

Training of trainers of teachers for the agricultural technician of traditional and organic cultivation

Social sustainability and gender equity



I Training structure

Theoretical foundations - what are social and gender inequalities - 45'.

Goals of Session 1:

1. Familiarising with the general concepts of inequality.
2. Understanding the causes of inequality.
3. Exploring the consequences of inequality.

Session 2 Recognising social and gender inequalities in schools and classrooms. - 60'.

Goals of Session 2:

1. Identifying social inequalities
2. Identifying the effects of social inequalities in a classroom.
3. Identifying discrimination based on gender and handicap.
4. Identifying the effects of discrimination based on gender and handicap in a classroom.

Session 3 Applying techniques for reducing social and gender inequalities in the classrooms - 95'.

Goals of Session 3:

1. Learning techniques to reduce social inequalities in a classroom.
2. Learning techniques to reduce discrimination based on gender and handicap in a classroom.

II Training matrix

The training matrix is to be used by the trainer for implementing training for trainers. It will be shared with trainees for them to rely on them for the implementation of their trainings.

Slot	Description	Time	Method	Input	Goal	Source	Learning outcomes
<p>Theoretical foundations - what are social and gender inequalities - 55'.</p> <p>Goals of Session 1:</p> <ol style="list-style-type: none"> 1. Familiarising with the general concepts of inequality. 2. Understanding the causes of inequality. 3. Exploring the consequences of inequality. 							
1	Introduction of a trainer	2	ex-cathedra	PPS - one slide introducing trainer's relevant experience	n/a		
2	<p>Group introduction - experience with social topics</p> <p>The main goal is to ask the same questions at the end of the training to see whether anything has changed.</p> <p>Trainer opens the survey with the following questions:</p> <ul style="list-style-type: none"> • How would you rate your knowledge on social dimension of education? • To what extent do you witness examples of inequality in your professional life? • To what extent do you feel you can identify causes of inequality? 	10	<p>Roundabout: getting a feel of the group:</p> <p>Trainer opens a Mentimeter designed survey with answers on a 5-point Likert scale.</p> <p>The survey should also be projected on the screen.</p> <p>Explanation of the method depends on whether it is the first time Mentimeter is used during the training.</p>	Mentimeter designed survey with answers on a 5-point Likert scale.	n/a		Acquiring insight into trainees' relevant (in)formal education and experience.

	<ul style="list-style-type: none"> To what extent do you feel you can make actions towards reducing inequalities in your immediate professional surrounding. <p>He further on explains that the results will be explored at the end of the social and gender training</p>							
3	Introduction of manuals	5		ex-cathedra	PPS	n/a		
4	PPS of the training goals, methods, and outcomes	3		ex-cathedra	PPS	n/a		Setting the expectations.
5	<p>What are inequalities why are they important in the context of education?</p> <ul style="list-style-type: none"> General effects of inequalities in societies. Data in WB - the grim outlook on the effects of the inequalities. Why it is in the best interest of all people to work on decreasing inequalities. 	15		ex-cathedra	PPS	3	Study: I, III, 3.1	Understanding the correlation between inequalities and the social prosperity including the quality of life at macro level.
5	<p>Theoretical background - general social theory</p> <ul style="list-style-type: none"> Macro factors Micro factors Family factors 	15		ex-cathedra	PPS	1,2	Study: II	<p>Understanding the difference between three factors.</p> <p>Being able to explain each factor level.</p>
6	<p>Wrap-up</p> <ul style="list-style-type: none"> The main takeaways from the participants 	5		Roundabout				Trainer's assessment of acquired learning outcomes.

Session 2 Recognising social and gender inequalities in schools and classrooms. - 55'.

Goals of Session 2:

1. Identifying social inequalities
2. Identifying the effects of social inequalities in a classroom.
3. Identifying discrimination based on gender and handicap inequalities.
4. Identifying the effects of discrimination based on gender and handicap in a classroom.

Slot	Description	Time		Method	Input	Goal	Source	Learning outcomes
1	<p>How to recognise social inequalities: A trainer asks a question: <i>Please give us one example of social inequalities that you face in your professional life.</i> He then provides additional explanation: We would like to hear examples coming from different professions. We have time for four or five of you to share with us your experience. Please focus on your everyday professional experience.</p>	5		<p>Roundabout: Trainer asks a question to 4-5 people of different positions. Position must be predefined, and people preselected based on the list of participants. One ERI SEE person should be ready to answer the question as a first respondent if no one volunteers. The trainer says ok, teachers, and has a list of teachers in front of him and asks a random teacher if no one volunteers.</p>		1		For a trainer to evaluate the knowledge intake from the previous session.
2	<p>How to recognise social inequalities: The main sources of inequalities</p> <ul style="list-style-type: none"> • Socio-economic background • Discrimination <ul style="list-style-type: none"> • Gender • Handicap 	5		ex-cathedra	PPS	1	Study: 4.1 External, AH	<p>Being able to define educational inequalities. Being able list the main sources of inequalities.</p>

3	Socio economic background as the source of inequalities	5		ex-cathedra	PPS	2	Study: 4.1.1, 4.2.1, AH	Being able to list at least five indicators of social inequalities.
3	How to recognise inequalities based on socio economic position in a classroom	10		ex-cathedra	PPS	2	Study: 4.1.1, 4.2.1, AH	Being able to list at least five indicators of social inequalities.
4	What is discrimination?	5		Roundabout: Trainer asks a question to 4-5 people of different positions. Position must be predefined, and people preselected based on the list of participants. One ERI SEE person should be ready to answer the question as a first respondent if no one volunteers. The trainer says ok, teachers, and has a list of teachers in front of him and asks a random teacher if no one volunteers.		3		For a trainer to evaluate the participants' level of knowledge.
5	What is discrimination? <ul style="list-style-type: none"> • Definition • Bridging through language • Discrimination as a source of inequalities • Discrimination based on gender and handicap 	10		ex-cathedra	PPS	3	Study: 4.3	Being able to define discrimination. Understanding the value and importance of language in the context of discrimination. Understanding the link between discrimination and inequalities. Being able to define discrimination based on gender. Being able to define discrimination based on handicap.

