Improving the knowledge of GMI

2 GEcel gender seminars were carried out in Germany.

The Seminars had different frameworks, different agenda and 2 different target groups.

- A train-the-trainer seminar
- A seminar on GMI competencies in companies and administration

The general methodological frame was the same in both cases, following the concept of a participatory approach, in smaller working groups and in the plenum.

Besides the better knowledge on how to implement GM, participants got comprehensive working material, the wall papers and working sheets were put in a complete documentation, including a list of important literature and Internet links to enable working on the subject further on.

Members of the GEcel Project-Network

- Federal Agency for Civic Education, Bonn, Germany
- Strategy 21, Bonn, Germany
- FIAB Research Institute for Labour, Education and Participation, Recklinghausen, Germany
- The Danish Research Centre on Gender Equality, Roskilde University, Copenhagen, Denmark
- The Women’s Training Center, Talinn, Estonia
- Equal Opportunities Office of the City of Reykjavik, Iceland
- KETHI Research Centre for Gender Equality, Athens, Greece

Recent events & outcomes:

GMI training in GERMANY

Interview with Cornelia Schmitz, project manager of GEcel.
The project is ending by January 31, 2006. What are the main results you have gained on the European level?

Cornelia Schmitz: “GEcel has made clear the importance of the European dimension of Gender Mainstreaming (GM) in civic education. To compare and discuss the differences in the implementation of GM on the national levels has led us to a better understanding of our common objectives and our differing ways to reach them. The structured European exchange has proved to be immensely helpful.”

GEcel has created a network of experts and professional trainers who have collected great knowledge on GM in civic education. How can this expertise be transferred to other countries, institutions and organisations?

Cornelia Schmitz: “We have made visible the expertise of our network members on the one hand in four newsletters. Above all the upcoming book “Examples of Good Practice in Training – Highlights and Pitfalls. A handbook from the project: Gecel – Civic Education and Learning for Gender Mainstreaming” illustrates the manifold ways to learn and teach for GM in civic education.

GM is not an easy task in the fast changing world of today. What kind of advice would you give to other organisations who are committed to GM?

Cornelia Schmitz: “I would recommend to put energy in discussing the objectives and then to follow procedures, step by step. Our final product, the ‘GEcel handbook’ provides a lot of examples how to do this!”
Resistance – a key challenge for all trainers of GMI, turned out to be one of the most relevant issues at the train-the-trainer seminar in Germany:

How to deal with resistance, especially with ‘quiet resistance’ of staff, internally and externally?

Focus: the organisational consequences of GMI

A two-day training-of-trainers seminar was held from 29th to 30th November 2004 in Hofgeismar: “Consequences of Gender Mainstreaming for Civic Education” co-operated with the federal working group ‘Work and Living’ (Arbeit und Leben), a federal institution which coordinates the respective organisations for civic youth and adult education in the German states.

The 12 participating adult educators (8 women and 4 men) came from different German regional state branches of ‘Work and Living’ and one official of the federal office (Bundesgeschäftsstelle), some working as free-lancers with the main task in civic education, most of them work as full-time employees.

Conducted by the German expert and writer Karin Derichs-Kunstmann from Recklinghausen, the focus of the seminar was particularly put on the inner-organisational consequences of implementing Gender Mainstreaming.

What effects does a GM process have on the overall planning and organisation in educational establishments, personnel management, quality assurance and organisational development?

Core objective: sensitising!

Core objectives of the seminar was to sensitise for gender-related dimensions in professional action and to work out guidelines for gender-sensitive work in various fields of actions.

For the beginning, the key focus of the participant’s expectations was on questions concerning the implementation, both in the organisational and educational practice. But it turned out that it was most interesting for participants to deal with resistances, which emerge or could appear in the implementation process. So the 2nd training day especially dealt with this matter: At which levels of hierarchy resistances may emerge and which kinds of resistances can occur?

How can resistance be solved?

Example: pedagogical staff in organisations

1. Identify resistances
2. Make resistances transparent, discuss it
3. Lay down binding rules and a controlling system, examples:
   - Use of (gender sensitive) language
   - Quality management
   - Seminar concepts/plans
   - Minutes of seminars
4. Develop an organisational culture for the implementing of GM, step by step:
   - Description of responsibilities
   - Open interpretations
   - Possibilities of participation
   - Chances for agreements upon

Differentiation is needed

It was important to differentiate between the resistances on the different levels of the hierarchy within the organisations, like the ‘quiet resistance’ of the operational staff in everyday acting. Small working groups followed then the question of possible chances to deal with these resistances, within the pedagogical staff, in the executive board and with freelance adult educators working for the organisations.

