



Gender specific Guidelines of the IB

Social Posi
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Cooperatio
ng Princip

Work in the IB related to Girls and Women · Work related to Boys · Requirements placed on Professions · Gender Specificity as a Chance · Social Position · Binding Strategy · Legal Fundamentals · Needs of the Cooperation Partners and the Society

The IB's Place in Society

The IB “stands up for a democratic, solidary and just society, in which all people have their equal place and no one is discriminated because of one's gender, descent, race, language, national and ethnic origin, belief, religious or political opinion or because of one's disability, age or sexual orientation”. (“Principles of the IB”, p. 1)

Hence the need to comprehend gender sensitivity as a central feature of acting in the context of education and support in all areas

of action of the IB. Here, gender is understood as social category that is shaped by society and culture.

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Gender Mainstreaming as mandatory Strategy

The goal of Gender mainstreaming as mandatory strategy in organisations is to achieve gender equality. Gender is here understood

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in its “social aspect” or as social construction, hence the socially shaped allocation of gender roles and access to resources which, depending on the concept of gender, may also undergo changes.

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Legal Grounds

The legal grounds for the implementation of Gender Mainstreaming are:

- **Article 3 section 2 of the German Basic Law** (Here, it reads: “Men and women shall have equal rights. The state shall promote the actual enforcement of equal rights for women and men, and shall take steps to eliminate disadvantages that now exist.”)
- **The 1997 Amsterdam Treaty at European level** (Article 2 and 3, section 2) which formulates the promotion of gender equality as elementary part of European integration.
- The anchoring of the gender-mainstreaming approach in the **Employment Guidelines** since 1998.
- **§ 9, section 3 of the SGB VIII** since 1990: “When benefits are drawn up and tasks are fulfilled . . . the different life situations of girls and boys have to be taken into account, disadvantages have to be eliminated and the equality of girls and boys has to be promoted.”

A gender sensitive education and the development of services are hence legally demanded as

cross-sectional task and politically required on the European, federal, state and municipal levels.

Gender specific Needs of Cooperation Partners and Society

Cooperation partners of the IB and contracting entities formulate gender specific needs resp. requirements that the IB incorporates in its programmes. The German Ministry for Family, the Elderly, Women and Youth (BMFSFJ) has, for example, issued guidelines for the implementation of gender mainstreaming in the Federal Government’s Child and Youth Plan; the Federal Labour Office more intensively promotes professional concepts for single parents

(especially women) and the youth welfare offices or youth welfare committees in different municipalities have adopted guidelines with respect to work relating to girls or boys.

The IB’s goal is to take advantage of its key partners and networks with respect to its gender strategy and to make these approaches visible to partners.

Establishing Gender Mainstreaming and Gender in the IB

Besides the legal grounds mentioned above, the implementation of gender mainstreaming resp. gender as guiding principle in the IB is based on its quality management system. Since 2004, gender mainstreaming as the result of a model project is established as strategic goal within the evaluation criteria "Politics and Strategy" of the EFQM Model where it reads:

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"Gender specific needs of staff members, clients, cooperation partners and society will be integrated in the strategy planning and in the design of all business processes." The IB therefore has the mission to include gender specific needs at the levels of

- staff members
- clients, i.e. those participating in and supported by the IB's programmes (children, young adolescents, families, men and women),
- cooperation partners (e.g. youth welfare offices, Federal Labour Office, municipalities, ministries etc.)
- and society

in strategy planning as well as in processes, e.g. the implementation of service offers as structuring principle.



Gender specific Offers of the IB in various Contexts

Gender specific needs of children, young adolescents and adults are the starting point for designing (educational) programmes in the IB. Gender specific services are mandatory as cross-sectional tasks in all activities. They are provided both in a co-educational context and in single-sex programmes. Most of the services of the IB are provided in a co-educational setting. Here, the goal of professional work is to make children, young adolescents and adults experience a variety of opportunities – geared to their needs and resources – without attribution of gender stereotypes. Hence gender sensitivity is considered to be an important basic orientation.

