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EASY COURSE FRAMEWORK

LEARNING OUTCOMES and the Basics of Educational Work Methodology





The Project

The EASY – Educating Adults Against Stereotypes - is an Erasmus+ project cofunded by the European Union. The project seeks to promote equal opportunities and access, inclusion, diversity, and fairness across all its actions and is being developed against a background of unprecedented challenges and opportunities facing the world such as increasing globalization to end stereotypes. Our goal is for adults to understand the stereotypes that can lead to discrimination, improving the availability of high-quality learning opportunities for adults while will help the inclusion and diversity in all fields of education, training, youth, and sports.

The project results are four:

EASY Course Framework: The Course framework for adult educators will identify the subject competencies in terms of the knowledge, skills, and attitudes concerning stereotypes, how stereotypes lead to discrimination, how gender and age discrimination affects all society, and how to make adults better competent to prevent these discriminations. It includes the **learning outcomes**, modules and resources of the course targeted to adult educators about age and gender stereotypes.

EASY Films and Comic Strips Catalogue: The Catalogue Includes a series of films (feature and short) and comics (cartoon and/or comic strips), portraying social stereotypes and different social ways a society can be organized.

EASY Toolkit: The toolkit comprises various activities for adult educators to use in their sessions. The activities will be based on films and comic strips selected from the Catalogue to actively explore stereotypes and discrimination.

EASY Educators Guide: The Guide introduces the EASY rational approach for the target audience (adults and adult educators) and civil society (staff and organisations, in VET, higher education or/and adult education) and illustrates how to flexibly use the assets in the Course Framework, Catalogue, and Toolkit.



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INTRODUCTION

The main goal of this stage of the EASY project is to develop an universal (in terms of the geographical area of use and the status of the organization) **EASY COURSE FRAMEWORK®**, usable for adult educators' professional development and by adult educators active mainly in non-formal education.

EASY COURSE FRAMEWORK is a collection of

1. the learning outcomes (LO) assigned to them (see below: **EASY Framework of Competencies**)
2. teaching-learning methods and methods of LO verification
3. educational modules, thematically focused on issues of **stereotypes** and **discrimination**, teaching content and resources.

The **EASY COURSE FRAMEWORK** will refer to the development of a broadly understood **EASY FRAMEWORK OF COMPETENCIES**® that prevents discrimination in the thinking and action of educators and adult learners, based on gender and age stereotypes as well as other socio-demographic and cultural characteristics.

EASY FRAMEWORK OF COMPETENCIES it is a coherent set of **learning outcomes**, based on the *Global Competencies*, related to

- 1/ **KNOWLEDGE** (defined as 'body of information that is possessed by an individual'), understanding it ('comprehension and appreciation of meanings')
- 2/ **SKILLS** (defined as the knowledge-based ability to perform complex and well-structured patterns of thought (cognitive skill))
- 3/ **AUTONOMY/ATTITUDES** towards the entities and phenomena described in the knowledge component, constituting a set of behavioural skills

These learning outcomes

a/ are strictly connected with antidiscrimination by adults in social life,

b/ describe what **knowledge, behaviours are required, valued, recognized, and rewarded in relation to specific social and job roles.**



EASY FRAMEWORK OF COMPETENCIES

The EASY Framework of Competencies is associated with **European and National Qualifications Frameworks** to identify opportunities for learning outcomes' validation and formal recognition, and it will be used as the basis for develop, and pilot, a training course in stereotypes and discrimination in adult society, for adult educators.

European Qualification Framework (EQF) is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. The EQF covers all types and all levels of qualifications, and the use of learning outcomes makes it clear what a person knows, understands and is able to do. It is recommended that all levels relate to a specific field of learning or professional activity.

The EASY project assumes that

- the knowledge, skills and attitudes of adult learners, at each of the levels described, address issues related to **stereotypes and discrimination** based on them (field of learning)
- learning outcomes are related to **all social and occupational roles** – (universal in nature -social, including professional activity)
- the learning outcomes are described mainly for the **use of non-formal adult education** but **can easily form a profile of a vocational qualification under the example title *Adult Educator in the Field of Anti-discrimination in Gender and Age***. Therefore, it can become a **separate module in the formal education** of **educators** and **managers** responsible for creating anti-discrimination policies in business.

Considering the different backgrounds and levels of development of adult learners, the **EASY FRAMEWORK OF COMPETENCIES** contains learning outcomes referenced to levels four (learners are present in or have general education) to seven (learners are realising or have tertiary education).

The **EASY FRAMEWORK OF COMPETENCIES** contains **general learning outcomes** (GLO; identical to the course objectives) and **operational learning outcomes** (OLO) referenced to specific EQF levels.



