



GEMTREX – PROFESSIONALISING GENDER TRAINERS AND EXPERTS IN ADULT EDUCATION

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TOOL

Self Evaluation for Gender Workers



GemTrEx project team

2008

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For further information visit the website: www.gemtrex.eu

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1. Introduction

The following working paper contains a proposal for self-evaluation, based on the GemTrEx professional standards.

In the paper “Professional Standards for Gender Work in Adult Education“ (download document from website) we have described the background and history of the standards; they have been formulated after a needs analysis in all participating countries had been performed, including a range of national and professional perspectives. The standards are based on the EQF; the version that has been developed in the GemTrEx project refers to level 5 of the EQF.

All persons who consider themselves as gender workers (for definition, see below) are invited to assess their knowledge and skills¹ themselves, using the standards as described below.

At the moment, we propose that these standards and the referring self-evaluation tool are used as a “voluntary quality assurance measure” for people who are active in the field of gender work. In the future, a certification system can be developed on this basis, developing the assessment part further, from self-evaluation (which it is at the moment) to a well-defined and standardized procedure.

Based on the professional standards, not only this proposal for self-evaluation and future framework for certification has been developed, but also a set of further education modules has been produced. These modules are described in the *Compendium* and will be put on the Grundtvig database.

The modules refer to the standards as well; there is detailed information in each module which standards they refer to, that is, which knowledge, skills and competencies is addressed and (hopefully) improved in each module. Thus, if a gender worker identifies any need for further education referring to a certain standard (s/he wants to improve his/her knowledge or skills in a certain respect) after having completed the self-evaluation tool, there is information in the module description, concerning which module addresses which standards. Thus, “tailored” further education for one’s own needs can be attended. A Basic Gender Worker may wish to meet the criteria of an Advanced Gender Worker, thus s/he can identify easily what knowledge and skills are missing, by going through the self-evaluation tool. The aspects that have to be improved are identified and collected, using the standard identifier (e.g. “1.1.d)v.”, that is “*Analyse a range of key concepts relating to gender discourses including intersectionality*”).

In the compendium, interested learners will find some modules that address *standard 1.1.d)v.*

Also, the self-evaluation serves as a profile of one’s own knowledge and skills, so that a responsible gender worker can identify his/her limits and weak spots; based on that, it is possible to outsource some tasks, to look for co-operation or to seek assistance if a problem to be solved goes beyond one’s limits.

¹ In the EQF, knowledge, skills and competencies are defined for each level. Here, we only refer to a self-evaluation of knowledge and skills, not competencies. The respective competencies will result if the proposed knowledge and skills are there.

2. Definitions from “Professional Standards for Gender Work in Adult Education“

Gender Worker – General Definition

Gender Workers are described as ...

- people in *any professional paid work*,
- who are in *contact with people* (direct and indirect),
- and active in the field of *adult education*²,
- with a special focus on *gender*.

Therefore these people must have *educational competencies* in a wide sense (teachers, trainers, coaches, counsellors, psycho-therapists, nurses, ...)

Basic Gender Worker

Precondition

Any profession referring to the general definition of gender worker (see above).

“Basic”:

A Basic Gender Worker is any professional member who has a multiplicatory role in his/her working field, referring to gender. It could be a nurse as a gender agent in hospital as well as a personnel manager who is responsible for the implementation of gender mainstreaming in a company.

The term basic refers to the fact that **well defined knowledge, skills and competencies (described in the professional standards)** in the field of gender and gender mainstreaming are **not required**.

Advanced Gender Worker

Precondition

Any profession referring to the general definition of gender worker (see above).

“Advanced”:

The term advanced refers to the fact that **well defined knowledge, skills and competencies** in the field of gender and gender mainstreaming **are required**.

Advanced gender workers should be able to carry out at least one of the following functions/roles:

- Facilitator / trainer (group dynamics)
- Teacher / lecturer (knowledge transfer)
- Concept & programme developer (planning)
- Project manager (coordination, implementation)
- Researcher (analysis)
- Consultant and coach (accompanying function)

Coming from these definitions, professional standards for *advanced gender workers* have been formulated. Gender workers are invited to check to which degree they fulfil these standards and to see where they could improve their knowledge and skills (and consequently, their competencies).

