaining only something formal; chance to get more men into gender field

Interest: International exchange – practice and methods – political situation especially in Spain

Sigrid:

Coordinator of GeM department

Work topics: management and training; gender focus on women's politics

GeM in education, teacher gender competencies

Traditional gender reconstruction (masculinity / femininity)

Women politics / feminist politics

Expectations: curios about experiences of others and GeM-situation in different countries

Stephanie:

Architect / town planner / mediation / university lecturer

Topics: Gender and architecture / gender training / gender and discourse

Violence & security for women in town (public spaces)

Gender came from family background

Feminism and architecture; women's movement for decades

Open for new experiences and exchange on resistance in organisations or men and gender topics

Christian:

Psychologist / grass roots movement
Men research institute
Men's studies evaluation
Discovered gender in Catholic boys school
GeM-development from men's point of view
Expects mutual exchange

Bettina:

Biologist, PhD in environmental sciences
Socio-ecologic research in the field of sustainable water management and regional development
Gender relation through family and later professional background; critical feminist theory on natural and environmental (planning) sciences and trainings in political adult education
Expects to learn from the group and find impulses for transfer of GeM into environmental issues, especially into the field of water management

Paako:

Sociologist; researcher, freelancer in training and consultancy in the field of social political adult education and seminars for job-orientation with young adults
Male identity concepts: gender and work-life-balance
Approach to gender through his role as gay person
Gender is a very important issue although still uncertainty about the efforts and success into the direction of a change of the relationship between men and women in daily-life circumstances
Expects to learn and get impulses especially on the methodological and methodical level of gender trainings and instruments

History and Aim of RealGeM

On a partner meeting of the project Work Changes Gender (see below) in 2003, Christian and Bettina discussed the need for practical transfer and exchange from gender-related research. Christian, Bettina, Klaus and Andrea afterwards wrote a first proposal, which initially aimed at an integration of gender and environmental topics. The environmental relation was excluded in the process, and now the focus lies on adult education. For

the second year, other topics could be emphasised. Unfortunately, the Bulgarian team failed at the national level.

The topics for the 1st year of the learning partnership are three steps, which are closely connected with the partner meetings:

1st meeting Berlin: exchange of practice between partners, intercultural exchange

EU GeM definition, we search for new innovative aspects about GeM, intercultural and interdisciplinary (natural, cultural and social sciences, architecture, training, etc.) with the focus on adult education.

2nd meeting Graz: exchange and deeper analysis of methods, didactics, experiences in education within our respective policy fields with regard to a transfer of conceptional approaches (“train the trainer”) and extension of the methodological competencies of the partners through testing of training methods.

3rd meeting Barcelona: discussion of the experiences made with the transfer of the elaborated methods into the own educational work of the respective partners and description of possible approaches and reflexion on strategies for the implementation of gender mainstreaming: Analysis of the potentials and limits of the existing concepts

Warm-up: ‘Fruit Salad’

Chairs, 3-5 groups (bananas, strawberries, etc.) and modulation: One chair less than players. The standing person gives the order, e.g.: “bananas mix up!” then the banana group changes chairs. Or: “strawberries!” etc. Or: “Fruit salad!” then all change chairs. The person who does not get a chair takes the command. Decide from the process, how long to play.
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Exchange and Discussion of Gender Methods and Exercises

‘Flip-Book’

Self-perception and perception of the others combine this method with gender

Instruction

Within groups of 4 – 5 people the following process happens:



First step: Play

- Spontaneous pose: one begins, next person copies the pose and changes one single (small) aspect, third person copies the first and the second pose and changes one single aspect, etc. up to No. 4 or 5.
- The first one can then embody the position of the last in order to feel the differences from his/her own beginner pose to the end of the process.
- Same procedure as often as number of people, with ever member of the group starting once.

Second step: Perceive in a gendered way

- Connect the flip-book with a question: e.g. “How do you feel in your role (on a personal level) as a man or as a woman?”



Third step: Presentations to the plenum

- At the end, every group chooses one of the created flip-books to present to the plenum.

Fourth step: Interpretation & discussion

- We re-interpreted stereotypes.
- How do we break stereotypes?
- It is important to “feel the position” resp. to “feel the other person in the position”.
- Being in a man’s position or a women’s position and thinking about being a man or a women.
- Connection between poses and the things we do in life (as a man or a woman).
- In feeling like a man or a women it is easier to decide and break stereotypes.
Connection to the roles (masculine or feminine roles) _ ‘my body reflects the question in my mind’.
- Construct gender while performing gender.
- Doing this method before thinking or talking is better in order

to touch emotionally and sensually.

- Feel and recognise in your body a power position (e.g. also with “yes/no”-exercise: “What do you feel when you say Yes or when you say No? What is easier for you: saying ‘yes’ or ‘no’?”)
- Exercise may not be appropriate for the beginning of a real training: it is necessary to have a first basic contact before.
- Another opinion: this method is very convenient at the beginning to start with a group.
- It is important for the exercise to have groups between 3 and 5 persons_ 4 is ideal.
- Good exercise for a “personal gender analysis”.
- It is important to have the correct questions to finish the exercise: What do you feel? What is your perception? etc.
- The context is important (esp. for groups of non-trainers it is important to know the context, e.g. gender gap analysis).
- It is difficult to do a gender gap analysis without a gender sensitive training.



Gender and Gender Mainstreaming in the Partners' Working Fields

Aim: deeper discussion about the “gender” issue: How do we implement it in our trainings and how do we work with it methodically? Proposals for topics to discuss:

1.

Men and GeM: WCG (see below) and German debate on gender revealed that men do not have any representatives in organisations and institutions as regards to gender equality. On the other hand there is the fear that within implementing gender the achievements of women politics and equality may decline (replacement of affirmative action). Does GeM consider both sides?

2.

Does GeM have an important meaning in our institutions besides the working topic “gender” in our training offers?

3.

What are the activities of the respective organisation? Could every institution work out one example demonstrating a special action/activity considering a certain problem/aspect?

National working group presentation

genderWerk

General approach to GeM by two modules:

I. Introduction and sensibility trainings

II. Deepening and stabilisation of gender competency

Up to now:

- Mainly demand for module I
- Opening the theoretical background
- But also recommendation to the institutions to get into an accompanying longer process
- Political and (later) conceptual demand from the side of genderWerk:
- Integrate a third path into the existing double-strategy (women equality + GeM) which represents men's policy issues

Characteristics of the field:

- Is the training compulsory for institutions because of legal demand?
- Or is the training self-organised because of the interest of the organisation?
- Is the organisation private or public, profit or non-profit?
- What are the different motivations of the participants?

Example:

A NGO in social work for young immigrants without family relationships; mostly boys

Training (professional development) with employees (social workers, housekeepers etc.) in modules I + II

Main experiences:

- Management had positive attitude towards GeM
- Organisational culture with continued qualification structure
- Although the youth groups mostly involved boys, there was only few sensitisation for the perception for a specific boy perspective
- Teams mostly consist of female social workers, employees etc.

Main insights of the trainings:

- Necessity of gender specific perspectives and issues in youth work
- Combining GeM strategies with intercultural approaches (immigrant boys – immigrant girls)
- Equal number of female/male employees
- Employees of different cultures

Discussion:

Strategies to deal with female and male issues in actions and conversations: Are there strategies for equality or is gender simply not considered? What are strategies to deal with “re-gendering – de-gendering” issues (i.e.: does the emphasis of dual gendered ways of socialisation foster gender dichotomy)?

Ties & strategies on that: How can people come up to general equality demands, when the persons are gender blind?

Austrian method as example: Question to males and females: “How do you recognise men and women?” Two places in the room with flip-charts where men and women draw pictures/write impressions on that.

Peace Institute (PI)

In Slovenia GeM is treated as women’s affirmative action. Special emphasis is put on positive measurements following the law for the equality of men and women. Conceptual difference to Germany and Austria, e.g. GeM is integrated in women’s equality policies. Not much awareness for gender issues on the general national level.

What would be supportive in Slovenia: top-down approach following the EU policy. At this moment in practice there are no gender trainings; consultancy institutions only exist on the general programmatic level.

The PI deals with GeM on the level of policy recommendation activities and entering public debates, seminars and workshops. It could fill the gap in Slovenia in taking up the GeM issue in actions. In general, the aim is inter-gender reconstruction, not gender as a single entity.

Activities of PI are: research, public information, and sensitisation. The most important issue is seen in bringing the men into the gender process.

Discussion:

Name of the institute contains peace: war, military, violence & peace are strongly connected with male identity concepts. Does the institute integrate these two topics? "Gender" as a thematic field joined the topics later on at the beginning of 2000. So, there is no direct and basic interrelationship of the fields, but they slowly come together.

There are laws considering gender equality mostly in the public but not in the private sector. The proposal is made to prepare a matrix/table with an overview on the national gender policies: legal and practical situation.

One suggestion is to consider media strategies on gender issues. Suggestion for Peace Institute could be to implement a men's studies (sub-)department.

Presentation of the idea of an ideal process of GeM:

In case of an order from an organisation:

Analysis



Definition of objectives with the top level of the organisation
(different sociological data collection)



Organisational development process

*Trainings and workshops on different levels of the organisation
(they should be conceptualised within the process and within
a communication between all levels, continuous audits on the
quality of the ongoing process)*

Organisational development process

Training

Training

Training

Realistic view:

Having more small training packages in the frame of in-house trainings.

Now is the start of a longer – 4-years – training including gender competency trainings, gender analysis, and implementation of GeM in organisations. (Train-the-Trainer for employees who later start to moderate groups in their institutions by themselves.)

Question: What is the idea of “gender competency”?

Step One:

What is “gender perception”? How can the participants learn to be sensitive on “doing gender” in a group? Support the capability of the participants to be conscious to their gender perceptions to detect and maybe overcome gender stereotypes. What is reality, what is the concrete problem in this moment, here and in this team at this moment?

This is a kind of “gender analysis” through the eyes and along the feeling of the employees.