Table 1. The General Learning Outcomes for the EASY Competency Framework

GLO Code	Knowledge: EASY learners
K_01	know and understand terms, categories, types, and concepts of stereotypes
K_02	know and describe sources and overall results of stereotyping
K_03	know and understand the mechanism of stereotypes, in particular of gender and age
GLO Code	Skills: EASY learners
S_01	identify in areas of human activity, characterise, and explain all expressions of stereotypes
S_02	characterise the causes, effects and mechanisms of age and gender stereotypes, linking them to human social activity
GLO Code	Autonomy/Attitudes***: EASY learners are able to
A_01	identify and verify stereotypes in their own thinking and acting system
A_02	identify, verify, and confront stereotypes, in particularity connected with age and gender in others' thinking and acting system

***Due to the different translations of the terms used in the National Qualifications Framework based on the EQF, the EASY framework uses two terms (AUTONOMY and ATTITUDIES) which coherently mean "a set of behavioural intention skills", making learners capable of a specific action. A concept that describes this set can also be 'RESPONSIBILITY AND AUTONOMY'.



Table 2. The Operational Learning Outcomes for the EASY Competency Framework_KNOWLEDGE

Level	4	5	6	7
EQF	Factual and theoretical knowledge in broad contexts within a field of work or study	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields
No_LO	Knowledge: EASY learners			
K_01	K_01.1.4: define 'stereotype' as a set of attributes that people think characterize a group	K_01.1.5: list the social objects (social, cultural phenomena or a certain category of people) that are the connected with stereotyping and prejudices	K_01.1.6: know and understand the concept of stamping theory and the implications hereof	
	K_01.2.4: point to five specific characteristics of a stereotype, which form a complete definition of a stereotype	K_01.2.5: know and understand concepts of hierarchical system of stereotypes	K_01.2.6: know and understand evaluative role of stereotypes	K_01.2.7: describe and understand the organizational-reductive nature of stereotypes
	K_01.3.4: know types of stereotypes which are shared collective	K_01.3.5: know and understand how stereotypes reinforce damaging societal structures	K_01.3.6: know and understand that stereotypes are generalized perceptions which are exaggerated	K_01.3.7: identify a set of formal characteristics that function as the basis for analysing new information
	K_01.4.4: know that stereotype can be emotionally positive or negative	K_01.4.5: know and understand that positive stereotypes also play a role in the legitimization of existing social structures		
	K_01.5.4: define and characterize mental and social stereotypes, linguistic stereotypes as one main typology of them	K_01.4.5: understand that stereotypes are a cognitive shortcut	K_01.4.6: knows the linguistic features of making stereotypical judgments	
	K_01.6.4: point out the features of stereotypes that are risk factors of discrimination of members/social groups	K_01.6.5: realize how certain target groups are benefited from specific stereotypes and therefore they pursue their continuation	K_01.6.6: know and understand concept of categorization and judgments	K_01.6.7: explain the concept, course, and functions of categorization
K_02	K_02.1.4: know the scale of stereotypes dissemination and its power of shaping human activity	K_02.1.5: describe the role of stereotypes as a component that integrates society	K_02.1.6: know and understand the negative impact of stereotypes on the equal access of different target groups to institutions and services that constitute core human rights	K_02.1.7: know and understand that 'stereotyping' is a generalization
	K_02.2.4: list the factors and phenomena that are the sources of stereotyping	K_02.2.5: list and characterize the group of psychological sources of stereotypes	K_02.2.6: know and understand the value of knowledge and emotion in the mechanism of stereotyping	K_02.2.7: know and understand that the normative role of stereotypes derives from descriptive stereotypes
	K_02.3.4: know and understand that stereotypes may cause others to feel excluded from a certain group	K_02.3.5: know and understand how stereotypes overshadow diversity	K_02.3.6: know and understand that there is no quick fix to stereotypes	K_02.3.7: describe and understand psychological and social mechanism of stereotyping
	K_02.4.4: know and understand that stereotypes can be rigid and inflexible	K_02.4.5: justifies with the help of the views of various authors the usefulness of stereotypes in the social functioning of people	K_02.4.6: know and understand that counteracting stereotypes is a long-term learning process	K_02.4.7: realize that stereotypical discrimination leads to a violation of fundamental human rights (e.g. respect for dignity and worth, freedom of personal development)