² To be understood in a wide meaning, e.g. social workers or similar professions are included as well. In some countries, adult education is a well-defined profession. This meaning is not intended here.

3. Self-evaluation procedure

The self-evaluation can be done according to the steps in figure 1 (page 8).

The questions within each step that interested people should ask themselves have been derived from the definitions above in a straightforward manner.

Step 0:

All people who are active in gender work should basically agree to the “Core Values in Gender Work”. They are outlined in the paper “Professional Standards for Gender Work in Adult Education” and are related to:

- Individuality and diversity
- Equality of opportunity and non-discrimination
- Co-operation and collaboration
- Empowerment and self-advocacy
- Reflective practice and professional development

If you agree with the core values, go ahead to step 1.

If you disagree with one or more of the core values, define the problematic points and discuss them with gender workers or representatives of relevant organisations in the field. The standards have been based on the core values, so a self-definition as “gender worker” and a severe disagreement to the core values at the same time is contradicting.

Step 1:

Here, you should describe your work in the relevant field. Ask yourself:

1. Is this work professional paid work?
2. Am I in contact with people within this work, in a direct or indirect way? (“Indirect” means that people are affected by the outcomes of your work, e.g. by writing a training concept for employees in a company)
3. Am I active in the field of adult education in a multiplicatory role? (e.g. teaching, training, counselling, some kind of knowledge/information transfer; etc.)
4. Do I have a focus on gender in my work, or on any concept that addresses gender (e.g. managing diversity)?

If you can answer all 4 questions with “yes”, go ahead to step 2.

If you answer one or more of these questions with “no”, define what is missing referring to each question. Consider if you want to change or improve this aspect. If yes, take steps to improve this aspect until you meet a level that you feel comfortable with to answer the respective question with “yes”.

Example 1:

An employee in the personnel department of a public institution is assigned the role of a “Gender Mainstreaming representative”, with no further changes concerning his/her job profile.

Referring to the questions above:

- Question 1: This is questionable; does s/he have to fulfil this function within the paid work, or on top?
- Question 2: S/he is also responsible for further training within her/his job; so: “yes”.
- Question 3: “Yes”, see question 2.
- Question 4: Formally yes, but the question is how this will be put into practice.

The employee says “no” to question 1 and 4, and seeks to clear these issues with the management. After that, his/her role is defined better, s/he gets 5 hours per week to fulfil the function as a Gender Mainstreaming representative (question 1 = “yes”). Thus, s/he has got resources to concentrate on gender issues in practice (question 4 = “yes”).

Step 2:

Ask yourself: Can I define the multiplicatory role in my working field referring to gender issues?

If “yes”: The criteria for “Basic Gender Worker” are met.

If “no”: Identify the problems with the multiplicatory role. Improve the situation, so that a basic multiplicatory role is given.

Example 2:

The management of the above department gives the function of the “Gender Mainstreaming representative” to an external freelance who is not in contact with the employees at all. S/he is asked to write papers with general hints to the management, regarding gender issues; the external freelance person realizes that the management does not read these papers. The answer to the question clearly is “no”, no multiplicatory effect is visible.

Step 3:

As a “Basic Gender Worker” who wants to meet the criteria for “Advanced Gender Worker”, ask yourself if you can carry out at least *one* of the following functions/roles:

1. Facilitator / trainer (group dynamics)
2. Teacher / lecturer (knowledge transfer)
3. Concept & programme developer (planning)
4. Project manager (coordination, implementation)
5. Researcher (analysis)
6. Consultant and coach (accompanying function)

If “yes”, go ahead to step 4.

If “no”, identify what is missing to perform one of these professional functions/roles. Consider if you want to improve your professional profile into one of these directions. If you can define any different, but comparative or equivalent role to the six alternatives above, explicitly formulate your arguments and say “yes”.

Example 3:

The Gender Mainstreaming representative of example 1 is doing further qualification in his/her company, so s/he says “yes” to function/role 1+2 in the list above. Thus: “Yes” results in step 3.

