

Gender and Social Work: Formative Analysis

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Abstract

Several studies show that social work is a highly feminised profession based mainly patriarchy, sexism and social division of labor (Báñez, 1997; 2007). With women object and subject of this profession and traditionally intermediary of the domestic family problems, various types of discrimination against women manifest (Fernández-Alvarez, 2014; Sendotu, 2010). The purpose of this study is to identify the educational level offering the degrees of Social Work in Spanish universities, through an empirical descriptive design instrumental kind through observation. The results show that of the 41 schools where the grade is given, this subject is taught in two ways: through generic materials and specific areas. Specifically it is taught in 31 faculties across 46 subjects, while in 10 Universities no specific subjects are taught. After analyzing the characteristics of these materials are clearly needed to train workers / social aspects as gender and equality, as well as the inclusion of gender perspectives widely.

Keywords: Gender, Violence, Training, Patriarchy and Social Work.

1. Introduction

Social work, such as FITS (2000) points is the profession that, using theories of human behavior and social systems, aims to: promote social change, problem solving in human relationships, strengthening and liberation of people to enhance well-being This profession, like all professional help, is a response to dissatisfaction of human needs (Morales & Sheafor, in Aguilar, 2013:24), so that the principles of human rights and social justice are fundamental to its foundation (FITS, 2000).

Whereas as indicated Lorente and Zambrano (2000: 206) that "multiculturalism is a fact, multiculturalism policy intent and intercultural social relationship," Lorente (2003:88) shows that societies are defined by the multicultural or so multicultural. By indicating that, based on the need to de-etnizar the notion of multicultural, "gender relations are intercultural relations, while gender is a constitutive element of social relations". That is why Lorente (2003) considered necessary to incorporate the tension between equality and diversity aspect to consider in Social Work.

On the other hand as Giebelier (2003) notes the central categories of social stratification in all areas are: age, race, gender and sexuality. Determinants in the economic, employment, social,

educational level and experiences related violence issues. That is why the Social Work and Social Pedagogy, as Giebeler (2003) points from the beginning have been linked to the labor camp for women and girls, which has always been a close relationship between the profession and the feminist movement (Richmond; Eggemann & Hering; Giebeler; Giebeler & Kruse; Beauvoir; and Butler in Giebeler, 2003).

In this sense Guzzetti (2012) notes that in patriarchal societies where two different social spheres: the world of work hierarchical-public (production) and the world of family-private (play) house, gender relations are asymmetrical, and unequal in different social settings: family, work, belief, culture, etc. Always placing women in a lower step and favoring the "dominant male".

Analyzing the historical functions assigned to women, as indicated Brioso, Barrera and Malagon (2012), these were associated with the domestic level and linked to reproductive function "future labor forces", while the man was considered a great work item possessed productive legitimacy and enjoyed a greater presence in the public sphere. Relegating women in the shadow of social and domestic sphere. However identify as high point of this social bifunctionality preset economic decline linked to World War II when needed socio-economic needs of the incorporation of a greater number of workers in factories by the absence of men. However after the war end and the return of men women are relegated back to the domestic sphere, which causes the first feminist protest movements in the decades of 60. It is why Berger and Luckmann (1986:164) identify the path that has taken social work as a profession as "the result of the division of labor and represents the institutional order". At that point that "society has legitimized the action of these professionals for a particular function, such that constitute a key element to address the problems of individuals, as delegates of the Welfare State (Berger & Luckmann, 1986:223).

On the other hand authors like Suárez (1993) or Báñez (1997) analyzed the figure of women and social work as a profession. In this sense Grassi (1989), taking into account the concepts of "social control" and "everyday life" says that social work is a strongly feminized profession for two reasons: (i) due to the preponderance of subjects, ie professional and (ii) the existence of a larger number of female users (object).