Step Two:

Analysis e.g. in the organisation, but also analysis on the personal level.

Step Three:

Reflection of the own “doing gender” in various ways: What kind of gender is in this group, organisation etc. At this moment it could be very dynamic to split men and women.

Step Four:

Action. Participants go on to work on their own situation. Example: You have a problem in your life: You want to buy a drilling machine. You are a woman. In the magazine there is a big one and a small one and you want to buy the big one. The person in the magazine suggests you to buy the small one, because you are a woman. How will you behave?

The integration of all four steps creates individual and collective knowledge!

What is “gender” in comparison to “affirmative action”?

Affirmative actions are very focussed on women. Gender as regards to the work of GenderWerkstätte means the interrelationships of men and women in a systematic perception by dialogue and negotiation. The process is a kind of constant movement with the attempt to balance.

Discussion:

Also in the gender system we have to consider the interrelations between women and women as well as between men and men. There are no gender blocks but very heterogeneous levels of interrelations (see study from Carol Hageman-White: We may detect more differences between some men and other men or women and other women than between men and women).

Question and concern: Within RealGeM, could we develop an integrated gender training concept in English, where we integrate all our experiences and competencies?

Intermezzo: ‘Gender Impulse’

A Spanish torero, the symbol/model of masculinity invites guests for dinner. After dinner the torero disappears. One of the guests is looking for him and finds him in the kitchen with an apron, doing the dishes. The guest is shocked and says: “How can a man like you do such a female job?” The torero answers: “Everything I do is masculine.”

This impulse can be used in different directions: discussion, associations, acting etc.

Research Projects in the working fields

Work Changes Gender – New Forms of Work, New Orientations for Men's Lives, Opportunities for Gender Equality

From 2001 to 2004 the interdisciplinary EU research project “Work Changes Gender” analysed the impact that new forms of work have on the way men organise their life and, as a consequence, on the gender relations. The following issues have been covered: innovations in the conditions of employment, changes in gender relations and self-concepts of men.

Selection of most important results:

- “Glass ceiling” also for men: recent labour models still make it hard to reconcile part-time work with career options, as we saw from interviews with experts (gender equality manager, e.g.) and employees in the selected bank. This very much confirms Michael Kimmel’s statement: “„Men who say: I want to go on parental leave, so that my wife can reconcile work and family, are told by their colleagues: If you are not ready to sacrifice your family, you are not a real guy, and we can not entrust this job to you.“
- Need for “FlexiCurity”: As long as flexibility is not combined with measures for social security, the way towards reconciliation of work and family life seems to be obstructed.
- For men no contact persons exist within companies for reconciliation affairs. Due to this, problems and ways to solutions become individualized, precarious, difficult and insecure. This mainly obstructs ways towards changes in gendered role models definitions and a collective social embodiment of these changes.
- Changes in inter-gender relations rather take place in areas where decisions by and controls of the individual are more likely. Since the arena of labour is very much determined by macro-structures (economy, political actors, unions and management), less changes are to be found here than, e.g. in family life.
- On an organizational level, but also for men entering a caring situation, hegemonic masculinity (R.W. Connell) seems to build strong limitations of behaviour. Social sanctions and de-valuation endanger men who do not behave in a standard male way.
- Good practice examples of organisation exist in all countries in the study. One highlights is that e.g. personal experiences

of managers can matter

- In general: men and full-time work are always associated, deviators feel as exotic and are seen as exotic.

Work Changes Gender researched the implications of changing working conditions, the self-image of men, as well as gender relations in Norway, Spain, Germany, Austria, Bulgaria and Israel. The research project began with an investigation of the far-reaching changes in gender relations that have occurred in the labour market over the past decades. Only a minority of men who are fit for gainful employment actually work in the so-called “standard employment relationship”: full-time, non-temporary and with social insurance. This is clearly demonstrated by the various developments that have occurred in the EU since 1988. The rate of unemployed women has sunken from a high level, while the rate of unemployed men has risen from a clearly lower level. Men now work more frequently in temporary positions. Although the tendency is toward more temporary employment for both men and women, the number of men in temporary positions is nearing that of women. The number of men working part-time in the EU has doubled since 1988, climbing from 3.1 to 6.1 million, while the number of women working part-time – which is already very high – is growing only slightly. The purpose of this investigation was to identify the men’s strategies that both aimed at dealing with these changes and were oriented toward quality of life and equality. Apart from analysing economic data and engaging in discussions with experts, researchers in participant countries conducted a total of 140 semi-structured interviews with men. The majority of the interviewees were men who voluntarily deviated from a normal work schedule and were working part-time.

In organizations, it is not only women but also men not working a standard full-time schedule who are confronted with a glass ceiling when seeking higher positions and careers.

In the institutions of our society, it goes without saying that men are assigned professions and careers. The higher value attributed to a “normal work life” in contrast to other forms of work continues to make it difficult to combine part-time employment or employment interruptions with career opportunities. In Germany, men who voluntarily deviate from the full-time norm are frequently viewed and treated in their organizations as oddballs and

dropouts. This point has clearly been demonstrated through expert-led discussions with equal rights representatives and employees.

In the interviews, many men emphasized that their employment deviation has hindered their careers. A German employee who chose part-time work explained it this way: “The moment you decide to go part-time, you’re dead career-wise. It would be naïve to think or believe otherwise, to think that you still had a chance.” These losses in potential standing, power and income are most often consciously accepted.

The situation is different in Norway, where, for instance, the one month of parental leave, “reserved” for men is used 90% of the time. With the second and third child, men take more time off to devote to child raising. A lower assessment of the value of work and higher one of family is experienced here as a source of satisfaction. The predominant wish of fathers to be breadwinners and to raise their children can be supported by governments, is realized more and more by men, and is becoming a new model for fathers

Men strive for forms of life that break with clichéd rolls.

Among the men interviewed, there were a host of different motives for reducing their workload: partnership, realizing caring duties or wishes, social commitment, or simply the “demand for a full life”. The quality of life acquired in this way is consciously offset against a professional career.

A change in men’s values is more clearly seen in the private sphere than in the professional world. In the European Union, a differentiation in the form of long-term relationships is taking place. The forms of life of the men interviewed were correspondingly diverse, ranging from single parents, singles, married couples, long-term relationships as well as communal living to homosexual and heterosexual “living-apart-together-pairs.” These forms of life lead to different distributions of work in these communities and also to new forms of emotional reproduction.

Men in caring situations also encounter difficulties in the private sphere.

One result of our interviews with men in caring situations is that the often new and manifold requirements and changes initially cause feelings of insecurity.

Active fathers at the playground - “alone among mothers”- are viewed as oddballs, exceptions, etc. From their corresponding reactions, they feel insecure and “out of place” in their self-perception as men. Over the course of time, this is dealt with through reflection and a change in social contacts and networks. In Germany and Austria, men are subjected to a deep-seated traditional familial model combined with a gender-dualist division of labour. In these two countries, men have to fight against ideological stereotypes. In Bulgaria however, the men are very pragmatic about taking up caring duties in a society where women demonstrate a very pronounced orientation to professional work. This is not perceived as a threat to their masculinity concept.

This different form of men’s behaviour is, however, not to be conceived of as a new concept of masculinity. It’s more the case that it remains, to a great extent, isolated. It is often not connected with a demand for equality either. Most of the men we interviewed do not define the position of men in society in a new way. Although they affirm and realize some elements of “new masculinity”, many are also representative, to some extent, of traditional masculinity concepts. Distinct new patterns of interpretation are not being integrated into a comprehensive understanding of a different, new masculinity. For men, this is not possible given current social circumstances. In many European countries, non-conventional individual self-perceptions held by men are not yet granted recognition. Thus many men fall back on or persist in identifying with old role models that are, to a large extent, disconnected from the social reality around them. Nevertheless, contentment outside of the “normal work life” is possible if these forms of work and life are chosen by the individual.

Men too require a policy of ensuring equality that is intended for them.

Although the new strategy of Gender Mainstreaming in its conceptual form applies equality to men and women, it is very difficult, even with this concept, for many actors engaged in equality processes to see men not only as “hinderers” or “supporters” of women-oriented equality policies, but also as a target group that is to be included and recognized as having its own requirements and interest in achieving equality. The men

interviewed do not foresee equality policies as something that can potentially have an effect on them. Often they do not feel that they are addressed and that their interests will be heeded in the framework of equality policy. Thus they fall back on individual strategies.

Like women, men may require support, for instance in their search for part-time or family-friendly solutions, business contacts, and collective interest representation. Equality policy thus offers a suitable framework, is able to put traditional masculinities into question, and directs attention to the diversity of living situations and forms of masculinity.

Work Changes Gender (2001-2004) was an interdisciplinary research project of the following partners:

Dissens e.V., Berlin – Germany (Coordination)

Catholic University for Applied Sciences Berlin (KHSB)

University of National and World Economy, Sofia – Bulgaria

Bar Ilan University, Ramat Gan – Israel

Work Research Institute, Oslo – Norway

Männerberatung (Men's Counseling Center), Graz – Austria

Universitat Autònoma de Barcelona – Spain

For further information see **www.work-changes-gender.org**

Background

The 1997 Treaty of Amsterdam places equality between women and men among the explicit tasks of the European Union and obliges the EU to promote gender equality in all its tasks and activities. In the strategy of Gender Mainstreaming it is recognised that gender should be an essential part of policies on science, labour market and employment, development co-operation and education. The Gender Mainstreaming approach that has been legitimated by this Treaty is backed by legislation and by positive action in favour of women (or the "under-represented sex"). With regard to gender inequality, the EU has both a formal EU problem definition at the present time, and a formalised set of EU strategies.