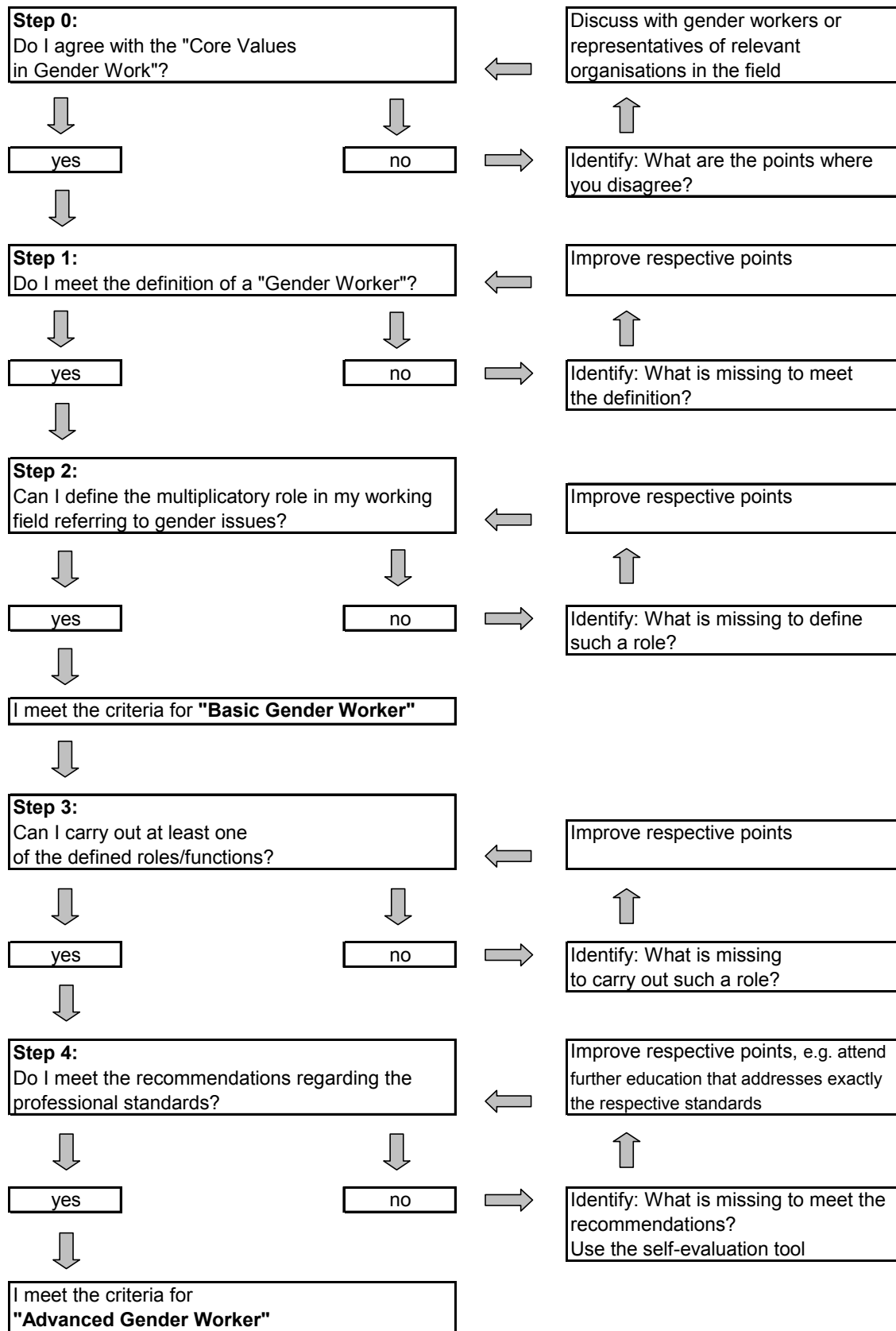
Step 4:

You can determine if you can say “yes” to step 4 by using the self-evaluation tool given below. We have provided a proposal to determine yourself if your knowledge and skills a certain level.