	K_02.5.4: know and understand that stamping others may lead to stigma inversion	K_02.5.5: list and understand the functions of stereotypes related to social participation	K_02.5.6: know and understand that stereotypes are socially constructed, and their behavioural manifestation follow and react to social norms	K_02.5.7: recognize the manipulative function of stereotypes, know that stereotypes channel aggression
	K_02.6.4: know and understand that stereotypes may affect behaviour, self-perception, and level of performance	K_02.5.5: know and understand that stereotypes are culturally and structurally rooted	K_02.5.6: know and understand that we are influenced by bias in our decisions	
	K_02.7.4: know and understand that stigmatization may increase the risk of the creation of alternative communities	K_02.7.5: know and understand that stereotypes value and divide society	K_02.7.6: know and understand that the high persuasiveness of stereotypes gives ease of formulating discriminatory opinions	K_02.7.7: know about and understand the authoritarianism and arbitrariness of stereotypical opinions and that these opinions are reinforced by a lack of reflection and verification
K_03	K_03.1.4: recognize the main argumentation that promotes stereotypes based on age and gender	K_03.1.5: realize how age and gender stereotypes are actively involved in our perceptions that determine the image of others and their abilities	K_03.1.6: recognize the patterns that lead to the reproduction of age and gender stereotypes	K_03.1.7: recognize that gender stereotypes often prevail over one's personal and organizational traits when it comes to managerial positions
	K_03.2.4: know and understand that people can be judged solely based on their gender or age	K_03.2.5: identify the components that lead to the formation of age and gender stereotypes	K_03.2.6: know and understand that stereotypes may cause a clash between social acceptance and striving for success	K_03.2.7: identify that the adoption of age and gender stereotypes on behalf of national firms, concerning the promotion of women in managerial jobs, contribute negatively to their competitiveness within the unified European Market and global economy
	K_03.3.4: realize how gender stereotypes provide us with information about the others and potential general attributes that one may have concerned his/her sex	K_03.3.5: list and understand social determinants of gender stereotypes	K_03.3.6: know and understand that sexist views and gender equity are closely related	K_03.3.7: know and understand the concept of prototypical assumptions
	K_03.4.4: explain how stereotypes on gender affect negatively various aspects of women life	K_03.4.5: know and understand concepts of "different job functions based on gender and biology"	K_03.4.6: know and understand that bias and stereotypes influence one's career opportunities	K_03.4.7: know and understand the concept of narrow normative ideals
	K_03.5.4: recognize the formation of stereotypes against older people caused by the systematic comparison with younger ones projected by the media and by family and friend group members	K_03.5.5: know and understand the concept of stereotypical threats	K_03.5.6: know and understand that stereotypes and bias may found in software programs and algorithms	K_03.5.7: know and understand how the fear of a potential age- stereotyped treatment leads to decrease of job satisfaction and performance
	K_03.6.4: name various demographical (age, gender) and social (profession, status, social class, religion) factors that lead to the formation of stereotypical behaviours of one group of professionals to the others	K_03.6.5: know and understand that a more nuanced understanding of others is needed to achieve equity and diversity	K_03.6.6: know and understand that stigmatizing others may lead to inferior treatment of those stigmatized	K_03.6.7: know and understand that the counteracting of stereotypes requires identifiable role models
	K_03.7.4: describe how a positive public image of a profession affects the way that this profession is seen by others	K_03.7.5: know and understand how lack of contact with those subject to stereotypes in fact reinforces stereotypes	K_03.7.6: know and understand the link between stereotypes and success in the workplace	K_03.7.7: know and understand that stereotypes should also be solved at an organizational level if equity is to be achieved



Table 3. The Operational Learning Outcomes for the EASY Competency Framework_SKILLS

Level	4	5	6	7
EQF	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
LO No	Skills: EASY learners			
S_01	S_01.1.4: indicate factors, proving that a stereotype is an over-general and simplified image of a social group indicate the feature of the group around which the stereotype is centred	S_01.1.5: are able to find in own opinions and opinions of others stereotypical assessment of groups	S_01.1.6: identify examples of stereotypical assessment of social groups from their personal and professional experiences	S_01.1.7: define and explain the conditions under which categorization creates a stereotype
	S_01.2.4: identify features by which they organize (develop) information about groups of people	S_01.2.5: explain the significance of stereotypes in social disinformation process	S_01.2.6: explain of discrimination included in the different examples	S_01.2.7: formulate questions (to themselves, others) that verify stereotypical opinions
	S_01.3.4: are able to distinguish and name the main types of stereotypes and their subtypes	S_01.3.5: explain uses of stereotypes in the socialization process	S_01.3.6: explain the links between the culture (the processes of education, socialization in the family, religious systems, the influence of literature and art and the media) and the forming of stereotypes	S_01.3.7: connect particular stereotypes with the list the group of psychological sources
	S_01.4.4: recognize in verbal communication and give examples of stereotypical statements	S_01.4.5: explain the risks associated with the use of stereotypes	S_01.4.6: predict results of using mental and social stereotypes	S_01.4.7: are able to distinguish between what is a 'core of truth'/ fact in a stereotype and what is a wrongful description of reality
	S_01.5.4: list examples of positive and negative stereotypes	S_01.5.5: find examples of stereotypes associated with a particular trait in verbal and media messages	S_01.5.6: are able to identify stereotypes which overshadow diversity	S_01.5.7: are able to identify and distinguish different categorization mechanisms which reduce complexity
	S_01.6.4: indicate relationships between the stereotype (age, gender, etc.) and the way they treat others	S_01.6.5: recognize and explain the importance of stereotypes in determining their own place, social role, and 'value' as members of social groups	S_01.6.6: recognize bias and stereotypical associations in the curriculum which schools use	S_01.6.7: are able to identify how an experimental framework and student involvement in the classroom may weaken stereotypes
	S_01.7.4: perceive in everyday communication and media images the manipulation and aggression contained in stereotypes	S_01.7.5: give examples of rating systems based on stereotypes	S_01.7.6: analyse the manipulation and aggression contained in stereotypes	S_01.7.7: develop methods and tools to address damaging stereotypes
	S_01.8.4: are able to provide examples of stereotypes giving up mechanisms	S_01.8.5: are able to demonstrate different linguistic patterns according to the stereotypes connected with certain target groups that hold certain characteristics (age, educational level, gender, profession, social class etc)	S_01.8.6: are able to list and explain the operation of various factors influencing social classification	
S_02	S_02.1.4: are able to recognize stereotypical portrayal of men and women/ elderly and young	S_02.1.5: are able to identify how attitudes to stereotypes of age and gender influence equity issues	S_02.1.6: analyse the presence of social determinants of gender stereotypes in their environment	S_02.1.7: identify and verify how the discursive order is at the root of breaking with stereotypes of age and gender