‘Step-by-step’ method for success

Well thought step-by-step-plans will help to solve resistances – they build the ground for discussing insights and possible transfer into the daily work of the organisation.
Learning from each other!
GMI in enterprises and administration

A five-day seminar was held from 30th August to 3rd September 2004 in the ‘Clara Sahlberg’ educational centre in Berlin-Wannsee, in cooperation with the German trade union ver.di for public and private services: “Gender Mainstreaming-Implementation in enterprises” was conducted by a training gender duo; Karin Derichs-Kunstmann from Recklinghausen and Harald Beyling, a freelance trainer from Lübeck.

Participants came from companies, administrations and self-employment work, working with youth, in the social work and in the health systems as well as in journalism, education and consultancy. Most of them had not dealt with GM before, so the exchange of information on possibilities for action in a variety of operational contexts was used as an important learning opportunity.

The operational context
The seminar looked at the operational context: where and how does GMI affect fields of action? How personal competencies to act in respect of the requirements at operational level can be developed? Argumentation on the chances and limitations of the GM concept played an important role, possibilities and constraints, development of projects of action at operational level and reflection on the necessary strategic procedures.

Karin Derichs-Kunstmann: “In respect of the target groups, it was very important to be realistic in picking out the constraints on possibilities for co-determination by the representative bodies within GM-Processes in organisations.” So the establishment of projects of action and realistic devising strategies that are both implementable by the representative bodies was the key issue on the agenda.

Sensitising, informing and transferring the new gained knowledge
To enhance gender competencies, the gender hierarchy of the organisation at origin was processed and depicted. This sharpened the focus on the needs for action, on which operational projects structurally are developed. The seminar worked in 3 main steps – sensitising, information and transfer:

- **Sensitising**: representation and perception of gender hierarchies
- **Information**: knowledge on gender
- **Discussion on goals**: Which goals do we associate with equal opportunity for women and men?
- **Information**: devising instruments for Gender Mainstreaming and preparing examples for it on the basis of the examples presented in texts
- **Transfer**: developing projects of action at operational level for the selected organisations of the participants, employing the instruments that have been devised for Gender Mainstreaming
- **Transfer**: discussion on implementation strategies

| Group works made experiences visible | The Clara Sahlberg Training Center in Berlin | Practical examples were used from the German health system and from a municipal administration in Sweden. | Learning from each other! | GMI in enterprises and administration | page 3 of 4 |
Great help - GEcel worksheets can be developed for each target group

To prepare operational projects and implementation strategies let participants with comparable structures at operational level work together (see worksheet).

In the German seminar for companies and administration, two projects were prepared related to a hospital and a youth welfare department of a local council administration. Participants were supported by material from practice about GMI in a large institution in the German health system and from a municipal administration in Sweden. The participants elaborated on their experiences procedures for implementing GM, using these examples and discussing the results among them.

**Worksheet: Definition and development of an action plan in an enterprise**

Please observe the following steps for the definition and development of your action plans:

1. Decide in a first step in which enterprise you want to launch a GM project.
2. Do not take the whole enterprise but select only a section of it, a service or a working group of reasonable size in order to realize your project with success.
3. What are your objectives? What do you want to reach?
4. How should the project group in charge of the project be constituted?
5. With which other persons should you cooperate?
6. Which data, which analyses do you need?
7. Which questions should you ask to whom in order to get the needed and further information?
8. What are the implementation steps of your project?
9. To which types of resistance could you be confronted during the implementation of the project?
10. How do you want to measure and evaluate the success of your project?

**Worksheet to transfer the new gained knowledge into the working place**

Worksheets, checklists and examples of how to deal with resistance, how to prepare an action, how to develop a plan for the implementation process – the GEcel handbook, which was worked out in the GEcel project, will provide every interested trainer or responsible leader with important hints, working material and fruit for thoughts on how to implement Gender Mainstreaming in civic education.

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The GeCel Handbook will be available at this place in English by January 31, 2006