



### ■ Dimensions of gender-sensitive methods and didactics

*according to Geritt Kaschuba / Karin Derichs-Kunstmann*

#### 1. Dimension "Contents"

Categories	Questions
<b>Gender perspectives in child and youth care as topic</b>	<ul style="list-style-type: none"><li>• Are gender-related aspects as a consistent cross-sectional perspective being taken into account in the youth-relevant seminar content?</li><li>• Which topics are particularly well suited to clarify the gender-perspective?</li><li>• Is there an opportunity for topics from the group of participants of women/men to develop?</li><li>• Are findings from woman-/girl, man-/boy and gender research (and migration research) incorporated?</li><li>• Is there a response to the development of gender-differentiated and gender-conscious coeducational approaches in child and youth care?</li><li>• Is the consolidation of the gender equality policy strategy of gender mainstreaming being integrated as a cross-sectional issue?</li><li>• Are gender hierarchy structures as well as "doing gender" processes in the field of child and youth care an issue? Are hierarchic structures with regard to migration background and ethnic attributes being discussed?</li><li>• To which extent is it possible, with reference to the further education content, to discuss the category gender and gender difference without consolidating it?</li></ul>



<b>Categories</b>	<b>Questions</b>
<b>Reference to varied ways of living, biographies</b>	<ul style="list-style-type: none"><li>• Has a connection between personal experiences (for example discrimination) of the participants and social coherences been made?</li><li>• Are the contents of the seminars related to the varied ways of living and biographies of women/girls and men/boys of different origins and generations?</li><li>• How are the issues of different concepts of life and diverse femininity and masculinity concepts of women/girls and men/boys made possible?</li><li>• With regard to the intergenerational relationship, are these diverse concepts an issue between teachers and children/youths in child and youth care?</li><li>• What significance does the initiation of gender-related self-reflection have in education?</li></ul>
<b>Communication and formation of gender relationships</b>	<ul style="list-style-type: none"><li>• Are gender-equitable language and communication further education contents and are they being respected in education?</li><li>• Are different "gender-interests", social locations and "asynchronicities" of knowledge with regard to the gender discourse in child and youth care in education applied to the participants and turned into educational subject matter?</li><li>• Are gender-related communication and the ability to deal with conflict encouraged in the seminar?</li><li>• Is the participation of women/girls and men/boys with different origins in different fields of work in child and youth care discussed as a central demand? And is the participation put into practice in the seminar?</li><li>• Are leadership styles discussed as an issue from a gender perspective (cooperation, reorganisation of the hierarchy, etc.)?</li></ul>
<b>Transfer &amp; action orientation</b>	<ul style="list-style-type: none"><li>• Up to what extent are knowledge and practical action orientation for the application of the gender perspective conveyed on work (e.g. gender analysis and gender planning instruments)?</li><li>• Are social and subject-related strategies developed with regard to gender relations?</li></ul>



## 2. Dimension "Leadership"

Categories	Questions
<b>Division of labour in the team</b>	<ul style="list-style-type: none"><li>• Who is the team made up of? In which topics and target groups is it important that man and woman are in charge, when do other categories such as generation, migration background, sexual orientation come to the fore?</li><li>• How is role clarification between women and men regulated in the team: who is responsible for body work, creative methods, topical inputs, organisation?</li><li>• Is there role flexibility in the team?</li><li>• Is the team aware of the "model role/orientation function" as woman/man in charge?</li></ul>
<b>Authenticity</b>	<ul style="list-style-type: none"><li>• Do the male and female leaders make themselves visible with their own gender policy and content-related positions and biographical experiences? Do they represent authentic leading personalities with respect to gender?</li></ul>
<b>Gender competencies</b>	<ul style="list-style-type: none"><li>• Do the leaders dispose of</li><li>• gender-related expert or topical knowledge of child and youth care?</li><li>• knowledge about theoretical approaches to equality, difference and reconstruction of gender</li><li>• gender-related self-reflection competencies</li><li>• method competence – particularly in terms of gender-related communication and interaction</li><li>• gender-equitable language</li><li>• the ability to act, in terms of single individuals and situations and link to the resources and potentials of the individual</li><li>• knowledge of living circumstances, biographies and course of education of women/girls and men/boys of different generations, ethnic origin, social stratum/milieu</li><li>• the knowledge that asynchronicity and different "gender-knowledge" of the participants must be taken into account</li><li>• a transfer knowledge with regard to everyday occupational life and the ability to convey, which enables the participants to recognise the practical uses of gender-conscious action?</li></ul>



