GENDER IN EDUCATION OF VOLUNTEERS

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Abstract. *The study focuses on the possibilities and importance of eliminating gender inequality and gender stereotypes in the area of voluntary activities in social area. The aim of the study is to show that gender inequality and gender stereotypes have negative impacts on work in volunteering in social sphere, and to show the possibilities of education of trying to improve the current state of the problem. These negative phenomena are manifested especially in the behaviour towards clients, in communication and solving critical situations. The study brings results of our own research in this area.*
Keywords: *education, gender, gender sensitive education, volunteering, support of volunteers, NGOs.*

Introduction: education for gender sensitivity

The idea to include a problem of gender sensitivity into a comprehensive system of volunteer education was created during the volunteer activities of the author of this text in the Center Nádej, the Bratislava Crisis Center for Victims of Domestic Violence. The content and extent of the educational project and its individual modules were profiled gradually, during the training of another "generations" of volunteers. Our goal of the research was to identify and analyze possibilities of volunteer education in selected areas of gender issues, which subsequently formed the content of the forthcoming Manual for NGOs. To achieve this goal, we chose a qualitative research design, specifically a semi-structured interview method. The described research phases in this text refer to the realization of interviews, processing and analysis of the data obtained. Finally it is the interpretation of the data and the formulation of recommendations for voluntary practice, that were used in the preparation of the Manual for volunteers and NGOs. The manual is currently being implemented and available on the author's profile within the Researchgate website.

Gender inequality and gender stereotypes in the social sphere – education for gender sensitivity in social sphere

It is clear that gender stereotypes contribute to reducing the quality of life of man (women and men), they can even be the accelerators of sociopathological phenomena from the social science point of view. In our opinion, gender stereotypes are often possible causes of family crisis, high amount of divorces, domestic violence, delinquency and crimes; in latent form may also participate in phenomena such as poverty, homelessness, prostitution, bullying, truancy, behavioral and learning disorders, and other sociopathological phenomena at school (Dončevová, 2013). Their effect is to disrupt the harmony of personality and to launch an avalanche of unfavorable sociopathological phenomena. The foundation of negative social phenomena is based on unfavorable conditions in the educational environment of the family, school or community involved in the daily transmission of gender stereotypes and the maintenance of gender inequalities. We consider these unfavorable conditions of education to be one of the main causes of social problems, also due to gender inequality and gender stereotypes.

This not only poses a new challenge to social policy, but also raises the need for intensive social change and some changes in the theory of education. There are two approaches to this issue in Slovakia. The first is the concept of "decline of the family" - fear of the neglect of "traditional" values: the traditional ancestral arrangement of the household, the strict sexual morality, the strict place of women in the family. This opinion is held by political, religious, and civic representatives of Christian conservatism (also many experts on topics of education), and their criticism of the feminist emphasis on women's and men´s individual rights and the rejection of the concept of gender equality. The second, in our view more perspective approach, accepts current changes in family and partner relationships in the wider social context and emphasizes the idea, that current family life doesn't "fall apart", but instead turns to new forms, to a greater diversity (Dončevová, 2015). This opinion is based on the idea that family values remain strong, the Slovak population considers the family to be important and maintains positive attitudes towards marriage and parenthood - but it also recognizes the process of change as an opportunity to "shift" the family as a phenomenon into the direction of new challenges and contexts, that are necessary for the world of today.

The work itself in the social sphere appears to be gender - insensitive and stereotyped. Social workers carry out their work according to the standards forced by society, and that's why it often leads to problems in social work. Society is still experiencing stereotypes inside, common (written and unwritten) norms and value orientations, that can easily become discriminatory for some groups of people.

Discriminatory can also be the social work itself, which relies on deterministic ideas, according to the Code of Ethics of the Social Work adopted in 1997. This code is more or less outdated and doesn't take in account the internationally accepted documents. The Social Work Code of Conduct should be in line with the values of the European Union and the legislation, that is part of the Amsterdam Treaty. Non - stereotypical, gender - sensitive social work can only be promoted through the respect for human rights and norms, social justice and anti - discrimination (Mareková, 2014).

