

# Task O2-A4

## 2. Handbook of 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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## Introduction

This gender integration manual for teachers, counsellors and labour counsellors was developed for application in the classroom, workshop or company.

The objective is to have an educational and training manual for applying a methodology for the sector's training centres aimed at achieving effective training in equality, through recommendations and actions ranging from re-designing the training offer and re-formulating the delivery of training and evaluation, to providing specific teaching resources, in order to combat gender stereotypes in VET systems and facilitate the integration of women.

This handbook "*Handbook for women in stone sector*" is in a series of three handbooks which constitute the fourth task of Intellectual Output 2 "*O2-A4. 3 Handbooks for opening gates of women in stone sector*" of the WinSTONE project.

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

### 1.1. Definition and overall objective.

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 handbook 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.

In this line, the professionals who will act as trainers must handle the basic concepts of gender theory to be able to analyse from a gender perspective not only the reality of employment/unemployment, but also the factors of employability, in order to identify the guidance contents that should be worked on. For this reason, we will now address some of the essential concepts in order to anticipate or advance in this direction.

The first of these is undoubtedly the gender perspective or analysis of reality, which emerged from feminist thought to explain the origin and mechanisms through which the relations of inequality that exist between women and men are generated and perpetuated. Analysing reality from a gender perspective entails:

- Unveiling the sexist biases that permeate the analysis of the reality of women and men and their relationships.
- Identifying the structural factors that underlie inequalities between women and men, detecting all forms of discrimination that generate or reproduce these inequalities.
- Redefine gender relations, making women's reality visible, considering their needs and interests, and revaluing their contributions to society.

Secondly, academic and professional segregation, or the concentration of women and men in certain studies, professional families or occupations, must be analysed. Horizontal segregation is the feminisation or masculinisation of a professional sector or academic field due to the concentration of women or men. This phenomenon sustains the stereotype of spaces reserved for one or the other sex, giving rise to the establishment of barriers and entry difficulties for the group that does not identify with them. Horizontal segregation, although it affects both sexes, is much greater for women than for men. This phenomenon occurs in the stone sector.

Vertical segregation, however, refers to the position in the hierarchy, in decision making, within a professional family, career, etc. This concept makes it possible to analyse how women remain at the lowest hierarchical levels, even in activities where they are in the majority (causing the so-called glass ceiling effect).

The concept of gender relevance, any action that directly or indirectly affects people and has an effect on equality between men and women.

The concept of gender impact or analysis of the effects or consequences that public interventions could have on citizens and on equality.

## 1.2. Training and areas of intervention.

Starting from the basic concepts of equality, we will briefly mention the factors that are at the basis of inequalities, in order to understand more precisely how the reading of employability factors is different for women and men.

We understand by inequality factors all those elements that can be considered as "causes", reasons or motives that are at the origin of social inequalities (in this case gender inequalities) and that contribute to explaining the reasons for inequality, in this case, in women's access to and conditions of work in the labour market.

The effects (the situations of inequality) produced by the factors of inequality refer to the realities that we can observe, for example, the lower rate of labour activity among women, the higher incidence of unemployment, greater presence in the underground economy, wage discrimination, occupational segregation, the higher rate of part-time hiring of women, etc.

The analysis of the factors of inequality, which in a general way operate in the labour market, allows us to understand how a double interpretation is produced, different for women and men, of other types of factors. In this case, we are referring to those that have a direct impact on the employability of individuals, and which will determine the orientation content to be addressed. The result will indicate the chances that this person has of being employed in a given labour market and will mark the starting point for initiating the personalised insertion itinerary.

The factors that influence employability are of two types: external or contextual factors that are objective, such as the characteristics of the labour market at a given moment and that determine the employment model of the moment, and the so-called internal or personal factors, which influence the greater or lesser employability of job seekers.

