

EQUALITY

CONSTRUCTION

PROFESSIONALISM

SUSTAINABILITY

Towards an equal construction industry

Result 1

TRANSNATIONAL REPORT

"Equality in the teaching practice"

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WOMEN CAN BUILD

1. Equal opportunities as a fundamental social value

Equality between men and women is one of the fundamental values of the European Union (EU). However, although gender equality has long been an EU commitment, inequalities still persist in many areas. In general, existing barriers are indirect and difficult to identify by their protagonists, originated and maintained by **persistent social representations; a structural phenomenon that is particularly resistant to change**.

Gender inequality has long limited women's economic opportunities, but this discrimination does not only affect them. Thus, the main results of a [new study](#) by the [European Institute for Gender Equality](#) (EIGE, 2017) show that the advancement of gender equality would have a positive impact both on people as a whole and on the economy. In this respect, the above-mentioned study confirms that the improvement in gender equality would result in up to 10.5 million additional jobs by 2050 and would positively affect the EU employment rate by achieving almost 80% of gross domestic product (GDP) per capita, which could increase by 10% by 2050. This situation is especially relevant in those sectors in which there is still much room to improve their level of equal opportunities, such as the **construction** sector, with a marked male over-representation.

To maximise the impact of European priorities 2020 and achieve "**smart growth**", the Commission proposes [11 Thematic Objectives](#) through more effective investment in education, research and innovation, with a focus on job creation and poverty reduction. In particular, Objectives 8 and 9 frame, respectively, the activities for the "Promotion of Employment" and the "Social Inclusion and Fight against all forms of Discrimination", whose actions are aimed at:

- Increase the female employment rate, reduce the wage gap and the vertical and horizontal segregation of the labour market.
- To fight against gender stereotypes, especially in the field of work and education.

In this context, it is essential that the vocational education and training (VET) system be revised through a **more inclusive approach** to achieve this intelligent integration, investing mainly in the vocational skills and qualifications of those occupations with the best employment prospects, especially in those growing sectors where women are under-represented.

This is the case in the construction industry, which creates 15 out of every 100 new jobs and where there are **occupations in which the presence of women is less than 1%**. But the feminisation of industry faces intrinsic barriers, such as labour market barriers, where there is the possibility that companies and/or clients consider the work done by a woman as less professional, as well as the very position of many women not to see themselves as construction workers due to the lack of social models or references, among other reasons. In addition to other external difficulties, such as the daily integration of women into a highly male-dominated sector or, as a whole, persistent global inequalities in society.

2. Gender mainstreaming in the sector

One of the objectives of gender equality is **equal opportunities in employment and education** and is based on the deployment of a wide range of strategies, actions and measures needed to redress persistent inequalities, which undermine women's opportunities and affect global society.

Gender mainstreaming is an ambitious policy strategy to promote equality between men and women. The strategy is not a goal in itself, but a mechanism for implementing, monitoring and evaluating the integration of gender issues into all policy decisions, legal frameworks, activities and programmes.

In Europe, the progress of politics with a gender perspective is slow, despite firm commitments to its integration. This is generally due to a lack of knowledge about gender equality and a lack of competence and institutional capacity to effectively identify gender differentiated aspects and their impact on the vast majority of political and social fields.

This is why 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 Council on Consumer Affairs, Health, Social Policy and Employment (EPSCO) on 9 and 10 December 2013 in Brussels.

Member states have been called upon to strengthen efforts to mainstream gender equality in all areas and at all levels. And one of the suggestions for doing so is through the development of easy-to-apply gender mainstreaming tools and methods, including gender training.

The **paradigm shift** is in our hands, which is why we must take on the European Commission's Strategic Commitment as our own to continue working on gender equality, especially on these five main points: increasing women's participation in the labour market and promoting the equal economic independence of men and women, reducing the pay and pension gap to combat poverty among women, promoting equality in decision-making, combating gender-based violence, as well as protecting and supporting victims, and promoting equal rights between men and women in the world.

In this sense, the construction industry is a male-dominated industry - feminization rate of 9% - and presents **a great challenge for equal opportunities** between men and women.

In order to progress with this objective, in **Women can build** we present cross-border actions to review and adapt the supply and provision of VET in the construction sector at EU level, by strengthening transnational cooperation and mutual learning, through the **development of competence in gender equality** in all stakeholders (teachers, VET schools and companies).

In short, it is about raising awareness and advocating for equal opportunities, improving the social conditions of the sector, promoting professionalization, through quality training, and promoting the insertion of qualified professionals into the labour market, with the consequent activation of the labour market.



In this sense, the general objectives of the project are as follows:

- Carry out a paradigm shift in the construction sector, so that it becomes more egalitarian, attractive and socially responsible, through the training and awareness of the different agents.
- To break down socio-cultural barriers and attract women's attention to the construction industry, making known the professional activities available and the experience of pioneering women.

Although this is not the first time that work has been done for gender equality and the insertion of women in the construction industry, usually at local/regional levels, **Women can build** aims to be a case of good practices, with an impact on the European Union, that can be transferred to other countries and institutions.



Partners and countries participating in the project:

[Fundación Laboral de la Construcción](#) (Spain), [Agencia para el Empleo del Ayuntamiento de Madrid](#) (Spain), [Bildungszentren des Baugewerbes eV -BZB-](#) (Germany), [Centro de Formação Profissional da Indústria da Construção Civil e Obras Públicas do Sul -Cenfic-](#) (Portugal), [Centre IFAPME Liège-Huy-Waremme](#) (Belgium), [Comité de Concertation et de Coordination de l'Apprentissage du Bâtiment et des Travaux Publics -CCCA-BTP-](#) (France), [Ente per la Formazione e l'addestramento professionale nell'edilizia -Formedil-](#) (Italy) and [Fondazione ECIPA-Ente Confederale di Istruzione Professionale per l'Artigianato e le Piccole Imprese-CNA](#) (Italy).

Thus, the key elements to achieve success in the difficult challenge of increasing the inclusion of women in the construction sector are: education, awareness-raising and dissemination for the awareness of the actors involved.



EDUCATION
SENSITIZATION
DISSEMINATION



WCB Actions for an Equal Construction Industry

Each of the **actions** of the project is related to a **target group**, trying to involve the different actors involved in the creation of a new framework to encourage the incorporation of women in the construction sector. To this end, solutions are proposed aimed at women themselves, teaching staff and sectoral VET providers, and companies in the sector.

"Gender inclusion is a revolution in labour, political and human relations that must be taken up by all stakeholders in the elaboration, adoption and implementation of socio-political measures at local, regional, national and European level."

Emanuela Lombardo, PhD in Sociology, UCM
[The Europeanisation of Spanish gender equality policy](#)

3. Equality in teaching practice

The aim of the first action of the **Women can build** initiative is to train vocational trainers in the construction sector in **gender equality competencies**, to enable them to promote equality goals in their work, at all levels.

Following the methodological proposal of the EIGE, the development of gender equality competencies is a broader term than gender equality training, and is understood to include a wide range of educational processes and tools, such as:

- Online modules
- Guidance materials and resource collection
- Staff Orientation
- Attendance training events and courses of study
- Advice
- Knowledge Sharing Networks



In the case of the trainers who participate in the **Women can build** initiative, and who belong to the network of trainers of the partner entities of the project, it has been planned to provide them with *online* training that will take the form of a MOOC (acronym in English for Massive Online Open Courses) as well as materials for orientation and labour intermediation, which will serve to guide them in this change of paradigm. Thus, they will learn how to provide a training programme avoiding gender stereotypes and prejudices and, as a reward, they will receive a recognition, which from now on will be known as "Gender Equality Trainer".

The first necessary step for the elaboration of these resources is the **diagnosis and evaluation** of the beneficiary groups in order to understand their practices and improve them; to teach them effective situations, methodologies and tools that can stimulate gender equality at the systemic level, based on their needs.

To this end, two **research techniques** have been applied: quantitative and qualitative, which are aimed at FP trainers in the construction sector, thus carrying out the research process with those people whose environments and significant actions are under study.



The **results** obtained in this research form the basis for the development of the orientation manual and the MOOC, offering opportunities for the continuous learning of vocational training trainers through the accreditation of competencies in gender equality, competence in high demand and also essential for their professional development.

Objectives

- To increase the importance of continuous teacher training.
- Prepare teachers for real situations and offer them meaningful support for their future professional development.
- More effective principles, strategies and rules for teaching using gender equality principles.
- Provide a manual for guidance practitioners that includes effective strategies, difficulties and existing obstacles for the insertion of women in construction itineraries.



3.1. Quantitative research: trainer survey

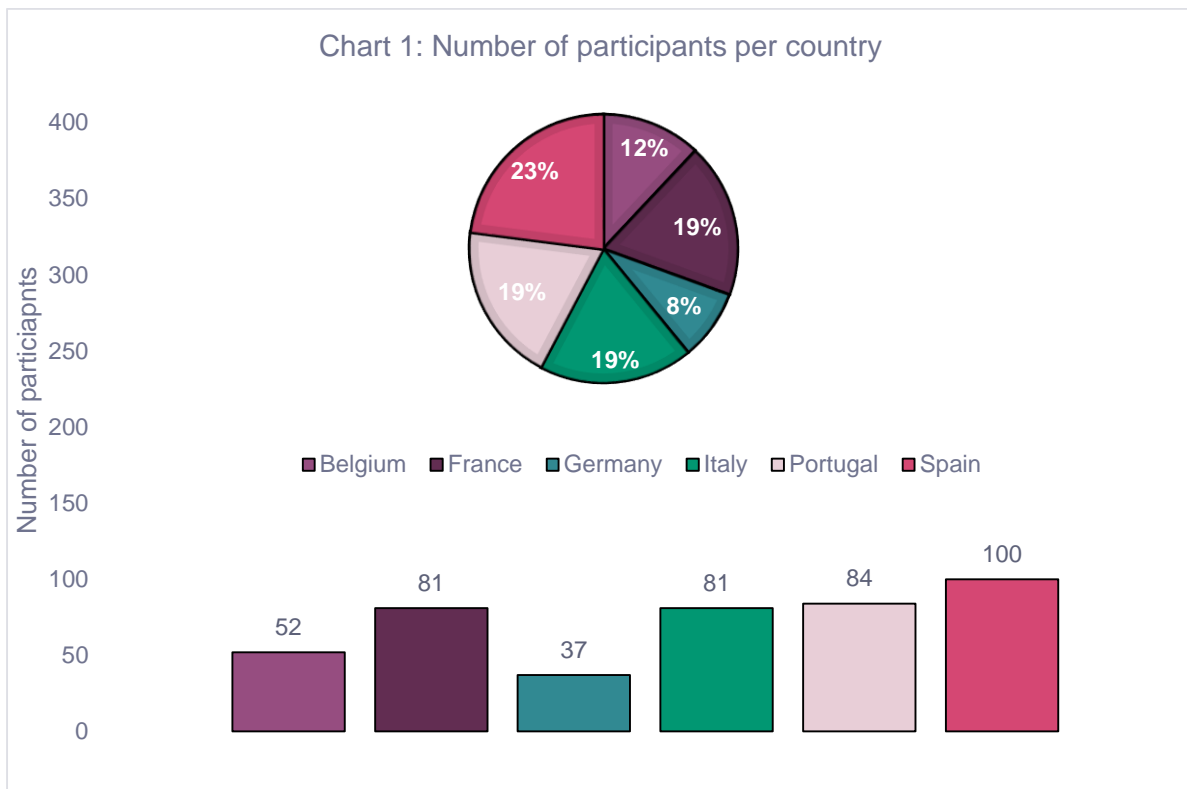
Initially, it was planned to conduct 100 *online* surveys per country (600 in total), based on semi-open questionnaires (multiple responses and open-ended questions). After the data cleaning process the final number of valid answers is 435, considered as a sufficient result by the partners to have reliable information.

The questionnaire has been designed to analyse the approach of trainers and their teaching habits, with the aim of identifying the presence of prejudices and stereotypes as well as the need for improvement in their teaching practice.

In the introductory part of the questionnaire the objectives of the project are indicated, one of them being the development of professional schemes for trainers who receive women in their training courses. The aim of this survey is to know the trainers' opinion on the situation of women in training and the potential training needs for trainers.