After having gone through the self-evaluation tool, you see if the answer is “yes” or “no” regarding step 4.

If “no”, you have detailed information what aspects of your knowledge and skills could be improved. To do so, you can choose a GEMTREX-module that is designed to improve the respective knowledge, skill, as well as competencies, or attend any other further education activity that addresses the respective aspect.

Figure 1
Proposal for the self-evaluation procedure



4. Self-evaluation form

The self-evaluation tool is a simple rating of your own assessment of your knowledge and skills, following the professional standards. Minimal standards are suggested for “Advanced Gender Workers” that are assigned to EQF level 5.

Competencies are not rated, as the preceding knowledge and skills should automatically result in these. After having gone through the self-assessment given below, you will see where there are areas that you could improve, e.g. by further education.

We recommend to use the tool as follows:

1. Reflect on the area (two-digit headlines)

For each area of standards, proposals for reflection are provided. These proposals should give a support not to go in a solely cognitive evaluation of one's own knowledge and skills, but also to integrate the embedded knowledge deriving from professional and daily-life experience, and already processed knowledge in the personal professional practice. This kind of knowledge and skills often becomes invisible for the individual, because it is already implemented so well into one's personal professional practice. Exactly this level has to be made visible as well. In this sense, the proposals for reflection acknowledge the cognitive and emotional approach to one's personal estimation of knowledge and skills.

2. Assess your knowledge and skills against the standards

As a certification procedure has not been developed within this project, exact definitions of the terms “high, rather high, moderate, rather low, low” can not be given, but is up to your judgement to make visible what you yourself consider as your strengths and weaknesses. The most important profit of using this tool is to draw your own profile to design your further development and further education plan.

However, “moderate” as the proposed critical level needs some clarification and should be understood as follows below. The underlying idea is that all standards are considered as important. Advanced Gender Workers should have at least basic knowledge respectively basic skills in all of the areas. The corresponding rating for basic skills and knowledge is “moderate” in this tool.

For each knowledge-standard, “*moderate*” means

→ that you can give a definition of the central terms, or you can basically explain the central concept, and

→ that you can explain at least one possible link of the central terms or concept to your professional practice, on the basis of the reflection before

For each skill-standard, “moderate” means

→ that you can give a basic description of how you have already realized the activity that is addressed in the respective skill-standard within your work, or

→ that you can outline how you would realize the activity within your work. Give one description/example for each standard.

Peer evaluation:

You can also use this tool together with a colleague and help each other with reflecting and assessing. Each person can take over the role of the critical friend for the other person.

1. Knowledge

1.1. Understand theories of gender and their historical development

- a) Evaluate a range of theoretical approaches to gender (feminist theory, gender theory, queer theory, critical men's studies)
- b) Outline the historical development of theoretical approaches to gender
- c) Identify political and socio-economic influences on the development of such approaches
- d) Analyse a range of key concepts relating to gender discourses including:
 - i. gender power relations
 - ii. hegemonic masculinity and femininity
 - iii. "doing gender"
 - iv. sex, gender and sexual orientation
 - v. intersectionality
 - vi. diversity

I assess my own knowledge as follows:

Standard	high	rather high	moderate	rather low	low
1. 1. a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 1. b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 1. c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 1. d) i	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 1. d) ii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 1. d) iii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 1. d) iv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 1. d) v	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 1. d) vi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendation for Advanced Gender Workers:

Not lower than "moderate" in each of the 10 lines.

Proposal for reflection:

Concentrate on your own practice field and try to identify relevant gender issues.

Identify the critical elements out of your personal professional practice.

Try to link them to theoretical approaches, which you are familiar with and which already sensitized you for gender aspects in your work.

Reflect on how these identified critical elements are possibly linked to the points a – d.

1.2. Understand theoretical approaches to gender-political themes in European societies

- a) Compare and contrast the gendered structure of European societies:
 - i. at a macro-economic level (e.g. gender regimes)
 - ii. at a legislative level (e.g. equality laws, human rights)
- b) Compare and contrast strategies and concepts relating to a range of gender-political discourses (e.g. gender equality, equation, gender equity)
- c) Evaluate gender-political strategies for achieving equality of opportunity (e.g. gender mainstreaming, gender equality duty)
- d) Analyse the gender related dimensions of a range of socio-political undertakings (e.g. mobility, traffic, regional planning, care & health, ...)

