IGIV-Modules

The modules are organised in a chronological order, with the understanding that it will not be possible to complete all of them. As such the modules have been organised into three priority levels; essential, intermediate and advanced. Regardless of expertise or experience it is expected that the "essential" modules are for all target groups. It is strongly recommended to hand pick the remaining intermediate and advanced modules to create a bespoke training package to meet your individual requirements. The modules draw on and are related to the working experiences of the participants, acting as a starting point for discussion and the connection between theoretical knowledge and practical application.

A training course should take optimally one week.

Module 1: Transfer theory

Priority Level: Essential
Length: ½ to1 Day
Content:

We begin the training course with an essential, though rather theoretical module, which gives a short overview of the lively theoretical discussions about intersectionality as developed in feminist, political and social theory.

In this module we introduce the intersectional approach in the context of social movements and identity politics in order to make visible the distinctive contribution intersectionality brings to the understanding of co-effectiveness of social and political categories and the complex realities of marginalised social groups and individuals.

It is important to analyse the similarities and differences of the intersectional approach with similar concepts and strategies as there are in diversity management, affirmative measures and social inclusion and multiple discrimination.

Illustrated by empirical examples and examples taken from participants of the module we are going to explore the relations of social categories and dominance structures as well as discuss pitfalls of social and political categorizations. We will show and test several methods of deconstructing social and political categories (anticategorical, intracategorical and intercategorical ways of deconstructing categories) and also amylase processes and effects of stereotyping, stigmatization and victimization.

As the intersectional approach assumes multilevel understanding of social inequalities and related conflicts and violence, we will analyse how structural inequalities reflect at organisational and identity level. You can use the *Analysis of Dominance Cultures in Organisations* (No. 30 in the Toolbox) and the *Intersectional Analysis Matrix* (No. 5 in the Toolbox).

We will organize the transfer of theory in a way that theoretical concepts will be connected and translated into the practical work and examples of the participants.

Dependend on the interest and needs of the participants the theory will be focused on mechanisms of racialization, ethnicization, culturalisation and intersections of different categories like religious affiliation, gender, class, ethnicity, age, disability, sexuality etc.

 In addition to the theoretical inputs, discussions and working in small groups, it is possible to use methods like *Bingo, Me – Not Me, Intersectional Analysis Matrix, Film Analysis, As Real World* and many others.

Learning outcomes

Knowledge

- Understanding of the intersectionality concept
- Theoretical knowledge about diversity, dominance relations, social and political inequality, categorization and deconstruction of categories, processes of identity constructions related to gender, ethnicity, class and youth violence

Skills

- The participants are able to recognize different dominance relations in the working situation, to be aware of their own social position, and to deal with these dominance relations in heterogeneous groups
- Analytical, diagnostic and prognostic skills for developing an informed work approach
- Ability to analyze conflict situations and peer violence from the perspective of complex diversity and power relations.
- The ability of self-reflection of own position in society and own involvements in power relations.
- The ability to inspire youth to self-reflection.

Competence

The participants are empowered to work based on

- Sensitivity for social diversity and power relations.
- Understanding of complexity of social relations.
- Sensitivity for and ability to include the role of gender, ethnicity and class in diagnosis and prognosis of situations of peer violence.
- Sensitivity for and better understanding of individual cases.