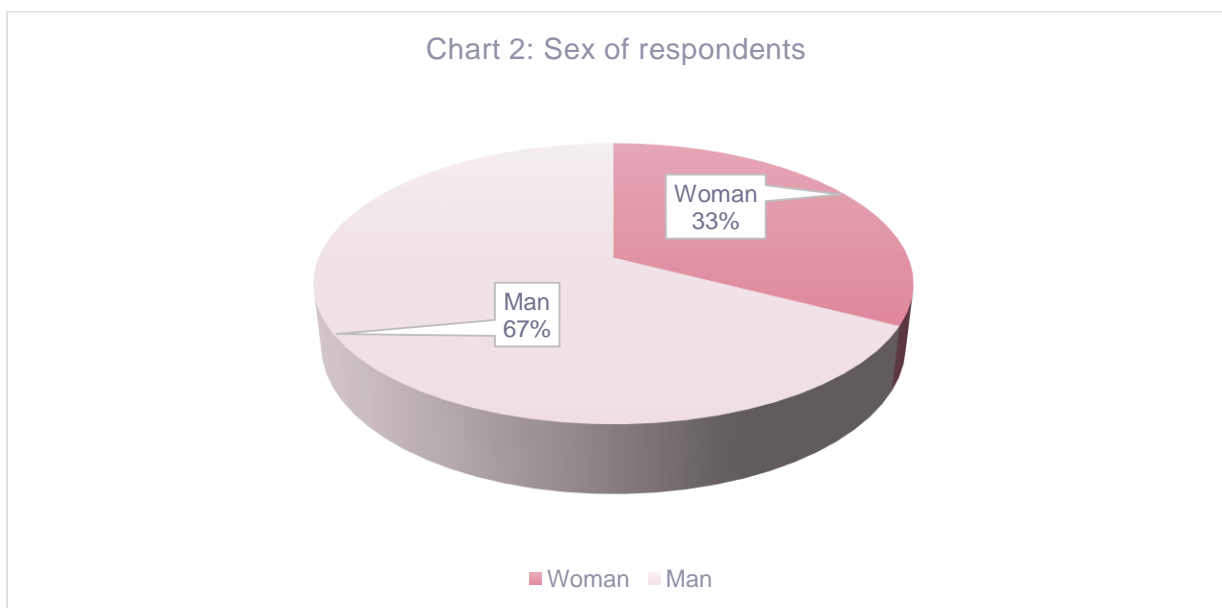
The information collected has been analysed anonymously and the report contains only general comments and statistical data.

The questionnaire is available in the Annex. It was translated into several languages for application in the different participating countries (DE, ES, FR, IT, PT).

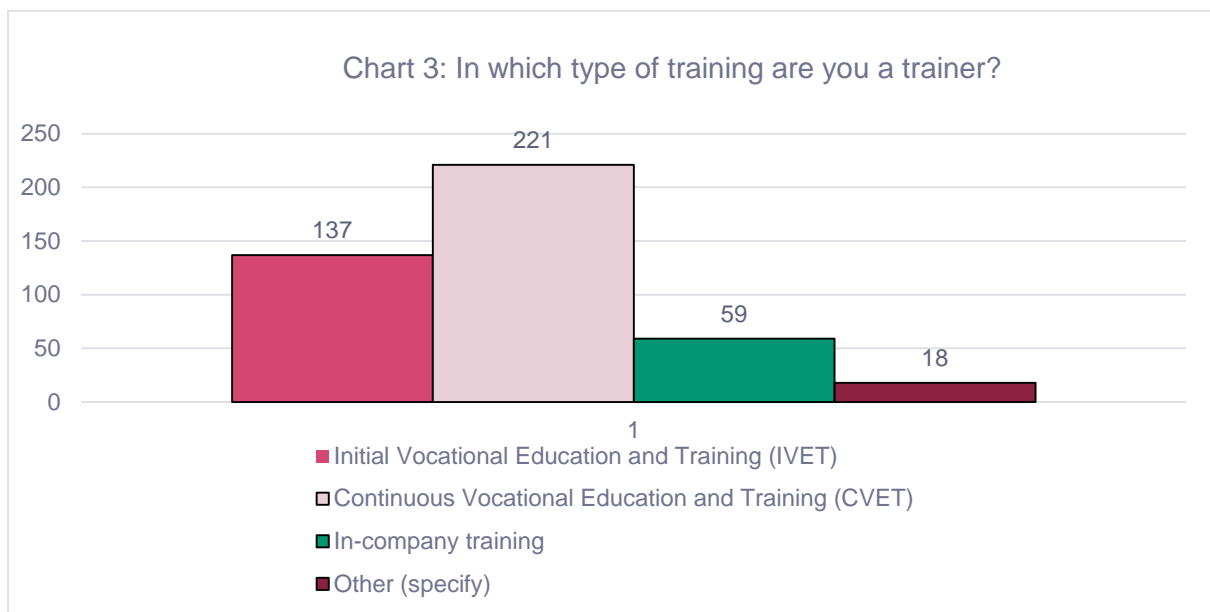


The answers have therefore been collected in the different languages, which were subsequently translated into English for a transnational synthesis.

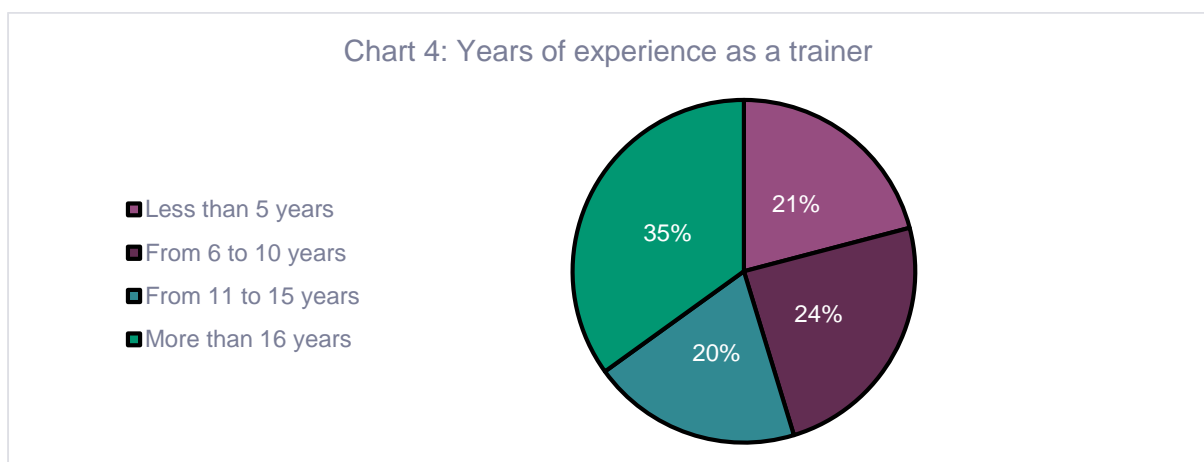
a. Trainers participating in the survey



67% of the participants are men and 33% are women. Data corresponding to the distribution by sex of the trainers in the sector, who are mostly males.



The majority of participants are professional trainers, mainly continuing vocational training with 59%, initial vocational training with 31% and tutors and other "company trainers" with 14%. The representatives of "other" categories were 4%, and are a very heterogeneous group such as: training coordinators, pedagogical directors or professional counsellors.

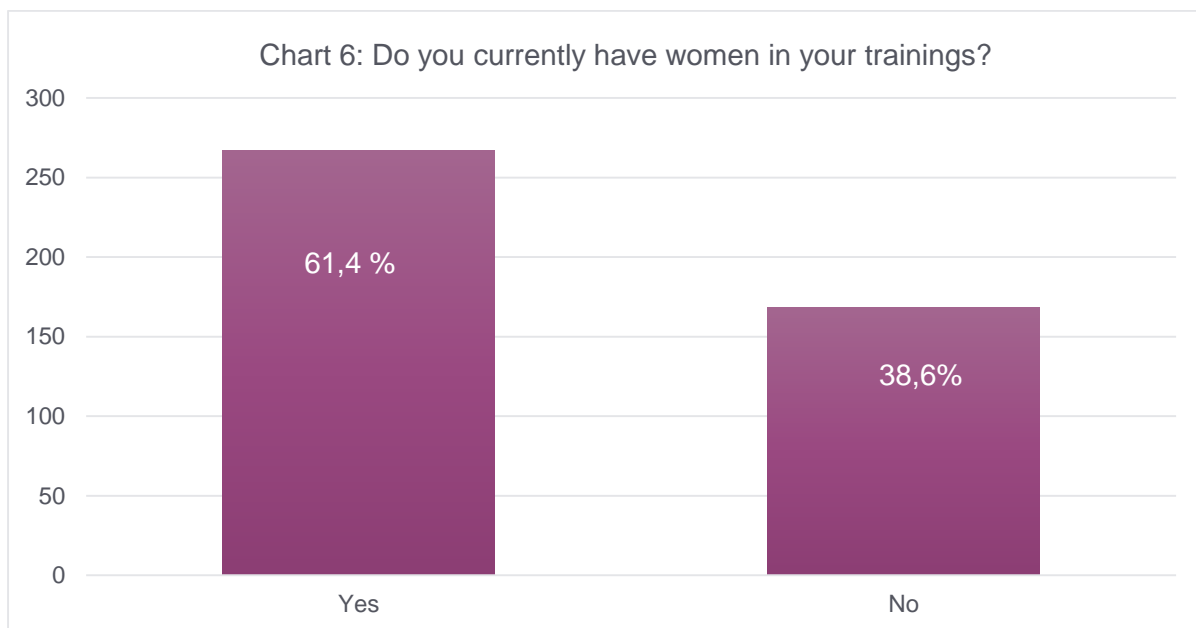


In terms of years of experience the representation is well balanced. 35% of the trainers who participated in the survey have more than 16 years of experience. With respect to the other categories, the percentage is around 20%.

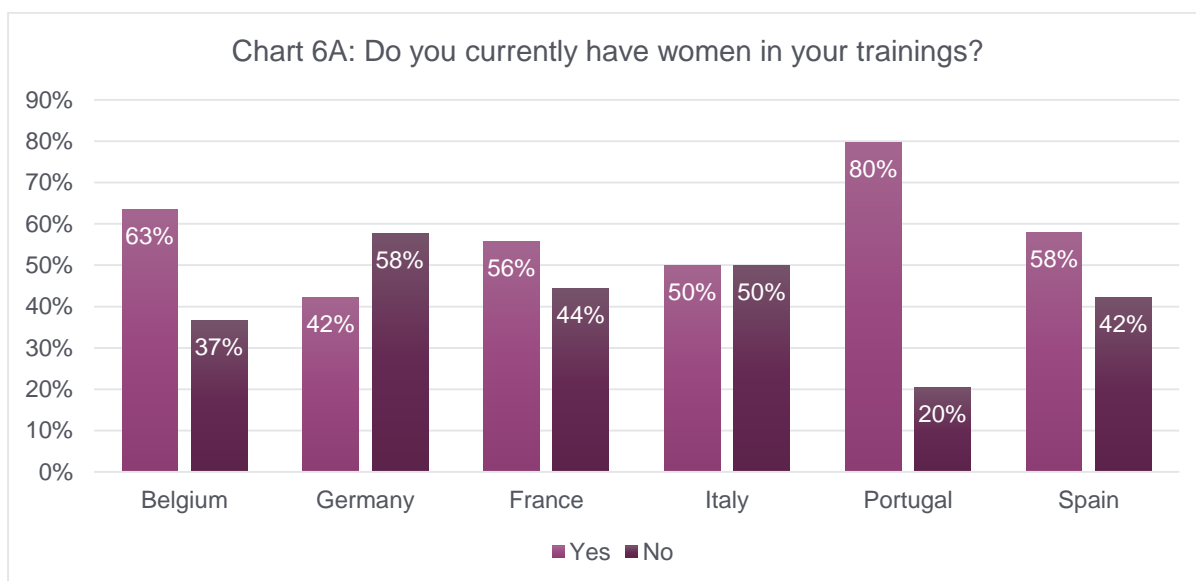


Prevention has a high percentage with respect to the areas where the trainers intervene, especially in southern Europe (Italy, Spain and Portugal). The same can be observed in energy efficiency and renewable energies. The remaining areas have similar percentages (between 10% and 16%) in all partner countries. On the other hand, the area of restoration and metalworking has a low percentage in the survey, which coincides with its weaker presence in the construction sector of partner countries.