I assess my own knowledge as follows:

Standard	high	rather high	moderate	rather low	low
1. 2. a) i	○	○	○	○	○
1. 2. a) ii	○	○	○	○	○
1. 2. b)	○	○	○	○	○
1. 2. c)	○	○	○	○	○
1. 2. d)	○	○	○	○	○

Recommendation for Advanced Gender Workers:

Not lower than “moderate” in 1.2.a) to 1.2.d)

ad 1.2.d): Moderate knowledge in at least one topic is required to code “moderate” for the whole standard 1.2.d)

Proposal for reflection:

Highlight on which approaches you already build your professional research, training and consultancy practice.

Identify possible linkages to the European structure of gender politics and policies.

1.3. Understand theoretical approaches to the analysis of the gendered structure of organisations

- a) Apply theories of gender to the analysis of the structure and development of organisations
- b) Define gendered processes in organisations and illustrate implementation tools and strategies for gender equality measures
- c) Use gender analysis methods in organisational analysis

I assess my own knowledge as follows:

Standard	high	rather high	moderate	rather low	low
1. 3. a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 3. b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 3. c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendation for Advanced Gender Workers:

Not lower than “moderate” in 1.3. a) to c).

Proposal for reflection:

Reflect your own professional practice in planning and performing gender relevant research, trainings and consultancy offers for your target groups and clients.
How precise and deep do you consider, explore and analyse their organisational and/or professional backgrounds for the development of respective services and offers under gender perspectives?

1.4. Understand theoretical approaches to gender within interpersonal relationships

- a) Analyse the dynamics of the behaviour of humans in groups
- b) Identify and analyse influences on the formation of individual gender identity (e.g. gendered socialization, self concept changes, family, body, sexuality, sexual orientation)
- c) Analyse the gender related behaviour of individuals in diverse relational settings (e.g. friendship, networks)
- d) Analyse and evaluate the gender dimensions of a range of modes of codified representation (e.g. spoken and written language, pictorial, musical, symbolic)
- e) Evaluate both formal and informal educational influences on individual perceptions of gender and gender identity

I assess my own knowledge as follows:

Standard	high	rather high	moderate	rather low	low
1. 4. a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 4. b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 4. c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 4. d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 4. e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendation for Advanced Gender Workers:

Not lower than “moderate” in all of the five lines.

Proposal for reflection:

Reflect the impact of self reflection and self exploration on gender attitudes on your professional practice.

Do you already use knowledge, conceptual instruments and professional accompaniment, which give you incentives and models for exploring and analysing interpersonal gender issues in your own groups, trainings, work with clients?

1.5. Understand the relevance and significance of current debates to questions of gender

- a) Engage in current debates about change and development in various areas of society and the environment (e.g. mobility, traffic, regional and municipal development, water and sustainable development, urban planning and architecture, ...)
- b) Identify the gender-related repercussions of current debates and contribute constructively to them by the transfer of own and others' gender knowledge and expertise

I assess my own knowledge as follows:

Standard	high	rather high	moderate	rather low	low
1. 5. a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. 5. b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendation for Advanced Gender Workers:

Not lower than “moderate” in both of the two lines, but only in respect of one or, preferably, two of the debates.

Proposal for reflection:

What is your state of information about the organisational and professional background of your clients, groups etc.?

Reflect on how you explore and consider their professional field while planning and preparing gender offers and services.

Reflect on how the professional fields, backgrounds and themes of your clients, groups etc. influence your consideration of gender in various areas of society and environment.