Education of gender sensitivity is education that respects the individuality of every person and rejects gender stereotypes, which make gender imbalances in the private and public spheres. Essential roles include tolerance, understanding, respect and dignity, respect for human rights and freedoms. All of the above-mentioned educational goals exclude gender inequality. Theory, dealing with the origins and development of gender differences, initially focused only on the family environment as the primary element of forming the child's personality (Karsten, 2003). They tried to find out, why girls and boys have different behaviors in pre - school age, different interests and devote themselves to different leisure activities (Przybysz - Zaremba, 2014). And although their focus was primarily on childhood and youth, they focused only on family and parents. The impact of other people or the media on the development of gender identity has also begun to be examined in the recent period. At the same time, it has been confirmed that psychological, biological and sociological theories dealing with this issue can not achieve a complex explanation in isolation, without respecting the factors of the other theories.

We are used to the fact, that the presence of gender stereotypes and inequalities in our lives are somehow "natural", and each of us is more or less successful with them, nevertheless. Success in this case means, that the individual is able to promote his needs and interests despite the negative connotations associated with his gender. And here we go back to the start of everything: to the education. At present, more than ever, we encounter such an educational approach (of some parents, teachers or educators), that clearly indicates the future of the education process with regard to gender issues: the approach to children with respect for their own identity, enabling them to live freely.

Gender issues in the education of volunteers - research

The education of volunteers is a relevant part of their activation. The need for education is given by the educational function of a volunteer center (VC) and is duty of VC to ensure, that this process covers all the essential areas of knowledge. As a relevant part of the education of volunteers, we consider also the

knowledge of gender issues. Based on our present knowledge and experience, we will try to present further reasons in the following text.

Education for gender sensitivity has its social and personality dimension. The volunteer is the person who shall contribute with his behavior, attitude, and opinion to improve the status or situation of the client. However, this can not be done if the behavior of the volunteer is discriminatory and stigmatizing for the client. Under the principle of equal opportunities, all members of society have the right to equality before the law and equal approach, regardless of race, religion, gender, social origin. Success should be determined by the capabilities and merits of the individual, not his/her origin (Jarkovská, 2005).

For the needs of our research, we have formulated the following partial objectives:

- finding out the possibilities of implementing the gender issue in the field of volunteer activities,
- determining the contribution of the implementation of the principles of gender studies to the improvement of the working conditions of volunteers,
- preparation of the structure and content of the manual of educational content aimed at the implementation of gender issues in the work of volunteers.
- The research tasks follow the partial objectives, for our needs we formulated the following:
- Research task no. 1: to find out in which areas of voluntary work is the implementation of gender studies principles necessary.
- Research task no. 2: to find out what is the experience with the implementation of the principles of gender studies in the education and activities of volunteers,
- Research task no. 3: to find out what are the expectations from the manual aimed at the implementation of gender issues in the work of volunteers and also from gender-sensitive education for volunteers.

Research method

For the research, there was a concept chosen called grounded theory. It is a theory inductively derived from the exploration of the phenomenon it represents. This means, that it is revealed, created and temporarily verified by the systematic collection of data on the phenomenon examined and the analysis of these data (Strauss & Corbinová, 1999). The choice of research design was related to the intention of our work: to enrich the theoretical knowledge about volunteering, about the analysis of the problem of the presence of gender inequalities and

stereotypes in the work of volunteers, also about empirical knowledge obtained from the daily experience of workers with volunteers.

The core of the qualitative methodology is the method of in-depth interviewing. In our research, we used a semi-structured interview, taking into account the specific characteristics of the selected research sample. This is a method with which have we been monitoring the presence of gender stereotypes and inequalities in working with volunteers, of their intensity in various fields of volunteering, the views and experiences of youth workers in the field of volunteering, opinions and ideas about the education of volunteers in general and about gender issues, about expectations from the gender manual for volunteers and about the importance of education for volunteers in this topic.

Stated research questions make up the basic concept of interview (their order and choice we adapted to a particular respondent, depending on the development analysis of investigated phenomena during open coding).

The research sample

The final research sample was made up of 6 respondents, youth volunteers in the field of volunteering. Table 1 represents the composition of the research sample, with respect to the age and gender of the respondents.

