



EQUALITY

CONSTRUCTION

PROFESSIONALISM

SUSTAINABILITY

# Re-envisioning Vocational Education and Training towards an equal construction industry

Intellectual Output 1

Gender-sensitive MOOC and Trainers' manual for construction VET trainers  
(REPORT)

## “Trainer for equality”

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# WOMEN CAN BUILD

## 1. Equal opportunities as fundamental social value

Equality between women and men is one of the EU fundamental values. However, although gender equality has been a long-standing commitment of the European Union, inequalities persist in several areas. The persistent barriers are often indirect, difficult to discern and caused and maintained by **structural phenomena and social representations particularly resistant to change**.

For far too long, gender inequalities have been limiting women's economic opportunities, but this discrimination does not only affect to women. Main results of a [new study](#) of the [European Institute for Gender Equality](#) (EIGE, 2017) show that progressing gender equality has a positive impact on people and on the economy in general. In this sense, the quoted study confirms that improvements to gender equality would generate up to 10.5 million additional jobs by 2050 and the EU employment rate would also be positively affected reaching almost 80% EU Gross Domestic Product (GDP) per capita and could increase up to nearly 10% by 2050. This situation is particularly **significant in the construction industry**, which is **highly over-represented by men** and, sectors with much room to improve their current level of gender equality, have much to gain.

In order to maximize the impact on meeting European priorities 2020 to achieve "**smart growth**" through more effective investment in education, research and innovation, and with a focus on job creation and poverty reduction, the Commission proposes 11 Thematic Objectives for investment. In particular, at thematic objectives 8 and 9 "Promoting employment" and "Social inclusion and the fight against all forms of discrimination" respectively, are framed activities and actions directed to:

- Increase the employment rate of women, reduce the wage gap and horizontal and vertical segregation of the labour market.
- Fight gender stereotypes, especially in the educational and labour fields.

For this smart integrative growth it is essential that the Vocational Education and Training (VET) system be revised towards a more inclusive approach, especially at related sectors in which women are underrepresented, investing mainly in the qualifications and professional skills of those occupations with the greatest employment projection.

This is the case of the construction industry, where there are still **occupations in which the presence of women is less than 1%**. But the feminization of this industry encounters intrinsic barriers -such as that women do not see themselves as construction workers, and with labour market barriers, in which there is the possibility that a job done by a woman may be considered less professional by companies or clients. In addition to other difficulties -such as the integration of women in the day to day of a very masculinized sector, in particular, or the persistent inequalities in society as a whole, in general.

## 2. Gender mainstreaming in the sector

The construction industry is typically a men dominated industry and presents a **major challenge for equal opportunities** for women.

Equal opportunities, as one of the gender equality objectives, is founded on the rationale that a whole range of strategies, actions and measures are necessary to redress deep-rooted and persistent inequalities which undermine women's opportunities and affect the global society.

Knowledge transfer, sensitization and awareness-raising among all agents involved, are key elements in the inclusion of women in the construction sector.



Actions within WCB for an egalitarian construction industry

Gender mainstreaming is an ambitious policy strategy to promote equality between women and men. The strategy is not a goal in itself; but, a political mechanism to implement, monitor and evaluate the integration of gender concerns into all policy decisions, legal frameworks, activities and programmes.

Despite strong political commitments to gender mainstreaming, progress towards gender aware policies in the European Union remains slow. This is often due to gaps in knowledge on gender equality and the lack of institutional capacity and competency to effectively identify gender differentiated aspects and impacts of the vast majority of policy fields.

Thus, the importance of gender training was emphasised in the [Council conclusions on the effectiveness of institutional mechanisms for the advancement of women and gender equality](#) adopted during the meeting of the Employment, Social Policy, Health and Consumer Affairs Council, on 9-10 December 2013 in Brussels.

The Member States have been called upon to strengthen efforts to mainstream gender equality in all areas and at all levels. One of the suggested ways to do it is through developing easily applicable gender mainstreaming methods and tools, including **gender training**.

The **paradigm change** is in our hands, so we must assume as ours the Strategic Commitment of the European Commission to continue working towards equality between women and men, especially in the five priority axes: increase in the participation of women in the labour market

and promotion of the equal economic independence of women and men; reduction of disparities between sexes in remuneration, income and pensions, to combat poverty among women; promotion of equality between women and men in decision-making; fight against sexist violence and protection and support for victims; and promotion of equality between women and men and of women's rights throughout the world.

To thrive with this, we present a cross-borders action for reviewing and adapting the provision of VET in the construction sector at EU level, through reinforced trans-national cooperation and mutual learning, by means of a thorough gender equality competence development in all agents involved (trainers, VET centres and enterprises).

*"Gender mainstreaming is a revolution in human, political and labour relations that has to be assumed by all agents involved in the elaboration, adoption and implementation of socio-political measures at European, national, regional and local level".*

Emanuela Lombardo  
Dr. in Sociology  
Universidad Complutense de Madrid

### 3. Trainer for equality

The objective of the first action to undertake in the 'Women can Build' initiative, is to skill trainers in **gender equality competence** to enable them to promote gender equality goals in their work at all levels.

Following the EIGE methodology proposal, the gender equality competence development is a broader term than gender equality training, as it is understood to include a wide range of different educational tools and processes, including:

- Online modules;
- Guidance materials and compendia of resources;
- Staff induction;
- Face to face training events and courses of study;
- Consultancy arrangements;
- Networks for sharing expertise.

In the case of trainers, online training and guidance materials are foreseen to help them towards this paradigm shift. They will learn about how to program and provide training without a gender bias and, as a reward, they will get a recognition, let's name at this moment "Trainer for Equality".

First step is the **diagnosis and evaluation** to improve evidence and understanding on target group, learning and teaching situations and effective methodologies and tools that can inspire and stimulate gender-equality at system level.

For this, two **research techniques** have been implemented –quantitative and qualitative– addressed to and with construction trainers, thus conducting the research process with those people whose life-world and meaningful actions are under study.



The **outcomes** reached by the field work will be the basis for the MOOC and trainers' manual development, offering opportunities for the continuous learning of VET teachers, particularly by the provision and accreditation of gender-equality competence training, a competence increasingly demanded and thus, also essential for trainers' professional development.

#### Aims:

- Increase the relevance and meaningfulness of teacher education;
- Teachers would be better prepared for a real life situation and will have meaningful support for further professional development;
- Trainers will be supported to find the most effective strategies, rules and principles for teaching under gender–equality principles;
- During this project, this training course will be further validated and tested in training the trainers programs in five partner institutions of the project;
- Develop a handbook for VET leaders and trainers that would include effective strategies, describe pitfalls, and obstacles of supporting gender-sensitive knowledge construction at training centres.





### 3.1. Quantitative research

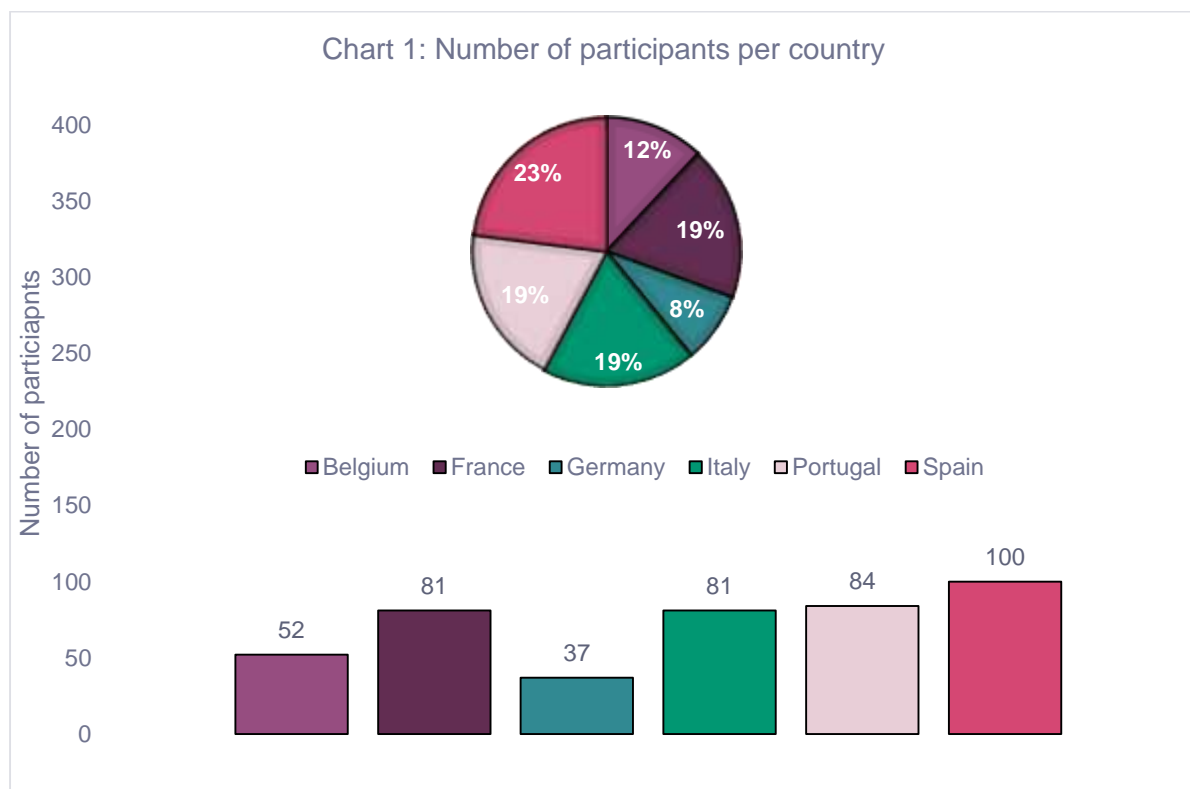
It was initially foreseen to carry out 100 online surveys per country, based on semi-directive questionnaires (Multiple Choice and Open Questions), but 435 was the final number of valid answers (72.5%) after data cleaning and consistency assuring, considered by the partners as a sufficient score to have reliable information.

The questionnaire was conceived and used to analyse trainers' approaches and teaching habits, to identify gender prejudices and stereotypes and the needs for better training practices.

It was stated in the introductory and explanatory part of the questionnaire that one of the project's aims would be to set up professional development schemes for trainers who welcome women in training. The objective of this survey is to learn about trainers' opinions on the status of women in construction trainings and on potential training needs for trainers.

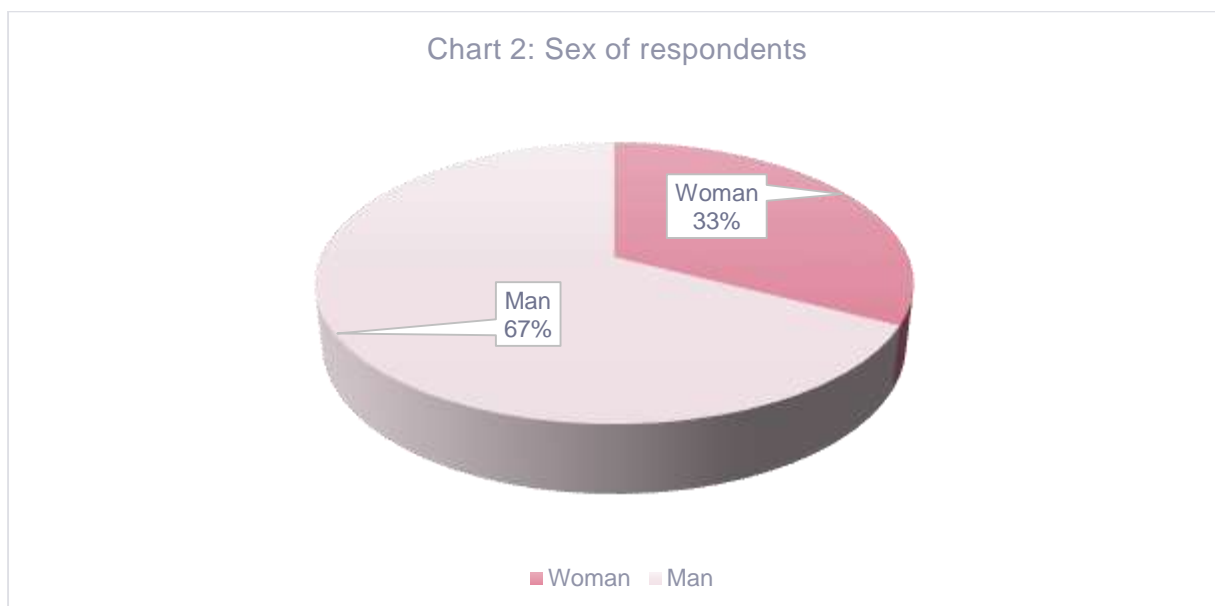
The data collected have been analysed anonymously and the report that follows only contains statistical data and general comments.