1.1 Women as Subject of Social Work

Guzzetti (2012) and Wainearman (2005) point out that based on the social division of public and private world and the massive entry of women into the workplace (public domain), they have seen their working hours multiplied by not occur one equitable redistribution of household functions. Because of the role historically delegated to women (reproductive) and social change involving the incorporation of women into "productive" world certain professions have been and continue to largely associated with women. Giving a specific and particular role away from the policy sphere and decision making (Jiménez, Algarín & Bernal, 2012; Morales, 2010). In this regard it is noted that different studies identify a strong feminization of the profession of social work, identifying about 95% the number of professional women and 5% that of men (Bersaluze, 2009; Bersaluze & Berrio-Otxoa, 2008; Cuesta, 2007).

Analyzing the history of the profession is evident that certain facts have noticeably contributed to these results, such as those discussed below. (I) The legitimizing function of the profession of social control of the most disadvantaged groups, family intervention and the main axis of the family environment that has contributed to social reproduction (Di Marco, 2005; Báñez, 2007). (II) The assumption profession of functions traditionally attributed to women and families, such as education, social work and nursing, as well as women's movements or organizations linked to the provision of these services (Suarez, 1993; Báñez, 2007). (III) The situation of social workers as subordination, non-occupation of positions of power and the derivative no decisions (Bersaluze, 2009; Genolet, 2005). (IV) The historical consideration of social work as a semi-profession because, as Bersaluze (2009) notes in its identification as an extension of women's role and be an activity helps people. (V) In its early

training was only offered to women (Molina, 1994; Gaitán, 1993). (VI) In Western societies this profession to be considered historically as feminine so identifies with the need for qualities and "female" skills (Báñez, 2007).

1.2 Women as Objects of Social Work

Women are one of the target populations of social work intervention. As Berasaluze (2009) and Brioso, Barrera and Malagon (2012) suggest this is due to two fundamental processes: (i) the patriarchal system, which places women in a situation of structural social disadvantage favoring social exclusion and poverty and (ii) the historical role assignment "caretaker", which makes them interlocutors-intermediary or mediator of domestic family problems. Considering the first course, which turns women into direct protagonist of professional interventions and social workers as I consider it necessary to analyze the different problems in which the Social Services Community can develop our profession.

According to the Platform for Action adopted in Beijing in 1995, six major areas of critical concern for Social Work at the international level regarding women differ: (a) poverty, (b) economics, (c) education and training, (d) health, (e) violence and (f) girls (Brioso, Barrera & Malagon, 2012) However as Sendotu (2010) notes employment, housework and family care, and as decision-making and political participation are also noteworthy. Also different types of discrimination against women that relate to the areas described above demonstrate: (i) social, (ii) the training and education, (iii) aesthetics-advertising, (iv) family, (v) the salary, (vi) the language and (vii) sexual (Brioso, Barrera & Malagon, 2012; Islas, 2005; Fernández-Álvarez, 2014).

These aspects show that gender is a factor of vulnerability in patriarchal and sexist societies. Becoming, as Sendotu (2010), Meneses (2009) or EDE (2010), certain groups of vulnerable women (immigrants, ethnic minorities, prostitutes, disabled, victims of domestic violence or responsible for family groups) or more discriminated point within a group on social exclusion where mostly men (homeless people, drug addiction, etc.) predominate.

As the ANECA (2011) notes the social work plays from different areas. This difference 10 categories with their respective subcategories: (i) Social Services primary or basic care, (ii) Specialized Social Services, (iii) health, (iv) education, (v) justice, (vi) business, (vii) housing, (viii) third sector, (ix) training and technical advice and (x) new areas of intervention.

Social workers ace of Community and Social Services conducted various specific targeted at women interventions. Analyzing different levels of care the following are noteworthy.