S_02.2.4: identify which jobs are typically associated with gender stereotypes	S_02.1.5: are able to identify and differentiate prototypical age and gender assumptions and behavioural patterns	S_02.2.6: are able to identify how lifestyle and personal characteristics influence stereotypes of age and gender	S_02.1.7: are able to classify various professions in the past and present in accordance with the stereotypes that are linked to them and the changes that have been taken place through the years
S_02.3.4: are able to identify how definitions of women and men, young and old, may affect the way a person is perceived by others	S_02.3.5: are able to identify that stereotypes of age and gender may lead to self-reinforcing behaviour among those who are subject to stereotypes	S_02.3.6: are able to predict several consequences that would arise in organizational level, if age/gender-based stereotypes are followed	S_02.3.7: are able to describe experiences either personal or with those related to them where stereotypes of age or gender affected them negatively in their sphere of life (e.g. from getting a promotion, entering a club etc)
S_02.4.4: are able to identify visual markers of age and gender stereotypes	S_02.4.5: are able to illustrate how gender inequality based on biological differences between sexes has led to the creation of certain stereotypes on gender on them	S_02.4.6: are able to identify how implicit assumptions also lead to stereotypes in technology	
S_02.5.4: are able to provide examples of stereotypical behaviours (age, gender) in different sectors (e.g. health, education)	S_02.5.5: are able to provide examples of different types of stereotypes and the various combinations of them that could arise		
S_02.6.4: are able to describe the practices that promote age and gender stereotypes	S_02.6.5: are able to distinguish among various professions and the age and gender stereotypes that are linked to each one of them	S_02.6.6: are able to illustrate the stereotypes that are connected to their profession and analyse how far from the reality these perceptions are	
S_02.7.4: are able to describe the stereotypes related to perceived as old in general and working people	S_02.7.5: are able to describe the difficulties that older people are dealing with when it comes to working conditions, assertions, and opportunities	S_02.7.6: are able to list numerous false perceptions that are related to the employment of older people and the consequences that this brings to them in terms of personal and social level	



Table 4. The Operational Learning Outcomes for the EASY Competency Framework_AUTONOMY/ ATTITUDES