A high percentage is observed in the responses of the "others", 34.5%, being related to areas of general or transversal training. Their names vary from one country to another and their meaning is not homogeneous enough to be regrouped transnationally.

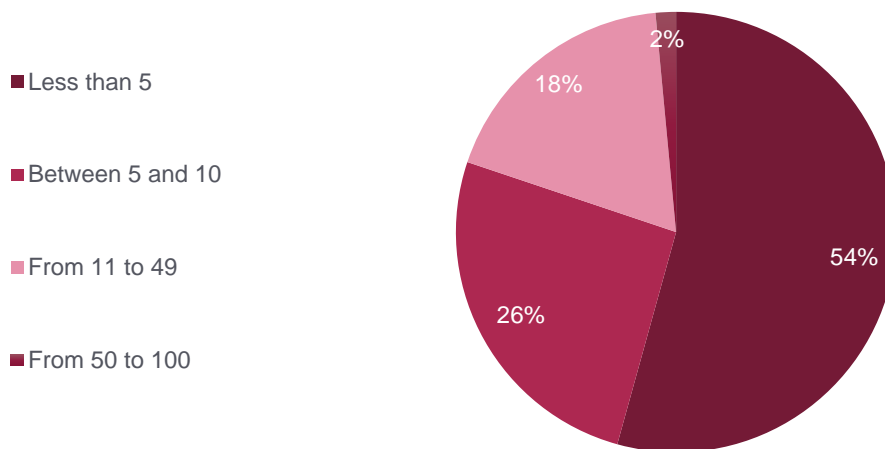


About two-thirds of the trainers currently have women in their vocational training courses. On the contrary, it should be noted that **almost 40% do not currently have any students**. Based on a country-by-country approach, the Portuguese score is the highest, with 80% responding "Yes", giving an average between 50% and 60% in other partner countries (see below).



The predominant response in Belgium, France, Portugal and Spain has been "Yes", this being the lowest in Germany.

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



54% of the participants reported having less than 5 women in their classes and 26% had between 5 and 10 women, meaning 10 women or less than 80% of the participants. However, 20 per cent stated that they had 11 or more women in their training, which can be considered a not inconsiderable number in a sector where the rate of feminization is 9 per cent.

b. Identification of potential gender-based stereotypes

One of the main objectives of the quantitative research was to identify and analyse the existence of **gender stereotypes in trainers**, in terms of preconceived ideas attributed to specific characteristics, roles and behaviours of men and women. This is critical, as stereotypes can limit the development of women's and men's natural talents and abilities, their educational and professional experiences, as well as life opportunities in general.

The aim of this analysis was to describe the current situation, without judging (positively or negatively) what the trainers responded to in the questionnaire about the characteristics, preferences, capabilities or even predispositions of men and women. Before being deconstructed, gender stereotypes must be known in order to enhance the natural talent of future professionals in the sector.

That is why analysis and understanding of the current situation are essential to identify the constraints, resistances and expectations that are difficult for trainers to express, who deal with heterogeneous audiences from a gender perspective.

The survey has identified the reasons why VET trainers consider **the presence of women to be limited in the construction industry**:

Responses from trainers	
Social Prejudice and Cultural Barriers	<ul style="list-style-type: none"> It is not part of the traditional culture: girls' school guidance is directed at gender-based trades (care) and labour counsellors do not guide women into the construction sector. Construction is still seen as "men's work" (physical work) with fear of dealing with an environment that may be macho in some areas. Many people believe that this industry is reserved for men, because women cannot have a "physical job", according to social conventions. Little tradition of the presence of women in some areas of work.
Barriers related to Working Conditions in the Sector	<ul style="list-style-type: none"> Physical appearance: mainly outdoor work, dirty, heavy or very physical, intense and carrying heavy loads. Construction and its derivatives are still male sectors and create difficulties for women to excel in teams with many men. For companies, physical considerations are paramount when hiring. Business leaders are hesitant to hire women. Equipment and materials are not adjusted enough for a woman's physical condition.
Lack of Communication in the Sector	<ul style="list-style-type: none"> Image of a profession unattractive to many women, has the most degraded image compared to other occupations/sectors. Lack of appreciation and knowledge of the industry, its jobs and career opportunities.
Barriers related to the Formative Offer	<ul style="list-style-type: none"> Lack of knowledge of the training offer (initial and continuous). Lack of professional guidance. Insufficient preparation of the trainer to treat women in the classroom. Insufficient preparation of enterprises to train women within the learning framework. Information on available personnel (job vacancies) is rarely geared towards women.
Barriers related to the same Women	<ul style="list-style-type: none"> Stereotypes in the perception of this industry: very marked disadvantages (strength, rudeness, dirty conditions, climate, heat, height), is hard work for a woman. When women choose the construction sector, they tend to focus on jobs where they feel better accepted, such as interior design or management. Some women consider that they cannot develop a professional career in the sector, since they would be treated worse than men. Wanting to work in a masculinized sector carries with it a social stigma, for being considered a "not very feminine" woman.

Grouping and categorization of responses

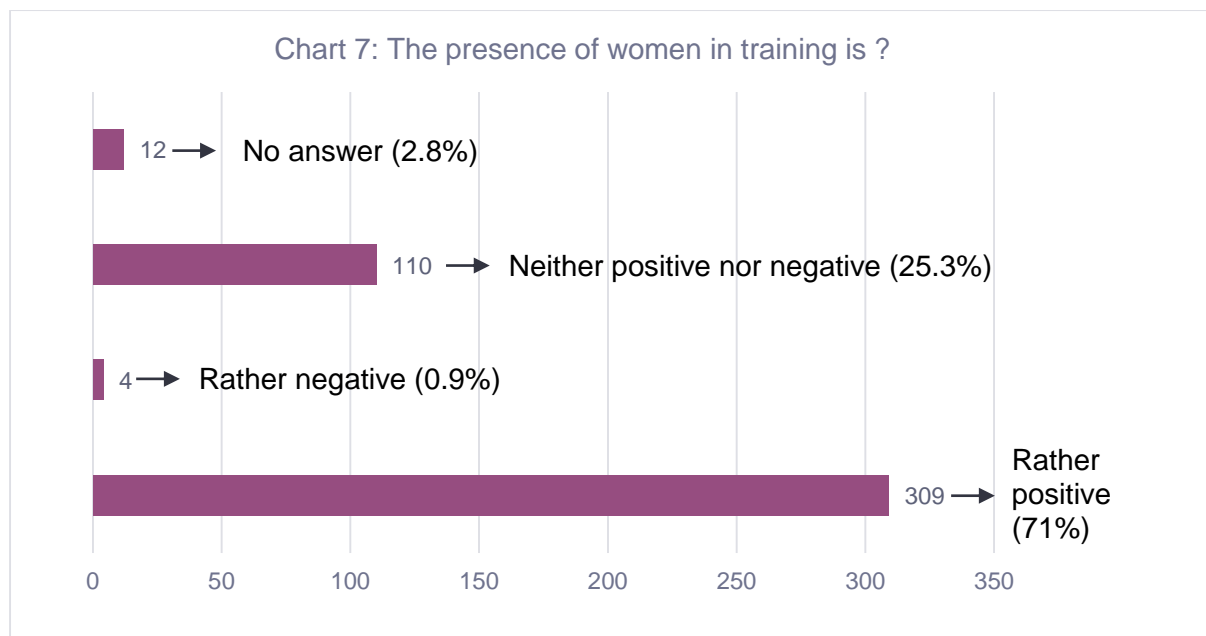


On the other hand, respondents mentioned that the situation is evolving positively and that **the number of women in the construction industry is gradually increasing** mainly for the following reasons:

- Women do not want to be seen differently from men, even when they choose a career in the construction sector.
- Obstacles related to physical activity have evolved: many women can do as many tasks as men and the sector is becoming more industrialized with the use of machinery and the adoption of new technologies, in which no physical force is required.

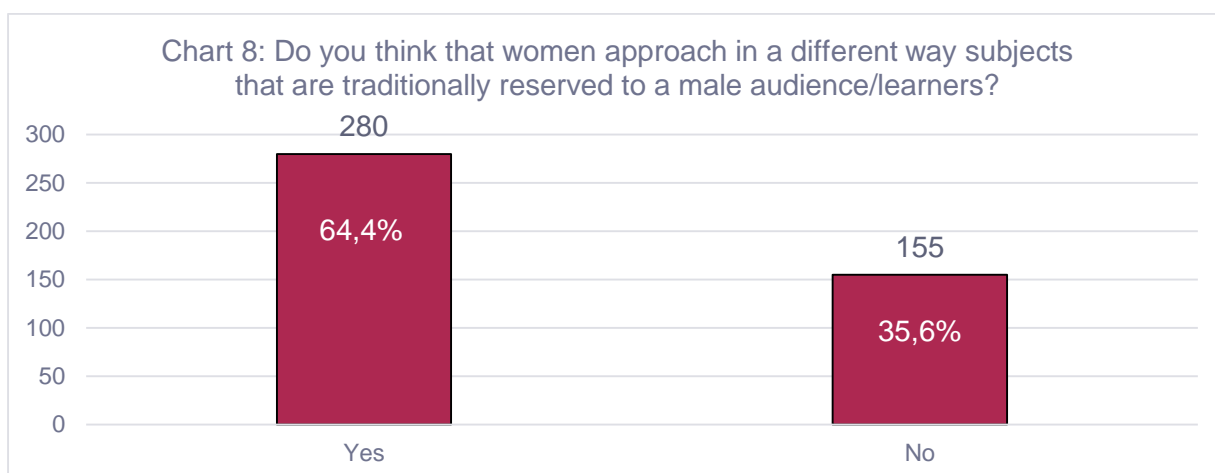
Therefore, the gender approach in construction cannot be separated from the overall evolution of the sector and the most common social issues.

The trainers who responded to the questionnaire consider that the presence of women in vocational training in the sector is a positive phenomenon (71% of responses, very homogeneous information from one country to another).



Only 0.9% of the participants consider this to be negative and for 25% it is a "normal" phenomenon that should not be considered as a specific topic of analysis, which is striking in a highly masculinized sector, where the presence of women is still anecdotal.

The results for the question "Do you think women approach traditionally male issues differently?": about 65% think so, compared to 36% who think there is no gender difference. In general, the differences between one partner country and another are not significant.



For **three out of four trainers** (64%) the reason behind these different approaches between men and women is that **women show greater motivation** in construction activities, as they enter the sector **by vocation** when they overcome many internal and external barriers. After the training, the difficulties during their labour insertion determine a solid commitment with the training, showing also a great interest, making a maximum effort for the acquisition of learning results.

At the same time, 36% of the participants responded that what is important is not sex but age, curriculum and professional project. It was also noted in the questionnaire that the most important factors for working and evolving were motivation, the desire to create specific professional situations and the insistence on achieving the planned goals.

Therefore, according to the survey, women may have a greater professional potential in the construction sector, as they enter by "passion and choice".

However, a more detailed analysis made it possible to identify possible differences and specifications in terms of work approaches and attitudes perceived by the trainers participating in the survey.

The first aspect focuses on the **main qualities** that women could bring to construction activities. This question is intended **to examine whether trainers perceive the potential of their trainees from the stereotype**. Let us remember that one in four trainers has indicated that there is no difference in performance according to sex.

Below is the list proposed to the trainers who responded to the questionnaire:

1. Increased motivation at work
2. Quality in tasks and respect for procedures
3. Quality in the finishing of tasks
4. Attention to improving customer expectations
5. Education in the work area
6. Contribute to improving personal relationships at work
7. To respect more the norms of Security and Health
8. Accept multiple activities better while working
9. Creativity
10. Stronger will
11. Other

Each participant could select up to three proposals or complete the response with their suggestion (see more details).