From the Social Services Community intervene as a gateway to the demands of women as primary care. From this level provides the ability to offer services such as: (1) information and psycho-social care, (2) handling of socio-economic benefits of social inclusion and victims of domestic violence, (3) processing place in specific centers (care for women, acceptance and sheltered housing, homes for pregnant teenagers or socio-environmental problems, etc), (4) handling of specific programs (to support single parents, protection, counseling or prevention of domestic violence victims etc.), (5) information and processing aids and specific grants for women's associations, food, volunteering, nursing or on equality, (6) Telephone service and protection for victims of domestic violence, (8) Family Educational, (9) social intervention with victims of domestic violence and (10) other resources that comes a woman not own or derived from the genus (ANECA, 2011; COTSA, 2013; MATIAS, 2013).

Within the Social Services is specialized subcategory of "services for women" where the following services are offered: (a) information and psycho-social care, (b) social attention to women victims of domestic violence, (c) shelters, (d) support for information and socio-professional integration, (e) associations and self-help groups (ANECA, 2011; COTSA, 2013; MATIAS, 2013).

From other areas interventions in which women are the target population and protagonist are also performed. (A) From health highlight: information and psycho-social care, family counseling centers, operating procedures with women in health, family planning, intervention in the area of maternity, day hospitals, day centers, group homes, other resources that comes a woman with no gender or derived own associations and organizations and nonprofit issues of the third sector. (B) From education: educational and social counseling, school and family mediation initiatives aimed at socio-educational training, etc. (C) From Job intervene by: socioeconomic benefits (Active Income Insertion), programs to promote employment of women victims of domestic violence, business support programs for women, promotion of female entrepreneurship and women aid and grants. (E) From realize justice: legal aid, legal support service for the care of women, and legal advice, assistance and protection measures for victims of domestic violence, family mediation programs, maternal and child care and insertion socio- labor of convicts. (F) From housing intervene through: promotion programs, study and award of public housing, direct award to victims of gender violence and income tax deductions (ANECA, 2011; COTSA, 2013; MATIAS, 2013; Brioso, Barrera & Malagon, 2012).

2. Justification

Being equality and favoring the elimination of the factors that cause inequality basic objective of Social Work (Aguilar, 2013), authors as Santana (2010:92) note that for this reason professionals must help end the inequalities experienced half the world's population (women). As states that "the severity arises precisely from a systemic inequality therefore requires a crosscutting and integral approach".

However, Santana (2010), indicates several curious aspects that demonstrate a dispute concerning: (i) the greater significance of other aspects were given more priority or important intervention in professional practice, (ii) low educational content thereon, (iii) insufficient theoretical development, (iv) the lesser importance compared to others topics or issues in research and (v) the draft in professional approaches and stereotypical beliefs.

Regarding the training of workers / social ace in gender and conducting a review in the scientific literature, it is noted that despite the development of gender issues should occupy a prominent space research and theory Work Social (CSWE, 1984; Santana, 2010; Danis & Lockhart, 2003; Collins & Dressler, 2008), some / as authors demonstrate the absence or lack of training on gender and violence in the educational curriculum of social work students (Santana, 2010; Knight, 1991) and relevant research (Macy, Ferron & Dressler, 2008). So Santana (2010) performed an analysis of the contents on gender violence in the degrees of Social Work in Spain and found that 40% of the plans did not contain any content on gender and / or violence. However in this analysis not all teaching plans were adapted to the new rules.

Studies show that women are one of the main population groups object of Social Work. So Roldán (2006) highlights a study conducted in Spain on the priorities of the demands of women in municipalities and stresses that assistance to battered women is the first priority, followed by advice on training and promotion of female employment. Although high rates of claims are evident in aspects such as training and qualification, helps women with children, assistance to disabled women and promote full equality between men and women. Also evident weaknesses and threats to the situation of social services in the context of the policy of equal opportunities in Spain. Among the weaknesses include aspects such as the increase in violence against women, the great weight that the women in the family, the low incorporation of women into the labor market, the traditional gender division of labor and social machismo. As cites threats: the uncoordinated intervention, difficulties in implementing the plans of women, concentrating on the serious problems concentrated in vulnerable groups of women, reassignment and conformity and problems of work and family reconciliation (Roldán, 2006:29).