FACTORS AFFECTING EMPLOYABILITY	
EXTERNAL: Contextual or objective	INTERNAL: Psychosocial
Labour market situation: <ul style="list-style-type: none"> <li>- New model: Globalisation and new technologies introduce changes in professional activity, organisations and working conditions.</li> <li>- Incorporation of women into the world of work.</li> <li>- Existing job offers, competition.</li> </ul>	<ul style="list-style-type: none"> <li>- Age/gender.</li> <li>- Competence/curriculum.</li> <li>- Obsolescence.</li> <li>- Value attributed to work or centrality of the job.</li> <li>- Personal and professional self-image.</li> <li>- Causal attribution.</li> <li>- Knowledge of the world of work.</li> <li>- Search style and method.</li> <li>- Motivation (economic and psychological).</li> <li>- Professional objective.</li> <li>- Cost/benefit balance.</li> </ul>

**FACTOR: AGE/GENDER**

ASPECTS TO TAKE INTO ACCOUNT	KEY TO ACTION
<p>This factor is an inseparable binomial, which still plays an important role in the process of women's incorporation into the world of employment.</p> <p>It is one of the differentiating elements with respect to men. For men, age is related to experience/inexperience, for women to family responsibilities and lack of availability.</p> <p>Despite the high incorporation of women into employment, their presence and promotion continues to be reduced as women get older, due to the coincidence in their life cycle of maternity periods with the demand for high dedication and productivity.</p> <p>For men, fatherhood is synonymous with responsibility and work commitment. For women, motherhood is synonymous with lack of availability.</p> <p>Age also determines to a large extent women's employability as a result of women's employability because of the stereotypical view that employers have of women.</p>	<p>Work from a holistic view of the problem:</p> <ul style="list-style-type: none"> <li>• With women to increase awareness of the weight of this factor.</li> <li>• With men so that they assume greater domestic responsibility and availability.</li> <li>• Society in general to support the change that women have undertaken.</li> <li>• With the business sector, to guarantee the principle of equality and human resource management without gender stereotypes.</li> </ul>

**FACTOR: COMPETENCE/CURRICULUM**

ASPECTS TO TAKE INTO ACCOUNT	KEY TO ACTION
<p>Training or the influence that knowledge and academic qualifications have on employability.</p> <p>The increased presence of women in the labour market has been a consequence of the general increase in their level of qualification. Women now have better academic records than men and more of them have university degrees. However, the level of academic qualifications also has a different influence on the extent to which women and men enter the labour market.</p> <ul style="list-style-type: none"> <li>• Men enter employment massively, irrespective of their level of qualification. Only women with medium and higher degrees have an increasing tendency to enter and be promoted in the labour market. Women's employability is more dependent on their educational attainment than men's. Current employment levels are not a true reflection of their educational attainment.</li> <li>• Current levels of recruitment do not accurately reflect the qualitative leap that women have made in this respect.</li> </ul> <p>"Non-formal learning", which is not related to academic knowledge and which is interchangeable in the labour market.</p> <ul style="list-style-type: none"> <li>• While the set of "non-formal male" skills are interchangeable in the labour market, women's know-how does not add any value to their curriculum. In a work environment organised to meet the needs of the male world, the market recognises the experiences assimilated to male learning and does not give any value to those derived from female experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain women's motivation (identifying their skills and working to match them with specific job demands).</li> <li>- To address specific actions to the business community in order to "adjust" the profile demanded to the concrete reality of the job, in all cases.</li> <li>- To catalogue and value at "market price" the learning and skills derived from female socialisation and to establish mechanisms and legal systems to validate this knowledge.</li> </ul>

