



Lifelong Learning Programme

Module 4: (Self) reflecting

Priority Level: Essential

Length: 1 Day

Content:

Self-reflecting is one of the most important tools in education and social work, as it opens up an insight how intervention of teachers, social workers or youth workers can already be part of dominance relations. In this module we will get aware of how social location, in which we as interventionists are positioned, can determine our knowledge, experiences and acting. We will show how implementation of an intersectional perspective should in its first step start with self-analysis, with analysis of our own stereotypes, biases, categorizations, beliefs, self-evident assumptions and granted knowledge. In the form of small working groups based on case studies and individual and professional experiences of participants we will explore our own involvement in dominance relations. The focuses of our self-reflection exercises will be on the following questions: What previous knowledge do we have about different social groups, where did we acquire it and how it facilitates our daily work? At which point this knowledge might turn into prejudice? How we relate to individuals belonging to marginalized social groups? Do we approach them by deficit or competence approach? Which identity categories do we work with and why (for instance, migrant boys, black girls, well offs, Roma children)? Do we reflect upon the consequences of putting individuals into such categories? Do we recognize strategic categorization and strategic self-identification? Do we understand the categories as natural, pre-given and fixed, or do we consider them as changeable, constructed and flexible? What are the consequences of these different approaches? Do we consider the point of view of user in our diagnosis and prognosis? How do our work and our organization contribute to the maintenance and reproduction of social (in)equalities, discrimination and violence? (Self) reflecting not only refers on the individual level but also on the organisational. Therefore, the heterogeneity or homogeneity of the staff, for instance, will be reflected. Also forms of peer reflecting and counselling will be introduced.

Different methods of (self) reflecting will be presented and tested, and the possibilities of different modes of how to introduce (self) reflection as a regular organizational practice will be discussed. Methods and tools are: Case-related intersectional pedagogy (No. 1), Planning and Evaluation of Methods (No. 2), Boys/ Girls of my Group (No. 3), The Intersectional Analysis Matrix (No. 5), Check List, Peer Counselling (No. 9), Analysis of Dominance Culture in Organisations, and others.

Learning objectives:

Knowledge

- The participants know that one of the most important tools for (social) pedagogy is the social worker her/himself and that the diversity in the institution and the



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level of reflection of dominance relations have an importance for the pedagogical work. These factors have to be reflected.

Skills

- The participants create space for themselves to reflect on dominance relations in their pedagogical work. They are able to criticize colleagues and to hear critics and to change strategies of work. Deconstruction of dominance relations and violence always are the point of orientation.

Competence

- The participants are able to work with different methods to reflect on her/ his own involvement in dominance relations and in group constellations. They consider that for instance gender and race relations have different dominance relations in mind for that reflective work.