That is why it is worth reflecting on the current state of training of future social workers in the degrees offered in Spanish universities and salientar the importance and necessity of empowerment necessary for Social Work in appearance and gender equality and in / as users / as we work daily (Lorente, 2003; Kaaber, 1997)

Based on the study by Santana (2010) and once all teaching plans adapted to the Bologna process in Spain an analysis of the current training situation of future / as workers / social as gender in the 41 Spanish powers arises Social Work and highlight any deficiencies or needs respect.

3. Methodology

3.1 Objectives

The purpose of this study is to identify the educational level offering social work degrees in Spanish universities regarding the subject of women and gender. To this end the following objectives are proposed: (i) analyze the nature of the subjects offered (general, specific, elective-compulsory), (ii) calculate the workload concerning this subject in the percentage of total loans, (iii) analyze autonomous communities and schools offer a greater amount of materials and (iv) identify what are the main themes of the offered materials related to the theme of women.

3.2 Method

This research is based on a design by empirical descriptive instrumental kind through the deliberate observation, structured and controlled (Montero & Leon, 2007; Cube, Martin & Ramos, 2011). For the study he had a list of colleges and universities where the degree in Social Work in Spain (Rodríguez Otero, 2014) is taught. The only criterion for inclusion of the materials selected for this review was to those verses on issues relating to women from any perspective or thematic. The search was conducted between November and December 2014. Once recovered all curricula proceeded to review and analysis of educational guides of their subjects in order to analyze which met the inclusion criteria, which were revised exhaustively in order to extract relevant information. The data were coded in a table (see Annex I) for further analysis and discussion.

3.3 Coding Results

In each work the following information was extracted: (i) university, (ii) type of relationship with the subject (general or specific), (iii) nature of matter (mandatory or optional), (iv) course degree is offered and (v) number of credits of workload.

4. Results

After the analysis of the various curricula of schools of social work, it has been observed that this subject is taught in two ways: through generic and subject specific materials, both compulsory and optional. Generically this subject is included in materials that can be classified into six groups: (i) social exclusion-inclusion, (ii) health, (iii) education, (iv) intervention, (v) diversity and equality and (vi) Social Services. It is noted that, depending on the university, these materials have an intensity of 3 to 6 credits.

Also the results indicate specifically, as shown in Annex I, is taught by 46 subjects. Where 9 compulsory subjects taught in type and 7 Universities and 37 electives and taught in 27 faculties (25 universities). Likewise than 4 universities taught both compulsory and optional subjects as in 10 faculties no specific or mandatory or optional form materials (Pablo Olivares de Sevilla, Zaragoza, UCM Cuenca, León, Salamanca, Valladolid, Barcelona, Lleida taught identified , La Rioja, Spain).

The University offers a greater number of specific credits is to Illes Balears (21 credits, representing 8.75% of total loans grade), followed by the Rovira i Virgili University (18 credits, ie 7.5%), the University of Valencia (15 credits, 6.25%), the University of Jaen, Jerez, Malaga, La Laguna and Complutense (12 credits, 5%) and the University of the Basque Country (9 credits, 3.75%) and 19 faculties which 6 credits are given, representing 2.5% of the total (see annex I), the University of Comillas where 4.5 credits are offered (1.87%) and the University of Las Palmas and the University of Murcia where they offer 3 credits (1.25%). The 7 universities in which it is given specific and mandatory are: Almería, Jaén, Granada, Jerez, Complutense, Valencia and Illes Balears. It is noted that these materials have a load of 6 credits and are most of the Autonomous Region of Andalusia. It also highlights the Complutense University of Madrid offer 2 subjects of this issue compulsory.