### 3. Dimension "Methods"

Categories	Questions
<b>Methodical formation &amp; Participation</b>	<ul style="list-style-type: none"><li>• Is it based on a "holistic" method understanding which is cognitive, body-related and has an affective-emotional approach and thus reaches different senses and preferences of the participants?</li><li>• Is an alternation between interaction, action and reflection scheduled?</li><li>• Is there space for self-organised learning in addition to the instructed?</li><li>• Is there a participative approach with regard to the content and methodical interests of the female and male participants?</li></ul>
<b>Gender focus</b>	<ul style="list-style-type: none"><li>• Are the methods suitable to prise open gender-hierarchic structures and dominance situations in seminars?</li><li>• Is the methodical approach consciously relying on irritation - for example with regard to gender roles?</li><li>• Is care being taken that the participants' own potential with regard to "gender competencies" are brought to mind?</li><li>• Are "blind spots" concerning gender-related interpretation, awareness and behavioural patterns detected and are participants motivated to deal with it in a constructive manner?</li><li>• Do the methods enable interaction about the gender-related contents of the training course?</li><li>• How is a methodical reflection of communication and relationship structures under gender aspects enabled in the group?</li></ul>
<b>Social forms</b>	<ul style="list-style-type: none"><li>• Does the selection of a social form enable a link to potential and experiences of the participating women and men? For example</li><li>• Formation of small gender-homogeneous groups</li><li>• Formation of small groups according to migration background</li><li>• Small mixed gender groups, respectively with subsequent exchange in plenary session</li><li>• Are there rules and agreements for the mutual work that enable a reorganisation of the hierarchic participation in decisions and formation of the learning climate?</li></ul>



<b>Categories</b>	<b>Questions</b>
<b>Media, Materials</b>	<ul style="list-style-type: none"><li>• Are different ways of life of women/girls men/boys with and without migration background present?</li><li>• Does the selection of media and materials incorporate the interests of women and men of different origins and generations?</li><li>• How are gender relations represented in the media, do they avoid stereotypes or do they use them intentionally?</li><li>• Is a gender-equitable language used?</li></ul>
<b>Planning and evaluation tools</b>	<ul style="list-style-type: none"><li>• Are participants' interests ascertained in advance?</li><li>• Do surveys take place occasionally/at the end of the training, in which participants are asked about gender-related aspects?</li><li>• Are tools for the self-evaluation of the leaders used?</li><li>• Does a reflection regarding methods, content, participants, own leadership behaviour and division of labour, language take place in the team?</li></ul>
<b>Methodological reflection</b>	<ul style="list-style-type: none"><li>• Has one thought of meta level reasons for method selection, making the leadership of certain units by woman/man transparent and reflecting with the participants?</li></ul>

**4. Dimension "Framework conditions of educational work"**

Categories	Questions
<b>Social learning space</b>	<ul style="list-style-type: none"><li>• How are the premises furnished and designed?</li><li>• How are they available, who has access to which premises?</li><li>• Does the seating plan enable a communicative exchange?</li></ul>
<b>Accesses and accessibility: time and location</b>	<ul style="list-style-type: none"><li>• Have premises that create a sense of fear been avoided, for example alleyways or dark parking lots?</li><li>• Is there a public transport connection or are there shuttle services?</li><li>• To what extent are the different living circumstances of women and men – for example with or without children - taken into account?</li></ul>
<b>Programmes</b>	<ul style="list-style-type: none"><li>• Is child care offered for women/men and gender-heterogeneous events?</li><li>• Can women and men of different origin etc. be found in the job advertisements as addressees/target groups?</li><li>• Is a gender-equitable language used?</li></ul>
<b>Financial and human resources</b>	<ul style="list-style-type: none"><li>• Are women and men given the opportunity to work in teams?</li><li>• Does the attendance fee take the different living circumstances and job contexts of the participants into account?</li></ul>



## 5. Dimension "Participants"

Categories	Questions
<b>Composition of the participating group</b>	<ul style="list-style-type: none"><li>• How is the composition according to gender, ethnicity / migration background, stratum/milieu, sexual orientation, life phase and generations taken into account?</li><li>• When and with which objective are explicit offers made for specific groups, such as male and female specialists with migration background, and what effect does the respective composition have on the educational activity/formation?</li><li>• What experiences of life and competencies do they bring along? What gender-related previous experiences and what knowledge do the participants have?</li></ul>
<b>Access to women and men of different origin and generation</b>	<ul style="list-style-type: none"><li>• Is access to other target groups by means of cooperation with other institutions, administrative bodies, (self-organised) groups being sought?</li><li>• How are women and men, with and without migration background etc., addressed in the job advertisements?</li><li>• To what extent does the further training course take the respective starting circumstances of women and men into account?</li></ul>
<b>Relationships in the group</b>	<ul style="list-style-type: none"><li>• Which roles and relationships amongst women and men (with and without migration background, of different generations etc.) and between women and men become visible - for example with regard to power, responsibility, care, reference?</li><li>• When would it be appropriate to detect and focus on gender-related, ethnical attributions in the interaction and communication in education?</li></ul>



<b>Categories</b>	<b>Questions</b>
<b>Gender-related interests</b>	<ul style="list-style-type: none"><li>• To what extent is the articulation of needs and interests of the participating women and men possible so that they can take on the responsibility for themselves and their own interests?</li><li>• Are they aware of these interests and are they being incorporated in the procedure? Is care being taken to ensure that they are not rated as "gender-specific" interests?</li><li>• What possibilities are being created for the parties involved as woman/man of different origins, generation etc. on the background of their own biography and social circumstances and the interests they implicate, to focus on the gender issue?</li><li>• To what extent is it possible to create a climate in which the respective gender-related self-image and the limits of the individual are respected?</li></ul>

Source: „Geschlechtergerechte Didaktik in der Fort- und Weiterbildung. Eine Handreichung für die Praxis“ (Gender-equitable didactics in further education. A paper for practical use), written by Dr. Gerrit Kaschuba, Forschungsinstitut tifs e.V. Tübinger Institut für frauenpolitische Sozialforschung  
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