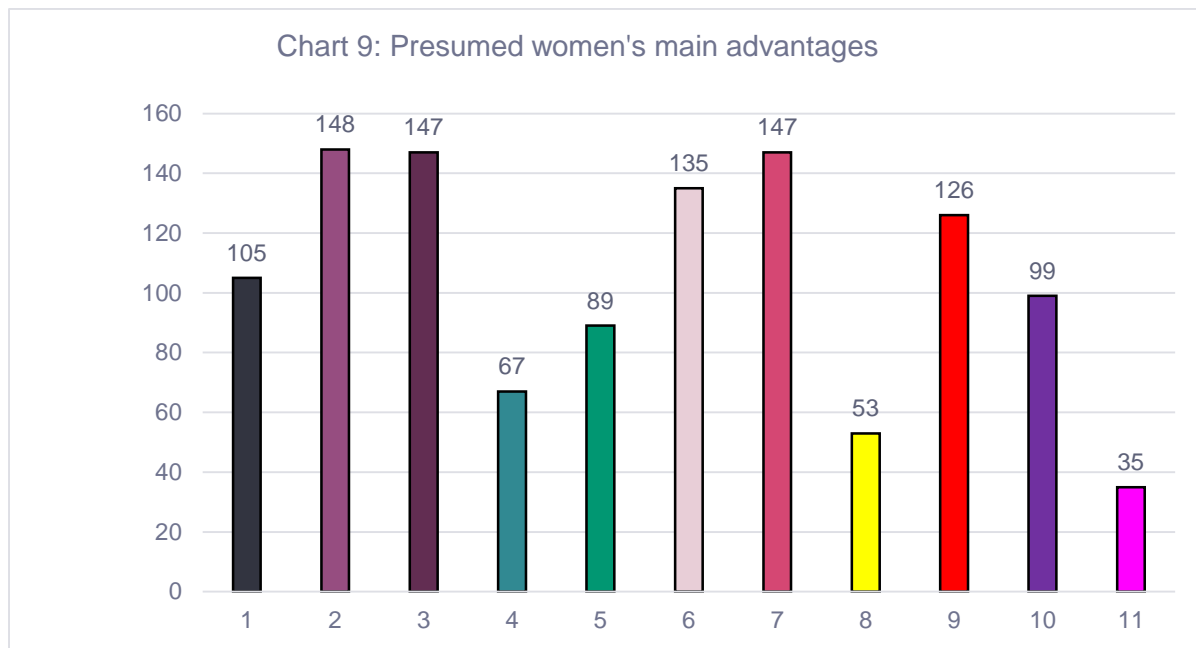


Figure 9 shows that trainers attribute the following characteristics as particularly "feminine" qualities (mentioned more than 130 times by the trainers who answered the questionnaire):

- Quality in the finishing of tasks
- Greater respect for the most stringent Health and Safety standards
- Contribute to the improvement of personal relationships at work (related to the enrichment provided by more heterogeneous teams, with a wide range of experience and skills).

The middle zone has the following characteristics (with a score between 80 and 130 selected proposals):

- Creativity
- More motivation to work
- Stronger will
- Discipline in the workplace

On the other hand, the following characteristics were selected to a lesser extent (less than 80 times) by the participants:

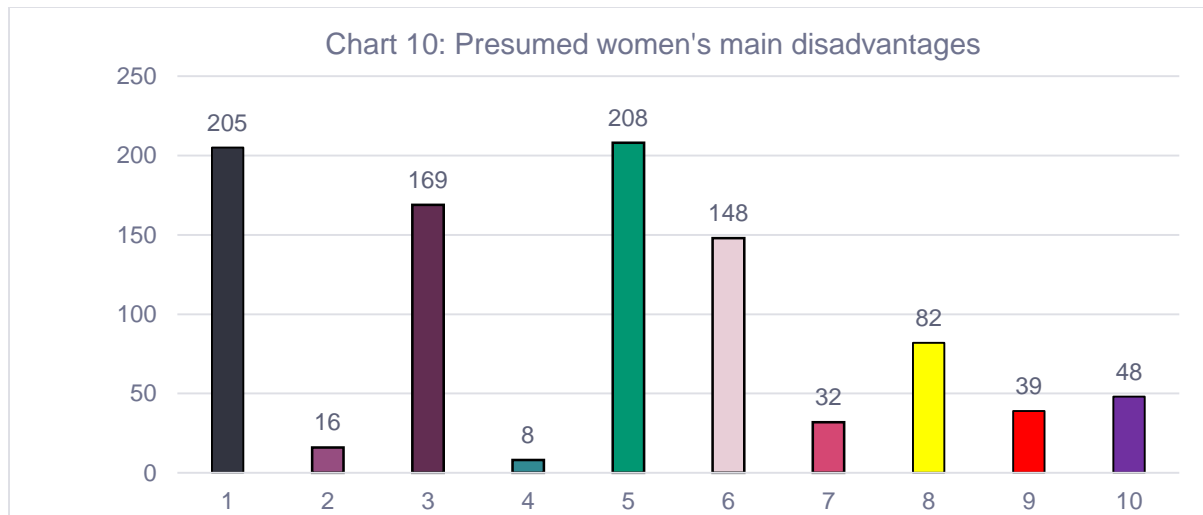
- Attention to improving customer expectations
- Accept multiple activities better while working

The next question related to the **main barriers** that women might face when entering construction jobs, according to trainers. The method has been the same, a list of characteristics proposed to trainers that have been developed to detect the existence of gender-related disadvantages: the role of caregiver and conciliation, discrimination in the learning or working environment, or the description of certain characteristics, qualities and skills built from the stereotype:

1. Less physical strength and endurance
2. Failure to state reasons
3. Dealing with sexism or sexist expressions from peers or clients
4. Difficulties in negotiating with clients
5. Difficulties in imposing oneself in a masculinized sector
6. Barriers of colleagues to accept their instructions (in case of hierarchical superiority)
7. Fewer natural skills to work in the sector
8. Less flexibility or availability in the schedules
9. Reduced availability at the geographic level
10. Others

Then, the most frequent situations (selected more than 140 times) as "main disadvantages" by the trainers who responded to the questionnaire:

1. Difficulties in imposing oneself in a masculinized sector
2. Less physical strength and endurance
3. Dealing with sexism or sexist expressions from peers or clients
4. Barriers of colleagues to accept their instructions (in case of hierarchical superiority)



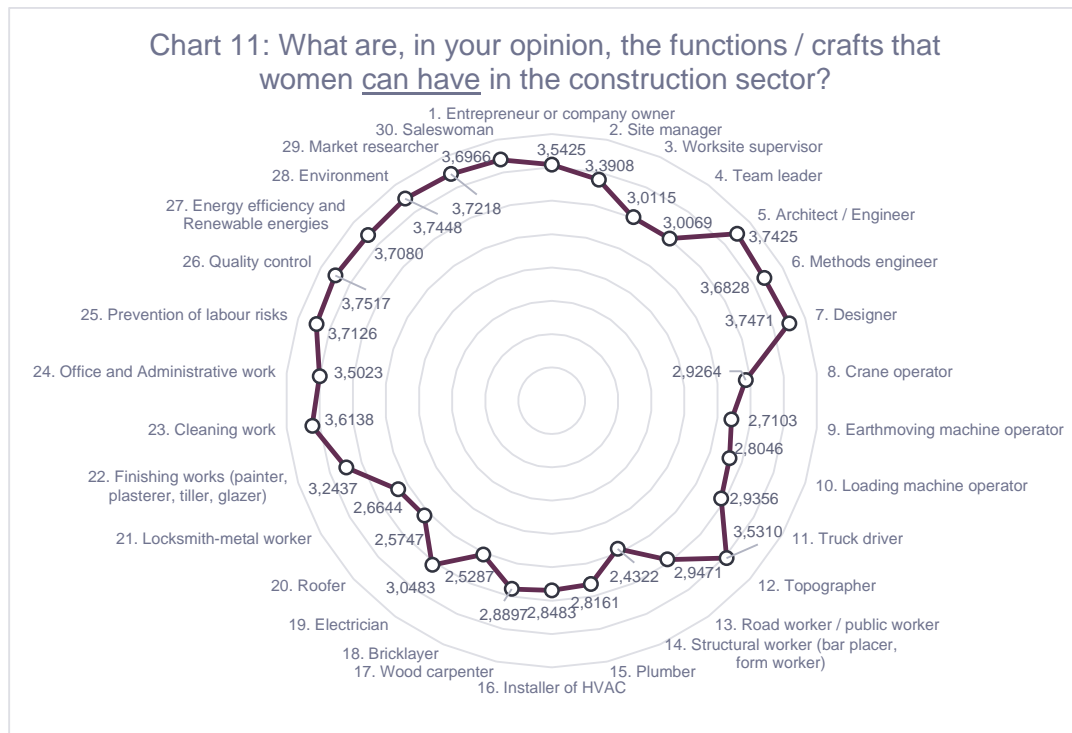
It can be seen that the trainers have not attributed to women the following relative disadvantages (with less than 100 "votes"):

1. Failure to state reasons
2. Difficulties in negotiating with clients
3. Fewer natural skills to work in the sector
4. Less flexibility or availability in the schedules
5. Reduced availability at the geographic level

With respect to the **functions and trades** that women may have in construction, trainers **do not exclude any potential field**. Graph 11 shows, on average, relatively high acceptance results in most of them. However, it can be observed that the curve in the graph decreases as it reaches the more specific trades on the construction site, considered by the participants to be less suitable for women.

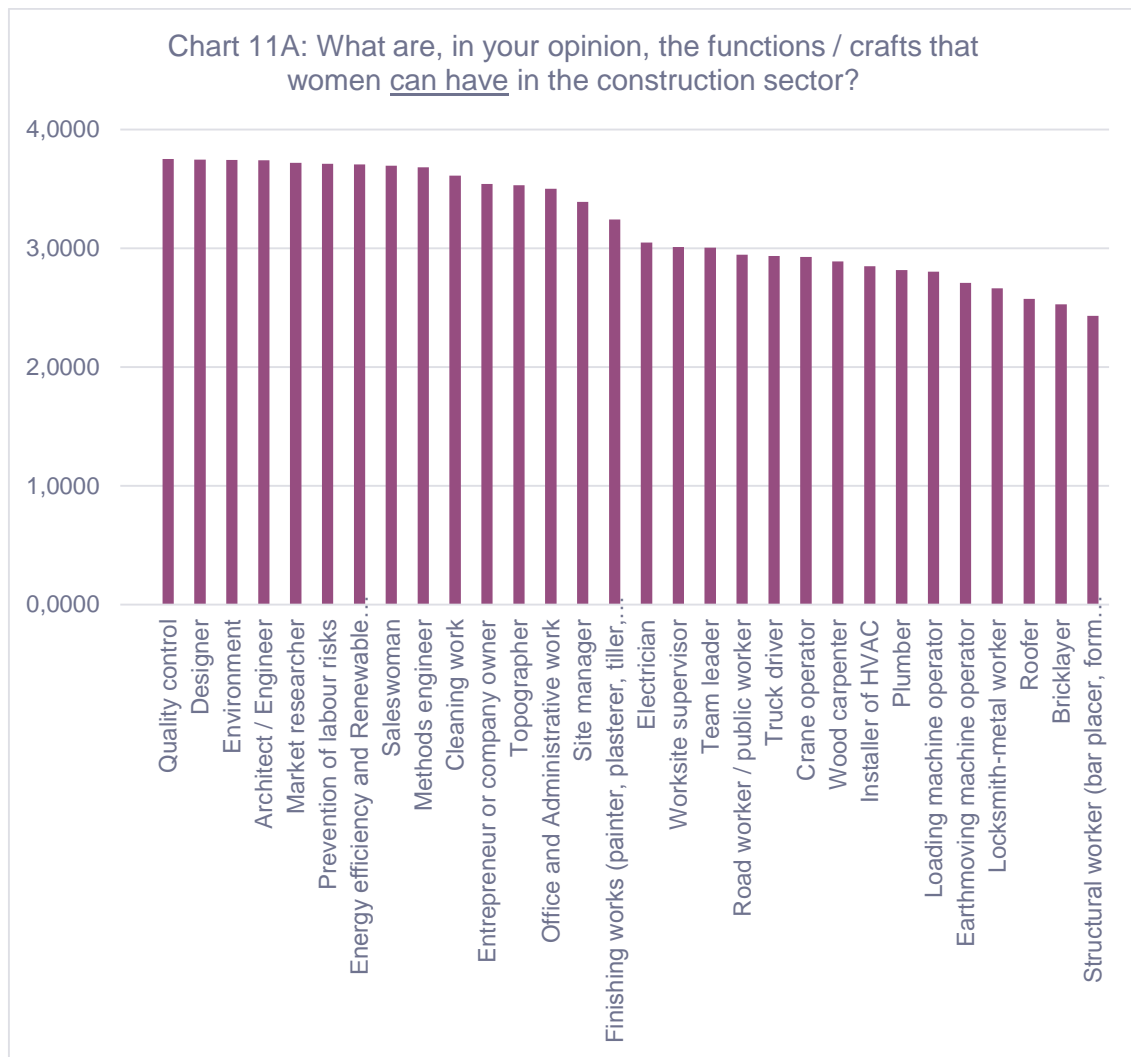
Bearing in mind that when faced with this type of issues that have an element of adherence to social norms/ideologies, the people interviewed tend to position themselves, in spite of anonymity, in socially accepted responses moderating their opinions, the results show that

there is a common vision among trainers in the sector: on-site jobs are less "appropriate" for women.