On the other hand identifies specific and optional form are taught in 26 faculties with a load of 3 to 6 credits. Universities that offer a greater number of electives this subject are 2: the University of Illes Balears and Rovira i Virgili University (3 subjects). 6 Universities also 2 optional subjects (Valencia, La Laguna, the Basque Country, Malaga, Girona and Central de Catalunya) is. In the remaining 20 faculties an optional alone on this subject is provided. Regarding the theme that has the 46 specific subjects offered is observed which are divided into five thematic groups related to women: (i) 16 subjects (36.97%), of which 1 is compulsory and 15 optional, linked to the gender-based violence against women and, (ii) on the relationship between social work and gender four compulsory subjects and 10 optional, ie a total of 14 subjects (representing 30.43%), (iii) on gender equality, diversity and social exclusion 9 subjects (19.56%), 2 compulsory and 7 optional, (iv) on issues relating to women, society and sociology of gender 5 subjects (10.87%) of the 2 of them are compulsory and 4 electives and (v) one optional subject (2.17%) on the relationship between psychology and gender.

5. Analysis

Based on the study by Santana (2010) which analyzes 35 Spanish universities and notes that in 21 of them (60%) had some stuff on gender and / or violence while 40% do not offer any matter relating to this issue. 2 universities offered mandatory or specifically, specifically in 17 and 2 in both. Once adapted all teaching plans to the current university regulations, extinguished the diploma and started degrees in Social Work and taken into consideration the 39 Spanish universities and 41 colleges where this grade are taught is observed that in four years have produced the following changes. Currently matters relating to gender and / or gender violence in 31 faculties (76.61%) and in 10 these is no (24.39%) are you impart. Compulsorily in 4 faculties, optional in 23 and both modalities in 4.

These data evidence that in four years have increased the number of universities that offer and include gender training in their teaching plans degree in Social Work both Optionally (in 6 faculties more), mandatory (at 2 faculties) or jointly (at 2 faculties). Thus reducing the number of schools that do not offer any training about half (20 to 10).

It also notes that universities have increased their training offer even in those in which already contained were taught. So the University of Illes Balears is continuing to offer a greater number of subjects and has even increased its offer in a more matter (4 today). Then stand universities Rovira i Virgili and Valencia, both with 3 materials in their teaching plans (note that the first has gone from none to 3 and the second of 2-3 subjects). Also it is observed that this subject has increased its depth in the formative weight in a greater number of colleges offering two materials on this subject, because in 2010 there were 3 universities (Jaén, Málaga and Basque Country) to currently 8 (Jaén, Jerez, Complutense, La Laguna, the Basque Country, Malaga, Girona and Central de Catalunya).

Finally it should be noted that the theme covering these matters is more heterogeneous and not just focusing on gender violence and that is also complemented with generic matters affecting or indirectly deal on this subject.

6. Conclusion

As discussed, women are the object and subject of social work, so involved in the process cycle of professional interventions on both sides of the profession: as a user and as a professional.

The group of women have struggled over the years -and continue to do it- sexist and patriarchal environments in order to achieve real equality between the sexes. Being social work a profession where the struggle against social inequality and injustice is one of their lines of action. In view of the data shown the close relationship between the profession and the collective is evident.

After analyzing the training offered in future workers / social as in Spain, it appears that 24.39% of schools do not provide specific studies relating to gender equality and women. However it is noted that since 2010 have increased the number of training colleges linking to this topic in a 16.61%.

It should reflect from social work and other professions in the social sphere regarding the importance of providing specific training on the subject of women and exclusion, as well as on the determinants and power and means of prevention. Since certain situations can lead to victimization processes that cause of the welfare changes: economic, political, social, psychological and / or biological of people and lead to suffering. Affecting both the person itself and its socio-community and family circle (Gutiérrez, Coronel & Pérez, 2009; Otero, 2013; 2015a; 2015b).

