

3.5.2 Module 2.1 for instructors: Social sustainability and gender equity

I Training structure

Session 1 Theoretical foundations - social and gender inequalities - 30'.

Goals of Session 1:

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

Session 2 Recognising social and gender inequalities in a working environment - 30'.

Goals of Session 2:

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

Session 3 Applying techniques for reducing social and gender inequalities in a working environment - 60'.

Goals of Session 3:

1. Learning techniques to reduce social inequalities in a working environment.
2. Learning techniques to reduce gender inequalities in a working environment.

II Training matrix

Slot	Description	Time	Method	Input	Goal	Source	Learning outcomes
Theoretical foundations - what are social and gender inequalities - 30. Goals of Session 1: <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	1		ex-cathedra	presentation	n/a	
2	Group introduction - experience with social topics	5		Roundabout		n/a	Acquiring insight into trainees' relevant (in)formal education and experience.
3	Presentation of the training goals, methods, and outcomes	1		ex-cathedra	presentation	n/a	Setting the expectations.
4	What are inequalities why are they important in the context of education? <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. 	13		ex-cathedra	presentation	3	Study: I, III, 3.1 Understanding the correlation between inequalities and social prosperity, including the quality of life at the macro level.
5	Theoretical background - general social theory <ul style="list-style-type: none"> • Overview of macro, family and micro factors 	5		ex-cathedra	presentation	1,2	Study: II Being able to discern between three different levels.

6	Wrap-up <ul style="list-style-type: none">The main takeaways from the participants	5		Roundabout				Trainer's assessment of acquired learning outcomes.
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Session 2 Recognising social and gender inequalities in schools and working environments. - 30.

Goals of Session 2:

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

Slot	Description	Time	Method	Input	Goal	Source	Learning outcomes
1	How to recognise social inequalities: <ul style="list-style-type: none"> • Class/status • Prejudices vs indicators • Effects on pupils: inequalities and soft skills (what are SK and why are they important) 	10	ex-cathedra	presentation	1	Study: 4.1 External, AH	Understanding the concept of class/status at the operational level. Being able to discern between prejudice and indicators. Being able to explain how inequalities effect soft skills.
2	How to recognise social inequalities in a working environment?	5	ex-cathedra	presentation	2	Study: 4.1.1, 4.2.1, AH	Being able to list at least three indicators of social inequalities.
3	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	presentation	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.
4	How to recognise discrimination based on gender and handicap in a working environment?	5	ex-cathedra	presentation	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.

Session 3 Applying techniques for reducing social and gender inequalities in the working environments - 60.

Goals of Session 3:

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

Slot	Description	Time		Method	Input	Goal	Source	Learning outcomes
2	<p>How to respond to social and spatial inequalities in a working environment towards decreasing (the effects of) inequalities</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. 	15		ex-cathedra	presentation	1	Study: 4.1.2, 4.2.2 Locksmith handbook	<p>Understanding the importance of creating environment for decreasing (the effects of) inequalities.</p> <p>Being able to list at least three ways in which an influence on decreasing (the effects of) inequalities can be made.</p>
3	<p>How to respond to social and spatial inequalities in a working environment towards decreasing (the effects of) inequalities</p> <ul style="list-style-type: none"> • What else can be done: experience from participants, new examples 	10		Roundabout		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>
5	<p>How to respond to discrimination in a working environment towards decreasing (the effects of) discrimination.</p>	15		ex-cathedra	presentation	2	Study: 4.4, 4.5, Locksmith handbook	<p>Understanding the importance of creating environment for decreasing (the effects of) discrimination.</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 							Being able to list at least three ways in which an influence on decreasing (the effects of) discrimination can be made.
6	<p>How to respond to social inequalities in a working environment towards decreasing (the effects of) inequalities</p> <ul style="list-style-type: none"> • What else can be done: experience from participants, new examples 	10		Roundabout		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>
7	<p>Wrap-up</p> <ul style="list-style-type: none"> • The main takeaways from the participants 	10		Roundabout				Trainer's assessment of acquired learning outcomes.

IV Literature

Stanojević, D. (2024) Gender and the socio-economic dimension of locksmith education

Stanojević, D. Živadinović I, (2024) Understanding social inequalities in the education process.