The questionnaire is attached in Annex (English version). It was translated into each national language (DE, ES, FR, IT, PT) for its application

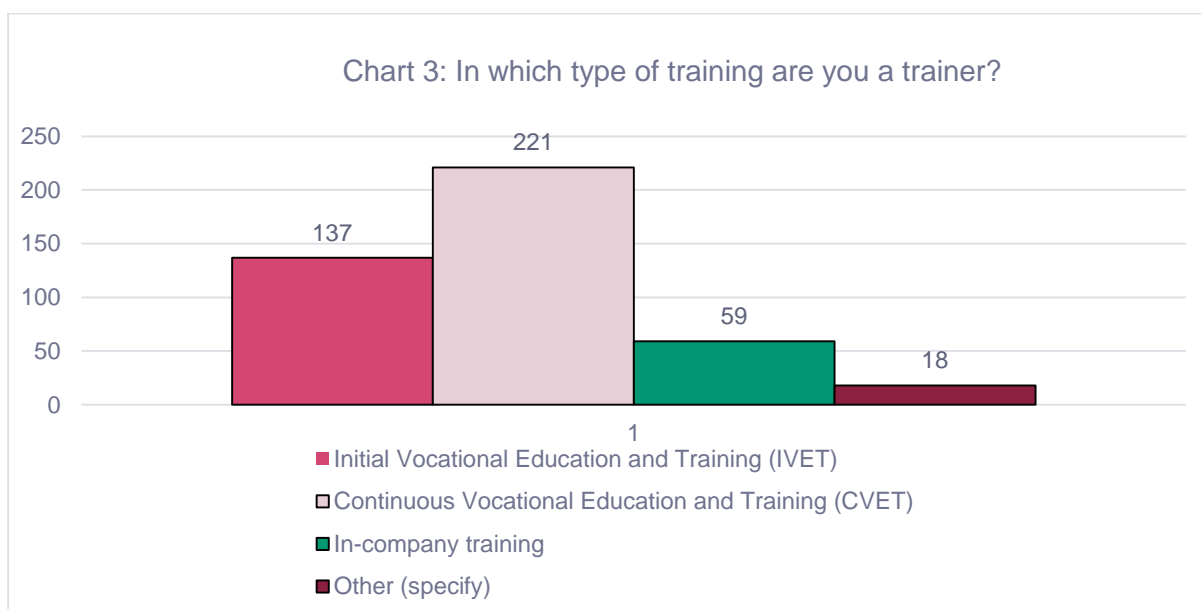


The answers were given in national languages and then translated into English for transnational synthesis.

### a. Trainers having participated in the survey

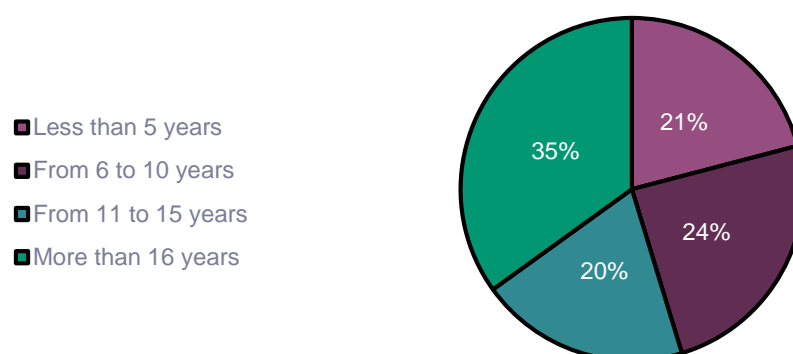


67% of participants are men and 33% of them are women. This can be explained easily by the fact that most of trainers in the construction sector are men.



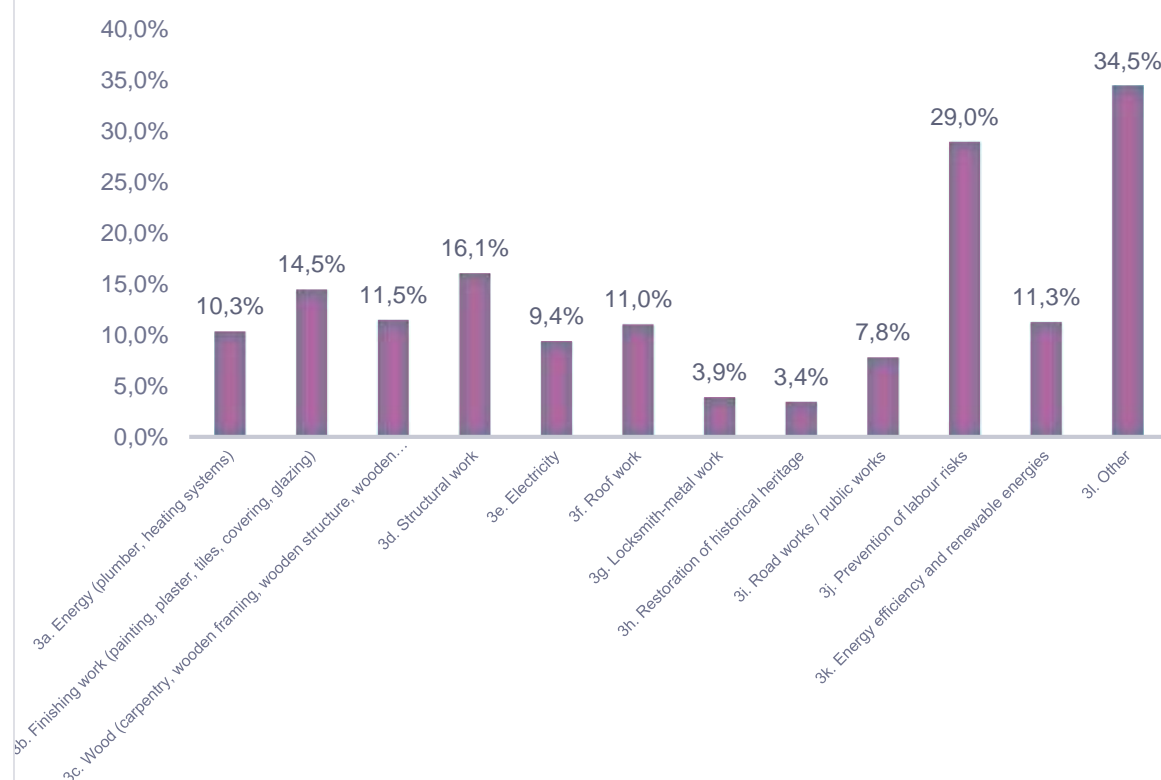
Most of the participants are VET trainers, predominantly in CVET (59%) and then in IVET (31%). Tutors and other “in-company trainers” were 14%. Representatives of “other” categories were few (4%) and they are a very heterogeneous group, such as training coordinators, pedagogical managers or vocational guidance counsellors.

Chart 4: Years of experience as a trainer



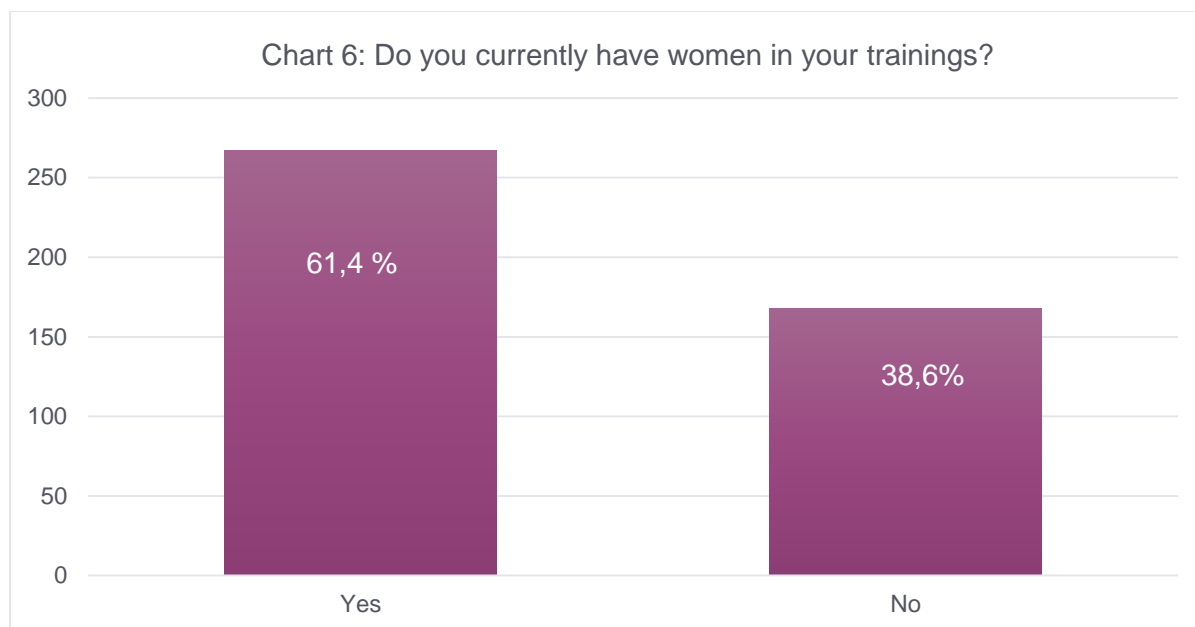
Representativeness in terms of years of experience is quite well balanced. 35 % of the trainers having participated in the survey have more than 16 years of experience. Regarding the other categories, the percentage is around 20%.

Chart 5: Areas of training activity

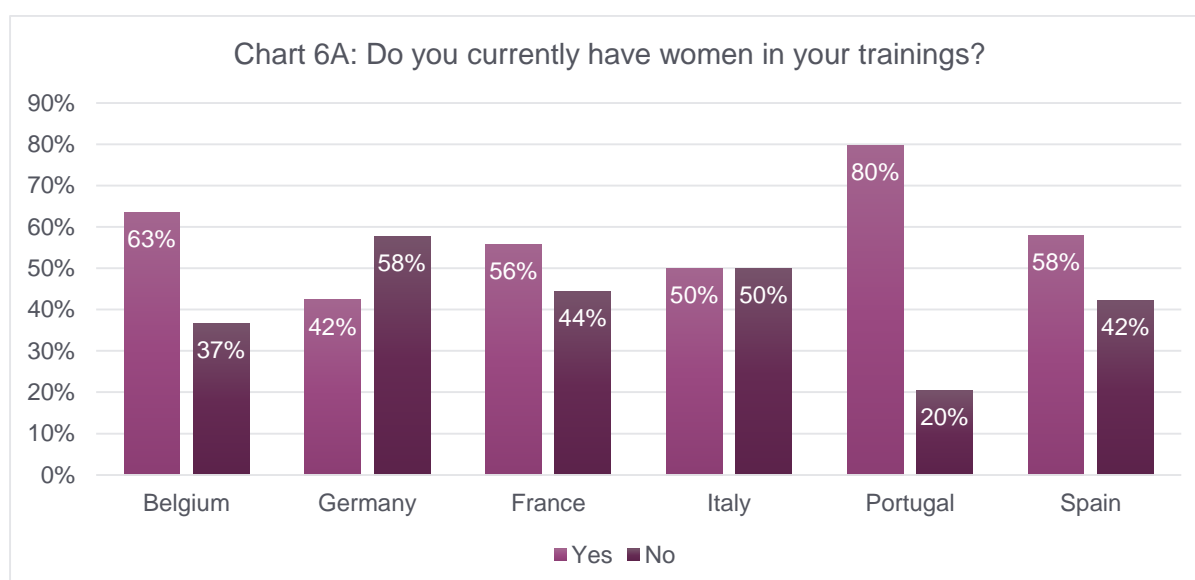


Regarding the areas where the above-mentioned trainers intervene, prevention has a high score, especially in the Southern Europe (Italy, Spain and Portugal). The same is observed for renewable energy efficiency. Rest of trades are quite similarly represented (between 10 and 16%) in all the partner countries. On the other hand, metal work and restoration have rather low representation within the survey, which matches with their weaker presence in the construction sector in the partner countries.