The world-wide adoption of the Gender Mainstreaming strategy can be traced back to the UN-conference in Beijing, and is connected to earlier agreements, such as CEDAW. Since Beijing, the EU has been among the major pioneers in developing Gender Mainstreaming, both by starting a process of Gender Mainstreaming within the European Commission itself, by diffusing information to Member States and candidate states in a number of conferences and seminars (in Brussels, Bled, London), and through the reorganisation of EU-policies so that Member States can hardly escape engaging in Gender Mainstreaming too (as in the case of the new regulations for the Structural Funds). After Beijing, several national governments have also announced that Gender Mainstreaming will be adopted as part of their continuous efforts to achieve gender equality. Countries such as Sweden, Norway and the Netherlands took the lead in developing specific tools. At yet another level, supranational organisations such as the Nordic Council of Ministers, the Council of Europe, the World Bank and the ILO started initiatives directed at their respective constituencies. At most levels, feminist movements exert pressure in favour of Gender Mainstreaming.

Why gender inequality as a research case?

Gender inequality is not a simple problem, but a highly political problem, meaning that there is no real consensus about what the problem is exactly, about why and for whom it is a problem,

about who is responsible for the existence of the problem, who is responsible for solving it. This means that there is an ongoing political power struggle over these definitions. The words that are used in the context of gender mainstreaming habitually suggest consensus, but more often than not these words - inequality between men and women, differences between men and women, equal opportunities for men and women - function as buzz words: they allow the illusion of consensus, until a hidden difference of opinion can no longer be concealed.

Studies on the implementation of Gender Mainstreaming in the European Union show that its revolutionary potential is endangered by distortions due to shifts in gender equality concepts connected to national differences, or by a lack of articulation of its goal. In view of the Enlargement and the Charter of Fundamental Rights, they warn against a focus on employment or on technocratic instruments and are concerned about the lack of attention for Eastern European realities and for other structural inequalities.

Moreover, Gender mainstreaming is a typical example of a strategy that involves not only multiple levels in governance, but also multiple shifts in governance. Multiple levels because it involves not only national or regional state bureaucracies, but also institutions in fields like science and economy. Multiple shifts in governance, because the strategy aims at a reorganisation of policy processes, and a shift in responsibilities. The strategy of Gender Mainstreaming aims at a multiplication of actors, policy areas and policy levels (Council of Europe 1998). The ongoing political struggle over the definition of gender equality, the implementation problems in Gender Mainstreaming and the connection to multiple shifts in governance are three good reasons to choose gender inequality as a research case for a study on policy framing.

Objectives

MAGEEQ will pursue the following scientific objectives:

- construct a conceptual framework to map out the various dimensions of gender equality policy frames;
- improve methods for assessments of the (in)consistencies between various policy levels, in the field of gender equality policies, especially for Gender Mainstreaming;
- improve evaluation design and methodology for gender equality policies and especially for Gender Mainstreaming;

- present material for the future development and implementation of gender equality policies in view of the EU's Enlargement and the Charter of Fundamental Rights by using a framework on gender inequality built on knowledge from both Member States and candidate countries;
- further develop & apply frame analysis as an innovative paradigm in explaining policy dynamics which addresses shortcomings of both rational actor & pluralist paradigms;
- offer and communicate knowledge on processes of exclusion connected to policy frames on gender inequality;
- re-engage citizens, by stimulating high level debates on gender inequality as a policy problem, including academic experts on gender, politicians and policy makers;
- include knowledge generated in these debates in the final analysis;
- contribute to the further development of gender studies.

Results

The main results that MAGEEQ will deliver are:

- A set of country studies and an EU study on the various ways gender inequality is framed as a policy problem;
- A validated method for the assznsistencies in gender equality policy frames between national and EU levels;
- A conceptual framework on various dimensions of gender equality policy frames, validated in a comparative analysis and in international and national debates.

MAGEEQ will contribute to policy theory and methodology, to gender studies and to the study of the politics of implementation. Additionally, the national and international debates organised as a part of the research in MAGEEQ will re-animate public debates on gender equality in an inclusive way.

For further Information see **www.mageeq.net**

Collection of Chances and Risks of Gender Policy

Risks	Chances
Gender may affirm gender dualism, simply by the practice of working in teams consisting of man and woman.	Integrating different gender attitudes, policies... Address and reach both, men and women. Experience more positions, experience various gender relations if men and women are in the learning groups and trainers. Enrich the variety of interactions of men and women in the group.
What is the reason for gender teams as trainers? There is the risk of not reflecting stereotypes and affirming them; e.g. different abilities of genders: does this affirm gender positions?	Possibility to discover gender dual stereotypes.
GM transforms a social movement to a regulation technique; like: from ecological movement to sustainability management.	This is also a chance: from the fringe of society to the centre, into the mainstream; fulfilment of the demand for implementation and a critical monitoring of implementation.
GM as the result of a “battle” between social movements (women, gay) and “the system”, partly lost and partly won; equality of chances/ equal opportunities versus distributional justice. Or: Distributional justice: Competition, capitalism: which concept fits better? Definitely not distributional justice ... Discussion: is equality of chances the same as equal opportunities?	The chance is that GM can be applied to other variables as well, for other structural differences: Ethnic groups, nationality, class, etc.
Going too early into harmonious positions between men and women. Gender trouble should be first!	Temporary equilibrium is achieved sometimes, somewhere, like “waves”.
Blind spots: Deeper structures of men and women, structural differences; gender mainstreaming touches only a “middle level”.	
Will men dominate this strategy in the end?	

Exchange and Discussion of Gender Methods and Exercises

Gender Walk

Short input to the topic of gender and architecture:

- To train the perception it is useful to go into different roles – different places – different times (life, daily, weekly and annual) – different perceptions of sexes.
- Question: What do you think about gender and architecture? We have a look inside the buildings: What happens behind the windows (e.g. domestic violence etc.)? In the suburb of Marzahn there are 350.000 persons and 80.000 households. If we have a look into the interior of living areas, whether there are rich or poor households, it is statistically evident that we will find violence.
- A main finding of feminist research on mobility and infrastructure planning is, that for every person, wherever he/she lives, traffic is the main point in daily work and daily private life. But there is no differentiation of sexes in all the respective statistics. In order to get better insights into gender specific aspects of daily life conditions as regards to infrastructure planning we need a differentiation of the sexes in the statistics.
- As regards to the exterior movement of people it is considered that women have a different perception of security and insecurity in the public area.

Our destination of the gender walk will be the “Potsdamer Platz”. When we walk around, we should jump into different personal roles of people to feel the different sensations in the public area.



Name of the Method:

Gender Walk

Time:

3–4 hours

Target Group:

Adults and adolescents.

Material:

City map or parts of the map with marked sites and marked objects or special places/squares. Paper and pencils.

Aims / Learning Effects:

It should be analysed from a gender perspective, how women and men move in the public space, how they use and appropriate it. The interrelationship between gender, power and space can be experienced physically. The exercise sensitizes and raises the consciousness for the aspect of gender in spatial relationships. Gender specific role attitudes of other persons and the own attitude should be analysed and reflected as well as the societal value and normativity of masculinity and femininity.

Step-by-Step Description:

1. Warming up inside: The participants move freely through the room and change as announced by the trainer in different roles of persons, who walk through different urban areas. Day and night time changes as well as the seasons.
2. Genderwalk outside: Guided round tour through the city on a defined route with explanations to areas, buildings, places/ squares and specific aspects, different use and utilisation of the areas, buildings etc. by the citizens.
3. Each participant documents examples of experiences, observations, behaviours and own feelings during the tour.
4. Exchange about the experiences in gender mixed pairs of two.
5. Evaluation of common grounds and differences between the genders in regard to behaviours, chances for utilisation/ use of space and possibilities of its appropriation on three different levels: the own subjective perception; the observation of other persons in urban space; the viewpoint of an imagined third person taking an extremely different position to the own one.

Variations:

There is no guided round tour through the city. The participants have a map with an indicated route and a questionnaire and walk alone or in pairs of two.

Formulating a Question

- How do men and women move in public space?
- How do they use public space and how do they appropriate it?

- Which feelings and thoughts did the participants have at the different sites/in the different situations during the walk?
- Taking an extremely different position from their own one, which experiences would they make?

Focus:

The basis for this exercise is the concept of hegemonic space relationships and their results in architecture and infrastructure. It structures gender specific individual and societal habits of movement in public space (following Bourdieu 1991¹). The assumption is, that architecture and infrastructure are expressions of societal culture of space and that both, vice versa, also imprint this culture into a sort of “social geography of space” (Fraser²1997)

Applicability

- *group size*
- *recommendation about point of time or process (e.g. “starter”)*
- *framework/related methods:*

Approx. 12-20 persons

Recommendation about point of time in a training process: in the middle of a training, gender walk outside in the afternoon or early evening. Evaluation possible the next morning.

Possible difficulties

- group situation
- point of process

Comments and Experiences

Source / Author:

genderWerk Berlin

Stephanie Hüffell/Bettina Knothe

1) Pierre Bourdieu (1991): Physischer, sozialer und angeeigneter physischer Raum.
In: Wentz, Martin (Hg.): Stadträume, Frankfurt/Main, S. 25-34

2) Fraser, Nancy (1997): Die halbierte Gesellschaft. Schlüsselbegriffe des postindustriellen Sozialstaats, Frankfurt/Main

'Imaginary I, Imaginary You'

Instruction

Step 1:

We choose two portraits out of a sample of approx. 150. The first picture is about the “imaginary self”. The second is the imaginary “ideal” partner.

Step 2:

Discuss your choice and its reasons with one partner of confidence (dropped in this case).

Step 3:

Distribution into 3 groups: 1 women's and 2 men's groups; discuss why we choose the picture and what our dreams and wishes are.

We use two big pictures of a person silhouette (blue for “I”, and red for “you”) on a flip chart each. We put our chosen pictures into the silhouette and write some explaining words about our selection on the paper.

Step 4:

At the end we put together the silhouettes and we discuss questions like: Are there female and male ways of acting visible? Did we use stereotypes or rather break them?