Examples for gender specific services for girls and women in the IB are: counselling of girls / girls' clubs, girls' workshops, a special technical centre for girls and women, girls' residential groups, taking into care of girls, a residential home for homeless women with and without children, a residential project for single mothers, mother-and-child-housing, courses for migrant women and initiatives relating to the Girls' Day. Further activities include a residential project for female refugees requiring special attendance and protection, and a residential group for minor unaccompanied refugees. Males are cared for in residential groups subject to intensive education (through individually practised semi-open

structures for boys) and residential homes / groups for homeless men as well as by initiatives relating to the Boys' Day.

Often, girls or boys enjoy a gender specifically separate education during their transition from school to work or in projects of non-institutional work with children and youth. Part-time further trainings make it easier for both genders to reconcile work and family life, but more women than men use such programmes. There is also a demand for special projects offered to single parents during their vocational education.

It is the goal of gender orientation to collect and evaluate the expectations of female and male clients on gender specific grounds. The findings are reflected in designing concepts, terms of reference and primary processes. The achievement of a process goal is to be evaluated in a gender specific way.

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Gender Orientation as Guiding Principle in the IB

Gender orientation as guiding principle in the IB promoted in mixed gender as well as separate services for girls/women or boys/men involves:

- organizing one's everyday life, assessing services and projects as to whether they respect equal opportunities and gender equality and give impulses for a gender sensitive education
- providing time for observation and reflection in order to gender sensitively analyse and reshape daily situations and spaces
- reflecting language and the gender differentiated selection of rooms, equipment and materials
- gender competence as personal key competence that enables experts to act in a gender sensitive and gender based manner – it includes a sharpened perception of hierarchies, gender stereotypes and gender based (structural and personal) discrimination, it creates a culture of equal cooperation in gender mixed teams
- the mission of leadership to initiate, accompany and support a gender sensitive education
- collecting and evaluating gender specific needs of those cared for and assessing the services and programmes to which extent they become action driven
- gender specific counselling and further training designed to discuss and change gender specific patterns of perception and action with staff members



Gender specific Guidelines

Gender consciousness and gender sensitivity are an essential part of expertise in the IB's fields of action and work.

Gender specific work focuses on the resources of girls/women and boys/men and promotes the critical analysis of different manifold patterns of experience beyond gender stereotypes.

Gender sensitive work starts from a holistic planning of one's life and future including employment and reconciliation of work and family life for both genders.

Gender specific work stands for gender equality and the equality of sexual orientations.

Gender specific work has an intercultural focus and promotes diversity and appreciation regardless of nationality, ethnicity, religion and ideology, disability or sexual orientation and identity.

To make it happen, gender sensitive work needs a supporting framework, such as a solid set up of equipment, staff and rooming focus-

sed, right from the start, on consistency and quality, gender specific further training for staff, networks for girls/women and boys/men related activities as well as a targeted project support.

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IB Guidelines for the Work with Girls and Women

The complexity of the female life context is the starting point of gender specific work related to girls and women, i.e. it takes into consideration both the so-called public area (school, vocational training, work, politics) and the so-called private area: the relationship with the family, friendships or love/sexuality.

The essential goal of a specific work with girls and women is to enable them to define (public) spaces as their own and to strengthen their own competences and needs as well as their self-consciousness. The idea behind is that girls/women are confronted with a diversity of lifestyle concepts and strategies to tackle their problems.

Work with girls and women refers to their vocational orientation processes which are shaped through the interaction of their own interests and the concerns and activities relating to the labour market, their family set-up and gender equality politics. Work with girls takes gender specific career aspiration of girls seriously (with regard to administrative, social and health professions), but it also wants to widen their spectrum of occupational choices, especially with respect to the MINT professions (mathematics, informatics, natural sciences, technology).

Work with girls and women understands that spare time as well as open spaces and female role models including diverse life patterns are given. It helps them to deal with conflicting expectations regarding femininity.

As a “cross-work” approach, male professionals, too, are essential for girls and women since they can offer them “new” and other models of masculinity different from those experienced so far.