6	How to recognise discrimination based on gender and handicap in a classroom?	10		ex-cathedra	PPS	4	Study: 4.4.1, 4.5.1, AH	Being able to recognise discrimination based on gender. Being able to recognise discrimination based on handicap.
7	<p>Wrap-up</p> <ul style="list-style-type: none"> The main takeaways from the participants 	5		<p>Roundabout: Trainer asks a question to 4-5 people of different positions.</p> <p>Position must be predefined, and people preselected based on the list of participants.</p> <p>One ERI SEE person should be ready to answer the question as a first respondent if no one volunteers. The trainer says ok, teachers, and has a list of teachers in front of him and asks a random teacher if no one volunteers.</p>				Trainer's assessment of acquired learning outcomes.

Session 3 Applying techniques for reducing social and gender inequalities in the classrooms - 95'.

Goals of Session 3:

1. Learning techniques to reduce social inequalities in a classroom.
2. Learning techniques to reduce discrimination based on gender and handicap in a classroom

Slot	Description	Time	Method	Input	Goal	Source	Learning outcomes
1	<p>How to respond to socio-economic inequalities and discrimination in a classroom towards decreasing (the effects of) inequalities and discrimination</p> <ul style="list-style-type: none"> • How much power do you (think you) have? • What must be done VS what can be done? 	10	<p>Roundabout: Trainer asks a question to 4-5 people of different positions.</p> <p>Position must be predefined, and people preselected based on the list of participants. One ERI SEE person should be ready to answer the question as a first respondent if no one volunteers. The trainer says ok, teachers, and has a list of teachers in front of him and asks a random teacher if no one volunteers.</p>		1		For a trainer to evaluate the knowledge intake from the previous session.
2	<p>How to respond to socio-economic inequalities in a classroom towards decreasing (the effects of) them.</p> <ul style="list-style-type: none"> • Lead by example - an everyday effort through behaviour asserted over students, parents, colleagues, management. • Activities designed for students • Supporting the soft skills 	14	ex-cathedra	PPS	1	Study: 4.1.2, 4.2.2 Agriculture handbook	<p>Understanding the importance of creating environment for decreasing (the effects of) inequalities.</p> <p>Being able to list at least five ways in which an influence on decreasing (the effects of) inequalities can be made.</p>
3	<p>How to respond to socio-economic inequalities in a classroom towards decreasing (the effects of) inequalities</p> <ul style="list-style-type: none"> • 	16	<p>Roundabout - participants must be divided into four groups. They should be preselected based on the colour of their nametag. Organisers must ensure that groups are functional - there is translation if</p>		1		<p>For a trainer to evaluate the knowledge intake from the previous session.</p> <p>For a trainer to gather additional examples to be included in the training material.</p>

				needed. Also they should be mixed based on their position (teachers, directors, project people). Please group and think of three examples that you can implement in your work AND for each example name one identify obstacle that we can solve in a group. ERI SEE and trainers should be in each group supporting BUT NOT LEADING, just there to push if needed.				
5	How to respond to discrimination in a classroom based on gender	15		ex-cathedra	PPS	2	Study: 4.4, 4.5, Agriculture handbook	Understanding the importance of creating environment for decreasing (the effects of) discrimination. Being able to list at least five ways in which an influence on decreasing (the effects of) discrimination based on gender can be made.
4	How to respond to discrimination based on gender in a classroom towards decreasing (the effects of) discrimination. In what way you can improve your everyday practice to increase sensitivity to gender discrimination?	10		Roundabout: Trainer asks a question to 4-5 people of different positions. Position must be predefined, and people preselected based on the list of participants. One ERI SEE person should be ready to answer the question as a first respondent if no one volunteers. The trainer says ok, teachers, and has a list of teachers in front of him and asks a random teacher if no one volunteers.		2		For a trainer to evaluate the knowledge intake from the previous session.
5	How to respond to discrimination in a classroom based on handicap	10		ex-cathedra	PPS	2	Study: 4.4, 4.5, Agriculture handbook	Understanding the importance of creating environment for decreasing (the effects of) discrimination. Being able to list at least five ways in which an influence on decreasing (the

								effects of) discrimination based on handicap can be made.
6	How to respond to discrimination based on handicap in a classroom towards decreasing (the effects of) inequalities	10		Roundabout: Trainer asks a question to 4-5 people of different positions. Position must be predefined, and people preselected based on the list of participants. One ERI SEE person should be ready to answer the question as a first respondent if no one volunteers. The trainer says ok, teachers, and has a list of teachers in front of him and asks a random teacher if no one volunteers.		1		For a trainer to evaluate the knowledge intake from the previous session. For a trainer to gather additional examples to be included in the training material.
7	Wrap-up <ul style="list-style-type: none"> The main takeaways from the participants 	10		Roundabout				Trainer's assessment of acquired learning outcomes.