2. Skills

2.1. Academic Skills

a) Methods

- i) Apply appropriate methods to the analysis of gendered structures in different areas of society
- ii) Use a variety of methods/tools to develop and implement gender equality measures

b) Knowledge Transfer

- i) Transform theory into practice: Illustrate the application of theoretical concepts to practice using appropriate methods/tools
- ii) Apply practical skills using a variety of appropriate methods
- iii) Develop methods and skills for the transfer of knowledge

c) Analysis and Evaluation

- i) Apply different analytical methods/tools at macro, meso and micro levels, developing variants of the methods/tools where appropriate
- ii) Develop evaluation strategies for use in gender analytical activities (targets, indicators, evaluation criteria for quantitative and qualitative analysis)
- iii) Draw clear distinctions between critical concepts in the interpretation and analysis of situations and problems relating to gender

d) "Meta" Skills

- i) Analyse social phenomena in terms of different social categories and their interrelationship (e.g. relate and describe one's personal life in connection with social structures)
- ii) Reflect critically on dual gender concepts, gender stereotypes and on prejudice and its consequences (inequality and discrimination)
- iii) Explain, compare, contrast and classify the knowledge and ideas of (gender) experts
- iv) Engage continuously in reflection and scholarly activity

I assess my own skills as follows:

Standard	high	rather high	moderate	rather low	low
2. 1. a) i	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. a) ii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. b) i	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. b) ii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. b) iii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. c) i	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. c) ii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. c) iii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. d) i	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. d) ii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. d) iii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 1. d) iv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendation for Advanced Gender Workers:

In order to claim the status of advanced gender worker ALL of the above should be achieved at at least moderate level, preferably higher.

Proposal for reflection:

Reflect and find out what concrete sources you use to support and maintain your academic skills.

How many concrete approaches, methods, and instruments do you actually use and apply in the fields under a. to c.?

Create a list for all the points and in this way help yourself to assess and find an overview about your personal tool box of academic skills.

2.2. Planning and problem-solving skills

- a) Agree clear achievable (SMART³) goals, informed by the core value set, with stakeholders
- b) Gather relevant information, schedule activities and allocate roles for the efficient achievement of goals
- c) Apply a range of appropriate theoretical and practical approaches, consonant with core values, to the management of and solution to complex problems
- d) Adapt problem-solving strategies/concepts to specific situational and/or organisational circumstances
- e) Develop clear and practical applications of the central concept of equality and its accompanying core values to concrete problems
- f) Contribute to the development of planning and problem-solving skills in others

I assess my own skills as follows:

Standard	high	rather high	moderate	rather low	low
2. 2. a)	○	○	○	○	○
2. 2. b)	○	○	○	○	○
2. 2. c)	○	○	○	○	○
2. 2. d)	○	○	○	○	○
2. 2. e)	○	○	○	○	○
2. 2. f)	○	○	○	○	○

Recommendation for Advanced Gender Workers:

Not less than moderate in all areas, preferably higher.

Proposal for reflection:

What methodological sources do you use to support your problem solving skills on personal level and those of your clients, groups etc. in your professional services and offers?

How many concrete approaches, methods, and instruments do you actually use and offer within your services in the fields under a. to f.?

How sustainable do you implement reflection and evaluation methods in your services to receive feed-back which helps you to improve your further offers and services?

Do these feed-backs build a constant platform for you to modify and/or invent core values, value sets, and adapted strategies for situated personal and organisational circumstances? If yes, acknowledge these and name them.

Create a list for all the points and in this way help yourself to assess and find an overview about your personal tool box of planning and problem academic skills.

³ Specific, Measurable, Achievable and/or Agreed, Realistic and/or Relevant, Time-constrained

2.3. Communication

- a) Listen actively and elicit information through the skilful use of questions
- b) Express ideas and arguments on complex gender-related issues clearly and appropriately for a given audience both orally and in writing
- c) Use examples from the learners' life experience, their knowledge and professional experience to explore gender themes
- d) Structure and facilitate group discussions and identify barriers to communication
- e) Identify and analyse some of the roots of inequalities, stereotypes and prejudices within communication
- f) Use a range of communication methods and media to conduct discourses on gender and diversity (e.g. knowledge transfer through lecture, map exercises, role games, body work)
- g) Analyse and discuss difficult gender related situations that trainers encounter in their work place, personal life and strategic change processes such as e.g. gender mainstreaming and change management
- h) Work within the context of different (academic) disciplines
- i) Employ and encourage the use of a gender sensitive language (writing, speaking, picturing)
- j) Foster core values through own communication

I assess my own skills as follows:

Standard	high	rather high	moderate	rather low	low
2. 3. a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 3. b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 3. c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 3. d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 3. e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 3. f)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 3. g)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 3. h)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 3. i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 3. j)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendation for Advanced Gender Workers:

No less than moderate in ALL areas. Preferably more in 2.3.a) and b), preferably higher.