A more detailed analysis shows that the functions and trades with the highest results are related to transversal, conceptual and managerial activities such as: quality control, design, green jobs, architecture, risk prevention, sales or entrepreneurship (see graph 11B). The "cleaning jobs" are the only exception at the top of the graph curve, which cannot be considered as part of management or conceptual activities.

On the other hand, the curve of the graph descends as it reaches the most specific trades in construction (with a perceptible exception in electrical and finishing work), especially in those trades considered heavier and therefore seen as "masculine": locksmith, roofer, bricklayer, ironwork.



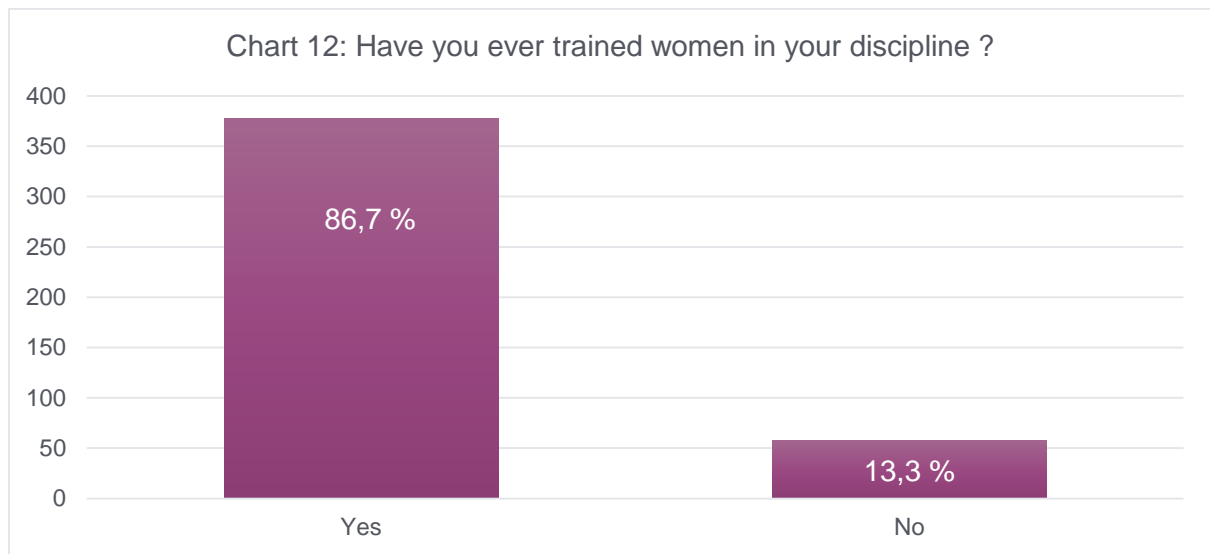
c. Women in training for construction trades

The results of the survey show that gender roles and stereotypes of what is perceived as "male" or "female" continue to influence the opinion of those involved in education and training in the construction industry.

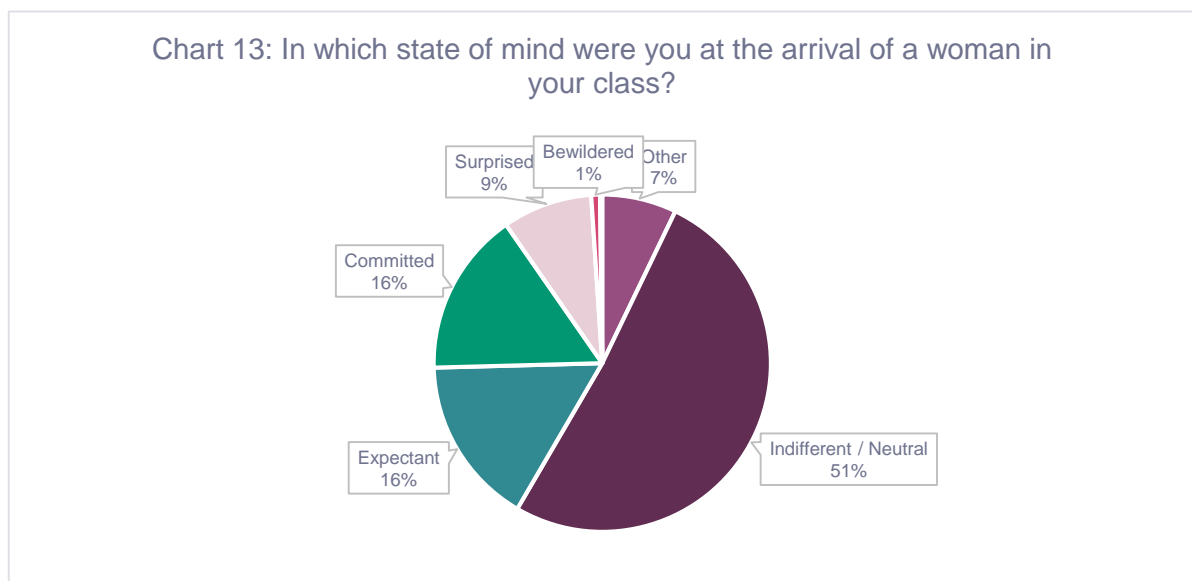
To understand this phenomenon, the partners analysed the pedagogical practices and behaviours of trainers and teachers who have had women in their professional training courses.

87% of the 435 participants have ever trained women in their disciplines.



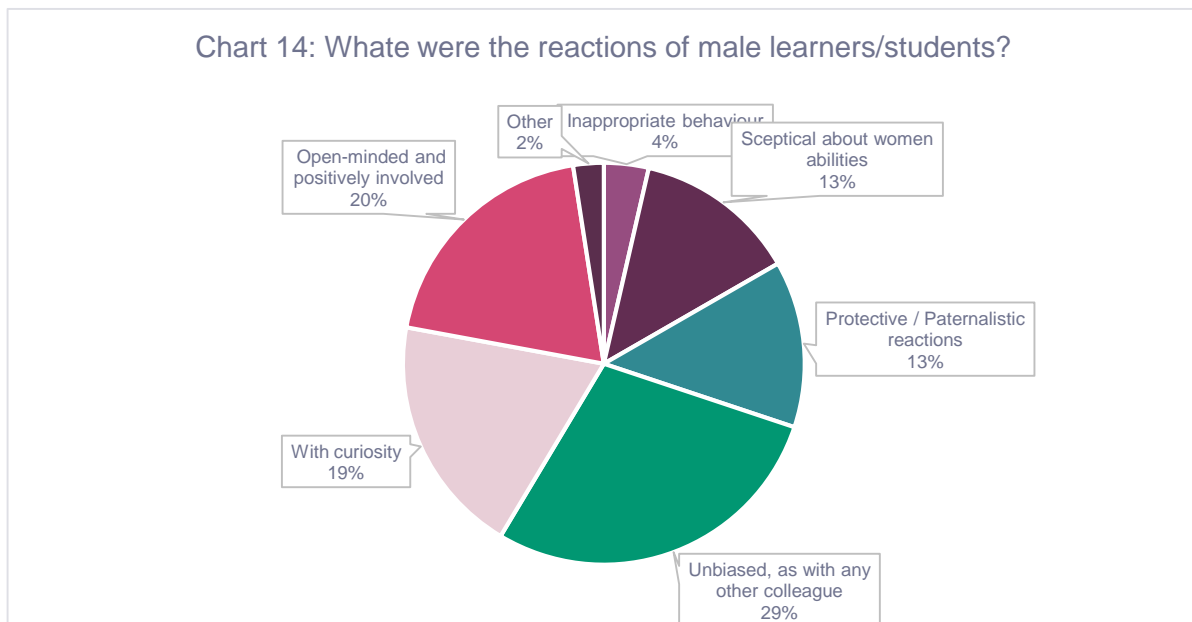


The analysis shows that half of the trainers (51%) consider that they reacted "neutrally" (neither positively nor negatively) when they welcomed women into their disciplines.



For 32% of the participants, the presence of women was a positive phenomenon, as a source of expectation and additional commitment in the training; for 10%, the presence of a woman in their course caused surprise, confusion or insecurity. Parallel to this, 7% of participants stated that they had "other feelings", but did not specify what they were.

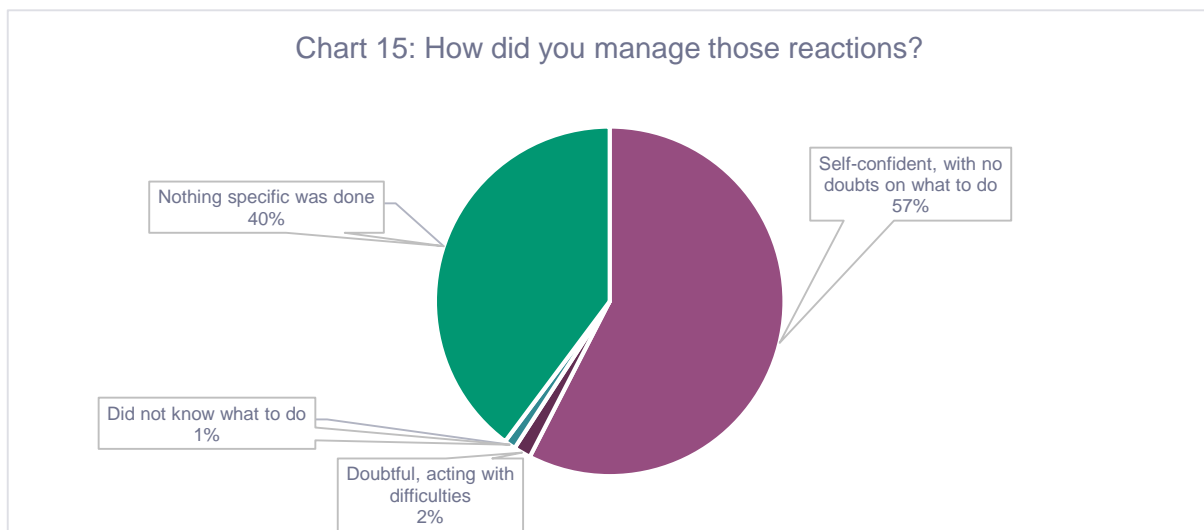
In the opinion of trainers, the main reactions of male students have been somewhat different (Figure 14).



Twenty-nine per cent of the trainers replied that the students' classmates showed an impartial attitude, without a gender-specific reaction. 39% of the trainers consider that their students were curious, open-minded and participated positively. We can say that **three out of five trainers (68%) have not observed gender discrimination in class or workshop**.

However, 13 per cent were sceptical about women's ability to engage in trades in the construction sector, 13 per cent paternalistic reactions and 4 per cent inappropriate behaviour. Therefore, according to the survey result, **at least 30% of male apprentices may cause difficulties in the classroom** when they share the same learning space with women.

In relation to this, the survey revealed that 57% of the trainers who encountered some of these discriminatory behaviours felt confident in dealing with these complex situations, while 40% did not do anything specific to the situation that was taking place in their classroom or workshop and 3% stated that they had had difficulties mediating in this circumstance (see graph 15).



