



Lifelong Learning Programme

IGIV – Guide

Pedagogical Method

Name	Four fields of discrimination
Time	70-80 minutes
Target Group	Pedagogues, social workers
Material, space, number of rooms if needed etc.	<p>Sheet of paper and pens</p> <p>Write 4 situations on the flipchart:</p> <ul style="list-style-type: none"> • an experience in which you used discriminatory behavior or violence against somebody else; • an experience in which you were a victim of discriminatory behavior; • an experience in which you were a witness of a discrimination or violence against somebody else and you did not interfere; • an experience in which you were a witness of a discrimination or violence against somebody else and you did interfere.
Work Area	Project and organisational level
Learning Results	
» <i>Knowledge</i>	The understanding of concepts on social locations in everyday situations. By analyzing particular situations and individual's locations and roles within them, the method tries to open up space for reflection on social structure (hierarchies, dominance relations and intersectional positions of individuals).
» <i>Skills</i>	Analytical skills: to identify different social locations and how they relate to dominance relations
» <i>Competencies</i>	Sensitivity for dominance relations, structural inequalities and discrimination
Guide	



Lifelong Learning Programme

<p>» <i>Introduction/ Background information</i></p>	<p>Social location and dominance relations (theoretical introduction)</p> <p>Understanding of a person's social location, that is, his or her place in society that is formed by the intersection of social constructions that mark privilege and oppression is essential to capturing the complexity of that person's experiences, including their actions, choices and outcomes. Race/ethnicity, gender and class all represent simple social locations where individuals (or social actors) are often thought of as being black or white, female or male, and belonging to the working class, middle class, or upper class. Individual's social location usually sets the stage for their life.</p> <p>This is not to say that social locations are always fixed and deterministic – of course, mobility exists and conditions can change, for instance your social location might be different in your country of origin than in the country you have moved or immigrated to. But nevertheless, your social location affects how you can lead your life. Intersectionality argues for recognition of complex social locations, suggesting that individuals are not a member of race, or a particular gender, or of an individual class, but rather they carry all three characteristics simultaneously. Traditionally, analysis of inequality has been preoccupied with one of these dimensions: ethnicity/ race, gender and class. All have been assessed as separate non-interacting categories of oppression. But people do not experience gender or ethnicity or class per se. In essence, ethnicity/ race, gender and class represent distinctive yet interlocking structures of oppression. They operate in tandem and result in systems of domination that affect access to power and privileges, influence social relationships, construct meanings, and shape people's everyday experiences. Categories of race/ ethnicity, gender, and class should not be viewed as demographic characteristics, identities or attributes of diversity only; instead, analysing race/ ethnicity, gender, and class must be about the hierarchies and systems of domination that permeate society.</p>
<p><i>Step by step know how</i></p>	<p>Individual and group work, and plenary discussion:</p> <p>Participants are asked to think about four different situations they experienced in their life (childhood, youth or adult phase, in everyday life or at work or anywhere else, like institutions, searching for a job, etc.): an experience in which they used discriminatory behavior or violence against somebody else; an experience in which they were a victim of discriminatory behavior; an experience in which they were a witness of a discrimination or violence against somebody else and they did not interfere; an experience in which they were a witness of a discrimination or violence against somebody else and they did interfere.</p> <p>For each of the four situations participants explain their location and</p>



Lifelong Learning Programme

	<p>the location of others involved in the situation. How did the locations of the people involved (theirs and the others' in the particular situation) influence the situation?</p> <p>Participants then exchange their answers in smaller groups (up to 5 participants per group) and talk about their experiences. The focus lies on locations of people involved in certain situations – on comparison about locations of particular situations and power relations.</p> <p>Questions for plenary discussion:</p> <ul style="list-style-type: none"> • Can you explain which locations you identified for all the sides involved in the particular situations? • What was the influence of locations on the situations? • Can you identify some commonalities of locations in terms of their influence on the situation? <p>Do you see any differences in locations of people involved in a particular situation?</p>
<p>Applicability and Limits</p> <p><i>The following should be pointed out:</i></p>	
<p>» <i>The optimal size of the group</i></p>	<p>The method can be done with a group of up to 30 people.</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 at the beginning of the working process.</p>
<p>Comments, experiences and risks</p>	<p>The method tries to open up a space for reflection on social locations and power relations in different situations. The method risks the possibility that some really difficult situations come up. Workshop trainers have to be sensible and need competencies in dealing with participants' feelings of frustration, sadness, anger, etc.</p>
<p>Source</p>	<p>Based on the PeerThink manual and adapted for IGIV by Majda Hrženjak and Živa Humer. The original method deals with the concepts of diversity and discrimination, while the new method focuses on intersectional discrimination.</p> <p>Original source: Wenzel, Florian M./Seberich, Michael (Ed.) 2001: The Power of Language. Bertelsmann Stiftung. Gütersloh.</p>

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.