Feedback on the Meeting



- Enjoyed the meeting because it was not too monotonous, much movement, active meeting; some methods are very helpful for some meetings at her institute.
- Few weeks ago was not sure what he can do at the project; during these days thought a lot about how to implement the impressions in the Spanish organisation and trainings, feels more optimistic now then before; people felt comfortable and creative during the meetings; feels positive for taking the impression back home.
- We used our creativity for working on theory and methods; thinks about how to bring some impressions and results back into the institute.
- Missed a little more body work; sometimes too much intellectual work; missed intensive talk in smaller groups; but there were good opportunities to get to know each other; enjoyed to get to know more male gender trainer.
- From the beginning it was a culture of no stress for output and this was the basis for much output; gave the opportunity to grow and open up during the meeting; clear structure throughout the meeting.
- Missed confrontation between men and women and also between the cultures; thinks that there are more differences among us to discuss and more potentials for confrontation; on the other side it was fine to have learned something in a group with few confrontation; personally it is a push to make more gender discussions/trainings; very fine gender training with very fine structure in an international exchange.
- Happy about having the possibility to join the discussion from a quite different field; liked the constructive and fruitful debates already received impulses for her work.
- At the beginning uncertain feeling how to be able to work on the weekend; now he is pushed by the various activities of the meeting.
- It is good to do some methods together and not to talk about it much; enjoyed it and feels free and easy and happy and powerful to start a new think, which is not certain how it will develop; exciting and good start; thanks to all.
- RealGeM is a good possibility to make good inputs for practice but also the other way round potential inputs for the theory.
- Meeting was the first step to form a good and sound basis for a coherent group than can stand further confrontation; it was

interesting to see the methods we applied and that they work in a very biased way.



Closing method: “Tsha!”

The group forms a circle; all step into the centre slowly, stretching their arms and forefingers pointing towards the centre while moving slowly; all make an increasing sound “ssssss”; finally, the fingers touch and all simultaneously shout: “Tsha!”



In order to document all the presented methods and exercises the group decides to create a standard method sheet, which the presenting person fills out afterwards. In this way a fine collection of applicable methods grows meeting by meeting, and is available to every participant. (Example see above: method sheet 'Gender Walk' in chapter Berlin-meeting.)

Exchange and Discussion of Gender Methods and Exercises ***'Men's World and Women's World'***³

Instruction

1.

Invite the group to imagine a line dividing the room into two parts: a men's part and a women's part. You can also visualize the parts by sticking a tape on the floor.

2.

Ask the group to place themselves in the men's part first. Everyone may show through a posture or movement how he/she feels as a man.

3.

Ask the group to change sides and go to the women's part. Also here everyone may show through a posture or movement how he/she feels as a woman

4.

Now the individuals may move freely between the two parts. Ask everyone to find a place which feels appropriate right now.

5.

Everyone writes down on a little card, why you chose this place.

6.

The cards are collected and put on a wall.

7.

Short reflection round with the whole group.

3) Source/Author: Method by GenderWerkstätte Graz

Reflection

The exercise was perceived differently by the participants: As nice and easy by some, as very uncomfortable by most others. It can touch people very deeply, they may get excited or aggressive or frustrated because of the harsh, dichotomous separation. Some felt provoked to protest against the rule. It motivates to think and feel about space and gender dichotomy and to realise that the polarisation exists in the real world outside and within ourselves. It is a realistic exercise because in reality nobody tells people what women's or men's worlds are, but you are just thrown into this structure.

The method forces people to struggle with the 'border'; they have to decide, find a position, start to think about gender borders. Often the protection in the 'right' gender world is a result for many people when you freeze the scene.

Through this exercise the individual in the group may find a better basis to move on in the next step. It can be used as a workshop opener. However, it may be hard for people who are not used to adult education. If the participants do not know each other they may be more likely to go into clichés. As a trainer, you can get a good picture of the group if you use it as an opener.



Mind the different groups: An experience in a group with very Catholic, conservative people showed that they seemed to think "men have to be in men's world, women in the women's world". Tried in a gender mainstreaming implementation process in trade union with the participants knowing each other well the exercise worked fine.



Evening exercise: 'Break a Gender Norm'⁴

Instruction

1.

Take ten minutes and reflect on how men and women behave.

2.

Think of a rule or a norm, which is a relevant gender norm for you personally.

3. Break this norm tonight.

Have a nice evening.

4) Source/Author: Method by GenderWerkstätte Graz

Reflection

- Woman helped a man carrying his backpack, held the door for him and gave him fire.
- Man shook his hips and gave the woman a look on him moving back. He gave a present to another man: Pralines called “Sissies”, wrapped in red paper with hearts printed on it; he was the only man in this shop...
- Woman drank too much alcohol in the last days; sometimes she breaks the rules by going to the men’s toilet, especially when the women’s toilet is crowded.
- Man hit male colleague on this shoulder and told him friendly works; in the restaurant he lifted his pullover to offer a look on his belly.
- Man asked woman to give him some money (she did not give him anything); in a bar he asked a man to explain him how to drink Tequila.
- Woman did not follow the task of breaking some gender rules.
- Woman drove her car in the pedestrian zone.
- Woman thought about jumping over the table in the restaurant and to sit next to a man but was afraid of this man’s wife, so she threw herself to the breast of another woman.
- Woman took a man’s luggage without realising she was breaking a gender rule.
- Man just had to let it happen because he was helped into his jacket by another man. Unfortunately the jacket was closed
- this was the other man breaking the rule of being gentle.
- Woman took over the luggage from a man as he asked for and she did not reject.
- Woman refused to be communicative in the morning at breakfast. Moreover, she became aggressive and she did not suppress it ...



Most of the participants have broken just any gender norms, played with the instruction, but not really strong norms for them personally. This would make the exercise much more of a challenge. However, the playful approach on the joking level is also ok. You could even combine the two approaches (it is a difficult task to break gender rules, so do it with some fun!).

'Imagine to Be the Other Sex' + fishbowl⁵

Instruction

1.

Everyone does a little phantasy-journey by him/herself and imagines to wake up in the morning in the other sex.

2.

“Look how you feel, imagine what is happening at home, in your work etc., look for the response of your environment....”

3.

Come together again and do not talk with each other.

Arrangement: ‘Fishbowl’ (two circles in one another) in

sex-homogenous groups – the inner circle speaks.

The outer circle participants (of the other sex group) turn their back around so they do not see the members of the fishbowl but only listen to them.

4.

Introduction for the fishbowl group: “Tell each other about your imaginations and experiences within your phantasy journey.”

5.

Change inner and outer circle (speakers and listeners).

6.

Reflection in the whole group: “What was interesting – what was amazing for you? Do you have any questions to each other?”

7.

Meta-level: “Does anybody want to speak about his/her own feelings or experiences affected by this method?”

8.

Deliver the role, especially if there have been irritations in changing the sex.

9.

Give possibility to mix up in small groups for digesting.

Reflection

The intimate confrontation with the topic without interference was appreciated. Stereotypes and prejudices come up. The method brings up discussions and thoughts about the gender dichotomy and about deconstruction. You can get a new perspective of the other sex group, get information on what they are thinking about their own or the other sex. It is interesting in terms of the target group to see what reactions came even in



5) Source/Author: Idea of Phantasy Journey:
Heinrich Böll Stiftung / Method by GenderWerkstätte Graz

this group. Some felt comfortable with the introduction within the two genders/sexes, some not. Especially since gender mainstreaming is rather gender conservative, it may be counterproductive to introduce an exercise where the polarisation prevails. Rather stress diversity among the genders. To make it less strict in terms of gender dichotomy, it is better to introduce: “wake up in a different gender”, not “in the other sex”.

The fishbowl is a good form to learn listening without going into justification and attacking. The ‘secret fishbowl’ especially (with the outer group not watching) feels more protective for the inner circle. However, you still realize that you have an audience! Completely separated groups would provide even more protection. The topic of protection can also make you experience your own reaction to social expectations and social desirability. It is important to speak from your own point of view (I-messages).

The first group that goes into self-disclosure (inner circle) defines the stage of openness. Conflict avoidance in this special group could be there; it can be comfortable, it can be seen critical. Sometimes it may work better to start with the women’s group in the inner circle (being the “disadvantaged gender”). The exercise can also be an opener; to see the needs of the other gender and to develop an understanding of the other gender.

Personal note:

Take five minutes every day to imagine this change - very fruitful!

‘What Do I Do Because ...’⁶

Instruction

1.

Two sex-homogeneous groups discuss the following questions and try to focus on one or two highlights for the presentation.

“What do I do because I am a man / a woman?”

“What do I not do because I am a man / a woman?”

“What would I like to do although I am a man / a woman?”

2.

Mutual presentation of the “highlights” to the other group.

3.

Discussion of interesting results, inconsistencies etc.



6) Source/Author: Idea of Questions: Veronika Merz; Salto Rolle und Spagat; Basel 2001. Method by GenderWerkstätte Graz

Reflection

Some notes from the men's group:

What do you not do because you are a men?

- wear a great variety of colourful clothes styles (dresses, skirts etc.)
- be successfully passive (e.g. let the man do the first step in flirting and then decide whether do react/engage)
- decide to be pregnant
- be the houseman and / or caretaker
- use lipstick
- go with a man hand in hand

What do you do because you are a men?

- overwork of labour for career
- be a 'Mr. Do'
- fight against the army, resp. against military service
- drive my motorbike
- go to men's clubs
- have easier sex on different places
- urinate standing
- feel responsible for sexual pleasure and fulfilment of the partner
- have to present my technical competence
- change the side of the street in the night when a woman is there
- speak more about global politics
- have more opportunities in jobs

What would you like to do although you are a man?

- be passive
- walk around arm in arm with the friend
- be more free in physical interactions
- touch others more easily without being sexualised
- wear also woman's clothes without feeling as a woman

Highlights in terms of "What would I like to do although I am a man / a woman?"

From the men's group:

- Being able to physically touch others without being perceived as sexist, touch as a normal contact form.

- Being passive without being a loser, with benefit.
- Having a greater variety and freedom concerning clothes.

From the women's group:

- Liberty (opportunity to move wherever you want to).

