



Gender training for female and male social workers

An example by Angelika Blickhäuser and Erwin Germscheid

Time	Programme
09.30	Graffiti method: open and voluntary questioning concerning expectations, fears
10.00	Opening and address of welcome by the organiser, introduction of the speakers, visualisation of the group constellation by means of sociogrammes
10.20	Presentation of the programme taking the graffiti feedback into account
10.30	Change of perspective, 4 gender-homogeneous working groups, respectively with insight into the working methods of the "others"
11.00	Break
11.20	Fishbowl – dialogue of the protagonists on the basis of the working groups
11.50	Observer feedback – meta level
12.10	What does all this have to do with gender mainstreaming? General information about gender issues
13.00	Lunch break
14.00	Warm-up
14.10	Gender teams with specific tasks
14.45	Evaluation
15.00	Break
15.15	Cooperative consultation in 5 working groups
16.00	Open issues, exchange, discussion
16.40	Evaluation



Time	Programme
09.30	Graffiti method Objective: open and voluntary questioning concerning expectations, fears
10.00	Opening and address of welcome / presentation of the gender team Introduction of the participants Method: visualisation of the group constellation by means of sociogrammes
10.20	Presentation of the programme taking the graffiti feedback into account <ul style="list-style-type: none">• Exercise with change of perspective• Gender dialogue in the fishbowl• What does all this have to do with gender mainstreaming...• Exercise in the gender team• Cooperative consultation• Review
10.30	Change of perspective <ul style="list-style-type: none">• Exercise: boy and girl youth work - with change of perspective• Method: 4 working group (gender-homogeneous)• Task: what objectives do the women/men have in boy /or girl youth work?• What do the boys/girls learn through gender-differentiated work? <p>The women's working groups work about boy youth work, the men's working groups about girl youth work. Appoint 2 persons in each group who will present the results of their working group in the fishbowl after the break.</p>
11.00	Break
11.20	Fishbowl – dialogue of the protagonists on the basis of the working groups <ul style="list-style-type: none">• Method: in every group 2 persons are selected to present the results in a plenary session (fishbowl)<ul style="list-style-type: none">○ A gender dialogue is held○ Gender team○ Moderation – formulation of questions – if necessary channelled intervention <p>What did you laugh about most in the working groups? What are your main prejudices? What could you relate now which you didn't write down?</p>



11.50	<p>Observer feedback – meta level</p> <ul style="list-style-type: none">• Evaluation Pictures – projections – work out significance of gender dialogue• Levels<ul style="list-style-type: none">a) Content-relatedb) Methodical: change of perspective – pictures– projectionsc) Gender dialogue: communication between men and women
12.10	<p>Input: what does all this have to do with gender mainstreaming?</p> <p>Objectives of gender work</p> <ul style="list-style-type: none">- Gender equity- Gender-sensitive work- Living up to girls and boys in the work ... <p>Gender mainstreaming as strategy</p> <ul style="list-style-type: none">- Organisation development- Human resources development: gender competence<ul style="list-style-type: none">* Functions of executives* Functions of organisations/ entities- Expert implementation in child and youth work: open meetings – project work – homework supervision...<ul style="list-style-type: none">* Functions of staff members <p>Example</p> <p>Measure to obtain a secondary school qualification within the scope of the <i>SGB II</i> (German Social Act) support</p> <p>Objective</p> <p>... as many participants as possible achieve a qualification within the scope of the measure</p> <p>Analysis</p> <p>... The institution ascertained that in measures with 15 participants, 13 boys were between 16 and 19 (Turkish background, Russian background and a few with German background) and 2 young women who were older than the boys.</p> <p>Approach</p> <p>... The girls were integrated in a different measure; the boys now work together in a gender-homogeneous group.</p> <p>... A social worker with experience in boy youth work in combination with intercultural competencies should accompany the course.</p> <p>Objective</p> <p>... instead of 2 out of 13, 4 out of 13 achieve the qualification...</p>

**Methods of gender work**

- Work in a gender team
- Work in gender-homogeneous groups and / or gender-heterogeneous working groups
- Change of perspective
- Gender dialogue

5 dimensions of the gender-equitable methods and didactics

according to Geritt Kaschuba / Karin Derichs-Kunstmann

1. "Contents":

Focus on gender relations, different ways of life and interests of women/girls, men/boys; integration of gender perspectives in the contents

2. "Leaders":

Sensitivity towards one's own gender-related behavioural patterns, reflection about them, develop gender-equitable leadership action

3. "Methods":

Take into account gender relations and gender-related constructions in communication and interaction, enable change of perspective, methods that aim at participation and reflection, change the social forms, for example gender-homogeneous working groups

4. "Framework conditions":

Take into account the living and working conditions of participating women and men during the planning phase, for example schedule structure, accessibility of the premises, interior design; gender-equitable concepts to address the participants in programmes/invitations

5. "Participants":

View the participants as individuals, not a study group, as a closed construct: awareness and allowance of diversity, for example refer to ways-of-life-surveys and interests of the participants, take asynchronicities into account

13.00

Lunch break

14.00

Warm-up

14.10

Exercise in the gender team

- Method Formation of gender teams or groups of three:
1 man and 1 woman
- Tasks
 - a) Conduct a short interview about the conception of the youth house – what gender aspects are taken into account
 - b) Conduct a short interview about the personnel situation of the house: full-time – part-time – fee earners – volunteers
* Respectively ask about the gender and the cultural background



Exercises > Gender in Profession / Expert Fields > Education, Youth and Social Work > Gender training for female and male social workers

	<p>c) Make enquiries about the visitor structure</p> <ul style="list-style-type: none">- Who comes: boys and girls, with which cultural background?- Who takes part in which offers? <p>d) What kind of an impression does the design of the house make on you? Do you think that boys and girls /staff might perceive it differently?</p>
14.45	<p>Plenary session</p> <ul style="list-style-type: none">• Evaluation <p>Under gender aspects, what have you found out about the house and its work? What stimuli has it given you?</p>
15.00	<p>Break</p>
15.15	<p>Cooperative consultation in 5 working groups</p> <ul style="list-style-type: none">• Method: 5 working groups and "cooperative consultation" or work on the following questions: <p>Gender is a very significant issue for the city of Mainz: from the existing funds, 30% are to be spent on gender work in the institution.</p> <ul style="list-style-type: none">- Develop a concept as participating institution.- Develop a concept from the viewpoint of girl/boy youth workers- Give advice concerning the development of a concept. <p>Gender team A.B. and E.G. are so-called "Flying Experts"</p>
16.00	<p>Open issues, exchange, discussion</p>
16.40	<p>Evaluation</p>