Level	4	5	6	7
EFQ	<i>Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</i>	<i>Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others</i>	<i>Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups</i>	<i>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</i>
LO_no	Attitudes: EASY learners are able to			
A_01	A_01.1.4: find and verify stereotypes present in their own thinking and acting	A_01.1.5: identify stereotypes present in their socialization	A_01.1.6: identify processes that have significantly influenced the construction of stereotypes in their own beliefs	
	A_01.2.4: identify positive and negative emotions associated with a stereotype in their beliefs	A_01.2.5: ready to self-assess their own knowledge and emotions in judging others as a member of social groups	A_01.2.6: point to personal 'unconscious' benefits and lost in psychological and social mechanism of stereotyping	A_01.2.7: verify their way of organizing information about a person as a member of a categorized social group
	A_01.3.4: define their own role in disseminating stereotypical evaluation of members of social groups	A_01.3.5: recognize how their stigmatization of others may lead to inferior treatment	A_01.3.6: recognize how their stamping of certain groups may reinforce certain behaviours in those stamped	A_01.3.7: recognize how moral differences might influence stereotypes
	A_01.4.4: recognize that by using a commonly accepted and widespread term about a group, they contribute to framing this group in a stereotypical manner - language and the choice of words matter	A_01.4.5: are aware that they tend to see individuals not as individuals but as identical members of a group	A_01.4.6: recognize that their way of viewing someone can influence equity	A_01.4.7: reflexively form personal opinions about members of stereotyped social groups (especially gender and age)
	A_01.5.4: question themselves to what extent stereotypes connected to their specific characteristics (age, gender, profession, status etc) have limited their choices and freedom	A_01.5.5: acknowledge that stereotypes lead to the creation of attitudes that unconsciously influence their thought and action	A_01.5.6: accept that the establishment of different stereotypes about characteristics of groups in organizational level, prevent organizations to fully exploit the potentials of their employees	A_01.5.7: recognize how having narrow normative ideals creates a lack of diversity
A_02	A_02.1.4: reflect on and evaluate verbal messages (in conversation, in media images) in terms of identifying stereotypes and systems made of them	A_02.1.5: acknowledge how their perception on making assumptions about the others is affected by the linguistic factor	A_02.1.6: recognize the need for them to pay constant attention to stereotypes	A_02.1.7: recognize how stereotypes influence the assessment of success
	A_02.2.4: recognize and verify that our perceptions of others may be coloured by stereotypes and affect our attitude towards others	A_02.2.5: recognize that the reactions to stereotypes are based on individual differences	A_02.2.6: recognize that nuanced perceptions of those subject to stereotypes requires personal contact	
	A_02.3.4: accept that the existence of stereotypes, even in an unconscious level, limits personal choices and freedom of individuals	A_02.3.5: recognize the ease of stereotypical thinking and its 'rewarding' nature	A_02.3.6: recognize and verify that in order to counteract stereotypes, contact with those who are subject to stereotypes is necessary	A_02.3.7: acknowledge that stereotypes on certain professions are usually based on generalized simplicities instead of specific personal knowledge and information about them



	<p>A_02.4.4: accept that stereotypes are often misleadingly applied to individual attitudes and to ethnic and cultural minorities</p>	<p>A_02.4.5: recognize and verify how stereotypes contribute to discriminatory practices</p>	<p>A_02.4.6: defy/ question their perceived perceptions on immigrants and their tendency to criminality, which are based on common social arguments that have been developed within their national social context</p>	<p>A_02.4.7: acknowledge that if the professions are progressing/ changing the stereotypes linked to them will be changing as well</p>
	<p>A_02.5.4: acknowledge that different elements of one's personality, attributes, habits, and even medical condition can be the basis of the formation of an age and gender stereotypes against him/her</p>	<p>A_02.5.5: objectify the present-day importance of social determinants of age and gender stereotypes</p>	<p>A_02.5.6: recognize and confront their unconscious tendency to treat others (students) based on age and gender</p>	<p>A_02.5.7: acknowledge that the establishment of age stereotypes constitute a vicious circle that never ends, since the younger ones eventually will become older and may be faced with discrimination due to their age</p>

Training organisers (adult educators) are free to choose particular operational learning outcomes when creating a framework of courses aimed at adult learners in which they:

- a/ consider the **scope and depth of knowledge that adult learners already possess** about stereotyping and discrimination,
- b/ **the purpose** for which they are organising the training or **the problem they want to solve** with the help of the training,
- c/ **the time** they wish to allocate to the training.

Table 5. Examples of the use of operational learning outcomes

Type of adult learners	Code of GLO	Operational Learning Outcomes	Type of course
Adult learners completing general education	K_01	K_01.3.4: know types of stereotypes which are shared collective	intensive, short 8-16 hours
		K_01.6.4: point out the features of stereotypes that are risk factors of discrimination of members/social groups	
	S_01	S_01.2.4: identify features by which they organize (develop) information about groups of people	
		S_01.6.4: indicate relationships between the stereotype (age, gender, etc.) and the way they treat others	
A_01	A_01.1.4: find and verify stereotypes present in their own thinking and acting	intensive, 16 - 30 hours	
	A_01.3.4: define their own role in disseminating stereotypical evaluation of members of social groups		
Candidates for human and property security officers	K_01	K_01.1.5: list the social objects (social, cultural phenomena or a certain category of people) that are the connected with stereotyping and prejudices	one-semester course, min. 30 hours of classes
		K_02	
	S_01	S_01.1.5: are able to find in own opinions and opinions of others stereotypical assessment of groups	
		S_01.4.5: explain the risks associated with the use of stereotypes	
S_02	S_02.3.5: are able to identify that stereotypes of age and gender may lead to self-reinforcing behaviour among those who are subject to stereotypes	intensive, 16 - 30 hours	
	A_02		A_02.2.5: recognize that the reactions to stereotypes are based on individual differences
A_02.4.5: recognize and verify how stereotypes contribute to discriminatory practices		one-semester course, min. 30 hours of classes	
K_03	K_03.1.5: realize how age and gender stereotypes are actively involved in our perceptions that determine the image of others and their abilities		intensive, 16 - 30 hours
	K_03.2.6: know and understand that stereotypes may cause a clash between social acceptance and striving for success		
	K_03.7.6: know and understand the link between stereotypes and success in the workplace		
S_02	S_02.1.6: analyse the presence of social determinants of gender stereotypes in their environment	one-semester course, min. 30 hours of classes	
	S_02.3.6: are able to predict several consequences that would arise in organizational level, if age/gender-based stereotypes are followed		
A_01	A_01.1.6: identify processes that have significantly influenced the construction of stereotypes in their own beliefs	one-semester course, min. 30 hours of classes	
	A_01.5.6: accept that the establishment of different stereotypes about characteristics of groups in organizational level, prevent organizations to fully exploit the potentials of their employees		
A_02	A_02.3.6: recognize and verify that in order to counteract stereotypes, contact with those who are subject to stereotypes is necessary	one-semester course, min. 30 hours of classes	
	A_02.1.7: recognize how stereotypes influence the assessment of success		