The “others”, where a high percentage of answers has been observed (34.5%), are related to transversal or general teaching areas. Their denominations vary from one country to another and their meaning is not sufficiently homogeneous to be regrouped transnationally. For example, in France, teachers in charge on “communication” or “planning” have also answered the online questionnaire, but these matters are fully transversal.



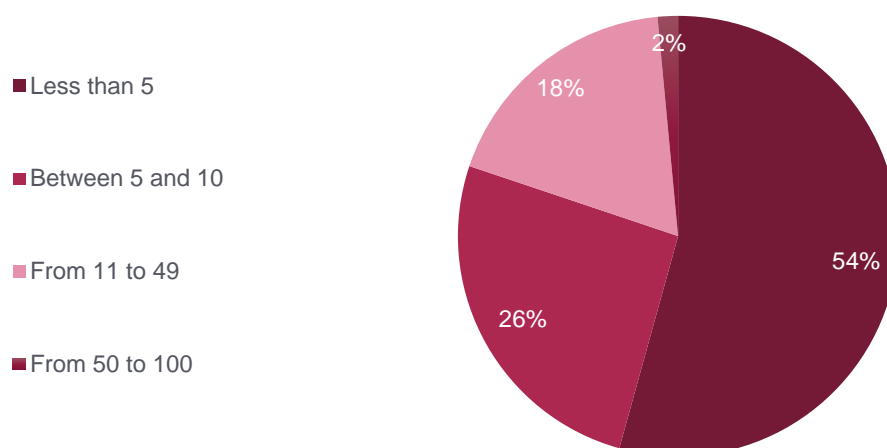
The score demonstrates about two third of “yes” answers. On a country-based approach, Portuguese score is the highest with 80% of “yes” answers, for an average between 50% and 60% in other partner countries (see below).



“Yes” was a predominant answer in Belgium, France, Portugal and Spain, whereas it was in minority in Germany.



Chart 6B: How many women have you been currently training?



54% of participants declared having less than 5 women in their classes and 26% had between 5 and 10, which means 10 women or less for 80% of participants. Nevertheless, 20% of them declared 11 women and more in their training, which can be considered as a not negligible number in the sector still considered as a “highly masculine”.

The survey allowed to identify the following **reasons likely to explain why the presence of women is still relatively limited in the Construction industry**, including in training, in the project partner countries:

Cultural Barriers and Social Prejudices	<p>Not in the traditional culture: girls' school guidance goes "naturally" to gendered trades and guidance counsellors do not direct women to the construction sector.</p> <p>Construction still seen as a "job of man" (physical occupation by prejudice), so afraid to engage in an environment that can be clearly macho depending on the areas.</p> <p>Many people think that some building trades remain reserved to men: social stigma where women cannot have a “men's job” according to established cultural norms.</p> <p>Macro and micro discriminations at worksite and in construction companies.</p> <p>Social and family disapproval in many cases.</p> <p>Little tradition of the female presence at worksites.</p>
Barriers related to the Work Conditions in the Sector	<p>Physical aspect: heavy and very physical jobs, muscularly intense, often in contact with heavy loads, dirty tasks, noise, mainly outdoors work, bad weather.</p> <p>Pure construction and its direct derivatives are still very male sectors, so difficulties to win for women in the highly male teams.</p> <p>For companies, physical considerations remain preponderant in hiring.</p> <p>Business leaders' doubts about hiring women.</p> <p>Equipment and materials are not sufficiently adjusted to physical female force (lifting heavy weights, for example).</p>
Lack of Communication on the Sector	<p>Image of unattractive profession in itself for many women, attraction of the job, most degraded image of some occupations more than others (e.g. heating plumber or carpenter-installation, while carpentry paint-manufacturing or have more positive image, interior decoration).</p> <p>Lack of communication at business level, lack of valorisation, lack of knowledge of the trades, lack of knowledge of the job and career opportunities.</p>

Barriers related to the Training Offer	<p>Lack of knowledge of the training offer (initial and continuing).</p> <p>Lack of sufficient professional guidance.</p> <p>Insufficient preparation of the trainers/teachers likely to deal with women.</p> <p>Insufficient preparation of the companies likely to train women within the framework of apprenticeship.</p> <p>Information on available training is rarely oriented towards women.</p>
Barriers related to the Women themselves	<p>Stereotypes in the perception of the construction industry: too strong disadvantages (tough, strength, dirt, weathering, heat, height), hard work for a woman.</p> <p>When women choose the construction sector, they tend to focus on more rewarding jobs, such as interior decoration or managing functions, where they feel better accepted.</p> <p>Some women consider that they cannot develop their professional career in the sector, given that they would be treated worse compared to men.</p>

On the other hand, the participants mentioned that the situation has been evolving and the number of women in the construction industry is increasing due to the following factors:

- More and more women do not want to be seen differently from men, including when they chose a career in the construction sector.
- The constraints related to physical activity have evolved: many women are able to approach many crafts and tasks as men, and the sector is becoming more industrialized with the use of machinery and the adoption of new technologies where physical strength is not required

Therefore, the gender approach cannot be separated from the global evolution of the sector and from the more common societal topics.

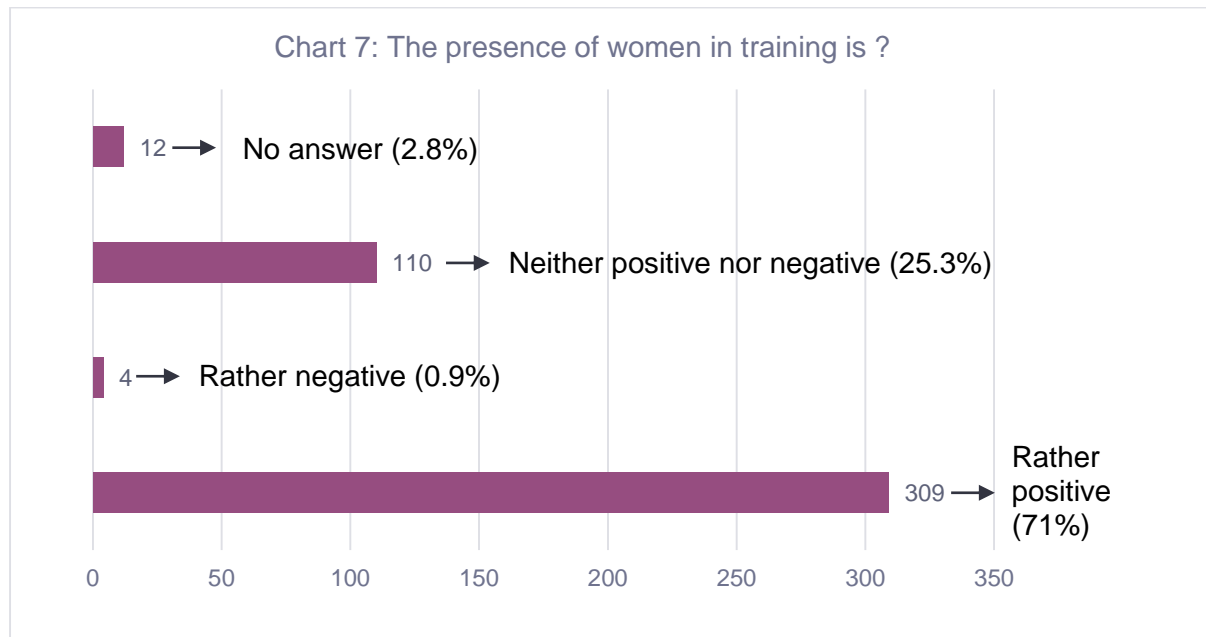
## b. Identification of potential gender-based stereotypes

One of the main objectives of the quantitative research was the identification and analysis of the current **gender stereotypes in trainers** in terms of predetermined ideas that attribute specific characteristics, roles and behaviours to women and men.

The aim of this analysis was to describe the existing situation without making a judgment (positive or negative) on what the trainers having answered the questionnaire thought of the characteristics, preferences, capacities, or even predispositions (real or presumed) of women and men. Therefore, the partners paid a lot of attention to formulate the questions in a neutral and objective way, in a spirit of dialogue and mutual understanding.

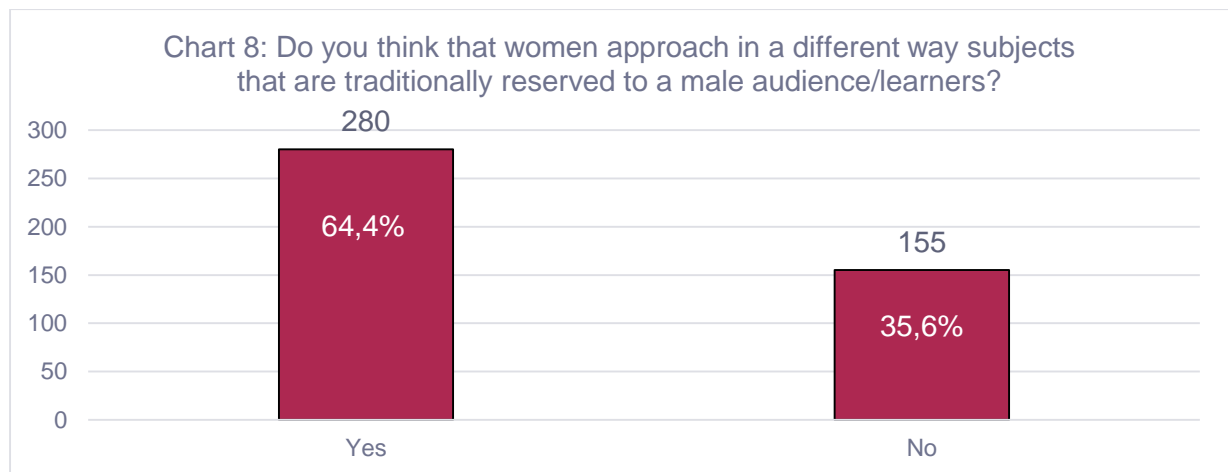
In fact, the partners consider that gender stereotypes should be known as they are, before the deconstruction of a certain number of them, to enlarge the development of natural talents of girls and boys, women and men, as well as to enrich their educational and professional experience and not to limit their future career aspirations. The deconstruction of gender-based stereotypes, wherever it will be necessary, will be one of the biggest challenges of the project "Women Can Build". That is why the understanding and distanced analysis of the current situation are essential to identify the brakes, resistances and expectations that are sometimes difficult to express for the trainers facing heterogeneous publics from a gender perspective.

The trainers having answered the questionnaire declared that the presence of women in training is a positive phenomenon (71% of answers, data quite homogeneous from one country to another).



Only 0.9% of participants consider it as a negative fact and for 25% it is a “normal” phenomenon and therefore it should not be considered as a specific topic of analysis.

To the question “Do you think that women approach in a different way the subjects that are traditionally reserved to a male audience?” the results are quite clear: about 65 % think the approach is different vs 35% thinking the approach is similar. This statement is a strong one as no trainer refused to answer the question. Overall, differences from one partner country to another are not significant.



Rationale behind the different approach between young women and men is, according to three out of five trainers (64%), that girls learning construction activities show higher motivation as they enter the sector by vocation after breaking many internal and external barriers. More difficulties for labour insertion after training also determine their strong commitment with learning, showing a big interest for the acquisition of learning outcomes, trying to make their best.

At the same time, 36% participants answered that the important issue is not the gender but the curriculum, the age and the professional project. It was also pointed out within the questionnaires that the most important factor to work and to evolve in the sector was the motivation, the desire to create concrete professional situations and the persistence for achieving targeted goals.

Therefore, according to the survey, women adapt perfectly to various professional situations in the construction sector as they arrive there “by choice and with passion”. Nevertheless, a more detailed analysis made it possible to identify potential differences and specificities in terms of approach of jobs, capacities and work attitudes as perceived by the trainers having participated in the survey.