Table 1 Composition of the research sample

age	men	Women	together
20 - 30 years	1	1	2
30 - 40 years		2	2
40 - 60 years	2		2
together			6

We had an idea to focus on both Slovak and non-European space, as we considered it appropriate research data for a comparison on a wider scale. Part of our respondents were, therefore, selected from another continent (South America). A different mentality and lifestyle, but the same problem: gender inequality and gender stereotypes in the field of volunteering. We wanted to know, how the people perceive this phenomenon in another social system and the social environment, what are the pros and cons in the view of different social problems, demands and expectations.

The method of selecting respondents was intentional: for the needs of our research, it was relevant to obtain data from the respondents who work with youth, specifically in the field of volunteering, and have at least basic knowledge of

gender issues (passed a basic level of education). The final number of 6 respondents was given by the saturation of the research data after the sixth interviewing open coding and, therefore, the end of the collection of research data.

Data collection and processing

The research data collection took place in the form of interviews conducted with the respondents (three of which were held in person and three were conducted via the Skype internet service). Before this phase, we made a gradual selection of respondents, depending on how the data collection and analysis were developed in the open encoding process.

The process of collecting data in the "grounded theory" goes hand in hand with the open coding process, the basic analytical procedure for obtaining primary research data. This process is followed by the analysis of a constant comparison carried out by the means of two analytical techniques, axial and selective coding. Through open coding, we have differentiated the text of the research interviews into individual categories and their subcategories. After each recorded and overwritten conversation, based on open encoding, we analyzed the captured and unrecognized real data, so we were able to adapt the wording and the progress of the interview every time we returned to the surveyed field, depending on what data we still needed to find out. Data collection and encryption are therefore parallel processes terminated at a time, when the data is sufficiently saturated.

Analysis and interpretation of research findings

In the initial phase of the open coding (after the first three interviews, we analyzed), based on the primary data of research, we defined a basic general hypothesis: the current volunteering is strongly affected by the undesirable stereotypes. These have a negative impact on the performance of volunteers, the situation of clients, and the resulting efficiency of work of the sending organization. For example: there is a gender stereotype that reproduces the expectation that empathy, social skills and solidarity are attributes called "women attributes" (they are a part of the so-called soft skills i.e. "women competencies"). This fact has negative consequences for volunteerism: lack of male patterns (e.g. in work with children and youth), lack of physical strength (e.g. in volunteer activities that explicitly require necessary physical fitness), lack of gender balance in activities (almost absolute presence of female element only represents nihilization of the whole area within the public opinion), a potential candidate/man is a suitable candidate just for being a man (hence, it is often not verified, whether or not, he has the appropriate competence for volunteering). In addition, there are stereotypes, that negatively affect volunteer's activity

(communication, interaction with the client, the choice of a suitable strategy) and negate their ultimate effort. Overall, barriers in the form of gender stereotypes and inequalities (from the outside environment or individual) have a negative character in the case of the resulting efficiency of the work of the sending organization.

At this point, we should mention at least a few replies from the respondents (given the limited options), to support our research codes (identified during the open coding): "many social problems are directly caused by gender inequality, so it is certainly on point" (Emanuel, 56), "surely, yes, social policy is about social solidarity and diminishing social inequalities in society, which are closely intertwined with the ideas of gender issues" (Dana, 36), "we all have some level of gender stereotypical behaviour and thinking" (Dana, 36), "male patterns in our facility were always missing, but now it's really bad" (Ivan, 29), "there are conflicts, unambiguously determined by gender stereotype or inequality, but they are often overlooked and degraded" (Emanuel, 56), "we also have cases that we have to deal with, but with a rather unprofessional solution, because our psychologists or social workers have little knowledge of gender ... for example we are becoming aware, that volunteers, who do prevention at elementary schools, are detecting bullying on the basis of sex, or the children speak up about sexual violence. And that's the problem because we all know what it is ... but if we don't know what is the context or the recommended procedure, the outcome of the intervention is often uncertain ..." (Eve, 32), "volunteers are often the first persons to meet with the client's problem, that stems from gender stereotype or inequality, and they can give the client the first important impulse ... or stigmatize it even more, if they don't know how to react properly ..." (Dana, 36), "to help to understand the essence of violence - that it isn´t the problem of a particular couple, but of the whole society" (Eve, 32), "understanding the essence of structural violence, how it arises and what its consequences are" (John, 26), "we would certainly know, what we don´t know about many social phenomena, and that would explain many phenomena .... in practice we see that, with some problems, we work only within old algorithms, but we need new alternatives and challenges" (Dana, 36), "at least in order for stereotypes to be "broken" and not to be passed on to the next generation" (José, 48), "I think it could be beneficial to a normal life, not just our volunteers but in general" (Emanuel, 56).