Group discussion

People got in touch with their own individual gender identity development and found it a good method to reflect on it. The work in homogeneous groups was highly appreciated; links were found between behaviours in various fields (e.g. the “men have to be active”-imperative seems to exist everywhere, so “passivity” came along as a common ‘No-no’ in “what do we not do because we are men”). Good ways of communicating were found in the groups. Within the women's group the diversity became visible, they had different experiences and attitudes. Therefore the instruction to find only one highlight was good, very structuring; the task was to find a common thing.



It was interesting to see, that statistics and feelings do not necessarily fit: e.g. “moving in public space safely” is what women would appreciate as well as men. This is the level of personal feelings, even if statistics seem to tell different stories. Women are educated to have the fear, men are educated to not feel the fear. The issue of male victims is still quite unheard. The exercise could be summarized as: “It is all about opportunities.”

In gender mixed groups there would probably come along more stereotypes. A recommendation for the trainers is to go to the groups and assist. “Contra-indications” are: gender-blindness / gender taboo; resistant groups that reject any exercise.

Short discussion about resistance against exercises in general

- Do the trainers have a “mission”?
- Ask yourself as a trainer: What are the good reasons for the participants to resist? If I you not have the mission to convince them you can work easier; and a better understanding of the participants’ “good reasons to resist” emerges.
- From the concept of diversity: Look for “functional equivalents”. What is the good reason of the participants to stop the process? Is it possible to find an equivalent that serve this function and thus protects them? E.g. in a male

dominated organisation men may fear to be replaced by women; men are afraid and therefore have a good reason to resist. A protective measure could be that the manager assures them that they can stay (“top-down-protection”).

- Are there functional equivalents to step into the process for men? E.g. life quality, health, work-life-balance etc.
- Violence may be a difficult issue: what does work better? E.g. boys rather talk about other boys’ experiences than about their own experiences...

General reflection on the exercises

The exercises were generally perceived as interesting, thought-provoking and inducing learning on different levels (body, mind, space). Sometimes there was time missing to reflect on them or digest them on a more personal level, e.g. in smaller groups. Also the mix of reflecting personally and methodologically was found difficult by some participants. The fact that it was not a real training but a group of trainers trying out methods made it tricky at times because the context of reality was missing. The partial separation of men and women was experienced ambivalently – valuable for an ‘undisturbed’ development in each group but missing confrontation and exchange between them.

Feedback on the Meeting: What have I learned?

- I have learned much on a theoretical level about myself: It shows me where I am not really gender sensitive
- I liked to learn, learned much, learning in a differentiated way, I was concentrated at the trainers and myself. I try to understand the group process: What are we really doing? For most of the time I feel comfortable in this group, this is not by chance, but by doing and behaving. I want to understand why this is the case: e.g. the moderation is changing etc.
- RealGeM is a really nice project with really nice people in it. This meeting had a really energising effect. Picking up really new ideas from fresh people is a learning effect. Informal talks: a lot of new things pop up there. Informal time is really important. I have learned that the language issue is very important, we really have to allow time just for the English language. We have to have that in mind when we plan the next meetings.

- Networking is the most important thing. Comparing this group with other groups: if too many native English speakers are there, it becomes exhausting.
- I feel more like a trainee, a learner. I benefit a lot from all the meetings, methods were new for me.
- Mixing up the levels: This is something that I have learned. I don't have to be a professional all the time. And in terms of structuring trainings: If I am emotionally hit by something, this needs space and that needs to be planned in.
- The second method was an important experience: try to imagine being the other sex: I did it in stereotyped ways. Theoretically I am thinking that gender is about stereotypes. If we remove stereotypes, then there is no more substance for gender. Concerning violence: confrontation in the discussion was good, I would like to have more such discussion.
- Me too. Having exchange in a fruitful way, in contrast to ideological discussions. Knowledge transfer could happen, are there ways to produce new knowledge? My own gender identity is changing all the time: in the informal talks I have the feeling that discussing with others challenges my ideas on a very high level. How could we formalize such an exchange? I was surprised how much I have learned and was curious if it could be even more.
- Exercises: every exercise seemed to have a certain topic: space, limits, power. Gives me impulses about attitudes and habits in the field that I move in (technical, male dominated field). Moving in spaces, crossing limits, power, experience my own feelings, thoughts: gives me some kind of strategies to behave in my professional field, it is a sort of "emotional" as well as "abstract" transfer. It is working inside.
- I guess I have learned more English, methods, new ideas, and how I can use these and other methods. International contact is very fruitful, although often exhausting, slow etc. But everything is very intense, you need to go on slowly.
- I will be able to use the concrete methods in broad ways.
- Very fine experience how easy it is to get into contact with you people as persons. Sometimes in the reflections we focus so much on the methods, but it is nothing without a theory and without a goal. But it is interesting to see the tools of others; so it is always a bit ambivalent for me. For the next meeting maybe we can find a method that we can link to content.

- You cannot be a participant of a group and a trainer at the same time. It is very different to be both. It is a mixed position, a “blurred” position. I was a “member-trainer”, with exercises, I can show some exercises the group, but this is not a “real” training.
- Grateful that people showed the methods they work with. Start to think what the aspect of “sustainability” could be in these terms: Changing attitudes/stereotypes is very difficult. Would be a very interesting topic in terms of the outcome of trainings, evaluate! It is not “mysterious” any more what happens in the trainings and I have got a better picture of what is going on there.

Partner Meeting Barcelona

10th – 12th of June 2005

The group received a warm welcome by representatives from the Santa Coloma de Gramenet city council. They gave an overview about their work and gender structure and gender equality policies in Santa Coloma. Gender equality policies are applied since 1999. There is a center for information and support for women, but also family counselling services. Awareness raising measures and basic training are the main focus. Next year a gender audit will be made to develop a new action plan.

Exchange and Discussion of Gender Methods and Exercises

‘Gender Walk’

General method description: see Chapter “Berlin Meeting”



Gender route for the Barcelona city center

1. Francesca Bonnemaison Library
2. Santa Caterina Market
3. Rambla del Raval

The Barcelona local of the group led the others to the abovementioned places where we discussed the questions from the paper. He also made a few video-interviews with some participants.

Some comments:

1. Francesca Bonnemaison library
2. Santa Caterina Market

Market place is an intersection between private and economy life. It is multifunctional.

The market invites to stay for a while and to confab spontaneously with familiar and unfamiliar persons.

In front of the market they create a public home for the elderly in an ensemble with the market. The elderly are a part of or inside the public space. They can use the market.

3. Rambla del Raval

'Within and Beyond Gender Dualisms'

To the concept of gender in sensitising methods, gender dualism and social distribution of power

Instruction

1.

Short introduction into the concept of dualisms (Derrida).

2.

Assessing some of the known gender sensitising methods from the point of view of their implicit gender dualisms.

3.

Open the space for creating new concepts, new visions (question no. 1).

4.

Introducing a concept of social power into the system of dualisms (vertical reading).

5.

Open the space for involving unequal distribution of social power between the genders into gender sensitising methods (question no. 2).

6.

A panel discussion focussing on the implications for methods.



Almost all exercises we tried so far are based on stereotypes. They are grounded in Western metaphysics: a system of dualisms:



letter	versus	Voice
intellect	vs.	Emotions
society	vs.	Nature
order	vs.	Chaos
good	vs.	Evil
clean	vs.	Dirty
public	vs.	Private
spirit	vs.	Body
Men	vs.	Women

The left column is associated with power. These dualisms influence reality.

Horizontally a system of binary opposition is shown, vertically a system of social distribution. In gender sensitising methods this often is reproduced.

- Can we imagine gender beyond this system of dualisms?
- How do we understand the social distribution of power in gender sensitising methods?

Reflection / Results of the workgroups

Group one:

Can we think gender without sex? Is homosexuality beyond gender dualism?

Gender is constructed. We need to take in the other categories (social, ethnicity etc.), also in order to deconstruct. Wide range of categories – is there in general a thinking possible beyond dualisms?

Group two:

The model is very static. Power is more flexible and dynamic than in this model (see Foucault). Gender is strongly related to relationship, e.g. manager–secretary relationship: power distribution there is not one-dimensional. We have to look at how every single person constructs gender.

Group three:

Are we inside a system or is it thinkable to be outside the dual system? You can lose the duality thinking more by going into diversity concepts.

Are there other forms of gender between men and women as poles or do we think of a form completely outside this system? It is a matter of having the power of self-description and this again is a matter of power within society. We do not all start at the same point.

With gender mainstreaming: Is it really a win-win-situation we are aiming at or is someone winning and someone necessarily losing something?

Is it possible not to be reduced to gender? E.g. in interaction with an animal or in being alone with oneself.

Group four:

We question the consistency of the vertical lines, e.g. clean and dirty does not really apply. But there is something to the model. Where are places of crossing the bridge? E.g. men suffering violence, but not being seen as victims.



Different types of definition of power. Not only economically. For example power to care for yourself, to be able to heal your wounds – self-empowerment.

Narrowing field of analysis and pose concrete questions.

‘Gender-sensitive Budgets? – The Household Game’⁷

Instruction

Before the session, prepare one envelope for each group. Each envelope contains a number of spending items: little pieces of paper, each with one of the following goods and services written on it:



Clothing, Loan repayment to financial institution, Cosmetics, Hair dressing, Materials for school, Entertainment, Rates, Contribution to pension fund, Medical aid, Cigarettes, Newspapers and books, Meals in restaurants, Savings account, Alcohol, Car payments, Bond payments, School fees, TV licence, Rent, Luxury food items, Health fees, Holiday, Electricity, Basic food items, Transport money, University fees, Water, Insurance, Domestic worker

Make sure, that every group gets the same spending items.