The first aspect concerned potential main advantages the women could bring to the various construction crafts. The following predefined list of characteristics was proposed to the trainers having answered the questionnaire:

1. Higher motivation for the job;
2. Quality in the execution of tasks and respect of procedures;
3. Quality in finishing tasks of the work;
4. Better attentiveness to the clients' expectations;
5. Politeness on building site;
6. Contribution to better human relations at work;
7. More respect of health and safety rules;
8. Better acceptance of multi-activity when working;
9. Creativity;
10. Stronger-willed spirit;
11. Other.

Each respondent could choose up to three proposals or complete the answer with his/her own suggestions (see further comments).

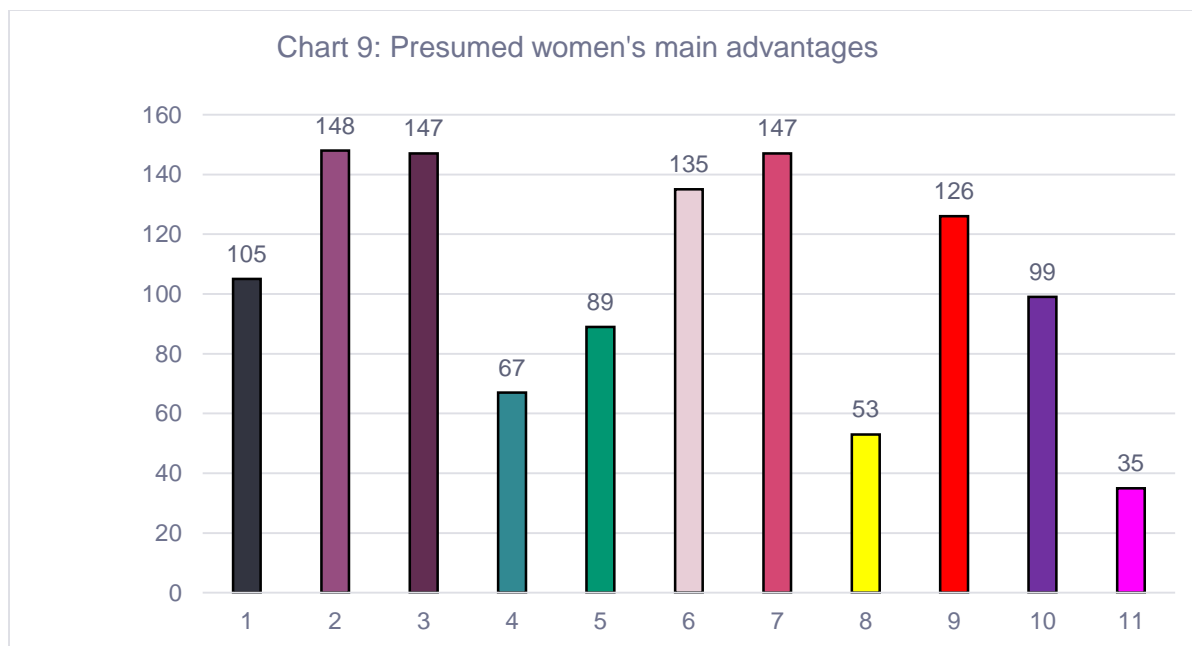




Chart 9 reveals that the following characteristics are pointed out as particularly “feminine” (listed more than 130 times by the trainers having answered the questionnaire):

- Quality in the execution of tasks;
- Quality in finishing tasks;
- More respect of health and safety rules;
- Contribution to better human relations at work (which is in relation to the enrichment that heterogeneous teams provide, with a wider range of life experiences and capabilities).

The medium-zone (score between 80 and 130 of proposals chosen) consists of the following characteristics:

- Creativity;
- Higher motivation for the job;
- Stronger-willed spirit;
- Politeness on building site.

On the other hand, the characteristics below (chosen by the participants less than 80 times) cannot be considered, according to the results of the survey, as particularly “feminine”:

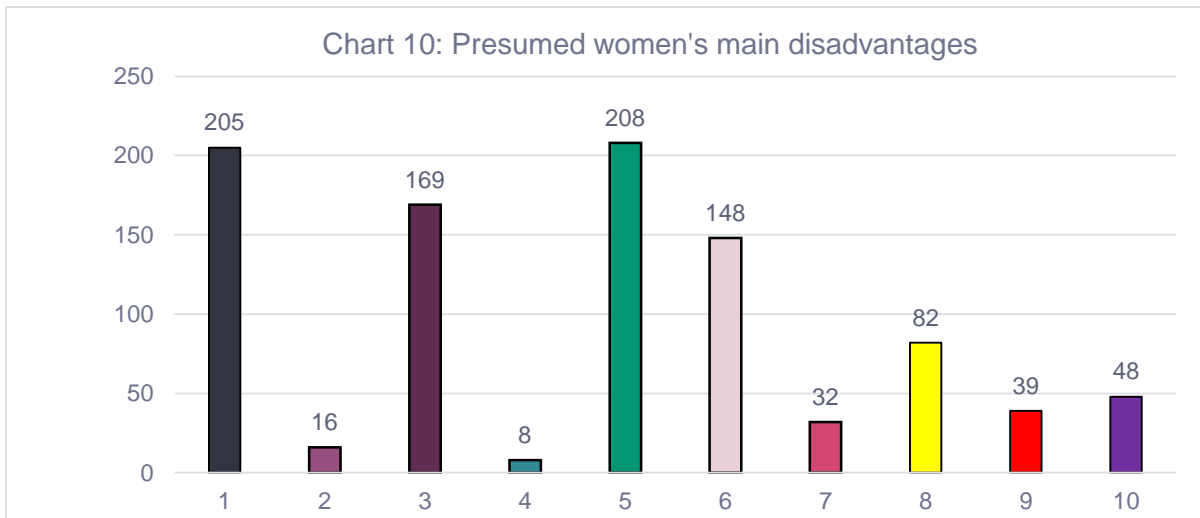
- Better attentiveness to the clients’ expectations;
- Better acceptance of multi-activity when working.

The next question concerned potential main disadvantages/barriers that women could have when taking jobs within the construction industry. The method was the same and consisted of a predefined list of characteristics that was proposed to the trainers having answered the questionnaire:

1. Less strength and physical resistance;
2. Demotivation;
3. Dealing with sexist or inappropriate remarks expressed by colleagues and/or clients;
4. Difficulties to negotiate with clients;
5. Difficulties to impose themselves in a male sector;
6. Barriers in having their instructions accepted by male collaborators (in case of hierarchical superiority);
7. Less natural skills to work in the sector;
8. Less availability and flexibility in schedules;
9. Less availability at a geographical level;
10. Other.

The most frequent characteristics listed by the trainers having answered the questionnaire as “main disadvantages” (more than 140 “votes”) were:

1. Difficulties to impose themselves in a male sector;
2. Less strength and physical resistance;
3. Dealing with sexist or inappropriate remarks expressed by colleagues and/or clients;
4. Barriers in having their instructions accepted by male collaborators (in case of hierarchical superiority).

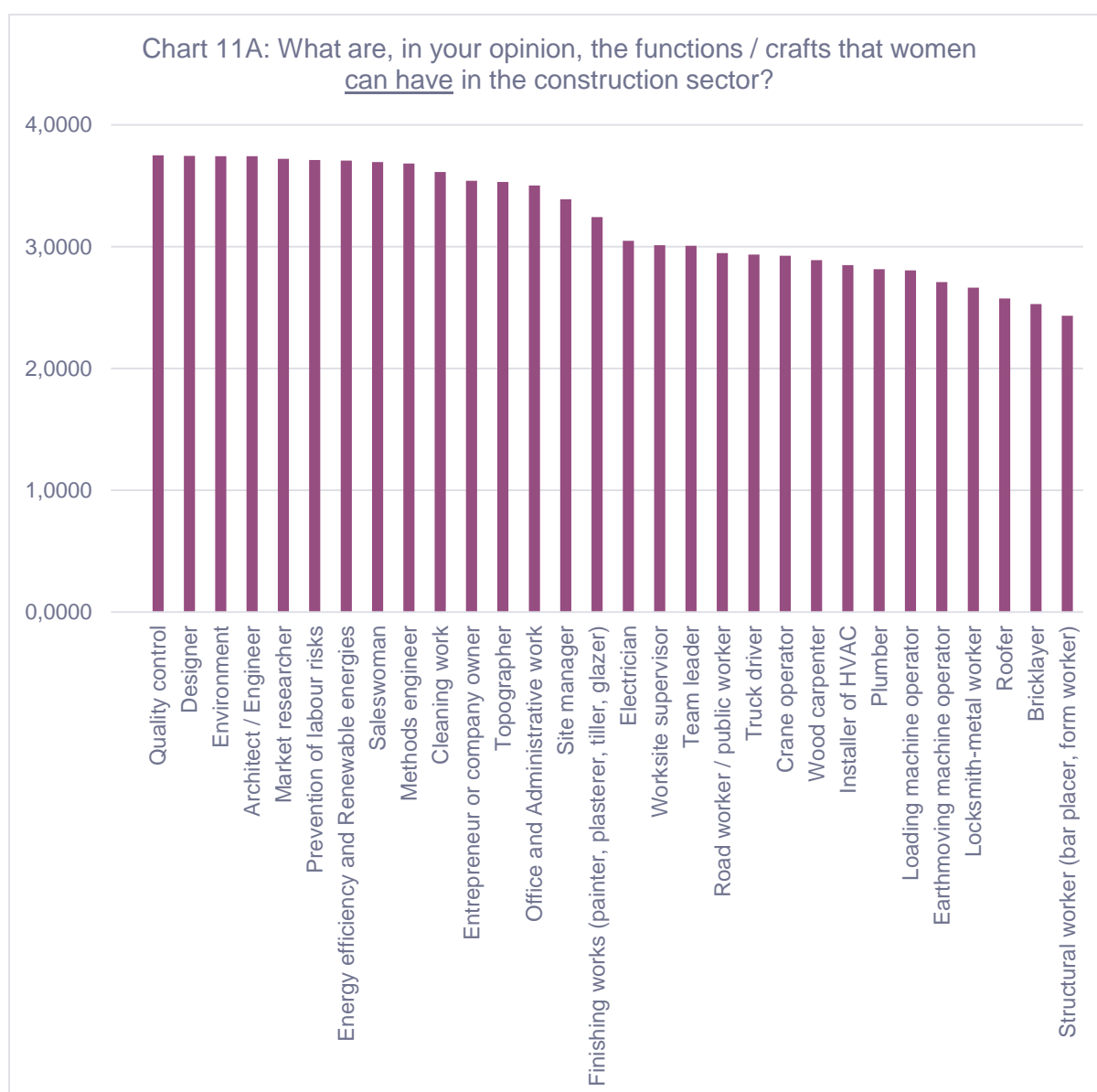


The medium-zone of “relative” disadvantages was practically not identified and all the other characteristics cannot be considered as *specifically feminine* (less than 100 “votes”):

1. Demotivation;
2. Difficulties to negotiate with clients;
3. Less natural skills to work in the sector;
4. Less availability and flexibility in schedules;
5. Less availability at a geographical level.

Concerning the functions and crafts that women could have in the construction sector, the participants do not exclude any potential field. Chart 11 demonstrates in average relatively high scores of acceptance for any of them. Therefore, no zone of exclusion has been observed further to the survey carried out.