FACTOR: OBSOLESCENCE

ASPECTS TO TAKE INTO ACCOUNT	KEY TO ACTION
<p>SThis is the name given to the situation of a person whose professional competences have become outdated with respect to those required at a given time for the performance of a job whose contents and/or procedures have undergone some variation.</p> <p>It is mainly related to two types of causes:</p> <ul style="list-style-type: none"> <li>• The time of inactivity or unemployment experienced by a person.</li> <li>• The permanence in the performance of an activity for a long time, without retraining.</li> </ul> <p>It is obvious that both causes are more prevalent in women:</p> <ul style="list-style-type: none"> <li>• Firstly, because of their work history with a greater number of arrivals and departures, either related to maternity or caring for their own family or in-laws, or because they tend to be unemployed for longer than men.</li> <li>• Secondly, because they are employed in lower-skilled activities which, by introducing technological innovations, require new skills and, finally, given their high involvement in the reproductive sphere, they tend to have fewer opportunities to participate in continuing training schemes and career advancement.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring equal conditions for men and women in working life.</li> <li>• Improve the type of information and dissemination mechanisms on lifelong learning..</li> <li>• Establish awareness-raising and reconciliation programmes to increase men's commitment to domestic responsibilities.</li> <li>• Providing support resources, especially for single-parent families.</li> </ul>



#### FACTOR: CENTRALITY IN EMPLOYMENT

ASPECTS TO TAKE INTO ACCOUNT	KEY TO ACTION
<p>The importance that employment (paid work) has in a person's life or, in other words, the place it occupies in relation to other activities (family, leisure, political or social participation, etc.).</p> <p>As a consequence of differential socialisation, for men, employment is the central axis of their lives and they articulate and structure their identity around it. In the case of women, although employment has come to occupy an important place in their lives and in some cases, they provide the highest salaries, it is still frequently seen as an option, as an additional activity.</p> <p>It is clear that the lessons of female socialisation have led women to value other areas or dimensions of human life, such as the emotional world, for example. This wealth of values and the duplicity of roles that they represent, places women at a disadvantage when faced with the demands of the market, in order to seek and maintain employment.</p> <p>This means that:</p> <ul style="list-style-type: none"> <li>• Men's work activity is interpreted as the main activity, and women's work activity is interpreted as a secondary or supporting contribution to the main activity, which at some point could be dispensed with.</li> <li>• Men will always be closer to the demands of the labour market than women.</li> </ul>	<ul style="list-style-type: none"> <li>• Take into account that the concept of centrality correlates directly with the values of male socialisation and that in a comparative study, women will mostly rank employment lower than men in terms of its place in their lives and, conversely, men will rank employment ahead of the home or family.</li> <li>• Establish orientation processes with different contents and times for men and women, since, in the case of women, it will be absolutely necessary to dedicate more time to the analysis of the motivations for employment and relate them to aspects that have a greater influence on their decisions, such as the real availability they have for employment, the burden of responsibilities they assume and the wealth of values they hold.</li> <li>• Raise awareness of the need to set career choices in terms of economic independence rather than subsidiarity.</li> </ul>

#### FACTOR: PERSONAL AND PROFESSIONAL SELF-IMAGE

ASPECTS TO TAKE INTO ACCOUNT	KEY TO ACTION
<p>Factor related to the value that a person gives him/herself, with the self-concept and the affection that he/she feels for him/herself. It is constructed not only from personal perception and appreciation but also through the image that society gives back to him/her.</p> <p>If this is transferred to the professional sphere, it is logical that women feel less secure in a world that is organised and structured around male values, attitudes and behaviors and in which they feel they have had to find a space for themselves that is often still questioned and in which they are not highly valued.</p> <p>Self-image is directly related to reinforcing success or responding to social expectations. This aspect is extremely difficult for a group that cannot respond (with equal dedication) to the demands of the labour market due to the duplicity of roles they have to play, as this "double presence" often prevents them from shaping a solid professional image.</p> <p>On the other hand, he also knows that what is reinforced as successful in the male community will not necessarily be so considered in the female community.</p>	<ul style="list-style-type: none"> <li>• Recovering and valuing the contribution and historical presence of women in the world of work.</li> <li>• To anchor and anchor their decisions based on their personal desires and motivations.</li> <li>• Raise awareness of equal opportunities among employers and women's working environment, especially in the case of non-traditional options.</li> <li>• Informing and advising employers and women on reconciliation measures provided for in legislation.</li> </ul>