Proposal for reflection:

What conceptual and didactic sources do you use to support your communication skills on personal level and those of your clients, groups etc. within your professional services and offers?

How many concrete approaches, methods, and instruments do you actually use and offer within your services in the fields under a. to j.?

Which are your core values as regards to communication practice that you intent to realise for yourself and in your offers?

How sustainable do you implement self, group reflection and dialoguing elements and exercises in your services in order to sensitise and practice the handling of gender stereotypes, conflictive situations misunderstanding in communication?

Do these elements build a constant platform for you to reflect, modify and/or invent methods for training and seminar processes? If yes, acknowledge these and name them. Create a list for all the points and in this way help yourself to assess and find an overview about your personal tool box of communication skills. Does this overview assist you in estimate your skills as above mentioned in a personally appropriate way?

2.4. Self-awareness and interpersonal skills

- a) Reflect analytically on own gender identity and motivation
- b) Identify and discuss power relations in group dynamics (e.g. in-group/out-group-interrelationship) and enable learners to effectively explore power-relations
- c) Establish rapport and empathy with others through skilful listening techniques
- d) Adjust responses in accordance with the individual needs of learners
- e) Foster independence and self-advocacy in others
- f) Identify diverse characters of group members and deal with difference
- g) Promote teamwork, networking, exchange of experts and supervision in the field of gender work
- h) Assist others in coping with difficulties associated with gender-related change processes
- i) Deal fairly and assertively with inappropriate interpersonal behaviour (e.g use of discriminatory language)
- j) Encourage the development of self-awareness and good interpersonal skills in others
- k) Recognise own strengths and limitations in dealing with gender-related issues and seek support from other agencies accordingly

I assess my own skills as follows:

Standard	high	rather high	moderate	rather low	low
2. 4. a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 4. b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 4. c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 4. d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 4. e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 4. f)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 4. g)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 4. h)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 4. i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 4. j)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 4. k)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendation for Advanced Gender Workers:

No less than moderate in ALL areas, preferably higher.

Proposal for reflection:

Similar to 2.3.

2.5. Pedagogical Skills

- a) Set (SMART) learning objectives which are appropriate for the subject specialism (gender-related topics and themes) and the learner(s) and which are consistent with core values
- b) Minimise barriers to learning by providing differentiated support to individual learners in accordance with their diversity
- c) Establish a learning environment where learners feel safe, secure, confident and valued equally
- d) Create a motivating environment which encourages learners to reflect on gender identity in a personalised manner
- e) Encourage learners to use their own life experiences and professional experience as a source for their development
- f) Make use of supervision and/or coaching in order to guarantee positive professional development in the field of gender work
- g) Use different training materials (e.g. cards, drawing) in practical activities, to support the learners' needs in an effective way
- h) Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence
- i) Identify with learners the transferable skills they are developing, and how these might relate to their professional practice

I assess my own skills as follows:

Standard	high	rather high	moderate	rather low	low
2. 5. a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 5. b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 5. c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 5. d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 5. e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 5. f)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 5. g)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 5. h)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 5. i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendation for Advanced Gender Workers:

Only for those who actually have a teaching/training role of whatever kind (also one to one coaching, or small group activity): No less than moderate in ALL areas, preferably higher.


For all those who actually don't have a teaching/training role of whatever kind: Desirable to have competence here, but not essential.

Proposal for reflection:


Similar to 2.3 and 2.4.

5. Design your further development and further education plan.

I want to improve my knowledge:

knowledge areas:	assessed as:	training offers / literature:	priority high 

I want to improve my skills:

skills identified:	assessed as:	training offers / literature:	priority high 

For further information go to: www.gemtrex.eu