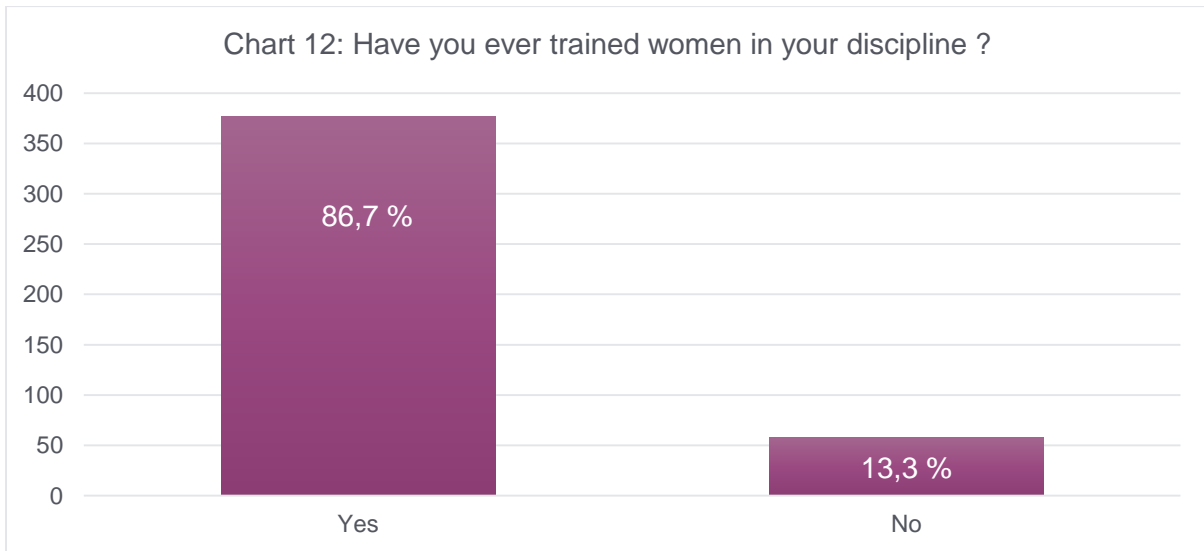


Nevertheless, a more detailed analysis demonstrates that the functions and crafts having obtained the highest scores are linked to more transversal, managerial and conceptual activities, like quality control, designing, green jobs, architect, researcher, risk prevention, sales or entrepreneur (see Chart 11B). The only exception in the highest part of the curve above is the “cleaning work” that cannot be considered as a part of managerial or conceptual activities.

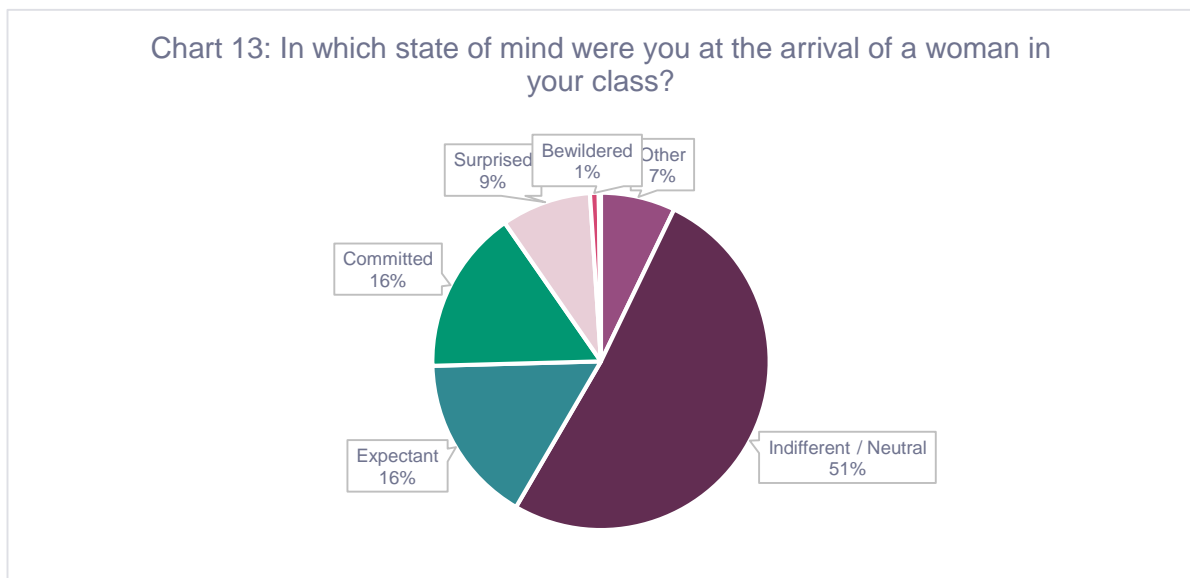
On the other hand, the curve is decreasing when it approaches specific construction crafts, with a noticeable exception for finishing works and electricity that were considered by the participants as much more suitable for women compared to other trades considered as heavy and therefore mainly “masculine” like road constructor, engine driver, wood carpenter and plumber. Within this framework, locksmith-metal worker, roofer, bricklayer, bar placer and form worker are considered as the less “suitable” jobs for women.

### c. Women in training for the construction trades

The results of the survey presented above demonstrate that traditional gender roles and stereotypes in the perception of what can be “masculine” or “feminine” continue to influence the opinions of the stakeholders operating in the area of education and training in the construction industry. But, at the same time, the situation is still complex, as shown below further to the survey carried out. To understand the phenomenon, the partners analysed, through semi-open questions, behavioural and pedagogical practices put forward by trainers and teachers having answered the questionnaire when they welcome women in vocational education and training. This method was relevant given that 87% of the 435 participants have already trained women in their disciplines. Regarding the country data, the ratio observed was quite similar.



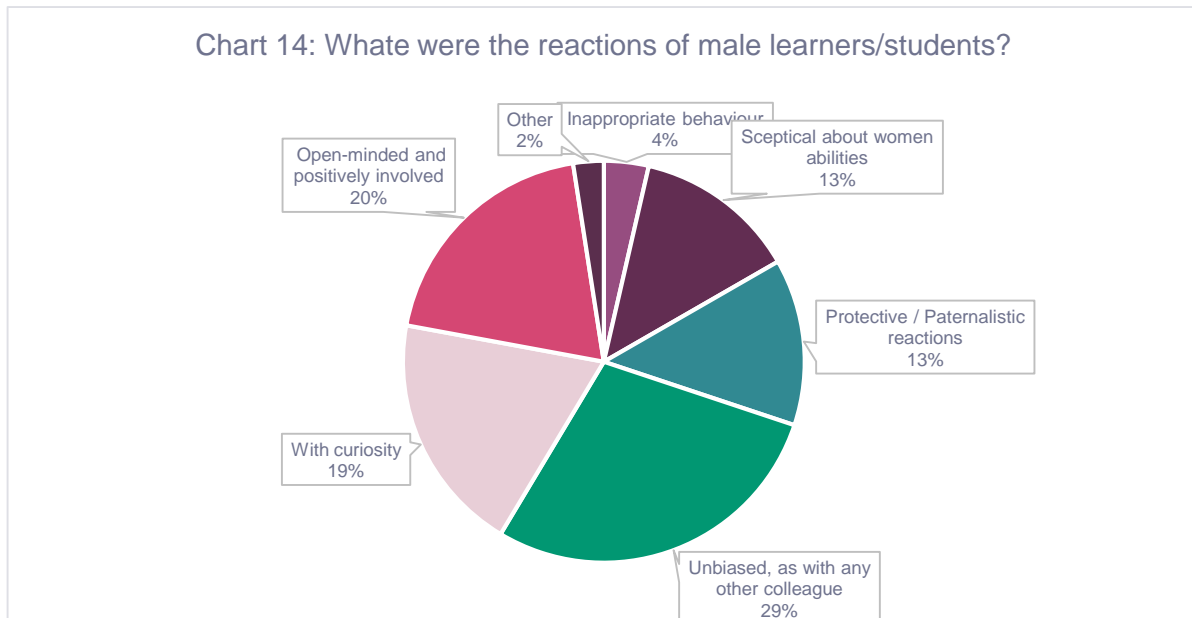
Among trainers having ever trained women in their discipline, the analysis of their reactions to the arrival of a woman in their group of learners demonstrated that for half of them (51%), this arrival of a woman was “neutral” (neither positive nor negative) and without any particular meaning.



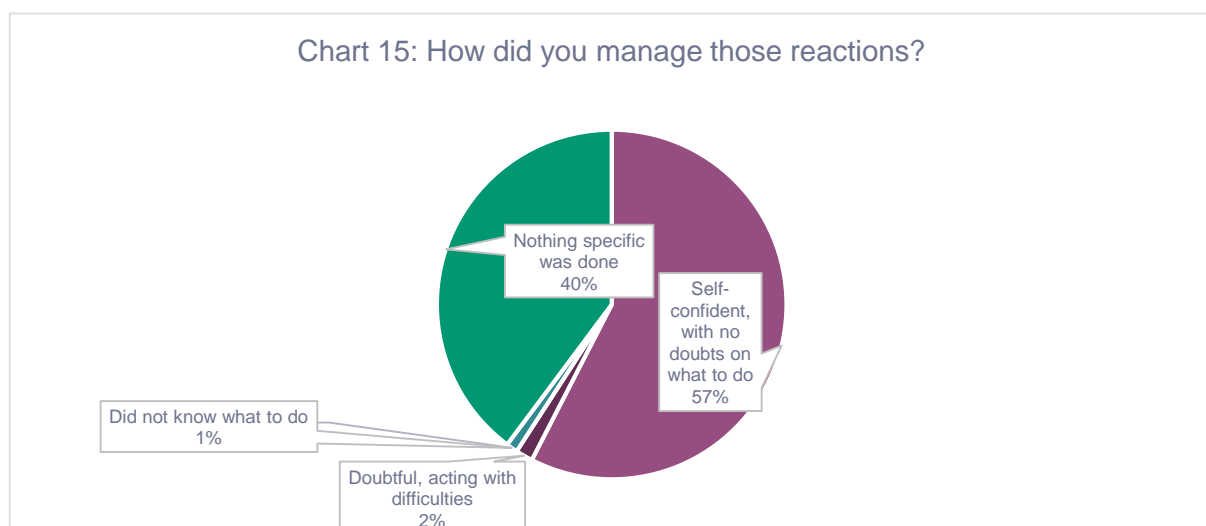


For 32% of participants, the presence of women in learning was a positive phenomenon (source of additional commitment and expectations). Nevertheless, 10% of them were surprised, bewildered or felt insecure. Parallel to this, 7% of participants declared having had “other feelings” without specifying what they exactly were.

The main reactions of male learners/students (Chart 14) were more differentiated.



29% of trainers answered that there was no specific reaction from the side of male learners/students, whereas 39% were open-minded and positively involved or acted with curiosity. So we can say that three out of five trainers do not consider that male learners show gender prejudices in class. Nevertheless, 13% detect sceptical attitudes about women abilities in the construction sector, another 13% paternalistic reactions and a 4% of an inappropriate behaviour. Therefore, according to the survey results, at least 30% of male learners/students are likely to cause difficulties when they share the same learning spaces with women.



In relation to this, the survey has revealed that 57% of trainers were self-confident and feeling able to face complex situations mentioned above when 43% of them thought likely to have difficulties (see Chart 15).

The participants pointed out that the main pedagogical error with women would appear when some trainers/teachers try to privilege or undervalue gender differences instead of focussing on common professional objectives that could be reached in many different ways, according to specific personal capacities and not necessarily based on individual abilities and preferences. The participants underlined that learners are for them future professionals before being men or women as a first criterion. Therefore, learning outcomes must be evaluated on similar criteria. This statement is compatible with the fact that pedagogical methods can be differentiated, given that learning objectives and approaches can vary from one person (not gender) to another.

Overall, the participants expressed their satisfaction of having motivated women in training and underlined their positive contribution to a global learning process. More than 10% of participants pointed out the following aspects:

- A better gender mixing makes learning groups more dynamic with more “peaceful” relationship, where learners work with more serenity;
- Female learners become an additional driving force in the motivation and quality of work, where “the men must do as well as the women”;
- More listening and mutual respect in the group: This allows a change in attitudes and stereotypes, thanks to a better acceptance and a progressive understanding of differences in positive ways;
- The presence of women in the construction sector becomes “normal”, which is good for the evolution of the society (evolution towards a real equality as an objective more and more realistic in the construction sector);
- A reinforced presence of women in the training centres of the construction industry contributes to the slow but gradual disappearance of stereotypes and opinions that can no longer be confirmed. With a reinforced presence of women, “machismo slows down”;
- Women become natural participants and actors of the construction industry and they bring there their “specific and positive touch for both quality of work and quality of relationship at worksite”. In fact, both sexes are necessary in all jobs, including training actions;
- Trainers themselves become more open-minded, thanks to their progressive learning on how to manage complex situations: learning approaches become richer and more differentiated.