**FACTOR: KNOWLEDGE OF THE WORLD OF EMPLOYMENT**

ASPECTS TO TAKE INTO ACCOUNT	KEY TO ACTION
<p>Access, management and control of the information that the unemployed person must have in order to be able to position him/herself in good conditions for finding a job. It implies the level of knowledge of the characteristics, requirements and functioning of the labour market.</p> <p>Here too, women, although informed in some cases (especially since the development of specific policies and guidance programmes and interventions), face greater barriers than their male counterparts.</p> <p>The inner workings of the labour market, boys' conversation and exchange of information on these issues are part of their lives from a relatively early age. For many years, however, women have lived in the background, with no clear reference points or behavioral patterns to imitate. Even in the younger strata, although more qualified and more familiar with the working environment, the inner workings of the system are more unfamiliar to them than to their male counterparts.</p> <p>It can be said that there is still a mismatch between the demands of the market and the needs of women.</p> <p>This mismatch does not seem to be solved by acting exclusively on women. It is essential to make employers understand the causes of the difficult relationship between women and employment, so that they become more flexible and change the stereotyped image they still have of this group of the population.</p>	<ul style="list-style-type: none"> <li>• Design market information actions adapted to each situation.</li> <li>• Conduct awareness-raising campaigns for local businesses.</li> <li>• Involve the local business community in the joint search for solutions so that the business management and organisation model changes in line with social changes.</li> </ul>

**FACTOR: MOTIVATION**

ASPECTS TO TAKE INTO ACCOUNT	KEY TO ACTION
<p>Motivation is both the engine that drives people's actions and the basis on which those actions are sustained.</p> <p>In the case of incorporation, permanence or promotion in a job, motivation is intimately linked to the place that the job occupies in the life project, to the centrality of the job.</p> <p>Therefore, women, because of their gender socialisation, elaborate life projects in which care and attention play as important a role as employment.</p> <p>This means that their professional projects, in a male-dominated employment model, are less solidly based than those of men.</p>	<ul style="list-style-type: none"> <li>• The need to establish objectives aimed at achieving economic independence and personal autonomy, moving towards individual rights.</li> <li>• The advantages of adopting balanced positions between different motivations to be employed.</li> <li>• Give yourself time (the greater the vulnerability, the more time) to consolidate motivations.</li> <li>• To raise awareness in society at large and in business of the role of work-life balance.</li> </ul>

**FACTOR: HAVING A CLEAR GOAL - CAREER OBJECTIVE**

ASPECTS TO TAKE INTO ACCOUNT	KEY TO ACTION
<p>For both qualification and access to employment, it is very important to have defined what one wants and, as we have already seen, the reasons that support this decision. This makes it possible to focus all efforts towards a goal, making the learning and the available time profitable towards the fixed objective.</p> <p>This approach is more closely linked to men's learning, such as the development of a concentrated attention, focused on a single area, than that of women, who in the performance of a multiplicity of tasks simultaneously, have developed a more dispersed attention.</p> <p>In addition, men set themselves progressive professional objectives (career), women set themselves specific and final objectives.</p>	<p>Knowing the differences, defining a professional or employment goal requires not only a decision-making process derived from the analysis and contrast between the skills profile, personal limitations and the opportunities offered by the environment, but also a good analysis of the weight that socialisation and gender stereotypes have in each case.</p>

**FACTOR: SEARCH STYLE AND METHOD**

ASPECTS TO TAKE INTO ACCOUNT	KEY TO ACTION
<p>Active job search is related to a certain way of feeling unemployed, to the need to maintain an active and confident attitude towards the search, to how to obtain and use the necessary resources and tools to get employed.</p> <p>Those with a systematic job search style, a good self-image, availability, a compensated causal attribution, knowledge and skills appropriate to the job they are looking for, high motivation and a clear goal have a better chance.</p> <p>Women and men use different techniques. Men move in circuits close to employment, where word of mouth is very effective. They take less time to find a job. Women use a greater diversity of search techniques, although they are less effective.</p> <p>This, although interpreted as an additional factor, is in fact the compendium of the previous ones.</p>	<ul style="list-style-type: none"> <li>• It is essential to bear in mind that gender socialisation does not create the same conditions for men and women in employment.</li> <li>• Responses and timing for both cannot be identical.</li> <li>• With women, each of the above-mentioned aspects must be clarified, worked on and trained in order to generate and develop an active and confident attitude towards employment.</li> </ul>

