

# Task O2/A2

Determine the most appropriate  
teaching methods and the  
system/process of assessment



# WinSTONE

## OPENING GATES FOR WOMEN IN THE STONE SECTOR



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## 1. INTRODUCTION

The determination of the most effective and efficient teaching methods, processes and tools has been determined through a series of consultations and studies who will come together to exchange best practices and the most appropriate teaching methods for the specific needs of the target groups.

The output will ensure that the most appropriate and effective tools and approaches are considered for the development of the curriculum, to ensure that the social entrepreneurship curriculum is most effective on the main target group of women at risk of social exclusion, teachers and VET centres and entrepreneurs ensuring for the most innovative and challenging learning experience.

## 2. ELEMENTS THAT DEFINE AN EQUALITY EDUCATION PRACTICE.

- The theoretical framework should be based on feminist theory.
- It is based on the idea that the environment is "sexist and non-neutral". The school is part of this environment and reproduces it. Therefore, not only the students must be trained in Equality Education, but also the teachers and, in general, the educational model.
- The educational curriculum must be renewed by including values such as equality, tolerance, dialogue and practical conflict resolution, taking into account other spaces and agents of socialisation that need to be addressed beyond the educational centre.

## 3. METHODOLOGY

The identification of the most effective and efficient teaching methods, processes and tools has been carried out on an international basis, seeking information in each country, collecting surveys to detect people's perceived weaknesses in Equality Education.

### 3.1. DIAGNOSTIC RESULTS.

From the general results of the Diagnosis of Equality in companies in the stone sector in Europe, the following can be extracted:

There are barriers between colleagues. In a mainly male sector, it is not well seen by the traditional society.

There are intrinsic barriers. It is thought that work in the stone sector requires brute force and cannot be carried out by women, but this is incorrect, as it is a sector that currently uses a lot of machinery.

There are labour market barriers. Women think that they have no chance to work in this sector because they do not have a positive mentality about their abilities to perform the tasks in this sector or because they think that they do not have equal opportunities.

### 3.2. EXAMPLES OF GOOD PRACTICE IN EACH PARTNER COUNTRY.

#### **Germany:**

- **Promoting gender equality and diversity at Goethe University Frankfurt**

Since 2010, in each of the 16 faculties it is mandatory to set up a Gender Equality & Diversity Action Plan (GEDAP) every two years and to comply with reporting requirements. The action plans are linked with target agreements (Zielvereinbarungen) that are issued between the university management and the faculty management. The process of setting up Gender Equality & Diversity Action Plans is steered by the Gender & Diversity Controlling coordinator.

- **MCQST Diversity Trainings for MCQST PIs and Group Leaders (Munich Center for Quantum Science and Technology)**

In this workshop held in May 2020, Dr. Meike Lauggas addressed the question: "What is the problem of gender inequality?" and gave some suggestions based on studies and statistics, including the latest findings of studies on men. In addition, Dr. Lauggas will give a brief introduction to the German General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz).

She focused on the legal liability of professors in cases of discrimination in German higher education. This was followed by a question-and-answer session on the topic of gender in general to answer any questions or doubts.

- **Gender Equality Office**

The Gender Equality Office assists the Gender Equality Officer in her task to promote equality between women and men at the Technical University of Munich (TUM). The Bavarian University and College Act of 1989 included this position to create a support role for all female researchers. Together with the Equal Opportunity Officer (since 1996) they support university in fulfilling their legal mandate.

The primary task of the Gender Equality Officer is to enforce real equality of women and men at TUM. She is the contact person for students and research staff, whereas the Equal Opportunity Officer is the contact person regarding all equality issues of non-scientific staff. Both, the Gender Equality Officer and the Equal Opportunity Officer, work closely together.

As a voting member the Gender Equality Officer also takes part in the TUM Senate as well as in the TUM Extended Board of Trustees and continuously supports the gender equality efforts of the TUM Board of Trustees.

#### **Spain:**

- **Educate for Equality Programme**

The Educate for Equality Programme aims to encourage the entire educational community to work and interact from a co-educational perspective in order to overcome sexist stereotypes, promote egalitarian relationships and prevent gender-based violence. It also aims to be a tool that supports those who, on a daily basis, carry out teaching work and try to incorporate this

perspective into their educational work. The promotion of measures aimed at fostering the integral development of students in equality is one of the strategic lines of action, of a priority and transversal nature, of the Regional Ministry of Education and Universities, in accordance with the proposals of the Action Plan for Effective Equality between women and men.