Prepare for each group a paper describing different roles. For example, you could use the following roles:

- *Woman, 65 years, widow*
- *Man, 50 years, married with child, manager*
- *Woman, 45 years, married with child, “housewife”*
- *Woman, 25 years, unmarried with child, unemployed*
- *Man, 30, unmarried, no children, journalist*
- *Man, 31 years, married with child, engineer*
- *Woman, 29 years, married with child, artist*
- *Man, 23 years, unmarried, no children, unemployed*
- *Girl, 16 years, at school*
- *Boy, 14 years, at school*
- *Woman, 27 years, unmarried, no children, teacher*
- *Man, 21 years, unmarried, no children, student*
- *Woman, 20 years, unmarried, no children, student*
- *Baby, male, eight months*
- *Baby, female, six months*

7) Source: Money Matters: Workshop materials on gender and government budgets.
By Women's Budget Initiative and Gender Education and Training Network.

Form groups of 4-5 persons. In each group, every participant chooses one role. He/she shall then play this member of the household.



Ask one group to role-play that they are from a household that has a monthly income typical of a *wealthy household*. Tell them the appropriate monthly income amount (e.g. 15000 EUR).

Ask the second group to role-play that they are from a household that has a very *low monthly income*. Tell them the appropriate monthly income amount (e.g. 600 EUR).

Ask the rest of the groups to role-play that they are from households that have a monthly income typical of a *middle-income household* (e.g. 3500 EUR).

Part one: Putting the spending items into three categories

Introduce the following categories to the groups:

Category one:

The items that always get paid/bought in your household.

Category two:

The items that sometimes gets paid/bought in your household.

Category three:

The items that hardly ever get paid/bought in your household.

Each group must decide which of the items in their envelope falls into each of the three categories.

Explain that their job is to decide which items their household, given its specific budget, will spend its money on.

Write notes during their discussions.

(30 minutes)

Part two: Decision-making and: Who benefits?

Having completed part one, ask the players to de-role and within their groups to think about and discuss:

- Who in your household decides what the money is spent on?
- Who in your household benefits most and who benefits least from the priorities?
- Which dynamics were there in the group during the decision-making process?
- What analogies (similarities) are there between what happened in the household group and what happens with government budget decision-making?

(20 minutes)

Part three: Report back: Planning household budgets

Ask the group from the wealthy household and the group from the poorest household to report back. Then ask the other groups to add in any different decisions or new points they would like to make. Point out that they have made “policies” regarding household spending.

(20 minutes)

Part four: Full group discussion about household budgets

Write down the following questions on flipchart before this discussion, and then work through them in the full group.

- Which household has a greater choice, the richer or the poorer?
- Which payments take up the largest part of the household’s money?
- Which members of the household have greater decision-making power?
- Are the needs of all household members met?
- Which household spending needs longer term planning? Does this happen? Is it easier to plan in richer or poorer households, and why?

(30 minutes)

Results from one group, middle-income household, consisting of:

Woman, 65 years, widow / Woman, 25 years, unmarried with child, unemployed / Man, 30 years, unmarried, no children, journalist / Man, 23 years, unmarried, no children, unemployed / Boy, 14 years, at school

Majority of this money went for rent, basic food, water, holidays, medical aid, savings etc.



Answers to some questions:

- Everybody in the group participated in the decisions on how the money is spent.
- In our household most benefits went to the journalist man and least to the unemployed women with child.
- During the decision-making process the dynamics in the group was more or less participative.
- Similarities with government budget decision-making: negotiation process for sure. The rest is hard to compare in our household since it was not a »classical« one and thus the relationships were not traditional.

‘How Does It Affect Gender? European Project Examples of Different Topics’

Instruction

1.
Short introduction about the aim of the exercise with brief instructions (10 min)
2.
Forming groups of 4-5 people (5 min)
3.
Distributing the exercise to participants/groups
4.
Reading text, answering questions and discussion within groups (45 min – 1 h)
5.
Reports from groups, discussion and reflection (30 – 45 min)

Four groups discuss two European project examples of different topics, described by the texts given below. Focussing questions for the discussion are:

- Who does what, where and when?
- Who has the right to use resources and who has the right to control them?
- Who gains and who loses?
- Does the project affect resource distribution?
- Have activities been designed with the needs of women and men in mind?

*Text 1: A case example: Water Buffaloes in Nepal*⁹

Some years ago a European NGO and a Nepalese environment organisation started to plan a project whose aim was to improve the level of health of the inhabitants of a small rural village in Nepal and increase their self-sufficiency. The enthusiasm of the partner organisation led to the project being planned as a project to raise water buffaloes. This idea was familiar to the organisation from elsewhere in Nepal. The European and Nepalese organisations were prepared to bring 20 water buffaloes to the village – one buffalo for every four households. With the help of the buffaloes raised by the villagers, the project managers thought the following results would be achieved: The water buffaloes’ nutritious milk would improve the poor nutritional state of the village children.

9) Source: http://global.finland.fi/gender/ngo/english/project_preplanning.htm

Because of the income from sales of surplus milk there would be less need for the children to work and most of them could go to school.

Income from the sale of surplus milk could be used to raise the standard of living of the village.

The project plan was presented to the village leaders and it immediately received their approval. The buffaloes, too, were soon acquired and the villagers were taught to look after them. The project started up and was in operation with the participation of the villagers for a number of years.

In the fourth year of project implementation an outside evaluation team arrived at the village to assess the impact of the project. The results were a surprise to the organisations that had been involved. The work of looking after the buffaloes and milking them had been left entirely to the women of the village and the burden of their tasks had thus grown enormously. The village men had taken part in the project by selling the buffalo milk at the Sunday market in the regional village centre. They had kept the sales income. Nor did the men know about the nutritional value the milk would have in the children's daily diet. Instead, having noticed that quite a good profit could be made from selling the milk, the men sold more and more of it in the local markets and the village was left with ever-smaller quantities of milk for the village families' own use. The children's state of chronic under-nourishment was not improved at all. Some men used part of the money to send a son to a better school. The village girls had to stay at home to help their mothers with the housework even more often, especially since taking care of the buffaloes took still more of the women's time.

Discussion questions:

Think through your answers to the following questions about this case:

Why were the project's expectations not fulfilled?

Were all the groups taken into the process when the project was planned?

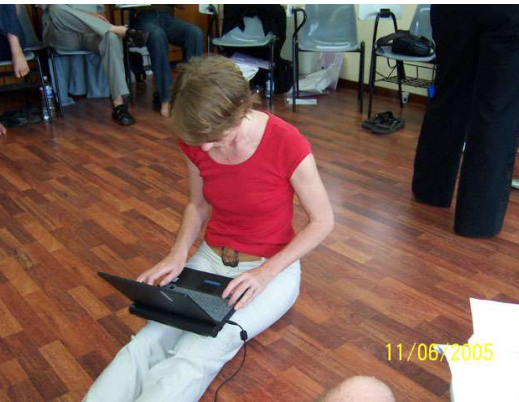
Were the women of the village able to take part in planning and implementing the project?

What would you have done differently at the project planning stage?

What would you have done differently at the implementation stage?

Discussion group 1:

Much too simple concept; no evaluation before, no participation, poorly planned and not evaluated before the first year; desired direction not achieved.



Village leaders were not really involved, but the plan was created before.

Probably women were not included into the project planning and implementation; attitude and rights for women were not obvious.

Probably rational profit maximizing implementation.

Interest and thinking of the planners was obviously different from the village people.

No ideas were integrated which are compatible with the social traditions and culture of the village.

Necessity to accompany the participation process.

Discussion group 2:

People were not engaged in the planning process;

No analysis at the beginning, gender structure was ignored at the beginning

Could also have been different income systems on the basis of a different planning.

People of the village were not asked about their interests and demands

Text 2: Local traditions and flavours revive a rural economy¹⁰

Like other rural areas, the Lima valley in northwest Portugal has suffered from a decline in the economic importance of agriculture. However, a cooperative in the region is beginning to reverse this trend by capitalising on the growing consumer demand for traditional recipes and methods of production.

The region of northwest Portugal is characterised by small-scale farms that combine the production of cereals, fruit and vegetables with cattle breeding. However, faced with increasing competition from large-scale mechanised agriculture, many farmers have abandoned farming over the last few decades.

A niche market for local produce

But recent food scares, such as the well-publicised “mad cow” disease, have led many consumers to question the origin and quality of the food they buy. Farmers who continue to use

¹⁰) Source:

http://europa.eu.int/comm/employment_social/publications/2005/ke6505254_en.pdf

traditional methods of production, in harmony with the local environment, are in a unique position to exploit this growing market demand.

VALDELIMA, a multifunctional agricultural cooperative, saw an opportunity to use high-quality produce from the region and to add value through the production of traditional marmalades and jams, as well as liqueurs and spirits.

“Consumers are increasingly looking for assurance in the origin and quality of the ingredients, as well as products that are made according to traditional recipes,” says Paulo Rodrigues, Executive Director at VALDELIMA. “The name S@bores e Tr@dições was selected for our range of projects as it means literally flavours and traditions but also carries the ‘@’ characters to reflect the merging of tradition with innovation.”

Job creation needs qualified staff

As with any new economic activity, people need training to support new businesses. ESF support was secured for a training action involving 12 women over a period of 14 months. The course focused on traditional recipes, health and safety, conservation and transformation techniques, basic accounting, and promotion and selling strategies. Many jams made during the course were taken to local handicraft and traditional product fairs where they received an encouraging response from the public.

Of the 11 women that completed the course, two now work in VALDELIMA and others were encouraged to start up their own new businesses. Says Mr Rodrigues:

“Before this training course, there were no products, brands or workers, and this has all been stimulated through the training.”

VALDELIMA now has two shops and an on-line sales outlet together with other local producers (www.biolima.com). In 2003, product sales brought an income of approximately 70,000. Some 35% of this income was spent on buying ingredients from local farmers

Discussion group 3:

There are more questions than answers.

It is important to know who the women are and what their basic professions were before (comparison with women in Eastern Germany).

How is the structure of the cooperative?

What was the aim of these courses? Individual support of the

women or structural support? On a perspective of gender probably a binary support is given (women signed area), contradiction between personal and structural level?

How are the women supported after the training? (Strategies to take them out of the unemployment statistics?)

Does the main profit stay at the organisation?

Discussion group 4:

A lot of questions.