80% of the trainers have not implemented specific strategies or means for better integration of the students in their classrooms.

Respondents indicated that it would be a pedagogical mistake in the classroom for a trainer to treat women with "privileges", rather than focusing on common professional goals, which could be achieved in different ways, depending on personal abilities.

Parallel to this, they pointed out that women should not be favoured, in their own interest, in the training process, "just because they are women":

- Only the difference between people in the learning process and not that of sex matters. Apprentices are first future professionals rather than men and women, so learning outcomes should be assessed with the same criteria.
- The objective for the trainer must remain "that the trainees fulfil their own ambitions and expectations and those of the sector, regardless of whether they are men or women".
- There must be no positive discrimination in training, or else companies may become more reluctant to hire women in the sector.

This generalized perspective reveals a certain resistance to the need to pay specific attention to a possible situation of discrimination of the group of women, as well as the denial that stereotypes may be unconsciously influencing the trainer and male colleagues and, therefore, hindering equal opportunities. This **is evident in gender sensitization training for teachers in the sector**, as stereotypes can limit the development of women's and men's natural talents and skills, their educational and professional experiences, as well as life opportunities in general.

It is necessary to focus on the fact that it is not a question of favouring one sex over the other, but of being able to detect situations of discrimination, as well as to favour egalitarian learning environments, enhancing the capacities and talents of each learner, without setting limits, regardless of sex.

In general, the trainers expressed satisfaction with the increase of women in vocational training in the sector and noted their positive contribution to the global learning process. In an

open-ended question, respondents noted the following positive aspects of an increased presence of women in vocational training:

- Greater diversity makes learning groups more dynamic, with more "peaceful" relationships, where learners work in peace.
- Women become an additional motor in the motivation for learning, where "men should do as well as women".
- It allows a change in stereotypes and attitudes, thanks to a continuous understanding and a better acceptance of interpersonal differences in a positive way.
- A greater presence of women contributes to the gradual reduction and disappearance of gender stereotypes in training centres in the construction industry. With this reinforced presence, "machismo diminishes".
- The presence of women in the construction sector becomes "normal", which is good for the evolution of society.
- Women become natural participants in the construction industry, bringing their "positive and differential touch" to work and labour relations.
- The same trainers become more open and the learning approaches are more enriching and different, this is thanks to their continuous learning on how to deal with complex situations.

d. Opportunities for training of gender trainers

The survey revealed that 80% of the trainers do not have specific strategies for better integration of female apprentices in a highly masculinized environment which means that even trainers who may have difficulties in this field did not implement adequate education strategies.

Parallel to this, **seven out of ten trainers believe that they do not need accompaniment tools to deal with complex situations** in the classroom due to inappropriate behaviour by their male peers.

This statement shows that in order to achieve effective teacher awareness, **effective awareness-raising actions and information channels** will be required **to achieve a positive welcome of the planned measures**, including training of trainers, training within companies, exchange of good practices or the construction of formal and informal networks through platforms.

On the other hand, three out of ten trainers (30%) would like to have accompanying measures to better deal with female apprentices in terms of gender equality, being in the following order the preferred means for this support: 1) specific training; 2) provision of good practices; and 3) setting up networks for the exchange of experiences.

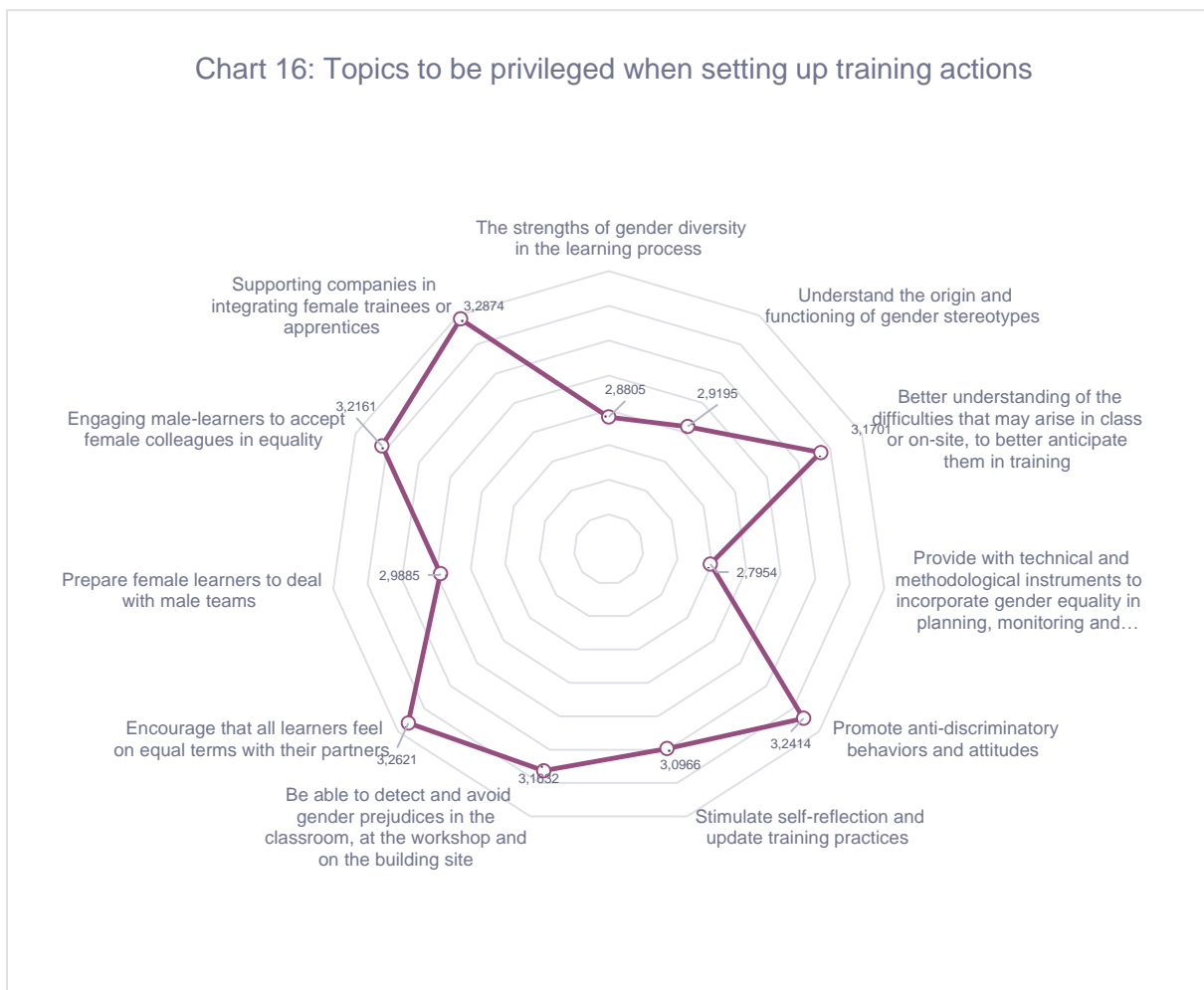
Gender equality training is perceived by 40% of participants as potentially useful, 29% do not have a clear opinion and 31% state that they do not need "gender awareness" training to reinforce their teaching practices.

In the implementation of gender equality training actions, the following topics should be favoured according to the results of the survey, according to their order of importance (measured by the frequency of the selected options):

- To support companies in integrating female apprentices or trainers.
- Promote anti-discriminatory attitudes and behaviour.

- Better understanding of the difficulties that may arise in class or in the work area, in order to anticipate them in the training.
- Be able to detect and avoid gender bias in the work, the workshop and/or the classroom.
- Encourage self-reflection and update training practices.
- Prepare future professionals to deal with the men on the team.
- Understand the origin and role of gender stereotypes.
- The strengths of gender diversity in learning processes.
- To provide methodological and technical tools to incorporate gender equality in the evaluation, planning and monitoring of training.

Graph 16 shows the intensity with which each option was selected, with the most needed at the end of the radar, while the least needed are closer to the centre.

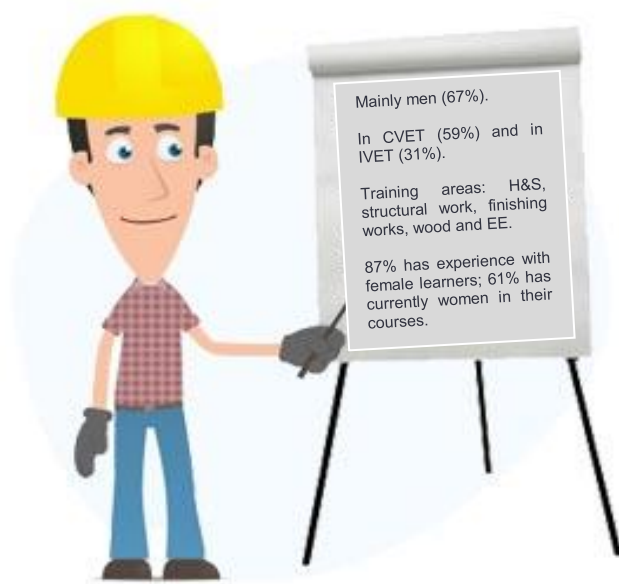


In general, the participants pointed out that a process of formation and accompaniment could be useful if:

- Manage complex situations in workshops and classrooms more efficiently.
- They enrich different pedagogical and social points of view, related to gender issues.
- They normalise the presence of women in training and therefore in construction companies.
- They fight stereotypes by better understanding their potential consequences.
- They encourage the integration of women in training in the construction sector.
- More women in construction companies.


e. Survey findings

Profile of the trainer in construction



Gender Roles

Stereotypes in the perception of what can be "male" and "female" continue to influence the views of stakeholders in the area of education and training in the construction sector.

 Three out of five trainers consider that vocational training students in the sector approach the learning process differently in construction activities, showing greater motivation when entering the sector by vocation, after breaking many internal and external barriers.

In relation to this, trainers consider that women show higher levels of quality in the performance and completion of tasks, with greater respect for safety standards. Certainly, they can be considered as desirable attitudes and skills in the area of work and favourable for employment.


On the other hand, trainers consider that women have two main disadvantages as future professionals compared to men in this sector:


1. Difficulties in imposing oneself in a masculine sector or having one's peers accept one's instructions (in case of hierarchical superiority), as well as dealing with sexism or inappropriate expressions from one's colleagues or clients.
2. Less physical strength and endurance.


Trainers consider more "appropriate" for women, functions related to conceptual and management activities, such as architect, quality manager, designer, energy efficiency, research, risk prevention, sales or entrepreneurship.


According to the physical differences (strength and endurance) mentioned by the formers as a major disadvantage, the curve decreases when approaching specific trades or jobs considered as heavy and therefore "masculine", such as locksmith, roofer, bricklayer, ironwork or formwork.


Expectations and needs of trainers


 The presence of women in training is considered by 71 per cent of trainers to be a positive phenomenon, despite their low representation.

 For 32% of the trainers, this female presence constitutes an additional source of expectations and commitment in their teaching activity.

 According to the trainers' experience, one in four apprentices shows prejudices in the classroom (sceptical attitudes about women's abilities, paternalistic reactions or even inappropriate behaviours).

 The survey revealed that 43% of trainers may have difficulty dealing with these situations of gender bias or discrimination.

 However, three out of four trainers have not established any strategy to better integrate female learners, and believe that they do not need accompanying measures (70%) to deal with complex situations due to inappropriate behaviour of their classmates in the classroom or workshop.

 Gender equality training is perceived as potentially useful by 40% of participants, at the same time 29% do not have a clear opinion and 31% stated that they would not need gender equality training to strengthen or improve their teaching practice.



Effective awareness-raising actions and information channels will be required to ensure a positive welcome of the measures envisaged for the development of gender competencies among teachers.

The positive acceptance of women in the construction sector will require a comprehensive communication strategy to increase gender equality, because the survey results show that although many trainers are aware of gender stereotypes and discriminatory situations in the classroom that limit women's possibilities in the sector, there is a general lack of self-awareness of their own prejudices and of the need to improve equality in their teaching practice.

3.2. Qualitative research: discussion groups with experts

As foreseen in the initial work plan, a country discussion group composed of trainers, training experts and gender specialists to review, enrich and validate the quantitative results of the survey.

