



# Task O2-A3.1

## WinSTONE Course Curriculum based on gender equality in stone sector



# WinSTONE

## OPENING GATES FOR WOMEN IN THE STONE SECTOR



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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

- Gain knowledge about the current regulations on equality and have a first approach to equal opportunities between men and women in the company.
- Gain knowledge about the situation of equality between men and women in the stone sector.
- Promote the integration of women in the labour market of the stone sector at all levels.
- Learn how to put into practice an equality plan in the company.
- 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 stone sector.

#### 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.



### 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. Conduct 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. Gain knowledge about 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 consideration and a change in attitudes and values in our society.
5. Integrate gender equality in all areas of the stone sector, providing professionals, coming from different fields, with training to incorporate the gender approach in their professional practice.
6. Implementation of an equality plan in a company.
7. Develop practical cases that support learning.

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

This curriculum is designed to provide an approach to the basic introductory concepts of gender equality and the promotion of equal opportunities with the aim of integrating women into the productive chain of the stone sector at all levels.

The objective is to favour the overcoming of cultural barriers and to increase the interest of women towards the sector.

The keys to carrying out an analysis of the situation of women in the stone sector and the possible actions to be carried out to favour their integration are also given.

Furthermore, the possible measures to avoid inequalities in the labour market are analysed, explaining the main trends in equality policies, distinguishing between specific and transversal policies, and analysing how to integrate gender equality into the quality policies of organisations.



### 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. Identify the current legal framework in which the various measures for the reconciliation of personal, family and working life are considered.

BC2. Be able to obtain information from different primary and secondary sources about gender studies.

BC3. Students will learn how to communicate their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous way.

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. Knowing the system to guarantee the exercise of conciliation rights.

GC2. Identify new formulas for reconciliation.

GC3. To get to know the theories, studies and research on gender and equality from an interdisciplinary perspective.

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

GC5. Accurate expression of gender issues, analysis and problems.

GC6. To make a journey through those concepts that allow us to reflect on equality between women and men in different areas.

GC7. To know the policies undertaken to achieve real equality at international, European and national levels.

GC8. To analyse the reality of women and men in our society, reflecting the gender gap in different areas.

GC9. To reflect on the importance of training as a generator of identities and professional options.

GC10. To analyse the labour market from a gender perspective.





### 4.3. Specific competences

SC1. Identify the current legal framework in which the different measures to reconcile personal, family and work life are considered.

SC2. Gain knowledge about the theories, studies and researches on gender and equality from an interdisciplinary perspective.

SC3. Expand scientific knowledge, both basic and applied, on gender and equality.

SC4. Gain knowledge about the specific terminology of gender studies.

SC5. Elaborate, from a holistic and integral perspective, the contents of theories and models for the promotion of gender equality.

SC6. Identify the characteristics and historical and current peculiarities and the fundamental questions that underlie the problem of gender and equality.

SC7. Gain knowledge about how to apply the knowledge acquired to identify, clarify and/or solve problems of discrimination in the different areas in which it manifests itself.

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. To analyse the position of women in the family and work environment in traditional society.

TC2. Analyse the changes in the family structures that have resulted from the incorporation of women into the labour market.

TC3. Aptitude for teamwork, interdisciplinary, that combines interpersonal skills while maintaining respect for diversity, such as coexistence with other cultures.

TC4. Ability to acquire criteria of continuous training, adaptability to social transformations, motivation for quality from creativity.

TC5. Gain knowledge about the history of gender discrimination in the labour market.



#### 4.5. Learning outcomes

- Fundamentals of Gender Equality.
- Legal framework for equal opportunities.
- Equal opportunities in stone sector.
- Good practices in the integration of gender equality in human resources management in companies.
- Evaluation of the teaching-learning process.
- Equality plans and positive actions.



## 5. Contents

### 5.1. Contents of the course

Equal opportunities in the stone sector. Regulatory Mark. Key elements for mainstreaming equality in the field of employment. Analysis of the labour market in the stone sector from a gender perspective. Strategies for change. Equality Plan. Development and evaluation of positive actions.

### 5.2. Theory programme

#### UNIT 1. Equal opportunities for women and men

- 1.1 Fundamentals and basic concepts of equality.
- 1.2 Policies for equal opportunities between women and men in the international, and European level.
- 1.3 Equal entrepreneurial culture.
- 1.4 Labour market and situations of social vulnerability of women.
- 1.5 Policies and strategies for structural change.

#### UNIT 2. Equality in the workplace. Analysis of the labour market in the stone sector from a gender perspective

- 2.1 Definition and scope.
- 2.2 Basic concepts around labour culture and effective equality of women and men.
- 2.3 Analysis of the socioeconomic and labour situation of women in the stone sector.
- 2.4 Equality between women and men in labour organisations: collective bargaining. Positive action measures and equality plans.

#### UNIT 3. Reconciliation of personal, family and professional life

- 3.1 Context and needs.
- 3.2 Conciliation and co-responsibility.



3.3 Labour protection.

3.4 Measures to reconcile companies in the stone sector.

3.5 Good practices in relation to reconciliation.

#### UNIT 4. Equality Plan in the stone sector

4.1 Basic concepts of an Equality Plan.

4.2 Benefits of an Equality Plan.

4.3 Contents and measures of an Equality Plan.

4.4 Good practices in relation to equality plans.



## 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>	Explanatory 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
<p>The control and monitoring of student learning will be done through the following actions:</p> <ul style="list-style-type: none"> <li>- Participation in the issues and practical cases.</li> <li>- Assistance to theoretical and practical classes.</li> <li>- Tutorials.</li> <li>- Carrying out self-evaluation questionnaires.</li> <li>- Assessment of the individual written test, or of the research works in group.</li> </ul>



## 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/>