Parallel to this, more or less the same percentage of participants underlined that women must not be favoured, in their own interest, in the training process “just because they are women”:

- “The difference of sex does not have to have place in the training process, just the difference between persons”. The goal for the trainer must remain “training learners to meet the needs of the sector and their own needs, expectations and ambitions, no matter if they are women or men”; No any “sexist” training or positive discrimination. Otherwise, the companies could become more reluctant towards employment of women in the sector, which is the opposite of the initial intention.

#### d. Gender training opportunities

The survey has revealed that four out of five trainers (80%) had not set up any specific means or strategies for a better integration of female learner/s which means that even the trainers likely to have difficulties in this field did not implement any appropriate educational strategies.

Parallel to this, seven out of ten trainers surveyed (70%) think they do not need to be accompanied to better deal with female learners or with potential complex situations due to inappropriate male learners' behaviour. This statement shows that putting forward appropriate accompaniment, including in-job training, exchange of good practices, or building up of formal and informal networks through dedicated platforms, will require a lot of awareness raising actions and efficient information channels, in order to be welcomed in a positive way.

In contrast, three out of ten trainers (30%) would like to be accompanied to deal better with female learners in terms of gender equality, being the preferred means for this support the specific training, the collection of good practices and the start-up of networks of exchanges, in this order.

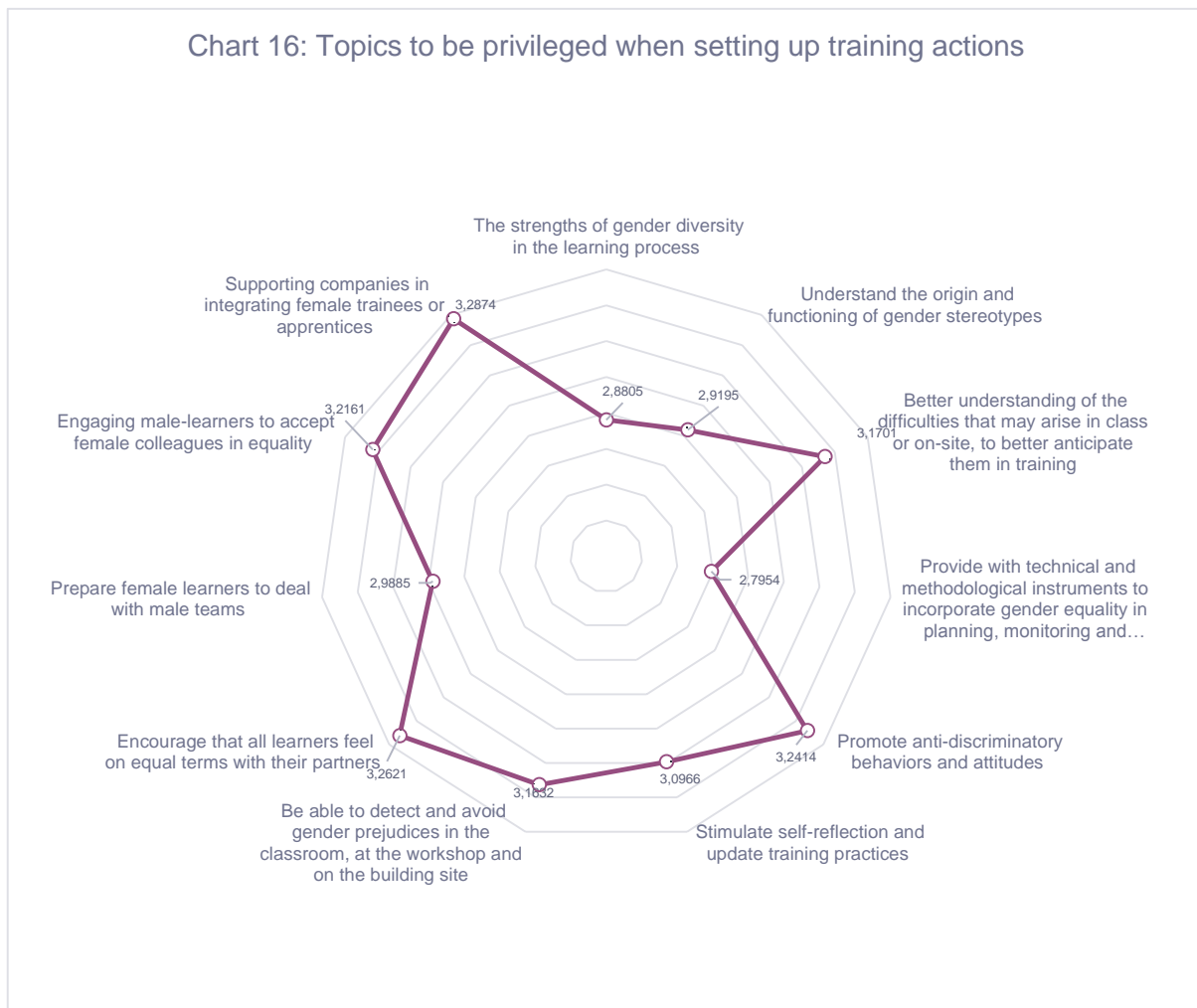
Gender equality training (GET) is perceived as potentially useful by 40% of participants when, at the same time, 29% of them do not give a clear opinion and 31% declare that they do not need any training in "gender awareness" to reinforce their practice.

However, assuming that the GET actions are implemented, the following topics should be favoured according to the results of the survey in the countries concerned, in the order of their importance (measured by the frequency and intensity of the items chosen by the participants from the list proposed):

- Supporting companies in integrating female trainees or apprentices;
- Encourage all learners to feel on equal terms with their partners;
- Promote anti-discriminatory behaviours and attitudes;
- Encourage male-learners to accept female colleagues in equality;
- Better understanding of the difficulties that may arise in class or on-site, to better anticipate them in training;
- Be able to detect and avoid gender prejudices in the classroom, at the workshop and on the building site;
- Stimulate self-reflection and update training practices;
- Prepare female learners to deal with male teams;
- Understand the origin and functioning of gender stereotypes;
- The strengths of gender diversity in the learning process;
- Provide with technical and methodological instruments to incorporate gender equality in planning, monitoring and evaluation.

Chart 16 shows the intensity with which each proposed item was listed by the participants (the most required are at the extremity of the radar, while the least requested are located closer to its centre).

Chart 16: Topics to be privileged when setting up training actions



The participants underlined that such a training process or more generally, a well-structured accompanying with appropriate learning platforms and guidance at each national level could be useful if it leads to:

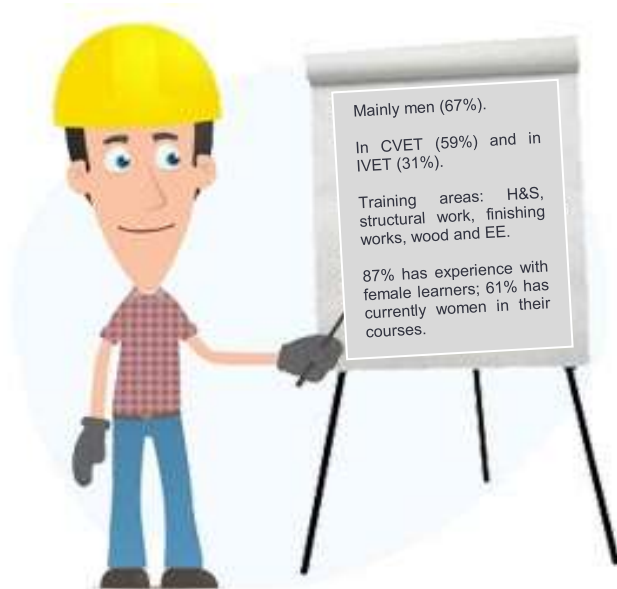
- Management of complex situations in classrooms and in workshops with more efficiency;
- Enriching different pedagogical and societal points of view related to gender topics;
- Normalizing the presence of women in training and, consequently, in construction companies;
- Fighting stereotypes through a better understanding of their potential consequences;
- More women in training in the construction sector;
- More women in construction companies.

The data collected, thanks to this first survey, were discussed, enriched and validated through expert focus groups organised by each partner organisation.



## e. Survey conclusions

### Construction trainer profile addressed in this initiative



### Gender roles

Stereotypes in the perception of what can be “masculine” or “feminine” continue to influence the opinions of the stakeholders operating in the area of education and training in the construction industry.



Three out of five trainers consider that young women approach differently the learning process in construction activities, showing higher motivation as they enter the sector by vocation after breaking many internal and external barriers.

In relation to this, trainers consider that women learners show higher levels of quality in the execution and finishing of tasks and more respect for safety rules. These can certainly be taken as favourable attitudes towards employment, as desired skills in the workplace.

In contrast, trainers consider that women in the construction sector have mainly two disadvantages as future professionals, compared to men:

1. Difficulties to impose themselves in a male sector or having their instructions accepted by male collaborators (in case of hierarchical superiority), as well as dealing with sexist or inappropriate remarks expressed by colleagues and/or clients.
2. Less strength and physical resistance.

Despite the external barriers related to thrive in a male-dominated workplace referred by trainers, they consider more “suitable” for women functions linked to managerial and conceptual activities, like architect, quality manager, designer, energy efficiency, research, risk prevention, sales or entrepreneur.

In accordance with physical differences (strength and resistance) mentioned by trainers as important handicap, the curve is decreasing when it approaches specific construction crafts or trades considered as heavy and therefore mainly “masculine” like road constructor, engine

driver, wood carpenter and plumber. Within this framework, locksmith-metal worker, roofer, bricklayer, bar placer and form worker are considered as the less “suitable” jobs for women.

### Trainers’ needs and expectations



Although current presence of women in training is scarce, their presence in training is perceived as a positive phenomenon by 71% of trainers.



For the 32% of trainers, this feminine presence constitutes a source of additional commitment and expectations in their training activity.



According to their experience, for one out of four trainers male learners show gender prejudices in class when they share the same learning spaces with women (sceptical attitudes about women abilities, paternalistic reactions or even inappropriate behaviour).



The survey has revealed that 43% of trainers thought likely to have difficulties to face gender bias situations in classroom.



However, three out of four trainers had not set up any specific action or strategy for a better integration of female learner/s and think there is no need to be accompanied to better deal with female learners or with potential complex situations due to inappropriate male learners’ behaviour.



Gender equality training (GET) is perceived as potentially useful by 40% of participants when, at the same time, 29% of them do not have a clear opinion and 31% declare that they do not need any training in “gender awareness” to reinforce or improve their teaching practice.

These results show that although many trainers are aware about gender issues, there is a general lack of self-conscious of their own gender prejudices and that putting forward appropriate measures for gender competence development, including online training, exchange of good practices or building up of formal and informal networks through dedicated platforms, will require a lot of awareness raising actions and efficient information channels, in order to be welcomed in a positive way.

## 3.2. Qualitative research with national focus groups

The project partners set up, as it has been foreseen within the initial work plan, specific focus groups, composed of trainers, training conceivers and other specialists dealing with gender topics to check, enrich and validate the results of the quantitative survey.

The main objectives were common to all national focus groups:

1. Collect opinion on the quantitative survey results carried out by the partnership to identify trainers’ gender gaps in their way of working: Get the inputs checked and enriched with additional hypothesis and solutions to take into account.

2. Confront the survey results with the empiric experience described by the experts and collect realistic ideas on how to design and set up the MOOC as contractually envisaged, to meet trainers' needs in the field of gender gaps.
3. Prepare proposals on how to conceive the planned MOOC (to be conceived as a main tool for the development of skills and for the accompaniment of the trainers concerned) in terms of goals, contents and learning methods.

In total, six focus groups were organised (one per partner country<sup>1</sup>) between April and July 2018.