The main objectives, common to all national discussion groups, have been:

1. Collect opinions on the results of the quantitative survey conducted by partners to identify gender gaps in the way trainers work, taking into account additional solutions and assumptions.
2. Compare the results with the empirical experience described by the experts and compile realistic ideas on how to design and establish the envisaged MOOC to meet the needs of trainers on gender gaps.
3. Prepare proposals on how to imagine the MOOC (conceived as the main tool for the accompaniment and skills development of trainers), which was planned in terms of goals, contents and learning methods.

In total, six discussion groups (one per partner country) were organized between April and July 2018.



Partner	Place and date of the Discussion Groups	Trainers	Other experts	Apprentices	Total participants
BZB (DE)	20/07/2018 - Krefeld (DE)	2	7	2	11
CCCA-BTP (FR) IFAPME LHW (BE)	25/04/2018 - Roubaix (FR) - Near the border with BE	5	7	2	13
CCCA-BTP (FR) IFAPME LHW (BE)	02/06/2018 - Valen- ciennes (FR) - Near the border with BE	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
					63

a. Methodology

The partners decided on a common methodology in the discussion groups with VET experts and teachers. Therefore, the organization of the discussion groups was similar in all countries. The meetings lasted an average of two hours, which were divided into the following parts:

- Exploration and critical analysis of quantitative survey results.
- Comparison of the results with the work situations experienced by the participating discussion groups.
- Discussion of the contents and potential objectives of the MOOC.
- Identification of potential barriers that could limit the participation of trainers in the planned training. Classification and categorization of barriers.
- Proposals of measures related to each barrier.

National project leaders organized discussion groups in meeting rooms (in all countries) for the exchange of ideas, as well as workshops to confront direct learning situations with trainers and trainees.

It dealt with the future development of MOOC content around the **desired change and the needs and interests of potential participants** (professional construction trainers), in terms of training methods and approaches when apprentices are mixed male and female audiences:

- Identification of gender gaps in the way trainers work with both sexes.
- Harmonize gender gaps and select measures to overcome them.
- What changes need to be achieved?
- What training needs to be done to drive the planned change?
- What knowledge, skills and competences should a gender equality trainer possess?
- How to motivate trainers and VET schools to make gender equality a normal aspect of the curriculum?
- How to meet expectations about *online* courses on gender equality?
- How to motivate a significant number of trainers to attend future *online* trainings?
- What type of exercise would be optimal for the community of formators?
- What other measures or strategies may be appropriate to guide trainers towards better inclusion of women in vocational training in the construction sector?

In all the countries involved, the debate was well balanced between the analysis of current situations, in terms of gender equality, and the way in which the MOOC should be conceived. In addition, it has been mentioned that the MOOC could not be considered as the only means to improve the situation in the current training, in terms of lack of gender equality. For this

reason, the mentality of all the parties involved must continue to evolve in order to fight against many stereotypes transmitted, not only by the trainers, but also by the rest of the agents involved.

b. Perception of gender issues in focus groups

General opinion on gender-related issues in the construction industry

The participants pointed out that the construction sector is **very masculine and not used to sharing the work and/or learning space with women**.

The fact that the managers, supervisors or team leaders are mostly men implies that the style of work organization and communication does not include women at all. This professional behaviour is often perceived among trainers, especially if they were formerly active workers on site. However, this behaviour may change with greater experience with women or professional colleagues in construction companies.

This idiosyncrasy noticed for many years in the construction sector is progressively evolving. The experts from the discussion groups pointed out that the debate about the current situation is no longer "yes or no for women in the construction sector", but "which are the professional careers in which women have the greatest possibility of insertion in this sector and under what conditions".

- The attitude of companies towards young women in the sector is changing with regard to the selection criteria: capacity and motivation are above all else; sex is progressively becoming secondary in a growing number of companies.
- However, stereotypes and prejudices are still numerous, especially in small businesses that are not accustomed to working with women. In addition, women's specific conditions, such as potential motherhood or physical strength, still contribute to the reinforcement of certain prejudices, which prevent companies from hiring women.
- The real educational problem is to see diversity as a negative complexity, rather than a positive resource that could enrich training practices and contribute to the dynamic image of the construction industry.
- There is a significant lack of communication to attract women to trades in the construction industry.

General perception of the discussion groups on the achievements of the project

All discussion groups approved the gender mainstreaming strategy, promoted by the project to **make the most important stakeholders (trainers, employees, peers [men], staff of VET schools, professional counsellors, etc.) in the construction industry more sensitive to and aware of gender equality**. Therefore, the barriers and benefits of integrating women into the sector must be clearly identified.

The analysis has already contributed to this objective, but constant and determined action is now needed from a large number of stakeholders to overcome the specific barriers and disadvantages faced by women in accessing and remaining in the construction labour market.

According to the participants, **company tutors and vocational trainers are particularly important in helping to overcome gender prejudices and stereotypes.**

- The discussion groups agreed with the general statement that apprentices should be the main educational reference in training, considered as "professional groups composed of men and women", where it is necessary to work more on impediments than on gender (where the idea that women would react differently in professional situations or vice versa is abandoned).
- The current problem is how to attract more apprentices through vocational training in the construction industry, regardless of gender, to meet the growing needs of enterprises in terms of skilled workers.
- In general, trainers can help girls to emancipate themselves, as problems are cross-cutting and go beyond the gender spectrum. Greater specialization facilitates emancipation.
- Generally speaking, young women do not want to be treated differently in the learning process, because "having the same opportunities as a man also means facing the same professional conditions; that is why they want to be treated like men, neither better nor worse". For this reason, it is important to specifically address the barriers that exclusively affect women due to gender inequality, while at the same time promoting "neutral" teaching-learning, aimed at acquiring the necessary competencies, without falling into the attribution of qualities and skills built from stereotype.
- But some construction trainers feel insecure about how to deal with female apprentices from a professional and social point of view (e.g. teaching operations requires some physical contact).
- It is essential to focus on new trainers in order to sensitize them to gender and equality issues in specific work situations.

Findings on Women in Construction Skills Training

Participants noted **the need to take diversity into account and promote the potential of each learner** (regardless of gender) as a fundamental and obvious rule of formation. Current social and pedagogical approaches must evolve to overcome traditional concepts and divisions between men and women, even if their importance is considered relative.

In addition to the quantitative survey, the experts noted many positive impacts of gender diversity on learning processes, in terms of innovation, productivity and quality:

- Despite constant efforts over many years, few women choose vocational training and education in the construction industry in partner countries (not including administrative jobs), even if the situation has been changing (especially in jobs where higher education is required).
- In Belgium and France, discussion groups noted that, if so, women mainly opt for painting and finishing. They are very rare in engineering training sections, which would allow them to become entrepreneurs, designers or supervisors.
- Several participants in the focus groups felt that apprentices were more attentive and rigorous in training than their colleagues (men) of the same age. They also believe that it is easier to develop professional projects and training with women than with men.

- Professional gestures should be explained differently to women and men, for example: trainers (men) would refrain from touching the hand of an apprentice to explain a professional gesture, but would do so with an apprentice.
- However, an apprentice is generally a professional colleague and a future worker with skills. Therefore, the trainer must be able to find good professional methods for professionally considering women without any discrimination in both sexes.
- The trainers adapt their teaching methods to the female audience in a rather instinctive way. Therefore, even if they claim that they do not need gender-specific training, it is likely to be positively received if they are convinced that it will be pragmatic and useful for their teaching.

c. Interest in the future MOOC

The project foresees training in gender equality, providing participants (professional trainers, men and women) with important knowledge, skills and values that will enable them to contribute to an effective implementation of gender mainstreaming strategies in their professional environment. Therefore, the partners will work in a transnational MOOC, to successfully incorporate the gender perspective:

- Identify gender inequalities and differences in the field of activity.
- Define gender equality objectives during the training of trainers.
- Take gender into account when planning and implementing all kinds of trainer accompaniment in training centers and companies.
- To monitor the progress and quality of learning with a criterion of gender equality.
- Evaluate training programmes and methods, among others, from a gender perspective.

Participants pointed out that all these actions **will require** not only adequate theoretical knowledge, but also practical skills and **a change of attitude**. For this reason, the planned MOOC should be taken into account as a starting point, without abusing theoretical models and including real sectorial practices. It will be considered useful by potential beneficiaries **if it contributes, in a pragmatic way, to the analysis of their own teaching practices**. For example: trainers may have different expectations due to gender stereotypes in their professional field. Therefore, the MOOC indicated by the discussion groups should help the trainers to become better professionals, not only from a technical point of view, but as social agents. Thanks to MOOC, trainers may be able to identify and overcome their own prejudices through the following activities.

- Make learning sequences more attractive by mixing the positive sides of gender heterogeneity.
- Improve the way trainers manage groups and individuals (men and women, separately and individually).
- To help reorganize relations with companies that receive apprentices (men and women).
- To facilitate the integration of apprentices in companies.
- Contribute to hiring more girls in the training centres, demonstrating that the training and educational staff are ready to receive and train them.
- Become an "ambassador for gender equality" in companies and among colleagues in training centres.

The partners found a consensus on the proposed contents (see pages 19 and 20) as long as they contribute to the following training objectives:

- Encourage the development of men's and women's natural talents, as well as their professional and educational experiences and expectations.
- Prepare trainers to create educational and attractive scenarios for mixed audiences, addressing complex situations and difficult problems.
- Use gender diversity as a resource to enrich training and teaching practices.
- Finding the right balance between both sexes without falling into exclusivity. Within this framework, it is important to present a wide range of professional models to both men and women.
- Design learning models based on work situations and ideas about sharing good practices among trainers, using examples of trainees from their work experience.

In addition, participants indicated that the MOOC would be useful if it addressed not only trainers and teachers (even if considered as direct beneficiaries), but also managers, tutors, vocational training developers and vocational counsellors. It would therefore provide opportunities **for lifelong learning** of all these categories.

4. Proposal for gender sensitivity training

The analysis of Phase 1 shows that gender equality competencies is an issue that requires a complex approach in trainers and professionals in the construction sector. While there are some differences between countries raised by experts in focus groups, the analysis of the survey shows almost identical results in all countries in terms of gender gap and expectations.

a. MOOC design with a Metaplan

The term "Metaplan" is understood as a spontaneous identification of discriminatory facts, barriers during training and the description of measures and actions that could provide appropriate solutions (the results of quantitative research were used to support ideas and their discussion). This model has been used by the Spanish and Italian project partners as one of the specific objectives of the national discussion groups. With the results of the *Metaplan*, barriers and measures to teach with gender equality can be identified.

The results show significant similarities between the Spanish and Italian approaches, however, several differences were marked. Therefore, it will be considered to build a common pattern as a guide that will take its operational sense to specific national or even regional contexts, once it has been adjusted.

Metaplan English

Classification	BARRIERS	MEASURE TO OVERCOME IT
1	Gender biases with classmates Trainers deal with apprentices who use inappropriate comments or attitudes	<ul style="list-style-type: none"> ■ Incorporate gender considerations. ■ Attention to diversity ■ Assertive conflict resolution
2	Lack of awareness of not being equal in their profession. The trainer is not conscious of teaching (her) equally)	<ul style="list-style-type: none"> ■ Self-analysis of training practices with a gender perspective.
2	"On-site" style of communication The trainer who "come from the work" continue to communicate in the same way.	<ul style="list-style-type: none"> ■ Teaching Styles ■ Body language or nonverbal language
2	The trainer is not a formal professional Trainers do not have formal studies to be a teacher, causing them to misinterpret the methodologies, concepts and tools that a trainer should have.	<ul style="list-style-type: none"> ■ To know teaching methodologies ■ Initial evaluation ■ Communication Styles ■ Updating pedagogical approaches from a gender perspective. ■ Increase the relevance of teacher education.
3	Class Leadership Style	<ul style="list-style-type: none"> ■ Inclusive Leadership
4	Existence of discriminatory practices	<ul style="list-style-type: none"> ■ Diversity of work with respect to the potential of the person. ■ Identify discriminatory practices



Classification	BARRIERS	MEASURE TO OVERCOME IT
4	Individual differences in learning styles Trainers should be aware that not everyone learns in the same way, regardless of the gender of the learner.	<ul style="list-style-type: none"> ■ To know the gender system. ■ Socialize ■ To know the teaching methods ■ Good practices with women in the sector. ■ Promote the participation of all students.
5	Differences in learning methods. Trainers should understand that apprentices can implement different teaching methods.	
6	Lack of "review" of learning materials. Trainers should have available materials reviewed by gender experts.	<ul style="list-style-type: none"> ■ Nonverbal language of didactic material ■ Selection of learning situations.
6	Lack of adaptation of teaching resources	<ul style="list-style-type: none"> ■ Review of resources (language, photos, etc.)