After the ending of the open coding, and defining the categories and their subcategories, we have undertaken a secondary analysis of the research data, resulting from analytical techniques following the open coding, axial and selective coding. The paradigmatic model lists the main categories in relationships and contexts (see Table 2 Paradigmatic model showing the result of axial coding). Our paradigmatic model reflects the occurrence of the most important phenomena in the volunteer field that are related to gender determination.

Table 2 ***Paradigmatic model showing the result of axial coding***

| Causal conditions	Phenomenon	Context	Intervention conditions	Interaction strategies	Consequences
The presence of the gender stereotypes and gender inequalities	An opportunity to a gender-sensitive education	The role of the volunteer	A social background, organization environment and space for volunteering	A choice of the strategies to address the specific (gender-based) situations	The role of the clients
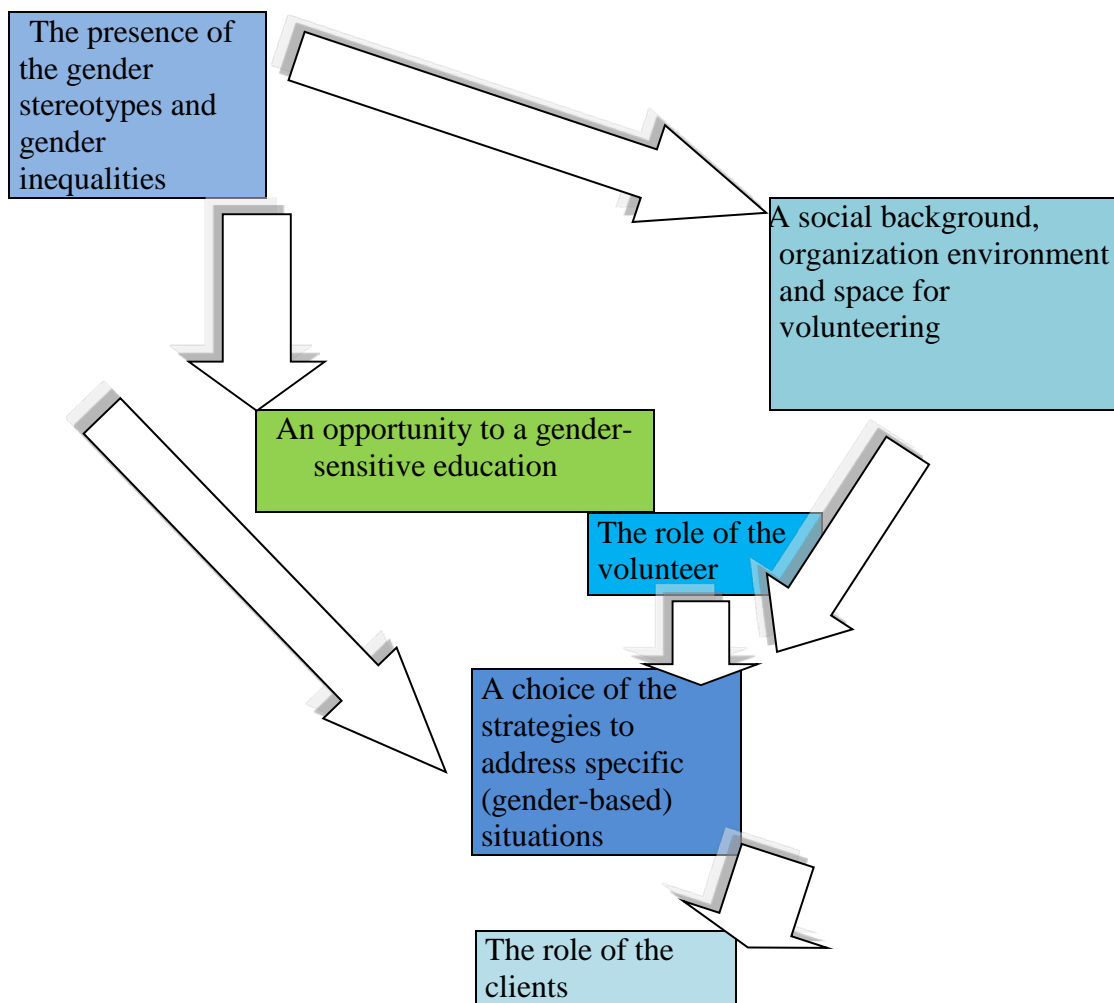
Figure 1 ***Central Category and Subcategory***

