

I Training structure

Theoretical foundations - what are social and gender inequalities - 30'.

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. - 90'.

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.

I interactive workshop (45')

Session 3 Applying techniques for reducing social and gender inequalities in the classrooms - 120'.

Goals of Session 3 (60'):

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 interactive workshop (45')

Recap 15min

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
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	2	ex-cathedra	PPS - S3	n/a		
3	Introduction of manuals	5	ex-cathedra	PPS S4-5	n/a		
4	PPS of the training goals, methods, outcomes and etiquette	3	ex-cathedra	PPS S6-S8	n/a		Setting the expectations.
5	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. 	10	ex-cathedra	PPS S9 - 14	3	Study: I, III, 3.1	Understanding the correlation between inequalities and the social prosperity including the quality of life at macro level.
6	Theoretical background - general social theory <ul style="list-style-type: none"> • Macro factors • Micro factors • Family factors 	10	ex-cathedra	PPS S15-16	1,2	Study: II	Understanding the difference between three factors. Being able to explain each factor level.

Session 2 Recognising social and gender inequalities in schools and classrooms. - 120.

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	How to recognise social inequalities: The main sources of inequalities <ul style="list-style-type: none"> • Socio-economic background • Discrimination <ul style="list-style-type: none"> • Gender • Handicap 	5	ex-cathedra	PPS S18-19	1	Study: 4.1 External, AH	Being able to define educational inequalities. Being able list the main sources of inequalities.
2	Socio economic background as the source of inequalities	10	ex-cathedra	PPS S20	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 S21-S24	2	Study: 4.1.1, 4.2.1, AH	Being able to list at least five indicators of social inequalities.
4	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 S25-S27	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.
5	How to recognise discrimination based on gender and handicap in a classroom?	10	ex-cathedra	PPS S28-30	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.
6	Interactive workshop: social dimension of education	45		Group work	PPS S31	1-4	Being able to understand the concept of social dimension.

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	How to respond to socio-economic inequalities in a classroom towards decreasing (the effects of) them. <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 	13	ex-cathedra	PPS S33-34	1	Study: 4.1.2, 4.2.2 Agriculture handbook	Understanding the importance of creating environment for decreasing (the effects of) inequalities. Being able to list at least five ways in which an influence on decreasing (the effects of) inequalities can be made.
2	Specific support to students with lower SES	6	ex-cathedra	PPS S35-S36	2	Manual I	Being able to list at least two soft-skills and ways in which they can be advanced
3	How to respond to discrimination in a classroom based on gender	10	ex-cathedra	PPS S37-38	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.
5	Specific support to students with lower SES	6	ex-cathedra	PPS S39-S40	4	Manual II	Being able to identify genderised activities

4	<p>How to respond to discrimination based on gender in a classroom towards decreasing (the effects of) discrimination.</p> <p>In what way you can improve your everyday practice to increase sensitivity to gender discrimination?</p>	10		<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.</p>	PPS S41	2		<p>For a trainer to evaluate the knowledge intake from the previous session.</p>
6	<p>How to respond to discrimination in a classroom based on handicap</p>	5		ex-cathedra	PPS S42	2	<p>Study: 4.4, 4.5, Agriculture handbook</p>	<p>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.</p>
7	<p>How to respond to discrimination based on handicap in a classroom towards decreasing (the effects of) inequalities</p>	10		<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.</p>	S43	1		<p>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.</p>
8	<p>Interactive workshop: social dimension of education</p>	45		Group work	PPS S31	1-4		<p>Being able to understand the concept of social dimension.</p>

9	Wrap-up <ul style="list-style-type: none">The main takeaways from the participants	15		Roundabout				Trainer's assessment of acquired learning outcomes.
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