Annex I: Spanish Universities where the Degree in Social Work and Gender specific subjects are taught

Table 1: Subjects offered on gender

Autonomous Community	University	Specific subjects			
		Mandatory		Electives	
		Matter	ECTS	Matter	ECTS
Andalucía	Universidad de Cádiz (Jerez)	Perspectivas de género y Trabajo Social	6	Intervención social en Violencia de Género	6
	Universidad de Granada	Perspectivas feministas y relaciones de género	6	-	-
	Universidad de Huelva	-	-	Género, igualdad y exclusión social	6
	Universidad de Jaén	Trabajo Social y mujer	6	Trabajo Social, género y sistemas de bienestar	6
	Universidad de Málaga	-	-	Trabajo Social, género e igualdad de oportunidades	6
				Intervención social y Violencia de Género	6
	Universidad Pablo de Olivares (Sevilla)	-	-	-	-
	Universidad de Almería	Trabajo Social y género	6	-	-
	Universidad de Loyola (Córdoba)	Gestión de igualdad y diversidad	6	-	-
Asturias	Universidad de Oviedo (Gijón)	-	-	Género e intervención social	6
Aragón	Universidad de	-	-	-	-

	Zaragoza				
Castilla la Mancha	Universidad de Castilla la Mancha (Cuenca)	-	-	-	-
	Universidad de Castilla la Mancha (Talavera de la Reina)	-	-	Género y Trabajo Social	6
Castilla y León	Universidad de León	-	-	-	-
	Universidad de Salamanca	-	-	-	-
	Universidad de Valladolid	-	-	-	-
Cataluña	Universidad de Barcelona	-	-	-	-
	Universidad Ramon Llul	-	-	Género e inclusión social	3
	Universidad Rovira i Virgili	-	-	Políticas de igualdad de género	6
				El papel del género: desigualdad, diferencia y diversidad	6
				Intervención en Violencia de Género	6
	Universidad Central de Cataluña	-	-	Mujeres del S. XXI. Una mirada interdisciplinaria	3
				Violencia de Género e intervención social	3
	Universidad de Girona	-	-	Políticas de convivencia e igualdad	3
				Víctimas de violencia doméstica y de género	3
Universidad de Lleida	-	-	-	-	
Extremadura	Universidad de Sta. Ana Almedrejo (Badajoz)	-	-	Sociología de las relaciones de género y de la familia	6
Galicia	Universidad de Santiago de Compostela	-	-	Trabajo Social y género	6
	Universidad de Vigo (Ourense)	-	-	Género, violencia e intervención social	6
Illes Balears	Universidad de Illes Balears	Intervención social ante malos tratos en la familia	6	Igualdad de género	6
				Tratamiento jurídico de la Violencia de Género	6
				Proyectos de prevención de la Violencia de Género	3
Canarias	Universidad de la Laguna	-	-	Trabajo Social y violencia familiar	6
				Trabajo Social, género y políticas de igualdad	6
	Universidad de las Palmas de	-	-	-	Trabajo Social y políticas de igualdad

	Gran Canaria				
La Rioja	Universidad de la Rioja	-	-	-	-
	Universidad Internacional de la Rioja (UNIR)	-	-	Violencia contra las mujeres	6
Comunidad de Madrid	Universidad de Comillas	-	-	Trabajo Social con perspectiva de género	4,5
	Universidad Complutense	Trabajo Social desde la perspectiva de género	6	-	-
		Relaciones de género en la sociedad contemporánea	6		
Universidad Autónoma (La Salle)	-	-	Perspectivas y relaciones de género	6	
R. Murcia	Universidad de Murcia	-	-	Trabajo Social y género	3
Navarra	Universidad Pública de Navarra	-	-	Trabajo Social y violencia de género	6
Comunidad Valenciana	Universidad de Valencia	Igualdad de género y no discriminación	6	Psicología y sistema sexo/género	4,5
				Trabajo Social con mujeres	4,5
	Universidad de Alicante	-	-	-	-
	Universidad Católica de Valencia	-	-	Discriminación y Violencia de Género	6
País Vasco	Universidad del País Vasco (Victoria)	-	-	Igualdad de género	4,5
				Violencia contra las mujeres: prevención e intervención	4,5
	Universidad de Deusto (Bilbao)	-	-	Discriminación y Violencia de Género	6
	Universidad de Deusto (S. Sebastián)	-	-	Discriminación y Violencia de Género	6
UNED		-	-	Sociología del Género	6

Source: own

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