In the **EASY project**, special attention is given to the development of the **course framework for ADULT EDUCATORS, active in formal and non-formal education**.

In many European member states, the adult education workforce is very diverse in terms of professional and educational background. There is no recognition or formal qualification needed to engage as an adult educator. Only a minority of adult educators have an initial pedagogical qualification and extensive knowledge of stereotyping. Becoming an **ADULT EDUCATOR** is a much more complicated process than obtaining a 'teacher' qualification, as confirmed by a few studies conducted across Europe (Andersson et al, 2012; Bechtel, 2008; Schwartz & Mikulec, 2020; Kokkos et al, 2014; Paulos 2015 and other). Many educators have extensive experience of working in different fields or business in the broader sense, just as many gained their competence for adult education in supplementary studies, where the phenomenon of stereotyping was not widely discussed.

Although it is often postulated that Level 5 should be adopted to validate the qualifications of adult educators, in the EASY project we assume that the target level of educators' competences in terms of knowledge, skills and autonomy related to stereotypes and discrimination are **EASY FRAMEWORK OF COMPETENCIES** Levels 6 and 7.

Moreover, we assume that, depending on the self-assessment of their knowledge of stereotypes and the discrimination generated by them, adult educators can "fall back" to the lower levels of the **EASY FRAMEWORK OF COMPETENCIES** and target professional development goals with learning outcomes at levels 6 and 7.

In other parts of the **EASY project** (EASY TOOLKIT and EASY GUIDE), this assumption will be considered.

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TEACHING- LEARNING METHODS AND TECHNIQUES

There are currently three main theories of adult learning: **ANDRAGOGY**, **SELF-DIRECTED LEARNING** and **TRANSFORMATIVE LEARNING**. Each of these theories is grounded in a humanistic approach to learning, which emphasises personal growth and development as a key point of education.

ANDRAGOGY, developed in 1968 by Malcolm Knowles (Knowles et al, 2012), which is based on **five key assumptions**: self-acceptance, the adult learner experience, readiness to learn, learning orientation and motivation to learn. **Self-acceptance** refers to the fact that adults show more control and responsibility for their education and development. **The experience of the adult learners** (including their knowledge and beliefs) is a resource that can be used in educational programmes, focusing on open discussions or experimental tasks. **The readiness to learn**, associated with the performance of different social roles (citizen, spouse, parent, employee, educator) by the adult learner, makes it possible to link the issues learnt to the quality of the performance of each role, which increases motivation. **The learning orientation** considers that adults have the ability to apply their acquired knowledge, skills and changing attitudes immediately to solve the problems they encounter. **Adult learners' motivation** to learn is linked to their desire for professional development, career advancement and - as a post-script of these achievements - a satisfying personal life.

SELF-DIRECTED LEARNING according to Knowles (1975: 18) is "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, selecting and implementing appropriate learning strategies, and evaluating learning outcomes." In this sense, it should be assumed that self-directed learning is an **informal learning process** that takes place outside the traditional classroom, with **learners taking full responsibility for the process** (TEAL, 2011).

TRANSFORMATIVE LEARNING, as described by Jack Mezirow (1991), is a process in which the assumptions and opinions that learners have about the world are challenged. By using their critical thinking, their ability to reflect on phenomena, learning changes the way individuals think about themselves and their environment and the way they form their beliefs and judgements. Adult learners encountering 'confusing dilemmas' are forced to **reconsider their principles and search for knowledge to fit their newly discovered beliefs and experiences into the rest of their worldview**.

The EASY project uses all the above-mentioned adult learning theories. The pillars of andragogy describe the silhouette and ‘resources’ of the addressee of the learning activities proposed in the project. The assumptions of self-directed learning allow for the free composition, from the materials developed in the EASY project, of adult learning paths in the non-formal sphere. However, with the aim of increasing adult learners' critical thinking about the phenomenon and discriminatory consequences of gender and age stereotyping as the main goal of the project, **transformative learning** becomes the **primary approach**. It is particularly relevant in preparing educators to work with adult learners.