FACTOR: COST-BENEFIT RATIO

ASPECTS TO TAKE INTO ACCOUNT	KEY TO ACTION
<p>Job satisfaction is also marked by the relationship between the cost (disadvantages) and the benefit (advantages) obtained from the job. If this relationship is unbalanced, motivation decreases and, gradually, so does availability.</p> <p>Based on the information presented in the previous sections, it is easy to understand that many women see their work experience as a cost rather than a benefit, especially those who seek low-skilled, low-wage jobs with poor conditions and low pay, which puts them in a position of great job fragility.</p> <p>In the cost-benefit comparison, there is a big difference between men and women. Women do so by taking into account what is called the "opportunity cost" of women's work. That is, "what it costs them in monetary terms to go out to work", to take care of the family through "their endless working hours" or to pay for other professional services. For them, it will always be a cost. For them, it is always a benefit rather than a cost.</p>	<p>This is one of the central but most difficult aspects to work on in guidance:</p> <ul style="list-style-type: none"> <li>• It must be approached by reflecting on what this renunciation means in terms of perpetuating economic dependence, subordination in decision-making and active participation in the construction of society.</li> <li>• This "sole" role in the domestic and family sphere should be questioned, because if she were aware of the economic value of her domestic activity, "neither her partner earns as much, nor she loses as much as she thinks she does".</li> <li>• The need to address the issue of care and affection in the family in a shared way. Affectively, the presence of all the people who make up the family is necessary.</li> </ul>

The planning of a training action can be divided into at least four processes. The first is related to the theoretical conception and design; the second to curricular planning and delivery; the third to methodology and the considerations to be taken into account; and finally, the fourth to evaluation. We will briefly examine each of these briefly.

The design of a training action is defined by the answers to the key questions that arise in the systematic planning:

- Who is to be trained, who is responsible for planning and delivery.
- Why the training is to be carried out, what, in other words, the main objective to be achieved, what knowledge is to be transmitted, what conditions, what needs to be taken into account in order to achieve the objectives, factors that should be considered during the elaboration of contents.
- How to achieve the proposed goals, the most effective training methods, the resources needed to obtain the best result, the basic documentation, what should be the patterns of coherence of the action to be designed.
- Where to carry it out, when.

Once the group to be trained has been identified and the contents have been selected or elaborated, it is necessary to stop and plan the didactic sequence to be worked on and to advance the training strategies. The strategies combine the different methods, techniques and processes that can be used to instruct, the activities or events that can occur during the training action, and the materials, equipment and instruments used in the training.

Secondly, we have to foresee the conditions for delivery and elaborate the "documentation" to give material support to the ideas envisaged, i.e. to operationalise them so that they are useful for both the learners and the teacher.

#### A. Curricular planning

When we are going to plan it is essential, at this level, to have the following teaching documentation:

##### - SCRIPT OF THE SESSIONS OR PROGRAMMING.

< General script of the training action.

In the general script of the training action, the general data of the action are expressed: name, objective, target group, contents, training modality, activities, evaluation and timing.

< Script for face-to-face sessions.

This includes the desirable teaching sequence and the strategies to be used in the face-to-face session, the content and time foreseen for each one of them, as well as the activities to be carried out and the means of support.

##### - FORECAST OF THE AUDIOVISUAL SUPPORTS TO BE USED IN THE FACE-TO-FACE SESSION.

They serve to support the method used, enriching it, making it more comprehensible for the students and favouring attention.

