



Lifelong Learning Programme

IGIV – Guide

Analysis and Reflection

Name	Case-related intersectional pedagogy
Time	From one hour to several days
Target Group	pedagogues
Material, space, number of rooms if needed etc.	Worksheet “Intersectional case-related work”
Work Area	Project
Learning Results	
» <i>Knowledge</i>	Knowledge about the target group that one is working with: interests, wishes, public representation, contradictions, etc. Analysing the interests of participants, question own assumptions, development of a pedagogical approach: which interests are most obvious, which ones exist additionally, where do contradictions occur, which steps of empowerment are necessary for the implementation of which interests, where do participants discriminate or act violently, which role does violence play in their lives.
» <i>Skills</i>	Participants are able to adapt their work on the real life experience of their target group.
» <i>Competencies</i>	The work with the participants is carried out in a differentiated and sophisticated manner. Prior assumptions are not guiding the work, but an analysis of conditions and interests is.
Guide	
» <i>Introduction/ Background information</i>	The worksheet “Intersectional Case-Related Pedagogy” can be used in different ways. One possibility is to collect knowledge from one-time events and to make it transparent to oneself (this can be done in only one hour). Alternatively, the questions can be embedded in a first experimental



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	research phase including the youths with the aim of, for instance, finding out what music they listen to, what is expressed in that music, which interests are articulated by it, how the target group is perceived and portrayed in the public, etc.
Applicability and Limits <i>The following should be pointed out:</i> <i>» The point of time in a certain working process when the method can be used</i>	 To be used in a sensible manner the worksheet should be included in the first phase of the project or should be used before starting working with the target group.
Source	ISGP – Intersektionale Gewaltprävention (www.dissens.de/isgp)

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Intersectional Case-Related Pedagogy

Intersectional educational and social work not only deals with individual questions but also with societal conditions of dominance relevant for the addressed youths. One can proceed as follows: first one identifies the realities in which the youths live, including their interests and ways of action; then one relates these to their societal categories of analysis and to their representation (for example: for a group of boys who continually practice violent confrontations among themselves this can mean analyzing their actions as part of the construction of masculinity).

By relating to the specific life realities one avoids making an issue of something not considered relevant by the youths. By relating to societal categories of analysis one doesn't lose sight of societal conditions of dominance and representation of the youths. Which categories of analysis are used has to be decided upon in the specific situation. Here we concentrate on questions of social class differences, gender relations and racism.

Societal conditions of dominance are not necessarily reflected appropriately in group dynamics but can also be expressed in opposed discourses, exclusions and dominances. This makes it even more important not to lose track of underlying societal conditions. Thus societal and individual or group-specific conditions of dominance can be made transparent and one can work further with youths on practiced strategies of action and their extensions.

A first step for clarifying the relevance of conditions of dominance in the realities of life is working with the following questions:

1. Individual, everyday level

What is relevant structurally doesn't have to play a prioritised role when it comes to the individual. It is also possible that conditions of dominance are converted in sub-cultural contexts and directed against individual youths in a reversed way. Counter-norms do not rule out the reproduction of hegemonic structures, though. This leads to the following questions:

Which issues are of primary importance to the young people? Are there certain patterns of interpretation of one's own situation? If yes, in which ideological backgrounds are they grounded? What is made an issue? What are the issues that are not brought up?

Groups form ways of thinking and speaking about the world. Practices are also formed by conventions, including posture and tastes (habitus).

Which conventions play a role for the young people? Are there different contradictory conventions in different reference groups: family, friends, ideological groups, political groups, peer groups? Which issues are of significant importance? Where and how are they expressed and discussed?

Name specific names (e.g., of bands) or practices:

In music

In a group of friends

In religious groups

In political groups

In sports clubs

In the family



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In school

In ...

2. Level of representation

How are the youths you are working with talked about in public?

In the media

In schools

In public authorities

On the street

Do they have a good or a bad reputation? How do they react to that?

3. Level of structure

We are posing the question of the significance of social class, gender and ethnicity. You can include other categories into the inquiry depending on the realities of life of the youths.

Social Class

Which backgrounds do the youths come from? Is information about conditions of poverty available (e.g., social indices), is there information about the specific economic conditions of the youths? How and how strongly are social differences named by the youths themselves?

Gender

Which gender do the youths in question have? Which role does gender play in the individual shaping of life? Is gender explicitly made an issue within a group of youths or by one of the youths? Are different masculinities or femininities made an issue? Are there any specific gender norms that function as reference points and are they named as such (e.g., referring to role models, sub-cultural ideals)?

Sexuality is closely connected to questions of gender constructions and vice versa. Consequently, here are some questions on sexuality:

Is sexuality a prominent issue? Do the youths know of each others' sexual orientation? Is there an egalitarian attitude towards hetero-, homo- and bisexuality? How are other ways of dealing with sexuality, e.g., disinterest, dealt with?

Ethnicity

Do the youths have a background from privileged sectors of society? Do the participants have different legal statuses in what concerns rights of residence? Are racist discourses dominant in the surroundings of the youths? Are group affiliations nationalised or ethnicised? Are the relations among themselves or with others determined by religious or cultural discourses?



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Intersectional conclusions:

The following conclusions can be drawn from the approaches made above:

Primary issues that have to be dealt with:

Issues that lie beneath the surface and most likely have to be brought up by the pedagogues:

Social relations which are important:

Demands on the youths which arise from these:

Contradictions are:

Strengthening of problematic ways of action:

Possibilities for empowerment arise from:

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