Italian Metaplan

Classification	BARRIERS	MEASURE TO OVERCOME IT
1	Different individual learning styles. Trainers should be aware that not everyone learns in the same way, in spite of the trainees.	<ul style="list-style-type: none"> ■ To know the gender system. ■ To know the learning systems ■ Know good practices with women in the sector. ■ Promote the participation of all students in the learning process. ■ Nonverbal language. ■ Selection of learning situations. ■ Adaptation of educational resources.
2	Trainers without a specific pedagogical preparation. Trainers do not sufficiently understand pedagogical methodologies, concepts and tools.	<ul style="list-style-type: none"> ■ Encourage the initial assessment of trainers to identify their needs in terms of pedagogical methods. ■ Improve communication style. ■ Adapt pedagogical approaches from a gender perspective.
3	Traditional teaching methods and training sites.	<ul style="list-style-type: none"> ■ Assess the positive impact that heterogeneous groups can have. ■ Promote innovation, productivity and quality. ■ Propose learning situations that take into account mixed audiences.
4	On-site" communication styles Trainers are not prepared enough to communicate efficiently with all types of learners.	<ul style="list-style-type: none"> ■ Improve teaching styles. ■ Improve body language and non-verbal communication.
4	Existence of discriminatory practices.	<ul style="list-style-type: none"> ■ Identify discriminatory practices. ■ Diversify the work of each apprentice with respect to the potential of each one.
5	Prejudice with classmates. Trainers have to deal with apprentices who make inappropriate comments from women.	<ul style="list-style-type: none"> ■ Conflict resolution. ■ Attention to diversity.
6	Insufficient leadership with learners in the classroom.	<ul style="list-style-type: none"> ■ Improve educational leadership
7	Lack of awareness in being objective when teaching.	<ul style="list-style-type: none"> ■ Development of self-analysis practices, including from a gender perspective.



7	Lack of systematic updating of teaching materials.	<ul style="list-style-type: none"> Review of teaching materials (language, photos, etc.) from a gender perspective.
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The analysis of the *Metaplan* of Spain and Italy makes it clear that although most of the barriers listed are practically the same, their classification is different. Therefore, individual differences in teaching styles are listed by Italian discussion groups as a major factor that does not promote equal treatment of all apprentices, whereas Spanish discussion groups classified this topic as average. On the other hand, gender biases and stereotypes with peers were classified as important by Spanish discussion groups, but this topic for Italian experts was classified as intermediate.

In general, Italian discussion groups emphasized through their *Metaplan* a lack of social and pedagogical skills in trainers, coming directly from construction companies and placing the gender dimension in a larger context. The Spanish discussion groups also pointed out this aspect as important for a balanced treatment of apprentices, but at the same time it was oriented towards an analysis of gender stereotypes and communication styles with all types of apprentices as a primary factor.

In both countries, lack of leadership in the classroom was noted as a contributing factor to unequal treatment between men and women, as well as a lack of methods to enable trainers to identify their potential discriminatory practices.

These results are also consistent with the conclusions of the focus groups established in Belgium, France, Germany and Portugal. As a result, the experts listed the most important obstacles that can prevent equal treatment in the construction sector. The obstacles identified by these partner countries are practically the same as those identified in Spain and Italy.

b. Complementary approaches

The experts pointed out the need to find an appropriate balance between reinforcing the theoretical skills of trainers and concrete actions that allow them to evaluate, with an appropriate distance, their professional attitudes towards apprentices. For this reason, these national experts propose to create a simple MOOC based on specific work situations.

Parallel to this, the Belgian and French experts pointed out the need to reinforce communication skills with peers, especially if the trainer teaches full time and does not have a systematic communication with tutors.

Therefore, the themes identified in the *Metaplans* proposed by Spain and Italy could be regrouped in three distinct parts, with specific contents, as shown below:

Part 1: Distribution, implementation and control of activities and tasks entrusted to apprentices (men and women).	Examples of content <ul style="list-style-type: none"> Prejudices and abilities of each one in the work. Organizing work through gender equality and complementarity
Part 2: Management of difficult, inappropriate postures and behaviours during training	Examples of content <ul style="list-style-type: none"> Obscene situations/comments.

	<ul style="list-style-type: none"> ▪ Sexist attitudes among apprentices in the training centre. ▪ Consideration of objective differences between men and women, playing with complementarity.
<p>Part 3: Tutors and companions of companies for a better professional relationship between men and women.</p>	<p><i>Examples of content</i></p> <ul style="list-style-type: none"> ▪ Sexist attitudes and opinions in the work, on the part of the managers and tutors who accompany the apprentices. ▪ Self-realization, image, through the relationship with women (for men) and with men (for women) in the work.

This scheme should meet the specific needs of large beneficiary groups, clearly identified by focus groups and surveys:

- Continuous FP trainers.
- Initial FP trainers.
- Company tutors.

In this sense, what may be suitable for the full-time trainer (IVET, most in France and Belgium, some in Germany) and to some extent in the other partner countries) may be insufficient to implement in the countries and organisations where the trainers come directly from the companies (continuous VET and company tutors, most in Spain, Portugal and Italy), as they do not always have previous pedagogical training.

Several experts also mentioned that the MOOC should be complemented by appropriate operational guides allowing beneficiaries to select, analyse and integrate work situations and case studies into the training pathways in which they participate.

In addition to this, the experts pointed to the need to devise communication and dissemination strategies, even before the MOOC is ready, to make it known and to increase the number of its future users.

c. Thematic focus for the MOOC

The common *online* training model will be designed to provide its beneficiaries with the following social and pedagogical skills:

- To be able to identify, analyse and overcome barriers related to gender equality in the related field (cultural, educational, physical, organisational, behavioural, conscious and unconscious discrimination).
- Apply and plan specific goals, contents, methodologies and tools for learning processes based on gender equality in related training centres.
- Acquire basic knowledge about solutions or good practices used in the construction industry to solve complex problems with appropriate methods.

This would have a snowball effect in two directions:

1. Downwards, to the students, since the trainers not only transmit technical knowledge, but also values and build moments of reflection.
2. Upwards, to enterprises, in the sense that the provision of training by VET centres will provide greater awareness of enterprises among workers.

In addition, with the help of trainers, VET schools are expected to create closer links with several partner organisations that could add value in gender sensitivity competencies.

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

This approach will host:

- Understanding the legal context of gender equality.
- Facts, figures and indicators on the labour and social situation of men and women in the sector, in terms of gender equality.
- Knowledge of the gender system and socialization processes to understand the origin and role of gender stereotypes.
- Updating and development of pedagogical and social approaches from a gender perspective. Individual differences related to learning styles.
- Analysis of real work situations. If possible, those experienced by the apprentices.
- Assessment of the positive impact that mixed groups could have on the quality of work and the quality of training.
- Analysis of the individual reactions of apprentices (men and women) related to specific social and work situations.
- Styles and methods of communication, including body language and non-verbal language, selecting and valuing the most appropriate learning situations and promoting the participation of all learners.
- Review of available resources.

5. Conclusion: Steps to a learning experience

Overall objectives and contents of the MOOC:

- To support self-reflection and self-awareness on gender equality. Self-analysis of teaching practices with a gender perspective.
- To update the pedagogical approach from a gender perspective.
- To support the professional practice of the trainers, creating will of improvement.
- To know the strategies and activities that allow to work the teaching contents with a gender perspective.
- To select materials that allow the teaching contents to be worked with a gender perspective.

Module 1	Aims and Objectives	Hours
Presentation	Introduction to the course	--
Contents		
Summary of the objectives and contents of the course in a video		

Module 2	Aims and Objectives	Hours
Gender equality context	Knowing the importance of gender equality for society and the economy Understanding the legal context of gender equality Know the basic legislation on gender equality	1
Contents		
Introduction: Conquest of rights for women and men that differs both in achievements and chronology. Legal framework for gender equality. Legal framework for training with a gender perspective. United Nations, EU, states, regions and local level		

Module 3	Aims and Objectives	Hours
Gender Theory	To know the sex-gender/socialization system. Understand the origin and functioning of gender stereotypes. Distinguish between prejudice and reality. Sexist comments.	1
Contents		
Gender and sexual system. Roles and stereotypes. How they influence everyone's expectations. Influence on the construction sector (no quantitative data)		

Module 4	Aims and Objectives	Hours
Segregation in the construction labour market	Sexual division of the labour market. Beware of gender gap data. References to the construction sector.	1
Contents		
<p>The concept of "gender gap".</p> <p>Professions dominated by men/women, related to the construction sector.</p> <p>Horizontal gender segregation, <u>European dimension</u>.</p> <p>Vertical gender segregation</p>		

Module 5	Aims and Objectives	Hours
Teaching from a Gender Perspective I: Teachers as Agents of Change	An opportunity to recreate a positive image. Identification and self-analysis of perceptions, attitudes and behaviours. Identifying Improvable Practices Introduction to the Course	3
Contents		
<p>Evaluation of their own reactions in complex gendered learning contexts.</p> <p>Attention to diversity, respecting the potential of the person. Observations on the positive aspects of possible personal differences.</p> <p>Adequate communication and feedback from teachers/trainers in complex or difficult situations.</p> <p>Creating attractive educational scenarios for mixed audiences, addressing complex situations and difficult issues.</p> <p>Transformation of attitudes (encouraging male pupils to accept female peers on equal terms; encouraging all pupils to feel equal with their peers).</p> <p>Promote anti-discriminatory behaviours and attitudes.</p>		

Module 6	Aims and Objectives	Hours
Teaching with a Gender Perspective II: Analysis of Realistic Work-Learning Situations	Self-evaluation of one's own reactions in complex learning contexts. Reflect on the readings and relate them to their particular teaching scenarios.	2
Contents		
<p>Assertive communication. The importance of inclusive language</p> <p>Development of the natural talents of girls and boys, as well as their educational and professional expectations and experiences.</p> <p>Use gender diversity as a resource to enrich teaching and learning practices.</p> <p>Finding the right balance between the assets of both sexes without falling into exclusivity. Within this framework, it is important to present a wide range of women and men as professional role models.</p> <p>Innovative ways of providing practical and vocational learning: basic knowledge of solutions or good practices used in the construction industry to solve complex problems with appropriate problem-solving methods.</p>		



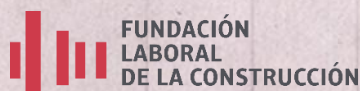
In order for MOOC to contribute effectively to the development of national and regional training strategies, it is important to implement a common method for its experimentation.

This phase will include the following steps:

1. Development of common MOOC content and training manuals for "gender training": objectives, themes, duration, evaluation and certification.
2. Launch, Test and Update MOOC: 15 trainers from each training partner will be included in the MOOC (4-6 Hours).
3. Memorandum of Understanding. Certification of competencies through "gender sensitivity", accreditation to promote recognition in various member countries of the European Union.

It is therefore expected that 90 trainers will follow this experimental training, with the aim of extending it to all vocational training institutions (a network of around 4,000 trainers) that will need it.

The results of this training will be self-evaluated by the trainers themselves as well as evaluated through educational learning experiences with women. For this reason, it is necessary to envisage situations where the trainers involved will have the opportunity to test their new knowledge and skills in concrete learning situations.



Construction Labour Foundation
(FLC). Spain



Madrid City Council Employment Agency
(AE). Spain



ECIPA Foundation. Confederal Body of Professional Education for Crafts and Small Enterprises (CNA). Italy



Body for Training and Vocational Training in Construction
(FORMEDIL). Italy



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



Committee for the Consultation and Coordination of Building and Public Works Learning
(CCCA-BTP). France



Training centers of the building trade registered association.
(BZB). Germany



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