Partner Organisation	Date & Venue of the Focus Group	Trainers	Other Experts/Managers	Learners	Total Participants
BZB (DE)	20/07/2018 – Krefeld (DE)	2	7	2	11
CCCA-BTP (FR) IFAPME LHW (BE)	25/04/2018 – Roubaix (FR) – Close to the BE boarder	5	7	2	13
CCCA-BTP (FR) IFAPME LHW (BE)	02/06/2018 – Valenciennes (FR) – Close to the BE boarder	1	7	0	8
CENFIC (PT)	20/07/2018 – Lisbon (PT)	12	4	0	16
FLC (ES)	18/05/2018 – Madrid (ES)	1	7	0	8
FORMEDIL (IT)	20/05/2018 – Rome (IT)	0	7	0	7
					<b>63</b>

### a. Methodology

The partners decided on a common methodology of the focus groups with trainers and VET experts. Therefore, the organisation of the focus groups was relatively similar from one country to another. The meetings lasted two (DE, IT), three (ES, PT) or five hours (FR together with BE) and consisted of the following parts:

- Exploration and critical analysis of the quantitative survey results;
- Confrontation of results with work situations experienced by the focus group participants themselves;
- Debate on potential objectives and contents of the MOOC foreseen;

<sup>1</sup> The Belgian and French project partners decided to organise them together.

- Identification of potential barriers likely to limit the participation of trainers in the planned training: Categorization and ranking of barriers;
- Proposal of measures concerning each barrier.

The focus groups were organised by the project national leaders in meeting rooms (all countries), as well as in workshops to be confronted to direct learning situations with trainers and apprentices (FR together with BE). Brainstorming methods, moderated by the national project leaders, were privileged.

The main topics tackled by the participants were quite similar from one country to another. They concerned the future development of the MOOC's contents around the **interests and needs** of potential participants (VET trainers of construction sector) and the targeted **change** in terms of training approach and methods when the learners are composed of masculine and feminine audience:

- Identification of trainers' gender gaps in their way of working with learners of both sexes;
- Matching gender gaps and selecting measures to overcome them;
- What changes must be obtained?
- What training must be designed to impulse the planned change?
- What knowledge, skills and competences should a gender equality trainer possess?
- How to motivate trainers and VET centres to make gender equality a normal part of the curriculum?
- How to meet the trainers' expectations about the online course for gender equality?
- How to motivate a significant amount of trainers to attend the future online training?
- What kind of exercises would be optimal for the trainers' community?
- What other measures or strategies can be appropriate to guide trainers towards a better inclusion of women in the VET training in the construction sector?

In all the countries concerned, the debate was well balanced between the analysis of current situations in terms of gender equality and the form of the planned MOOC to be conceived. Besides, it has been mentioned that the MOOC could not be considered as the only mean to improve the situation in terms of gender gaps in the current training. Therefore, the mentality of all the actors concerned must still evolve to fight many stereotypes carried out, not only by trainers, training managers or company owners and tutors, but often by women themselves.

## b. Perception of gender-related topics by the focus groups

### General opinion on gender-related topics in the construction industry

The participants highlighted that the **construction sector is highly masculinized and not totally used to share working and learning space with women**. The fact that the company managers, worksite supervisors or team leaders are mostly men implies the styles of communication and the organisation of work not fully inclusive concerning women. This professional behaviour is also often perceptible among teachers, especially if they were active workers on worksites before. However, this behaviour can change with an increased experience made with women - professional colleagues - in construction companies. This idiosyncrasy noticed for many years in the construction sector is progressively evolving. The

experts having participated in the focus groups underlined that the current question is not any more “yes or not for women in the construction industry”, but rather “what professional career for women in this sector and under what conditions”.

- The attitude of companies towards young women is changing in the sector regarding staff selection criteria: Motivation and capacity being above all, the sex becomes progressively secondary in an increasing number of companies;
- Nevertheless, stereotypes and prejudices are still numerous, especially in the companies that are not used to working with women. Besides, specific women conditions, like potential maternity leaves or less physical strength, still contribute to the reinforcement of certain prejudices and brakes that refrain companies from hiring women;
- The real educational problem is to see diversity as a negative complexity, instead of a positive resource likely to enrich training practices and to contribute to the dynamic image of the construction industry;
- There is a significant lack of communication to attract women towards jobs in the construction industry.

### General perception of the project achievements by the focus groups

All the national focus groups approved ***the gender mitigation strategy promoted by the project to make key agents (trainers, employers, male partners, training centres' staff, career counsellors, etc.) more sensitive and aware of gender equality*** in the construction industry. Therefore, the barriers and the benefits of women's integration in the sector should be clearly identified. The quantitative analysis have already contributed to this objective. But now, the need is to carry out sustained, determined and concerted actions by a large number of actors to overcome the specific barriers and disadvantages women face when entering and remaining in the construction labour market. According to the participants' opinions, trainers, company tutors and VET teachers are likely to be particularly significant contributors to the evolution of stereotypes and prejudices.

- The focus groups agreed with the general statement that the main educational reference in training centres should be learners, considered as “professional groups composed of both men and women”, where it is necessary to work more on the trade-related brakes than on the gender-related ones (abandon the idea that women would systematically react in a different way than men in similar professional situations or vice versa);
- The current problem is how to attract more learners, regardless of their gender, towards the vocational training in the construction industry, to meet increasing company needs in terms of skilled workers and worksite managers;
- Trainers can help girls to emancipate and to affirm: The issues are transversal, going far beyond the gender spectrum. In general, a higher specialisation facilitates emancipation;
- Overall, girls do not want to be treated differently from boys, because “to be equal to the man is also to face the same professional conditions, to be treated like a man, no worse and no better”. For this reason, a professional group and not a gender should be fostered as a starting point when dealing with equal gender training;

- But some trainers have no clue how to deal with female learners from social and strictly professional points of view (teaching by demonstrating operations requires a specific physical proximity, for instance);
- It is essential to focus on new trainers, to make them sensitive at once on gender and equality topics within concrete work situations.

### Findings regarding women in construction trades training

The ***need to take into account diversity and to promote the potential of each learner*** (regardless of gender, profile and learning objectives) was underlined by the participants as an obvious and fundamental training rule. Existing pedagogical and social approaches must evolve to overcome traditional concepts and real divisions between male and female learners, even if their importance is relative. Further to the quantitative survey, the participants stressed many positive impacts of gender diversity on learning processes in terms of innovation, productivity and quality.

- Despite constant efforts for many years, few women chose vocational education and training in the construction industry in the partner countries (administrative jobs taken apart), even if the situation has been changing (especially for the jobs requiring higher qualifications);
- In Belgium and in France, the focus groups pointed out that if so, women opt mainly for painting or tiling jobs. They are particularly rare in the climatic engineering training sections when they are well represented in the sections enabling them to become entrepreneurs, designers or worksite supervisors;
- Several participants in the focus groups considered that female learners were generally more attentive and more rigorous in training compared to their masculine colleagues of similar age. They also think it is easier to develop training and professional projects with girls than with boys of the same age;
- Professional gestures need to be explained differently to female and to male audience. For example: male trainers would refrain from seizing the hand of a female apprentice to explain a professional gesture, but they would not with males;
- However, a female learner is, above all, a professional colleague and a future skilled worker. Therefore, the trainer must be able to find the good educational methods to consider women professionally and without any discrimination of neither sex.
- Trainers adapt their pedagogical methods according to the female audience in a rather instinctive way. Therefore, even if they declare that they do not need any specific gender training, they are likely to be attracted by it, if they are convinced it will be pragmatic and useful for their practice.

### c. Interest in the future MOOC

The project foresees a Gender equality training (GET) providing participants (trainers and teachers: men and women) with the relevant knowledge, skills and values that will allow them to contribute to the effective implementation of the gender-mainstreaming strategy in their professional environment. Therefore, the partners will work on a transnational MOOC, adjustable to each national context, in order to effectively mainstream gender:

- Identify gender inequalities and gender gaps in their field of activity;



- Define gender equality objectives in the training paths intended for learners;
- Take into account the gender when planning and implementing all kind of accompaniment of learners, in training centres and in companies;
- Monitor learning quality and progress with gender equality criteria;
- Evaluate training programmes and methods from, among others, a gender perspective.

It was underlined by the participants that all these actions would require not only adequate theoretical knowledge, but above all practical skills and sometimes, a change of attitude and behaviour. This is why the planned MOOC should take into account as a starting point, not theoretical models but real current practices. It will be considered useful by its potential beneficiaries if ***it contributes pragmatically to the analysis of their own teaching practices***. For example, teachers or trainers may have different expectations due to gender stereotypes in their professional fields. Thus, the MOOC, as pointed out by the focus groups, must help teachers and trainers to become better professionals, not only from a technical point of view, but also as agents of socialization. Thanks to the MOOC, they must be able to identify and overcome their own prejudices through the following activities:

- Making learning sequences more appealing by mixing positive sides of gender heterogeneity;
- Improving the way the trainers manage the groups and individuals (males and females separately and together);
- Helping to reshape relations with companies receiving apprentices (males and females);
- Facilitating integration of female apprentices within companies;
- Contributing to recruit more girls for training centres by proving that training and associated educational staff are ready to welcome and train them;
- Becoming “ambassadors of gender equality” within companies and colleagues in training centres.

The partners found a consensus regarding the contents proposed (see pp. 19-20), as far as they are likely to contribute to the following training objectives:

- Fostering the development of natural talents of girls and boys, women and men, as well as their educational and professional expectations and experiences;
- Preparing trainers to create attractive educational scenarios for the mixed audiences by addressing complex situations and difficult issues;
- Using gender diversity as a resource to enrich teaching and learning practices;
- Finding a proper balance between the assets of both sexes without falling into exclusivity. Within such a framework, it is important to present a wide range of both women and men as professional role models/examples;
- Designing learning situations based on work situations and on the idea of sharing good practices among trainers: using examples brought by the learners from their work experience.

Besides, the participants underlined that the MOOC would be considered useful if it addresses not only teachers and trainers (even if they will be considered as direct beneficiaries), but also company managers, company tutors, vocational training developers and professional guidance agents. Therefore, it could provide opportunities for ***lifelong learning*** of all these categories.

## 4. Proposals for gender-sensitive training

The analysis carried out in Phase 1 shows that a gender equality competence of the trainers and teachers in the construction industry is a topic that demands a complex approach. Even if the diagnosis made in the partner countries demonstrates a significant number of similarities in terms of gender gaps and expectations, the development and provision of gender sensitive training cannot be exactly the same from one country to another. This fact does not call into question the creation of a common training base in terms of objectives, contents, teaching methods and assessment of learning outcomes. But this joint and transnational production must then be adapted to the specific contexts of each country.

Nevertheless, the common training model will be designed to provide its beneficiaries with the following pedagogical and social skills:

- Becoming able to identify, analyse and overcome barriers regarding gender equality (cultural and educational, physical, organisational, behavioural, conscious and unconscious discriminations) in the field concerned;
- Applying and planning specific goals, contents, methodologies and tools for learning processes based on gender equality in the training centres concerned;
- Acquiring a basic knowledge of the solutions or good practices used in the construction industry to solve complex problems with appropriate problem-solving methods.

This would have a consequent snow-ball effect in 2 directions:

1. Downwards, to the trainees, due to trainers not only transmitting technical knowledge, but values and building up moments of reflection.
2. Upwards, to companies, in the sense that the training provision by these partners' VET centres will provide better sensitize workers to companies.

Besides, VET centres, counting on up-skilled trainers, are expected to create closer links with various partner organisations likely to give added value to gender-sensitive competences.

### a. Thematic approach for the MOOC

In all the countries, the focus groups approved the thematic approach as a starting point for the design of the future MOOC. This approach will enclose:

- Provision of facts, figures and indicators on the social and labour situation of men and women in the sector in terms of gender gaps;
- Knowledge of the sex-gender systems and socialization processes to understand the origin and functioning of gender stereotypes;
- Understanding of the legal context of gender equality;
- Updating and development of the pedagogical and social approaches from a gender perspective. Individual differences related to learning styles;
- Analysis of realistic work situations, if possible already experienced by learners.
- Valorisation of the positive impact that mixed groups could have, with on the one hand, on the quality of work in company and, on the other hand, on the quality of teaching/learning;
- Analysis of individual reactions from learners (men and women) regarding concrete work and social situations;

- Teaching and communication methods and styles, including non-verbal and body language, selection and valorisation of the most suitable learning situations, promotion of the participation of all learners;
- Review of available resources.

