



# Task O2-A3.2

*WinSTONE Course Curriculum based equal gender for training of  
trainers in stone sector*



# WinSTONE

## OPENING GATES FOR WOMEN IN THE STONE SECTOR



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## Erasmus+

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institute of  
Entrepreneurship  
Development





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## 1. Course data

<b>Name</b>	PROMOTION AND INTEGRATION OF WOMEN IN THE STONE SECTOR
<b>Module</b>	Equal opportunities for women and men
<b>Qualification in which it is taught</b>	*
<b>Other qualifications that could be offered *</b>	Vocational Training Occupational Professional Training Dual Vocational Training Continuing Education
<b>Centre</b>	*
<b>Character</b>	OPTIONAL
<b>Term</b>	*
<b>Language</b>	Official Language*
<b>Overall workload (hours)</b>	30

(\*) All the fields marked with an asterisk are subject to completion with the specific information for each educational centre.



## 2. Teachers data

Teacher responsible	*
Department	*
Area of knowledge	*
Teacher's office location	*
Phone	*
E-mail	*
URL / WEB	*
Tutorial timetables	*
Tutorial location	*
Teaching and research profile	*

(\*) All the fields marked with an asterisk are subject to completion with the specific information for each educational centre.



### 3. Description of the course

#### 3.1. Short description of the contents

- Enable the students to give transversal training in Gender Equality and Opportunities in the stone sector from an educational point of view.
- Qualify for the planning of all types of training and Human Resources plans, in aspects of gender equality and promotion of women in the stone sector.
- Promote the integration of women in the labour market in the stone sector at all levels.
- Contextualize Equality in the national and international normative framework, highlighting the social measures adopted regarding gender equality and opportunities in all social areas in general and the specific guidelines in the management and organization of human groups in the stone sector in particular.

#### 3.2. General description of the course

Training is an essential and very important vehicle for a society to prosper. One of its main characteristics is that trainers must be constantly updated on the socio-economic, technical and technological changes that shape society. In this sense, there is a need to equip teaching professionals with new techniques, strategies, skills, attitudes and abilities to perform good and improved teaching work.

The importance of the economic and social role played by women in developing countries, despite the constraints to which they are subject on account of their sex, which limits the effectiveness of their work and reduces the benefits for society as a whole, has led to the view that the full participation of women is essential if development is to be sustainable and effective.

So far, despite the efforts made, few development interventions have adequately addressed the differences in situations, roles, responsibilities, needs, opportunities and priorities between women and men. And in short, the current lack of interaction of women in the stone sector is palpable.

Men and women are not equal; in fact, regardless of our sex, all people are different and unique. The fact is that we all have the same rights and must enjoy the same opportunities in the various aspects of life, and equality between men and women is a universal principle and is reflected in legal texts, but real and tangible equality has yet to be worked on and established in many areas of social, personal and working life. This change in ideas and ways of acting requires action from the field of education that should not go unnoticed by teachers.

This course is for teaching professionals and all those interested in training and accompanying learning processes from a gender perspective to promote the integration of women in the stone sector.



The aim is to train trainers specifically in the field of equality, providing instruments for their application in the contexts of adult training, thus favouring the labour integration of women in the traditionally male stone sector.

### 3.3. Objectives of the course

1. Approach basic concepts that allow us to reflect on equality between women and men in different areas.
2. Carry out a historical review of the actions carried out by international bodies for the promotion of equal opportunities between women and men and their consolidation.
3. Know the policies carried out to achieve equal opportunities between women and men.
4. Make women and men aware of the social value of equality as the axis for social and professional development, bringing together basic concepts and theories on this subject in order to promote reflection and a change in attitudes and values in our society.
5. Integrate gender equality in all areas of the stone sector, providing professionals from different fields with training to incorporate the gender approach in their professional practice.
6. Provide students with the theoretical and practical keys necessary to become trainers in the field of gender equality.
7. Know how to plan, design, execute and evaluate projects and training workshops on gender equality and to have the didactic tools to do so.

### 3.4. Contribution of the course to professional practice

The objective of this study plan is to establish a training itinerary applied to trainers that gathers the skills, competences and knowledge required to promote and favour the integration of women in the stone sector.

In summary, to provide basic knowledge about the integration of equal opportunities in the stone sector, allowing its real implementation.

The aim is to train trainers specifically in the field of equality, providing tools for application in adult education contexts, thus contributing to the support and promotion of both individual and organizational learning processes.

This training program offers theoretical-practical material so that the student acquires the necessary criteria to direct training actions and to define the methodology, as well



as to control the elements that influence the development of training actions and to use the programs and communication resources available from a gender perspective, thus promoting the promotion of women in the stone sector.

### **3.5. Special measures provided**

(\*) Specific regulations of the educational centre with respect to the establishment of special adaptations in the methodology and the development of teachings for students who suffer some type of disability or limitation.



## 4. Competencies and learning outcomes

### 4.1. Basic competences

BC1. Develop strategies for Knowledge Management and Training Planning from a gender perspective.

BC2. Design projects and training programmes that promote the integration of women in the stone sector.

BC3. Analyse and prioritise training needs in companies and organisations in terms of equal opportunities between women and men.

BC4. Have the ability to analyse, synthesize and interpret relevant cultural, social, political, ethical or scientific data, and to make reflective judgments on them.

BC5. Ability to apply knowledge of gender studies to professional practice.

### 4.2. General competences

GC1. Identify the Trainer of Trainers Profile and the Models of Trainer Training.