After we formulated the relationship of the main categories, we applied the second analytical technique, that helped us determine the central category and formulate the basic analytical story. This story tells us about new aspects of the original theory, which are embedded in research data, which aims to define new

key claims and focus them around the core category. The central theme of our research is the opportunity for gender-sensitive education, which, according to our findings, should have an important place in the concept of volunteer's education. The next step is to indicate the central category in relation to the other categories listed in the paradigmatic model (see Figure 1 Central Category and Subcategory).

At this stage of the research process, we attempted to formulate the following requirements:

- **Variables and their relationships**:
    - **The presence the of gender stereotypes and inequalities** is a causal condition, that affects all the categories: *the external conditions* (social, created by the organization and especially those, which the volunteer enters during his activity), *the role of the volunteer* (his behavior, interpersonal interaction, intensity of speech as a personality, immediate reaction in a crisis situation, etc.*), its choice of the strategy in solving a specific situation*, and of course *the role of the client*. This all is ultimately a reason for creating an opportunity for gender-sensitive education.
    - **The social background, the environment of the organization and the scope for volunteering** is an important factor that shapes (positively or negatively) the role of the volunteer, his/her professional and social competencies, expectations and demands for this activity. The public opinion, social and cultural development of the society also manifests itself in the micro-environment of the volunteer organization - organization bears full responsibility for how it prepares the volunteer for the performance, but also for strategies of the volunteer in solving normal and critical situations.
    - **The role of the volunteer** is a combination of (various) social and personal determinants - and it is important, that there exists a way to continue shaping it. It is necessary to capture every such individual and "invest" to him/her in such a way that he/she could use all his/her potential for the good of others. It is important to offer an opportunity for quality education, which also includes education about gender sensitivity.
    - The previous paragraph is very closely related to **the choice of volunteer strategies**. These are dependent on the present knowledge and experience of the individual. It is important to know the context and to control the algorithm of good practice, which is only possible with a thorough knowledge of the problem.

Since the base of many sociopathological phenomena are the existence of gender stereotypes and inequalities, this part of education cannot be omitted. Ignoring it is counterproductive.

– **The role of the client** in this partnership has specific determinants, that aren't the topic of this research. Important is the result of interaction - and the knowledge about principles of gender studies could be essential for it.

– **An opportunity for a gender sensitive education** - this is an opportunity that a sending organization can provide to a volunteer within an educational package in an attempt to improve his/her competencies. We consider this concept to be very important, as it is increasingly shown, that the gender perspective is not only the modern idea of a small group of enthusiasts, but a real accelerator of social pathology. This concept can have a positive impact for the forming of the volunteer role, and also for choosing of the strategies to address ordinary or specific situations

• **A central analytical story**, that is necessary to identify new aspects of current voluntary theory and practice, and will be taken into account when formulating recommendations for volunteering:

– Creating opportunities for gender sensitive education of volunteers can positively change the work perspectives of all involved actors: volunteers, organizations, clients, whole society. The volunteer enters the volunteer activity with the expectation, that the organization will provide him with the best possible conditions. These include a concept of education, that should include all the necessary areas of theoretical knowledge and practical experience (these should reflect the realities in the volunteer field), as well as the support of the organization based on the more complex and unified discourse about common and specific situations and problems.

• **Hypothetical assertion about relations between variables**: gender - sensitive education reflects the real state of existence of gender stereotypes and inequalities in the social space, responding to the problem of their presence in social pathology. If this concept is included in the comprehensive training of volunteers, then:

– it can help the volunteer in better orientation in gender - based social problems and better to decide on the choice of strategies,

– it can have a positive impact on his or her job, as well as on the status and solution of the client situation,

- it brings good results to an organization that, as a part of a nonprofit sector, needs good results of helping activity to assure its formal survival
- at the end of the process, there are social benefits for society, because society needs third-sector organizations, that often supersede the public sector's work and its ability to satisfy the needs of socially disadvantaged citizens or citizens in a state of emergency or crisis.