IB Guidelines of Work with Boys

Gender conscious work with boys is offered to boys, male adolescents and young men in gender homogeneous or co-educational settings and guided by male professionals. Through the “cross-work” approach female professionals, too, can join their male colleagues in their work with boys.

Gender conscious work with boys focuses on their specific needs, potentials and strengths. Its goals are to develop the boys’ personality and their social skills.



The objective of gender conscious work with boys is to question the assignment of roles and role stereotypes, for example, of power and dominance, and to develop thinking, empathy and acting beyond traditional patterns.

Gender sensitive work with boys promotes their own responsibility and guides them to plan their life and future in a holistic way. It focuses on a diversity of lifestyle concepts and strategies to tackle problems.

Gender conscious work with boys promotes the discussion of different models of masculinity and diverse male life patterns. Another goal is to ease their path to vocational fields in which boys, up to now, are underrepresented – such as the social and healthcare professions.

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Gender Orientation as Requirement for Professionals

Professionals always perceive gender roles of their clients against the background of their own biography and the experience of their own gender. Here, professionals have to question their own gender related standards, values, ideas, patterns of action and their concrete action in everyday life.

A continuous reflection of the gender aspect in peer consulting, team processes, in supervision and further training, is an element of professional expertise and a quality feature.

It is important that professionals, in the interaction with girls/women and boys/men, perceive the different variations of gender roles tried out or lived by them. A continuous reflection of the gender aspect in peer consulting, team processes, in supervision and further training, is an element of professional expertise and a quality feature.

Consequently, (self-) reflection of the staff is an important prerequisite for a gender sensitive attitude and educational or professional expertise.

The IB centres are hence required, for instance when it comes to recruiting new staff, that a clearly formulated non-gender stereotype job profile is chosen.

Another goal is to open fields of action for women and men in which they are so far underrepresented: for example to win over more men for the pedagogical everyday life in education support programmes or day care for children, and more women for leading positions.

Mixed-gender teams as an expression of diversity can enrich the experiences of IB's clients and dissolve any gender specific assignment of role patterns if gender sensitivity determines the action of the staff.

At the same time, gender homogeneous teams are required for specific target groups – as a deliberate exemption – since a special need for protection may well be the reason for such a pedagogic setting. Executives in the IB have the important task to initiate, to accompany and to support the implementation of a gender sensitive pedagogy.

Outlook: Gender Specific Approach as Chance

These "Gender specific Guidelines of the IB" take up experiences and conceptual considerations from the gender specific work in the IB and, at the same time, want to take a shaping influence on the pedagogical processes and institutional framework conditions in the IB centres.

It has to be assessed on the overall level of the organization's policy which fields of gender related work require further promotion, a new impetus or have to be further developed as cross-sectional task of gender sensitivity.

Executives and staff of the IB are invited to understand gender specificity as a chance and

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Publications of the IB with respect to Gender (all in German language)

IB (Publisher): Mädchen auf neuen Wegen. Leitlinien von Mädchen- und Frauenarbeit im IB. Frankfurt/M. 1998 (3rd edition)

IB (Publisher): Berufliche Perspektiven für Mädchen. Eine Arbeitshandreichung. (Frankfurt/M. 1995 (3rd edition)

IB (Publisher): Kurzkonzeptionen zur Mädchen- und Frauenarbeit. Frankfurt/M. 1996

IB (Publisher): „Mehr als ein Zimmer für sich allein“. Eine Arbeitshandreichung zur Mädchen- und Frauensozialarbeit in den Erziehungshilfen. Frankfurt/M. 12/2002

IB (Publisher): Qualitätsleitfaden Mädchen- und Frauensozialarbeit. Eine Arbeitshilfe. Frankfurt/M. 12/2004



Through its association, its companies and participations, the **Internationaler Bund (IB)** is one of the large service providers of youth, social and educational work in Germany. Each year, its almost 12,000 employees in 700 centres in 300 places support about 350,000 children, adolescents and senior citizens in their vocational and personal life planning.

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