- **Master's Degree in Equality, Gender and Education (Universidad de Santiago de Compostela)**

This master's degree aims to train professionals who can promote the implementation of actions favouring gender equality, the so-called gender perspective, in all social, political, economic and labour spheres, in accordance with the regulations.

One of the specific aims of this academic-teaching project consists of training professionals who can promote the institutionalisation of specific school subjects on the problem of gender relations at the different levels of Primary and Secondary Education, as well as at other levels of social, political, administrative, labour, educational and socio-educational intervention, evaluation and attention, This is a fundamental issue in order to achieve greater gender equality and the transformation of the androcentric structures that still exist in today's societies in which all socially and politically relevant issues - the issue of truly egalitarian gender relations between women and men is one of them - have a very high degree of institutionalisation and explicit organisation. From an epistemological-critical point of view, it should be noted that one of the specific aims of this academic-teaching project is to train professionals who can promote the implementation of actions that favour gender equality, i.e. the so-called "gender perspective", i.e. a feminist, women's and gender perspective, in the social, political, economic and labour spheres.

#### Greece:

- **International Conference. Gender Equality in the Workplace. (Athens, Greece)**

This conference, organised by the partnership of the GeCo Project, provide information about gender equality measures and offer insights into good practice currently being applied in European organisations.

- **Gender Equality Plan (Aristotle University of Thessaloniki)**

The Aristotle University of Thessaloniki (AUTH) initiated the process for the development of its Gender Equality Plan (GEP) in January 2021. AUTH's GEP development is being carried out in the context of the EU-funded H2020 project «RESET – Redesigning Equality and Scientific Excellence Together» (GA Number 101006560).

The GEP design and implementation follows the 4 mandatory process-related requirements i.e.:

- a) be a public document;
- b) have dedicated resources;

- c) include arrangements for data collection and monitoring;
- d) be supported by training and capacity-building.

GEP will be further supported by the development of a Gender Impact Assessment protocol tailored to mainstream the gender dimension in AUTH research activities and outcomes.

The first version of AUTH's GEP will be delivered in the first semester of 2022 and will be available at: <https://www.auth.gr/gender-equality-plan/>

### **Croatia:**

- **Cheap loans for Croatia's women entrepreneurs.**

The Women Entrepreneurs' Loan Programme is an innovative loan programme initiated in response to low levels of women's employment and entrepreneurship in Croatia. It was set up by the Croatian Bank for Reconstruction and Development (HBOR) in cooperation with the Ministry of Entrepreneurship and Crafts (which provides funds for interest-rate subsidies) and the Croatian Agency for SMEs and Investments (HAMAG Invest) which provides guarantees to female entrepreneurs undertaking loans. Twenty-two commercial banks which operate in Croatia are taking part in the programme as well.

The programme targets trade and craft companies, sole proprietorships, co-operatives and institutes which are majority-owned and led by women. It makes favourable loans to women entrepreneurs to invest in initial funding, land, buildings, plant and machinery, breed stock and planting perennial crops, development of products or services, patents, licenses, copyrights, franchises, etc., and also to provide permanent working capital (up to 30% of the total loan). The loan conditions are much more favourable than the current situation on the market.

- **GENDEROLOGY - GENDER EQUALITY FOR AN EQUAL SOCIETY". TRAINING COURSE IN CROATIA**

The project is aimed at youth workers or young leaders who are interested in acquiring gender equality competencies.

The training is designed to provide a wide range of competencies needed to understand gender theory and to address gender-based violence appropriately. Participants will be able to explore a variety of topics in a safe and supportive environment, with an emphasis on gender theory, gender-based violence, gender discrimination, human rights and inclusion.

Therefore, with the training course "Genderology - Gender Equality for Equal Society" we aim to explore a different approach to the topic of gender theory by providing a space to exchange practices, opinions, and new ideas.

## 4. CONCLUSIONS

The above-mentioned practices have been carried out in the different countries participating in this project with the aim of implementing gender equality in the education system.

For a practice to be successful, it is necessary that it includes phases such as: diagnosis, research, participation, implementation, and evaluation of good practices.

The main objective of any Equality Education practice is to eradicate existing sexist stereotypes in the education system and that arise through it. Therefore, they should be applied to both students and trainers, to follow a plan of continuous improvement and recycling of knowledge. In addition, it is also recommended that these practices should somehow spill over to families and companies, thus ensuring greater coverage and training and awareness in society.

These examples of good practices should serve as a guide for gender equality trainings, as they imply an improvement in the cultural sphere from a gender perspective.

In addition to the above-mentioned good practices, numerous activities have also been carried out in other EU countries, such as: lectures, seminars, workshops, courses, etc.