Need for more information.

Is it o.k. to have the target group only consisting of women, or are there also possibilities and opportunities to integrate men in these male connotated structures? Why do the women only receive basic support and not advanced training?

Big market for the men and the local market for the women – it seems to be very gender conservative.

Sounds gender conservative – 12 women and male director: or not, because women are trained to be professional in the agricultural field? Are there other aspects referring to a proactive gender goal?

Was everything shared what actually was earned?

12 women – and no name of any in the paper, but of the male director; there is a statement of the director but no statement of any of the women.



Reflection

There can be no general gender evaluation method but it should be developed for every case.

Gender can be taken as a structural topic of society

GM shows the picture of women and men in an organisation, the text of the second case is not “gendered” in the way, that the structure is not visible but the hierarchy.

Necessity of background information about how big the capability of women is to survive in the status of self-employment.



‘The Alligator River’¹¹

The Alligator River Story

Once upon a time ... there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The

11) Adapted from The American Arbitration Association by the Canadian Institute for Conflict Resolution.

river, which separated the two, was teeming with "man eating" alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So, she went to ask Sinbad, a river-boat captain, to take her across. He said he would be glad to, if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Vana to explain her dilemma. Vana did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory. When she told Gregory about her journey (in which she engaged so that she could cross the river), Gregory cast her aside in disdain. Upon arriving home, saddened and dejected, Abigail turned to Slug with her story. Slug, feeling compassion for Abigail, sought out Gregory and beat him up. As the sun sets on the horizon, we hear Abigail laughing.

Instruction

Step 1:
Introduce the objectives of the exercise. Distribute story (see below) and evaluation sheets with a list of the actors' names and five columns A to E. Read out loud. Each person reads the story silently for themselves (5 min.)

Step 2:
Evaluation. Participants fill in their own ranking (1-6) in column A from the most honourable (1) to the least honourable (6) (3 min.)

Step 3:
Numbering off. Number group participants A-D. Ask all Cs to stand up and invite As to find a partner from C. Ask them to take their chairs and find a spot in the room. Repeat with Ds standing up and Bs finding a partner from D. (5 min.)

Step 4:
Task 1 – compare ranking. Each person writes the ranking of their partner under Column B and compares the reasons for their respective ranking. (8 min.)

Step 5:
Check-in. Ask participants for their attention. Question: did everyone have the same ranking? (2 min.)

Step 6:

Task 2 – persuade. Find new partners (A&D, B&C). Try to persuade your partner that your ranking (column A) is better. Write in changes under column C, if you become persuaded. (8 min.)

Step 7:

Check-in. Ask participants for their attention. Who noticed what happened to the noise volume in the room? (2 min.)

Step 8:

Task 3 – agree. Find new partners (A&B, C&D) and create a list (column D) on which both can agree. If time is short, try to agree at least on 1 and 6. (8 min.)

Step 9:

Second evaluation. Gather everyone back in the large circle. How many could agree on at least two positions? On more than two? On all?

Discuss: What if ... Slug were a woman? Vana were a man? Abigail was 60 years old? Abigail and Gregory had opposite sexes? etc. Would this change your view? Ask participants to rank the characters again (column E) according to how they feel about them now. (10 min.)

Step 10:

Blind poll. Conduct a blind poll and write the results for 1 to 6 on a poster (e.g. Who had Slug in position 1, Abigail etc.). Note diversity. (10 min.)

Step 11:

Positive and negative qualities. Pod up into groups of 5. Assign each pod a character from the story and ask them to find 5 positive and 5 negative characteristics for that character. Report by group in the large circle (30 min.).

Step 12:

Movie stars. Ask everyone to go back to their pod and create a list of actors, whom they would cast for “Alligator River”, the movie. As producers, they have an unlimited budget. Report by group in large circle. (30 min.)

Step 13:

Honour. Pod up into groups of 4. Each group writes a definition of honour together, then report by group in the large circle. (30 min.)

General reflection on the exercises

- Fine day and very interesting performance of the parts, there has been a strong and interesting discussion.
- Interesting methods, which had a problem orientation.
- Good was the variety of the exercises, which addressed different activities of gender evaluation methods.
- Lots of thinking kick-offs on the basis of this variety of approaches.
- Very interesting was the beginning to start with theory and critical approaches; would have been good to have more time; probably more time to elaborate methodological approaches out of the theory.
- Lot of aspects that are applicable for the training work at home.
- There are new questions after this day.
- Last session was too complex and with too little time.
- Useful was especially the discussion and analysis of the results of the exercises.



Feedback on the Meeting

- Relaxing atmosphere, very easy and nice, which is a big difference to national projects, international projects are more fresh and relaxed.
- Very exciting and fruitful meeting. Sometimes a little problem to use methods without a context and without a common aim, without methods are made for the target group which we are; Barcelona methods were more suitable for a group that we are.
- Very inspiring; gender sensitising methods were new and inspired the thinking of gender; probably more discussion on mental level, we get better and better; appreciation of the flexibility that this group showed; we forgot our different disciplines.
- Good example of how real learning partnership should work; glad to have contributed to the meetings; really felt good with the group, hopes for the second round.
- Special experience in this kind of learning partnership, positive experience with the mixture of the impulses; wish to make the group a bit more diverse, to invite more different persons to introduce a bigger spectrum of experience and expertise.
- Appreciated to having been in the exhibition, because of the interesting experiences; for the next partner meeting it might

be good to make these events more important and part of the program, because they give a lot of impulses for a common discussion; we really have a low budget but high effect and outcome; impression that the networking has started, in the next year we may become clearer for further action.

- I learned a lot with and in the very different methods; three days were well balanced.
- I am amazed how many people and knowledge contribute to the project, enjoyed the last days, eager to have a more theoretical debate.
- I support the suggestion to better work on the cultural events to elaborate a method out of it, which can be implemented into the culture of the meeting place.
- I profited a lot from the partnership and the meeting in Barcelona is good to change the mentality of the Spanish organisation; next year there will be another participant as well.
- This project in the beginning was an experiment. We wanted to establish a new integrative intercultural style or form for working on gender. It is very exciting. Concerning the methods I was learning a lot, some new aspects. For the next year we plan more theoretical discussions.



Outcome Evaluation

A Summary and interpretation of 19 responses of the evaluation questionnaire

1. You usually feel as:

Male	Female	Indifferent	I do not know	"Can anybody feel as man/woman?"
5	12	1	1	1

The non-male/-female nominations reflect the project's discussion about gender beyond dichotomy (also known as post-modern or de-constructivist gender debate).

2. The learning partnership was about nine days. Learners took part on 7 days on average in three meetings.

Number of participants per meeting:

Berlin	Graz	Barcelona
12	17	19

The increase shows the project established very well, and better than expected.

The rise also has to be noted in the figures following in the next evaluation questions.

3. Please do a ranking to the following activities we have made: very important (1) to not so important (7)

Most important for myself		Most important for my organisation:
1(2,3)	Meeting people from other countries / organisations	(2,9)3
2(2,6)	Knowing / trying different gender methods	(2,1)1
3(3,5)	Knowing more about implementation of gender mainstreaming	(2,7)2
3(3,5)	Planning more common projects	(3,0)4
6(5,1)	Enjoying sports, culture, food, ..	(5,7)6
7(6,4)	Shopping	(6,6)7
5(4,0)	Visiting other countries	(5,0)5

The nominations "for myself" and "for my organisation" are ranked rather similarly.

It is but notable that "knowing more about implementation of



gender mainstreaming” was considered of higher importance for the organisation.

Secondly, the element of “trying something new/different” seems to be the far most important for the individuals (position 1,2 and 5), but also of comparable high interest for the organisation (1, 3 and 5). This corresponds very good with the evaluators impression that the issues of “exchange” and “new experiences” are of high subjective importance.

Other nominations:

- be together with colleagues
- have time for discussion
- very special working time and journey with my own organisation
- website
- translation of methods

4. We tried a lot of gender methods. Which one would you like to use in your daily work, which one not, which one you will use in a changed way?

Method	I will use	I will not use	I will change
1. Gender walk	9	2	2
2. Flip book	8	3	1
3. Dream I – dream you	9	3	2
4. Men and women world	6	4	2
5. Awakening with the different sex	10	1	2
6. Imagining different gender possibilities	6	2	4
7. Who spends money (“Household game”)	11	1	4
8. Alligator river exercise	8	3	5
9. How does planning affect gender?	7		2
10. Yoga and bodywork exercises	1		
11. Gender assessment	1		
12. Theory method	4		2
13. Implicit concept			

It is important to note, that higher numbers of nomination from 8 on are due to higher numbers of participants on the respective meetings

5. Please give us the answer on how well the project was structured for you? (Encircle the most appropriate estimation): very good (1), not good (5)

	1	2	3	4	5
Quota	9	8	2	0	0

6. Please have a look at our first questionnaire before we started our learning partnership. And now tell us:

Which hope you had at the beginning actually was fulfilled during the project? Methodical exchange, get to know different methods & new approaches,, get to know different & sensitising methods, knowing and trying methods, gender gap analysis	12
East-European contact, new people, networking, work on cultural exchange, contact to other Gender trainers	11
Discussion about GM, high level of discussion, Info about status of GM in partner countries, interesting input & experience from other countries	6
Planning new project	2
New aspects	

The answers to this question correspond very well with the original project plan and the agreements in the starting period.

Which hope was really not fulfilled:

Hope to hear more about GM processes	2
Develop particular projects for individual mid-term exchange	
More thematic overview	

It is remarkable that only few people wrote about not fulfilled hopes.

The answers very much reflect the fact that emphasis was put on training methods rather than on implementation processes. This gap will be bridged in the second project year.

7. What do you think, are the most important effects of RealGeM for:

your work:	Nominations
broader compendium of training methods	12
international contact, lasting partnership, networking	7
knowing more about the concept of “doing gender”	5
Broader perspective & cultural exchange	4
international gender policy skills	3
new projects	2
new impulses	2
better English	2
the offers of your organisation:	Nomination
Training methods exchange	7
Knowing more about implementation in different social areas	3
Networking for cooperation	3
better quality & professionalism	2
Better conditions for new projects due to international contact	2
European experience, international offers possible	2

Although overlapping question (4.), here thematic competency effects was ranked higher for individuals as for organisations.