The following ultimate aims of the MOOC were identified and approved by the national focus groups:

- Support self-reflection and self-awareness. Self-analysis of teaching practices with a gender perspective. Conflict/problem resolution;
- Identification of discriminatory practices. Creation of anti-discriminatory attitudes and behaviours. Attention to diversity;
- Exploring gender-linked diversity and respecting the potential of the person as a positive resource.

## b. Designing the MOOC with Metaplan

Barriers and measures to teach with gender equality can be identified with Metaplan results. This model has been experienced by the Italian and Spanish project partners as one of the specific objectives of the national focus groups. The term of “Metaplan” is understood here as a spontaneous identification of barriers and discrimination facts in training situations (the results of the quantitative research were used here as a support for discussion and brainstorming) and the description of measures and actions likely to bring appropriate solutions.

The results reflect significant similarities between the Spanish and Italian approaches. However, several differences have to be underlined. The comparison confirms the previous finding that each national situation is different. Hence, the common pattern to be built will be considered as a guidance that will take its operational sense once adjusted to specific national or even regional contexts.

### Spanish Metaplan

Ranking	BARRIERS/FACTORS	MEASURES TO OVERCOME
1	Prejudices / Gender stereotypes with classmates Trainers face trainees who use inappropriate comments or attitudes with women	<ul style="list-style-type: none"> <li>▪ Incorporate gender considerations</li> <li>▪ Attention to diversity</li> <li>▪ Conflict resolution assertively</li> </ul>
2	Lack of awareness of not being egalitarian in your profession Trainer is not aware that s/he is not being/teaching egalitarian	<ul style="list-style-type: none"> <li>▪ Self-analysis of teaching practices with a gender perspective</li> </ul>
2	Communication style “on site” Trainers that “come from the site” continue speaking and communicating in the same way	<ul style="list-style-type: none"> <li>▪ Teaching styles</li> <li>▪ Body language / non-verbal</li> </ul>

Ranking	BARRIERS/FACTORS	MEASURES TO OVERCOME
2	Trainer is not a professional teacher Vocational trainers usually do not have academic studies for being a trainer/teacher, misunderstanding methodologies, concepts, tools, etc. that a teacher should have	<ul style="list-style-type: none"> <li>Know teaching methodologies</li> <li>Initial evaluation</li> <li>Communication styles</li> <li>Update the pedagogical approach from a gender perspective</li> <li>Increase the relevance and meaningfulness of teacher's education</li> </ul>
3	Leadership style in the class	<ul style="list-style-type: none"> <li>Inclusive leadership</li> </ul>
4	Existence of discriminatory practices	<ul style="list-style-type: none"> <li>Work diversity respecting the potential of the person</li> <li>Identification of discriminatory practices</li> </ul>
4	Individual differences on learning styles Trainers should be aware that everybody do not learn in the same way, regardless of the trainees' gender	<ul style="list-style-type: none"> <li>Know the sex-gender system</li> <li>Socialization</li> <li>Know the teaching methodologies</li> <li>Good practices of women in the sector</li> <li>Promote the participation of all students</li> </ul>
5	Differences of teaching methods Trainer should understand that s/he can implement different teaching methodologies	
6	Lack of "reviewed" learning material Trainers should have material available reviewed by experts with a gender perspective	<ul style="list-style-type: none"> <li>Non-verbal language of the didactic material</li> <li>Selection of learning situations</li> </ul>
6	Lack of adaptation of teaching resources	<ul style="list-style-type: none"> <li>Review of resources (language, photos, etc.)</li> </ul>

### Italian Metaplan

Ranking	BARRIERS/FACTORS	MEASURES TO OVERCOME
1	Different individual learning styles. Trainers must be aware that everyone does not learn the same way, regardless of the kind of learners.	<ul style="list-style-type: none"> <li>Knowing the sex-gender system.</li> <li>Socialization.</li> <li>Knowing learning systems</li> <li>Knowing good practices with women working in the sector.</li> <li>Promoting the participation of all learners in the learning process.</li> <li>Non-verbal language.</li> <li>Selection of learning situations.</li> <li>Adaptation of educational resources.</li> </ul>
2	Trainers without specific pedagogical preparation. They do not have a sufficient understanding of methodologies, concepts and pedagogical tools.	<ul style="list-style-type: none"> <li>Fostering initial evaluation of trainers to identify their needs in terms of pedagogical methods.</li> <li>Improving communication style.</li> <li>Updating the pedagogical approach from a gender perspective.</li> </ul>
3	Traditional teaching methods and places of learning.	<ul style="list-style-type: none"> <li>Giving value to the positive impact that heterogeneous mixed classrooms can have.</li> <li>Promoting innovation, productivity and quality.</li> <li>Proposing learning situations that take into account mixed audiences.</li> </ul>

Ranking	BARRIERS/FACTORS	MEASURES TO OVERCOME
4	Communication styles "on the field". The trainers are not sufficiently prepared to an efficient communication with all kind of learners.	<ul style="list-style-type: none"> <li>Improving teaching style.</li> <li>Improving body language and non-verbal communication.</li> </ul>
4	Existence of discriminatory practices.	<ul style="list-style-type: none"> <li>Identifying discriminatory practices.</li> <li>Diversifying the work of each learner respecting the potential of each one</li> </ul>
5	Prejudices / gender stereotypes with classmates. Trainers have to face learners who make comments or have inappropriate attitudes with women.	<ul style="list-style-type: none"> <li>Conflict resolution.</li> <li>Attention to diversity.</li> </ul>
6	Insufficient leadership in the classroom with learners.	<ul style="list-style-type: none"> <li>Improving educational leadership.</li> </ul>
7	Lack of awareness of not being objective when teaching.	<ul style="list-style-type: none"> <li>Developing auto-analysis of practices, including from a gender perspective.</li> </ul>
7	Teaching material not updated systematically.	<ul style="list-style-type: none"> <li>Review of training materials (language, photos, etc.), including gender perspective.</li> </ul>

The analysis of the two Metaplan makes it clear that even if the majority of barriers listed are practically identic in Italy and in Spain, their ranking is often different. Thus, individual differences on learning styles are listed by the Italian focus group as a major factor which does not promote an equal treatment of all learners, whereas the Spanish focus group ranked this topic in the middle of the concerns. On the other hand, prejudices and gender stereotypes with classmates were essential for the Spanish focus group, whereas this topics was ranked only in the middle by the Italian experts.

In general, the Italian focus group emphasized, through its Metaplan, a lack for the trainers of pedagogical and socio-psychological skills, coming directly from construction companies and placed the gender dimension in this larger context. The Spanish focus group also pointed out this aspect as important for a well-balanced treatment of learners, but at the same time it was particularly oriented towards an analysis of gender stereotypes and on communication styles with all kind of learners as a primordial factor.

In both countries, insufficient leadership in classroom was also pointed out as a factor contributing to an unequal treatment of male and female audience, as well as a lack of methods enabling teachers/trainers to identify their potential discriminatory practices.

These results are also consistent with the conclusions of the focus groups set up by the Belgian, French, German and Portuguese partners. As a result, the experts spontaneously listed the most important obstacles that could prevent equal treatment of women and men in training in the construction sector. The obstacles identified by these partners are practically the same than those identified in Spain and in Italy.

### c. Complementary Approaches

Through national focus groups, the experts underlined the need to find a right balance between the teachers/trainers' reinforcement of theoretical skills and concrete actions enabling them to evaluate with the necessary distance their professional attitudes with

learners. Thus, these national experts propose to conceive a MOOC easily exploitable in concrete work situations, in which trainers and teachers are involved. This MOOC will be considered successful in these countries if it allows:

- Design of specific learning situations taking into consideration all kind of learners.
- Appropriate communication and suitable reactions of teachers/trainers in complex or difficult situations.
- Evaluation of her/his own reactions in complex learning contexts.

Parallel to this, French and Belgian experts stressed the necessity to reinforce communicational skills with companies, especially if the teachers teach full time and do not have systematic contacts with company tutors.

Therefore, the topics highlighted within the Metaplans proposed by both Spanish and Italian partners could also be regrouped in three distinct parts with specific contents, as shown below.

<b>Part 1:</b> Distribution, implementation and control of the activities and tasks entrusted to male and female apprentices.	<i>Examples of content</i> <ul style="list-style-type: none"> <li>▪ Prejudices and real strengths of each other at work.</li> <li>▪ Organising work by playing gender equality and complementarity.</li> </ul>
<b>Part 2:</b> Management of difficult or inadequate postures and behaviours (male and female) during training actions.	<i>Examples of content</i> <ul style="list-style-type: none"> <li>▪ Situations with sexual remarks.</li> <li>▪ Sexist attitudes between learners in training centres.</li> <li>▪ Consideration of objective differences between men and women and playing complementarity.</li> </ul>
<b>Part 3:</b> Accompanying company managers and tutors for a better professional relationship between male and female employees on site.	<i>Examples of content</i> <ul style="list-style-type: none"> <li>▪ On-site sexist opinions and attitudes from company managers and tutors accompanying learners on site.</li> <li>▪ Self-realization - brand image - through relationships with women (for men) and with men (for women) on site.</li> </ul>

This scheme is particularly suitable for full-time teachers (the majority in Belgium and in France, partially in Germany and to a certain extent in all the other partner countries), but cannot be implemented in the countries or organisations where trainers are occasional and come directly from companies as they do not always have a sufficient pedagogical and socio-psychological training.

Besides, the approaches should be complementary to meet specific needs of the major beneficiary groups, as clearly identified by survey and focus groups:

- CVET teachers.
- IVET teachers.
- In-company tutors (occasionally).

It was also mentioned by several experts that the MOOC should be complemented by appropriate operational guides enabling the beneficiaries concerned to choose, analyse and integrate work situations and study cases into the training paths they design and put forward. In addition to this, several experts pointed out the necessity of conceiving communication and dissemination strategies, even before the MOOC is ready, to make it known and to increase the number of its future users.



## 5. Conclusion: Steps for Learning Experience

In order for the MOOC to contribute effectively to the development of national and regional training strategies, it is important to put the results of Phase 1 into practice. This is why the partners have agreed on the design of the common training path and on its experimentation.

This phase will include the following steps:

1. Development of common contents for the MOOC and trainers' manual "Trainer for equality": objectives, topics, courses length, assessment and certification.
2. MOOC Launch, Testing & Upgrading: 15 trainers of each partner VET centre will be enrolled in the MOOC (4-6 hours).
3. Memorandum of Understanding. Certification of competences through "Gender-sensitive" accreditation to promote recognition in diverse EU member states.

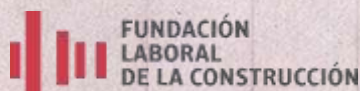
Therefore, it is expected that 90 teachers/trainers will follow this experimental training, with the objective to extend it to all trainers of partners' training institutions (a network of around 4.000 trainers) who may need it.

The results of this training will be evaluated through **concrete educational/learning experiences with women**. For this reason, it is necessary to envisage the situations where the trainers/teachers concerned will have the opportunity to test their new knowledge and skills in concrete teaching situations.

The following criteria should be respected, in accordance with contractual engagements of the project partners:

1. At least 5 women must be trained by each partner organisation.
2. The nature of the course: certification in a specific field is not compulsory.
3. Homogeneous groups of trainees regarding their level of knowledge and professional objectives.
4. The minimum duration of training is 50 hours and it cannot be divided into smaller amounts targeting different beneficiaries.

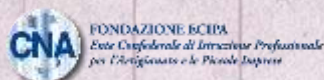




Fundación Laboral de la Construcción (FLC). Spain



Agencia para el Empleo del Ayuntamiento de Madrid (AE). Spain



Fondazione ECIPA. Ente Confederale di Istruzione Professionale per l'Artigianato e le Piccole Imprese (CNA). Italy



Ente per la Formazione e l'Addestramento Professionale nell'Edilizia (FORMEDIL). Italy



Centro de Formação Profissional da Indústria da Construção Civil e Obras Públicas do Sul (CENFIC). Portugal



Comité de Concertation et de Coordination de l'Apprentissage du Bâtiment et des Travaux Publics (CCCA-BTP). France



Bildungszentren des Baugewerbes e.V. (BZB). Germany



Centre IFAPME Liège-Huy-Waremme (IFAPME). Belgium