Results and recommendations

If reality shows the presence of any phenomenon, that may impair the performance of the volunteer, adversely affect his or her solution of the current situation and situation of the client, the obligation of the organization is to prepare the volunteers for it. It is certain, that the presence of gender stereotypes and inequalities in the social environment could have negative impact on the living conditions, especially for those people who are in a difficult life situation. Gender stereotypes and gender inequality are reducing the comfort of many families and individuals, in terms of material, social and psychological, contribute to women's unemployment and poverty, to aggressive behavior and domestic violence, marginalization and social exclusion (however, that also applies to men). These people are often clients of nonprofit organizations, which need the help of volunteers.

Our research has been focused on gender-related issues and volunteering. Based on the well-known facts and data, gender mainstreaming is also a problem for the social area, in which the volunteers most frequently operate. That is why we asked, whether and how this is reflected in their activities. We found out that:

- the presence of gender stereotypes and gender inequalities in social area is not about isolated situations, but about everyday situations of NGO clients,
- gender stereotypes and gender inequalities, that determine the social sphere, have a negative impact on volunteer performance, interaction with the client, choosing of strategies to deal with normal and demanding/specific situations, which are ultimately limiting their capabilities,
- a very important factor is the creation of conditions for the performance and support of the sending organization, especially in areas that we may call problematic or risky. The problem is that gender issues (although serious and undoubtedly important) are not yet considered to be that serious. Gender issues are still considered, in this sector, to be an

interesting alternative but also a marginal issue for several enthusiasts, and therefore, it is not considered important to promote them in a volunteer education,

- gender - sensitive education has only a very weak support, despite the experience from other countries, and the whole issue becomes a thin discourse of a narrow circle of experts. Although, there is a will and interest, it is not enough to make the issue more visible. In this situation, the manual, textual educational tools could help, which would be beneficial for the entire volunteer area and ideal for self-study (assumption is based on the fact, that it is more effective to offer the candidate the finished text document, on how to expect to find the problem himself).

On the basis of the analyzed theoretical knowledge and the captured research data, we can finally conclude that:

- the presence of gender stereotypes and inequalities in the sphere of volunteering is most pronounced in the social field, which is closely related to the existence of many phenomena of social pathology,
- voluntary activity is a phenomenon, without which many non-governmental / non-profit organizations cannot exist,
- gender stereotypes and gender inequality occur in the behavior of all of us, even in volunteering, therefore, it is necessary to draw attention to the elimination of these phenomena,
- the most appropriate way of eliminating gender stereotypes and inequalities is, undoubtedly, the education of gender sensitivity - a concept aimed at detecting these undesirable phenomena in our behavior and identifying the causes and consequences in personal and social life,
- the obligation of organizations using volunteering is to provide volunteers the best conditions for realization, as well as the service necessary for the efficiency and addressing of their activities,
- good conditions also mean preparing for the performance of an activity, that requires education in the necessary areas - also in gender issues,
- the same is necessary for the volunteer service, should their service be helpful (e.g. supervisor should be oriented on the gender perspective);
- this of course requires full consensus of the attitudes towards gender issues in the organization, because organization has to make a support for volunteers in normal and particularly challenging situations,
- for us, this is a challenge to create a manual for non-profit organizations which would map all the necessary areas for easy orientation of volunteers in gender issues.

These facts are our starting point for the final formulation of the recommendations addressed primary to the volunteer area. The aim is not only to increase the visibility of undesirable gender phenomena, but to improve the work of volunteers, their coordinators, the work of the sending organization and, as one of our respondents expressed, the education of the whole society to gender sensitivity. The fact is, that the social reality is gender specific, the occurrence of gender stereotypes leads to gender inequalities and this has a negative impact on the emergence, development and solution of many sociopathological phenomena. That's why is necessary to:

- be, in context of the practical training of volunteers, more consistent, both in the selection of educational areas and also content,
- introduce the concept of gender-sensitive education in the complex of education and practical training of volunteers,
- implement the following areas within the concept of gender-sensitive education:
    - sex and gender,
    - gender stereotypes in our life,
    - gender inequality and social pathology,
    - gender socialization in childhood,
    - fatherhood and motherhood,
    - the myth of beauty,
    - gender policy and family law,
- From the point of view of the methodology, to choose the active and experiencing forms of lectures and trainings:
    - workshop: use of brainstorming, mental map, analysis of specific situations etc.,
    - teambuilding: through outdoor activities, it is possible to practice and develop competencies that are important for volunteering and at the same time, strengthening relationships in the volunteer group,
    - interaction lectures: not only monologues,
    - situational dramatization and storytelling: volunteers get into simulated situations in which they have to react and act,
- to create and distribute a Gender Handbook of Volunteer, that will cover all of the above-mentioned areas of gender issues, and which will be used as a tool for educating new volunteers,
- integrate gender issue into the overall concept of a non-profit organization, its status, objectives and roles, structures and organization,

- adopt gender issue as a solid part of the non-profit organization philosophy.

We understand, that these aspects can not be supported without the participation and consent of all involved in this process. On the other hand, we do not see why not to, at least, try. We have the experience, that children in early school age have no problem with understanding the basic principles of the gender issues and with the training of acceptance and tolerance of otherness (these are the key topics of a preventive program, aimed at preventing violence at elementary schools). Therefore, we believe, that it is primarily about the will and interest of those, who have the opportunity to help to change the social reality through enthusiasm and altruism, together with volunteers.

Conclusion

At the end of the discussion, we will try to formulate new aspects of the current theory of volunteering: since gender stereotypes and gender inequalities are also closely related to the volunteer field, an appropriate attitude has to be taken. It could consist of two levels:

- the integrated concept of volunteer education to gender sensitivity,
- and adequate support of the sending organization, which is dependent on the unambiguous consensus of workers.

Of course, without this consensus, the whole discourse has no meaning: as in other areas, it is not possible to stand on the opposite ends of the opinion hierarchy or to adopt a neutral attitude. Should the organization support its volunteer in eliminating gender inequalities and stereotypes, this support must be 100 %. And this, again, requires the education and discovery of new possibilities.

The US Volunteer Support Platform without age limit, *Volunteer Match*[1], has released its own gender guide for the gender diversity, which describes two main reasons why it is important for volunteers to have a sensitivity for gender:

- gender diversity increases the awareness and understanding of the normal range of gender variations in children, adolescents, and adults by providing family support, building community, increasing community awareness, and improving the well-being for people of all gender identities and expressions,
- gender diversity provides support and resources to both transgender individuals and to families raising transgender and gender non-conforming children. Through our support groups, referral services, and community building conferences and events, we provide the tools needed to engage in healthy decision-making with respect to gender

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[1] https://www.volunteermatch.org/search/org536249.jsp#more_info_tab

identity and overall well-being. Gender diversity promotes a culture of acceptance and understanding by offering a wide array of professional and educational opportunities, resulting in a broader network of support for the gender non-conforming communities.

Platform for support of Volunteer Programs for Women's Rights, Go Overseas, also presents:

- despite ongoing progress in the fight for equal rights, women remain at an economic, social, and political disadvantage in many areas of the world. Gender issues volunteering is a broad term for volunteering activities meant to help victims of gender - based discrimination and violence, including transgender women,
- gender inequality is a fundamental issue: it affects half the population of the world, yet is firmly embedded in most cultures. With women's issues being an increasingly hot topic in the West, many volunteers are turning to other places around the world, where there is even more work to be done, and are achieving incredible results.

In literature, it is possible to find criticism of women's increasing participation in the labor force, and the rise of divorce and nontraditional family forms, such as singleparent families (Putnam, 1996), which may be seen by some as closely linked to one another. But these critics are generally silent on the question of how women's disproportionate family responsibilities might interfere with their efforts to be active in the community (Taniguchi, 2016). There are studies which ask about disproportion between intensity volunteer activity of man and women (e.g. Why Don't Men Volunteer as Much as Women?[2]). There are no titles or studies, however, which would strictly say "no" to the development of gender sensitivity in volunteering. Probably it needs time - future will show, what is the best journey for volunteering in this topic.

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