8. If we were able to change time und start again and you are the organizer:

What would you do in exactly the same way?

	Nominations
Most of it, well organised, no change, exceeded my expectations	5
Spend time for training; a lot of gender training methods and presentation	5
Meet on different places, good choice of places, introduce culture, places of cities & countries, Barcelona in summer	5
Spend time for leisure, three days, structure of meetings, perfect, create easy and relaxed atmosphere	5
Spend time enough for getting to know the others, open group, bring together excellent experts, good choice of participants	4
Introduction part of the individual body working and warming up	
Thematic approach	
Keeping network alive	

What would you change and how would you do it?

- Time structure. Spending more time on the method discussion, which means, expanding the whole time for half a day/one day more (2) , theoretical and strategic questions. More time to explore language und cultural differences/contacts (2); make shorter and more focused the presentation of the organizations Shorter Breaks between sessions; reducing the meeting on two working days. 1 day – gender walk and see the town; 1 day hard work;1 day cultural, To reduce organizational issues on one session per meeting, clearer responsibilities.

In the general eleven nominations for changes in time structure, 2 each asked for an expansion of a half or full day, and for more time for intercultural contacts.

- More intensive work on methods, more time for reflection and discussion, more gender mainstreaming – two days where 3 GM-processes from two different countries are presented (7)
- Meet in Slovenia – and put more emphasis on East Europe
- Parallel working groups for: organisational stuff; other topics for those who are not engaged in ORG (one session of ca two hours)

Chronology of methods in general

- Integrate the “warming up” exercises into the breaks for those who like
- Integrate policy makers on local/regional/national levels

Which parts would you cut totally?

- Too long discussions
- Plenary questions on organisational affairs
- Most people answered: “nothing”

Which parts would you bring into our program additionally?

- Thematic working groups to brainstorm on new/follow-up projects (3)
- Theory backgrounds on gender studies and queer theory, sharing theoretical references (3)
- Video documentation of certain methods (and evaluation)
- Focussing gender analyses on the organisational level, Reflection on meta-level
- Active website for interchange between meetings

- Additional unit for: how do participants experience gender in the hosting country
- Method reflection

Summary of the most striking observations and implications:

- There is a high demand on a (even!) better time structure, which helps avoiding stress and overwork. In this context, many participants ask for deeper reflection of less exercises. It might be more necessary to discuss time schedules more intensively before the meetings.
- There is a high interest particularly in East Europe represented by Slovenia, which will be one of the 2nd years venues.
- There is a high level of general satisfaction with structural and content-related aspects of the project. Also, the interest within the involved organisations rose, which is underlined by the rising number of participants.
- There is also a demand on planning new common projects – a task which points on the option to apply for a third project year.



Outcome and Conclusion

The main *activities* of the Learning Partnership RealGeM are summarised as follows:

1.

Gaining an overview to conceptional and methodological positions of the partners.

2.

Identification of the specific approaches to Gender Mainstreaming related to the respective target groups and policy fields (formal and informal education, social work, consultancy of women and men, anti-racism, training for teachers etc.).

3.

Exchange of training methods: Exchange and deeper analysis of methods as well as didactic experiences in education within the policy fields with regard to a transfer of conceptional approaches (“train the trainer”).

4.

Extension of the methodological competencies of the partners through mutual testing and training of different methods.

Discussion of the experiences made with the transfer of the elaborated methods into the own educational work of the respective partners.

5.

Identification and discussion of the aspect of “gender” in sensitising methods.

Description of possible approaches and reflection on strategies for the implementation of gender sensitising methods; analysis of the potentials and limits of the existing concepts.

Direct activities in each of the institutions during the first year for Real GeM were especially the organisational and thematical preparation for each partner meeting.

All institutions have been involved in the preparation of the meetings: Besides the overall responsibility of the coordinator to organise working topics, agenda setting and finalising of the records for all meetings, there were always one or two partner institutions responsible for the concretisation of the respective agenda, organisational preparation and last check of the records of a meeting.

There had also been *activities in each of the institutions which directly and indirectly contributed to the Learning Partnership*:

- RealGeM gave support to promote gender training methods in the own institution and beyond
- Introduction of the international dimension into the institution/network
- Transfer between research and training methods
- Direct contribution to seminar work e.g.
 - with Chinese teenagers – girls and boys – in Barcelona,
 - within a project on reconciliation of work and family in Catalonia,
 - gender mainstreaming with professionals from public administration in genderWerk,
- Improvement of training modules in “Gender Competency Training” of GenderWerkstätte Graz, Austria
- Raising informal interest and start networking through information about RealGeM in the professional environment
- Idea of building a cluster on men’s and masculinity studies in Berlin for thematic application into gender training and consulting

The *practical outcomes* of the Learning Partnership RealGeM lay on three different levels:

1.

On the *level of the constitution of the network* itself:

- Documentation of definitions, aims, methods and instruments of GM within our institutions
- Elaboration of an overview of recent chances and limits of gender policy
- Gender affirmation and perception in educational practice
- Relationship between the demand for equal opportunities and the aim of distributional justice
- Identification of recent blind spots for the integration of “gender” and “Gender Mainstreaming (GM)” into educational practice

2.

On the level of practical educational work and resources and dissemination of results

- Elaboration of techniques on two levels in the project: (1) technical: trainer’s level and (2) individual experience: learner’s level

- Description and documentation of these techniques in a (continuously extended) set of methods addressing international and national gender training and sensitising activities (“Method sheets”)
- Constitution of a communication platform (web-site:)
- Producing of a documentation of the project work and publication on the projects website for the public (pdf)
- Dissemination of results on conferences on gender and adult education (Men’s Forum: Conference on “Men and Masculinity in Gender Mainstreaming” 2005, Berlin, Participation of the International conference “Femme Global” of the Heinrich-Boell-Foundation, Berlin, 2005)

3.

On the level of mutual training assistance

- Inter-institutional exchange of trainers and inter-institutional mutual participation on gender trainings between GenderWerk Berlin, Germany and Genderwerkstätte Graz, Austria:

(a)

Seminar project: “The role and connotation of „gender“ in theory of natural, social and psychological sciences and its implication for educational and training work”

(b)

participation of genderWerk members on the “Gender Competency Training” of Genderwerkstätte“

The *practical benefit for the participating adult learners* of the Learning partnership RealGeM lay in the following fields:

- All participants learned new methods which, in addition, specifically represented different national perspectives and backgrounds on the aspect of gender training and sensitising.
- All participating trainers had the opportunity to train their own methods in the group (“train the trainer”) and receive a feedback in the following discussion.
- All participants discussed the chances and limits of the application of the presented methods. This reflection included a fruitful and critical communication on the role and implementation of the “gender” aspect into the professional work of each institution.

Moreover, out of the methodological reflection there is so far also a *conceptual benefit for the participants as regards to the basic theoretical background of their work* considering the following aspects:

1.

Chances and limits of gender policy, here as regards to gender affirmation and perception in educational practice. This includes the danger of the reproduction of gender dualisms in training methods as well as the manifestation of nature-culture dichotomies, which are closely related to gender issues.

2.

Change of paradigms in gender policy from women equality strategies to gender equality strategies under the light of more visibility and inclusion of men into the processes as actors and target group

3.

Ambivalences in the consistency of the concept of “gender” for the practical work: Do we remain inside a dualistic system and is gender mainstreaming really a win-win-situation we are aiming at, or is someone winning and someone necessarily losing something? Can diversity concepts provide alternative perspectives?

All learners have been directly involved in the project activities. The focus of the Learning Partnership lay on the aspect of “*Equal opportunities*” for women and men. With the aim to especially address social and intercultural dimensions its work is closely linked to the concept of diversity. The project partners consider these dimensions of high relevancy for future concepts provided by public authorities and institutions responsible for adult education.

This aim of improvement of gender competency and sensitisation in relation to social and intercultural diversity in adult education methods corresponds with the aim of the European Commission for the implementation of Gender Mainstreaming¹³. In this perspective, RealGeM contributes approaches for adequate strategies for the realisation of “social cohesion” and follows

13) “Gender equality today: towards an inclusive democracy”. “Democracy is a fundamental value of the European Union, Member States, EEA States and applicant countries. It is also a key part of external development policy in the Union. Its full realisation requires the participation of all citizens women and men alike to participate and be represented equally in the economy, in decision-making, and in social, cultural and civil life.”

(see http://europa.eu.int/com/employment_social/equ_opp)

the European policy towards an inclusive democracy.

This intention is related with the outlook on the second project year, to link the recent aim of RealGeM with the paradigm of life-long-learning for sustainable development as indicated by the General Conference of the UNESCO 2003¹⁴. In our opinion, the paradigm of sustainability corresponds with the aim to reduce gender gaps as well as social gaps within female and male spheres (nature-culture dichotomies). In this respect, we consider our work as a contribution for the achievement of equal opportunities for men and women as well as for stepping towards more sustainability and the cohesion of societies.

RealGeM considers its *added value* in the fact, that it addresses and introduces the intercultural dimension into the exchange and discussion of gender training and sensitising methods. It is made possible because of the constant theory-practice discussion on the issue of “gender” in adult education. This was under the light of the respective national perspectives on the level of three European regions, Southwest Europe, Southeast Europe and Central Europe, integrating old and new member states of the EU. This is methodically and conceptionally implemented in the project design. Moreover, with the opportunity to realise a second project year, RealGeM can make further steps towards a consideration of gender and sustainability policies in concepts of adult education.

A special benefit of Real GeM is that Gender Mainstreaming is taken as a the basis to initiate a more intensive discussion between originally women and men institutions.



14) General Conference of the UNESCO (2003):
UN Decade of Education for Sustainable Development (2005-2014).

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