GC2. Design Models of Quantitative and Qualitative Research for Problem Solving and Improvement of the Quality of Training in Organizations from a Gender Perspective.

GC3. Identify teachers' competencies in teaching equality issues.

GC4. Expanding scientific knowledge, both basic and applied, on gender and equality.

GC5. Self-perception of skills needed for the prevention of inequality in companies.

GC6. Provide students with mechanisms to diagnose, identify and solve problems, as well as to integrate and transfer the knowledge acquired.

### 4.3. Specific competences

SC1. Acquire the necessary pedagogical and didactic competences for the design, planning, management, and implementation of a Training Plan, both in the business field and in the official Non-Regulated Training field.

SC2. Provide learning opportunities adapted to the characteristics of groups or individuals and their qualification needs with a gender perspective.

SC3. Accompany and guide in a contextualized way the learning process in equal opportunities.





SC4. Actively contribute to the improvement of the quality of training in equal opportunities between women and men.

SC5. Participate in the organizational dynamics of the institution, working as a team with other competent professionals in the field, incorporating and making proposals that contribute to the development and proper functioning of the institution.

SC6. Manage the infrastructure, provision and distribution of gender equality training activities in the company.

SC7. Actively contribute to the development of the system for the promotion of women in the stone sector from a training point of view.

SC8. Design, manage, evaluate and/or advise on intervention plans that promote equality in the different areas of professional and/or research development.

SC9. Be capable of assuming social and ethical commitments in relation to gender equality.

#### 4.4. Transversal competences

TC1. Capacity to be in contact with the workers and with the work processes in order to meet their training needs from a gender perspective.

TC2. Know learning styles to adjust the training processes to the different professional profiles in the stone sector.

TC3. Help managers and entrepreneurs to think about problems and to find solutions whether they are formative or not.

TC4. Observe the work process as a whole, taking into account problems or possibilities for improvement that employers and employees, from their position, cannot perceive.

TC5. Promote the integration of training in the company as a corporate strategy for the promotion and integration of women.

#### 4.5. Learning outcomes

1. Fundamentals of Gender Equality.

2. Programming training actions with a gender perspective.



3. Development of didactic materials with a gender perspective.
4. Making training actions on gender equality more dynamic.
5. Evaluating the teaching-learning process.



## 5. Contents

### 5.1. Contents of the course

Pedagogical training in equal opportunities. Elaboration of didactic programs for training actions from a gender perspective. Planning and design of training actions. Mechanisms for evaluating training plans. Legal framework for equal opportunities. The figure of the technician for training in equal opportunities for women. Planning of social intervention. Development and evaluation of positive actions.

### 5.2. Theory programme

#### UNIT 1. The figure of the equal opportunities training technician for women

- 1.1 Definition and overall objective.
- 1.2. Training and areas of intervention.
- 1.3 The Training Technician in Equal Opportunities for Women in the stone company.

#### UNIT 2. Legal framework for equal opportunities

- 2.1 Contextualisation of the legal framework for equal opportunities for women.
- 2.2 Community Directives on Gender Equality.
- 2.3 Legal acts within the European Union to be taken into account.

#### UNIT 3. Training planning for the integration of women in the stone sector

- 3.1 Training needs.
- 3.2 General contents of a training plan.
- 3.3 Resources for the implementation of training plans.
- 3.4 New approaches and continuous development of training.
- 3.5 Methods, training systems and management of operational planning.



#### UNIT 4. Design and evaluation of training programs

- 4.1 Training design and performance.
- 4.2 Elements in training design.
- 4.3 Evaluation in training processes.
- 4.4 Learning assessment techniques and instruments.

#### UNIT 5. Areas of intervention of the training action in the stone sector

- 5.1 Professional profile and socio-labour context.
- 5.2 Women and work environment in the stone sector.
- 5.3 The equality plan in the company.



## 6. Teaching methodology

<b>6.1. Teaching methodology</b>			
<b>Activity</b>	<b>Teaching techniques</b>	<b>Student's work</b>	<b>Hours</b>
<b>Online classes</b>	Expositive classes of the theoretical contents. Resolution of doubts raised by students.	Online:	<b>3</b>
<b>Theoretical contents</b>	Individual study of the theoretical contents of the course.	Online:	<b>10</b>
<b>Cooperative work activities</b>	Resolution of a practical case.	Online:	<b>10</b>
<b>Tutorials</b>	Resolution of doubts.	Online:	<b>5</b>
<b>Official exams</b>	Preparation, correction and review of written tests.	Online:	<b>2</b>
			<b>30</b>



## 7. Assessment methodology

7.1. Activities and assessment criteria		
Activities	Systems and assessment criteria	Percentage Weight (%)
Written tests.	Theoretical-practical knowledge acquired by the student will be evaluated.	45
Teamwork assessment works.	Development and presentations of group practical cases will be evaluated.	45
Other assessment activities.	Attendance and participation to classes of the course will be evaluated.	10

## 7.2. Control and monitoring mechanism

The control and monitoring of student learning will be done through the following actions:

- Participation in the issues and practical cases.
- Assistance to theoretical and practical classes.
- Tutorials.
- Carrying out self-evaluation questionnaires.
- Assessment of the individual written test, or of the research works in group.



## 8. Resources

### 8.1. Resources

Organic Law 3/2007 of 22 March will open in a new window. The aim of this law is to achieve effective equality between women and men.

[www.eur-lex.europa.eu](http://www.eur-lex.europa.eu)

[www.europa.eu](http://www.europa.eu)

<https://winstoneproject.eu/>