Mezirow developed transformative learning theory over the years, drawing on the results of teacher research (Mezirow, 2000). Based on the detected points of view of certain phenomena by the respondents, he described the patterns of meaning (**meaning schemas**) and the dimensions of the so-called **habits of mind** contained in them.

Meaning schemas, are "sets of immediate, concrete expectations, beliefs, feelings, attitudes and judgements" that shape the interpretation of phenomena and the attribution of causes (Mezirow, 2000:18). Schemas operate outside of consciousness, tend to determine a chain of events, and are automatic until subjected (thus also subjecting habits of mind) to critical reflection and critical self-reflection.

Transformative learning becomes a 'critique' of the **sociolinguistic** (*what I call what I see and how it affects the action of social group*), **epistemic** (*what I know about what I call*), **moral-ethical** (*what values accompany what I know and how I adhere to them*), **philosophical** (*my belief system*), and **psychological** (*the emotions and behaviour that this causes in me*) dimensions of the habits of mind.

The EASY project considers all dimensions of habits of mind as areas for working on stereotypes and the discrimination associated with them. Adopting transformative learning theory requires the identification of a **reflective teaching-learning model** on which detailed educational methods and techniques can be located. Of the many listed in the literature, for the assumptions of the EASY project, **Graham Gibbs' Model** is the most appropriate.

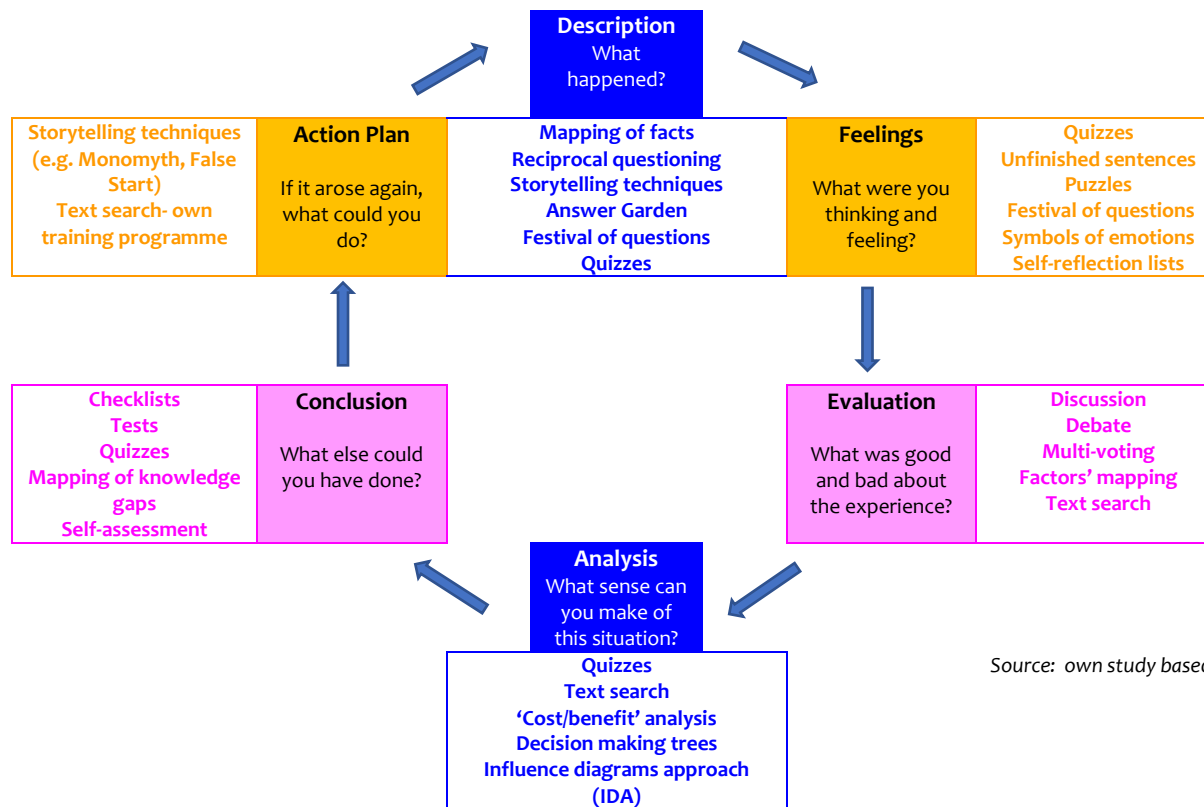
The Gibbs Model is cyclical, is divided into six key areas and assumes repeated experience in different contexts, which we relate to educating adults against stereotypes, across EASY project activities:

- 1/ factual **description** of the situation, e.g. portrayal of a stereotype or discrimination as depicted in a film, comic strip,
- 2/ **feelings**- emotion that learners felt during the situation, e.g. during watching a film, a specific scene, listening to dialogue or drawing in a comic strip,
- 3/ objective **evaluation** the situation (for which in the next cycle adequate knowledge of stereotypes seems to be required),
- 4/ **analysis** of the factors facilitating and/ or complicating this situation, referred in the next cycle to the knowledge about stereotypes,
- 5/ **conclusion**- what the situation has taught, what the learner does not yet know, what needs to be learnt, what can be repeated,

6/ **action plan** in the area of training to effectively improve the situation next time.

