



Lifelong Learning Programme

IGIV – Guide

Pedagogical Method

Name	Aspect Model – Balancing requirements in gendered fields
Time	3 hours
Target Group	Teachers, social/ youth workers and educators; stakeholders and multipliers; representatives of institutions
Material, space, number of rooms if needed etc.	Material: Laptop + Beamer, Flipchart Space: Room for plenary sessions, small rooms or corner for working group discussions
Work Area	Organisation/ project/ programme
Learning Results	
» <i>Knowledge</i>	Analytical tool about gendered requirements in pedagogical fields (Two-sex-model, Doing Gender, etc.)
» <i>Skills</i>	Self-reflection, Analysis of target group and institutional context (gender reflecting and intersectional perspective) Transfer theory into practice Apply methodological model to concrete settings/ groups
» <i>Competencies</i>	Identify gender related problems and challenges Ability to be aware about mechanisms which produce exclusions on the individual level as well on the structural level: Who can achieve a balance of aspects? Who can not? Who gets left behind? Where are the gender-barriers? Promoting and enabling excluded aspects (to achieve balance) instead of cutting on aspects which are too developed Identify contradicting (gendered) requirements and develop targets for individual/ organisational change
Guide	
» <i>Introduction/ Background information</i>	The method is a concrete pedagogic model for gender reflecting youth work, following the <i>Balance Model</i> of Winter/ Neubauer. This model is based on the research on resource-oriented work with



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	<p>boys, which avoids deficit-oriented approaches. It differentiates 8 aspect-couples along dichotomous categories. Within the IGIV-project, the model was revised in a more contextualised and intersectional way (for all genders).</p>
<p>» <i>Step by step know-how</i></p>	<p>1.) The Aspect Model will be introduced (make it simple!) Look for the Power Point Presentation.</p> <p>2.) The participants will be asked to apply the Aspect Model in order to reflect their own pedagogical interventions/ offers in a specific youth group/ institutional context</p> <p>3.) So the participants go together into small working groups (same or similar organisation) and discuss questions like the following:</p> <p>Educationalist/ social assistant: With which gender related aspects can I deal well/ not so well in my everyday work with boys_girls? Which requirements concerning girls_boys does this create in practice? Is there a gender barrier (gender differentiating practices)? Which gender related aspects can I offer girls_boys? Do I produce inequalities? Which aspects could be strengthened in the future (personal development)?</p> <p>Group/ class: Which aspects in my class/ group are already well developed, which aspects are excluded? Which gendered role models are exposed? What are the social characteristics (gender, migration, class, body etc.) of inclusion/ exclusion? What the class/ group still needs to continue development?</p> <p>School/ organisation: What does my institution offer fe_male youngsters? Which aspects in my institution are already well developed and supported, which aspects not? Are there “blind spots” to be seen? Which social groups/young people are well supported, which are excluded for this reason (e. g. quiet boys - lively girls)</p> <p>Comparison: Do my requirements, I expect from boys_girls, differ from them of my group/ class and my institution?</p> <p>4.) Plenary session: relevant results of working group discussions will be exposed</p>
<p>Variant</p>	
<p>Applicability and Limits <i>The following should be</i></p>	



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<p><i>pointed out:</i></p> <p>» <i>The optimal size of the group</i></p>	<p>Between 8 and 16 participants</p>
<p>» <i>The point of time in a certain working process when the method can be used</i></p>	<p>It should not be conducted during the first phase of the process. Sensitising methods about processes of gender construction and the social construction of norms and values should have been carried out before.</p>
<p>» <i>Necessary prerequisites for the trainer</i></p>	<p>Trainers should be able to plan, prepare, execute and evaluate learning and development events with groups and individuals. Trainers should have an in-depth knowledge about the content and they should be able to make processes of stereotyping visible and transparent.</p>
<p>» <i>Necessary prerequisites for the participant group</i></p>	<p>Basic knowledge on <i>doing gender, intersectionality</i> and <i>theory of difference</i> is required. Participants should be prepared to reflect their own position in field of work.</p>
<p>Suggestion for continuing work</p>	<p>Development of targets and measures, based on the results of reflection</p>
<p>Comments, experiences and risks</p>	<p>In our experience adult learners (teachers, etc.), like the work with this model, because it enables a critical reflection of school system, in the sense of: What aspects does my school/ school system support? And what is important for me as a teacher? Thus ambivalences will become noticeable and can be discussed. Alternative approaches can be established.</p> <p>Be aware that you do not produce and strengthen gender stereotypes with this model (The method is problematic as a gender dichotomy model!) The questions you are going to ask are very important. Ask questions which focus on a critical reflection of gender stereotypes. Ask questions which make processes of stereotyping and prejudice transparent for the educators (sensitising!)</p> <p>Make visible that requirements in gendered fields depend on specific situations, contexts and social locations.</p>
<p>Useful further information (links, methods/tools, articles etc.)</p>	<p>Winter, R. /Neubauer G. (2002). Variablen-Modell balanciertes Junge- und Mannsein. In STURZENHECKER, Benedikt/WINTER, Reinhard (Hg.) (2002). Praxis der Jungenarbeit. Modelle, Methoden und Erfahrungen aus pädagogischen Arbeitsfeldern (S. 27-35). Weinheim und München: Juventa Verlag (only German)</p>



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Source	IGIV-Project
	<p>WINTER, Reinhard (2004). <i>Balancierte Männergesundheit. Männergesundheitsförderung jenseits von Medizin?</i> In: ALTGELD, Thomas (Hg.) (2004). <i>Männergesundheit. Neue Herausforderungen für Gesundheitsförderung und Prävention</i> (S. 243-255). Weinheim und München: Juventa Verlag</p> <p>WINTER, Reinhard/NEUBAUER, Gunter (2002). <i>Dies und Das. Das Variablenmodell „balanciertes Jungesein“ und die Praxis der Jungenarbeit.</i> In: STURZENHECKER, Benedikt/WINTER, Reinhard (Hg.) (2002). <i>Praxis der Jungenarbeit. Modelle, Methoden und Erfahrungen aus pädagogischen Arbeitsfeldern</i> (S. 27-35). Weinheim und München: Juventa Verlag</p> <p>BISSUTI, Romeo (2008). <i>Jungen in Balance – Reinhard Winters Modell für ressourcenorientierte Burschenarbeit.</i> In: <i>Jugend inside. Zeitschrift des Steirischen Dachverbands der offenen Jugendarbeit</i> Nr. 3/2008 (S. 3ff)</p>

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