EASY Learners are provided with the **EASY CATALOGUE OF FILMS AND COMIC STRIPS**, which (in addition to their existing experience) are a source of 'new' experiences of stereotyping and discrimination. The reflection contained in the Gibbs Model is an excellent way of becoming aware of what drives us, what and who triggers us, and what our standard reactions and 'bad habits' are, in the case of the EASY project, related - consciously or not - to the presence of stereotypes and discrimination in our lives.

Figure 1. Gibbs' Reflective Learning Cycle and suggested teaching-learning techniques



Source: own study based on Gibbs, 1988



The presented teaching-learning methods and techniques (which will be developed in the **EASY Toolkit**) allow for the verification of the learning outcomes proposed in the EASY project, but they do not constitute an exhaustive basis for the validation of the formal competences of the **Adult Educator in the Field of Anti-discrimination in Gender and Age**. If the training provider intends to do so, they will, following their typical methodology for validation, identify and describe ways to do this that are relevant to the qualifications being awarded during the training.

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EASY EDUCATIONAL MODULES- INTRODUCTION

In the first phase of the EASY project, international bibliographic research was carried out, the results of which formed the basis for the development of the Thematic Modules and the associated learning outcomes (previously presented in the following document). The bibliographic study asked about the definitions most disseminated in the scientific and popular science literature of the nation, the characteristics of the phenomenon of stereotyping and its effects. Although the aim of the EASY project is to focus on age and gender stereotypes, the thematic modules refer to the general mechanisms of the phenomenon, thus also to other types of stereotypes.

It is important to note that

- 1/ the **content of the modules is not exhaustive on the topic of stereotypes** and the discrimination generated by them,
- 2/ it is an attempt to structure **the knowledge of these phenomena at different levels of knowledge**,
- 3/ it focuses on the **cognitive component of training on stereotypes and discrimination**, on the basis of which the adult learner (also the educator) will develop social skills and change or consolidate his/her attitudes.

Many specialised terms are used in the modules, so each time a term is used for the first time, the learner will find, its adopted **definition** or **synonym** in the EASY project in a **colour' box**.

Each module (as a separate material, prepared for e.g. implementation on any e-learning platform) includes a cited bibliography and sources that can be used to enhance students' knowledge. Self-checking tools for adult learners have been designed for each, which can also be used by educators as tools for validating the acquired learning outcomes. The modules are presented in the following order:

Module 1. Definition and Sources of Stereotypes

Module 2. Typology of Stereotypes

Module 3. The Mechanism of 'Giving Up' Stereotypes

Module 4. The Individual and Social Effects of Stereotyping.



Conclusion and Recommendations

The EASY project has effectively developed a comprehensive framework to address stereotypes and discrimination, particularly those related to gender and age, through adult education. By providing adult educators with essential tools—such as the EASY Course Framework, the Films and Comic Strips Catalogue, the Toolkit, and the Educators Guide—the project aims to foster critical thinking and reflective learning among educators and their learners. This initiative, rooted in transformative learning theory, empowers adult learners to challenge preconceived notions and promote inclusivity across diverse social and professional contexts.

To ensure the long-term impact of the EASY project, it is recommended to:

1. **Integrate EASY materials into broader educational and training programs:** Expanding the use of the EASY Framework and modules into formal education systems, as well as corporate training programs, will help solidify its impact on anti-discriminatory practices in various fields.
2. **Continuous capacity building for adult educators:** Regular updates and workshops should be organized for adult educators to ensure they remain informed about new developments in the field of anti-discrimination education and are able to implement the EASY tools effectively.
3. **Monitor and evaluate implementation:** It is crucial to establish a monitoring system to assess the effectiveness of the EASY project materials and tools in reducing stereotypes and discrimination over time, allowing for adjustments to be made as necessary.
4. **Encourage cross-sector collaboration:** Promoting partnerships between educational institutions, civil society, and businesses will help integrate anti-discrimination practices more broadly, ensuring that these efforts extend beyond non-formal education.

By following these recommendations, the EASY project can enhance its contribution to creating a more inclusive, diverse, and fair society, offering adult educators the tools they need to challenge stereotypes and foster understanding.