#### B. Delivery

Once the training action has been designed, it is time to prepare the delivery, since when it comes to putting the design into practice, variables come into play on which the greater or lesser success of the training depends. These are:

- **The number of participants.** The number of participants is determined by the objectives set and the type of methodology to be used. Considering that the more the number of participants increases, the less time is available.

- **Knowledge of the students.** Whenever possible, it is advisable to know the students' level of knowledge of the subject to be taught, as the readjustment and adaptation of the initial programme designed depends on this level and the number of participants.

- **Classroom layout.** The layout of the room influences and facilitates working with one teaching method or another, as it regulates the flow and interactions in the classroom.

- **Time.** The script of the session is a generic distribution that will undergo changes and adjustments depending on the number of participants, the level of knowledge on the subject and the means available. Before starting the training action, we have to make an approximation to the new timetable that will make it easier to control the time of delivery.

- **Means.** These must be planned. Computer, projector, marker pens, sheets of paper, sufficient manuals for all the participants, etc.

Based on the above variables, it will be necessary to take into account the following factors that make it easier for the teacher to manage the sessions:

- Whether we have more or less knowledge about the contents proposed in the Methodological Guide, the first task during the preparation phase will be to carry out a comprehensive reading of all the tools and resources of the programme, do complementary reading and prepare the proposed theoretical content, analyse the programme, readjust it according to the knowledge of the group, etc.
- Prepare the presentation of the session and support materials. It is recommended to first introduce the participants and ask about their expectations. In this way, after the introductory round, you will have a clear map of what the participants expect. Then explain the context in which the action is framed, the objectives, the programme and the time frame, and specify what kind of expectations are going to be covered and which ones are not covered by this action. Remember that the presentation of the course is very important to motivate and set the basis for participation.
- It will be necessary to maintain a respectful attitude towards equality and to use an inclusive language for both men and women. In this sense, care should be taken with examples, images used in the slides, etc., that do not reinforce gender stereotypes in the professions and in the labour market in general, so that the principle of equal treatment between men and women is respected, as well as respect for diversity.
- Always start from the level of the group, adapting the content and depth of the subject matter to their interests, needs, priorities and experiences, while remaining consistent with the objectives.
- Choose learning situations that are meaningful for the group.
- Select techniques that encourage active student participation.

In this scenario, the role of the teacher is that of the person who guides and facilitates learning, encourages involvement and participation, and makes visible the often unconscious attitudes of resistance. The aforementioned skills in the handling of knowledge on gender equality, which are necessary to detect these resistant attitudes and androcentric discourses, are revealed as a fundamental factor.

### 1.3. The Training Technician in Equal Opportunities for Women in the stone company.

The Gender Equality Technician is the person who, thanks to his/her knowledge of equal opportunities and treatment, labour market, gender policies, legal framework, human rights, gender violence and communication, carries out the planning of actions and development of interventions aimed at achieving equality.

In this sense, its main function is to promote the progress of equal opportunities and gender equality in organisations and institutions, through the implementation and evaluation of actions and policies.

The Gender Equality Training Technician must have the necessary knowledge on social intervention between men and women. In addition, they must know how to identify, analyse and change gender disparities, in order to enhance opportunities between women and men, both in the labour market and in any field. It is necessary to have a training that addresses a complete perspective on the reality of gender and the reality of women, patriarchy, the system and the general concepts that underlie equality policies, with the aim of transmitting in the company the skills and tools necessary to instruct students in this field of study, organising and carrying out all training and human resources planning, paying special attention to gender equality aspects.

In addition to the profile of the equality training technician in the company, the presence of equality officers in business organisations is important.

Equality and gender officers are responsible for making sure that the organisation they work for offers equal opportunities, regardless of race, age, disability, gender, sexual orientation, religion or beliefs to workers.

They work with different departments in their company, such as human resources and communication, to ensure that equal opportunities laws are observed. As well as with managers, providing them with support, advice and passing on their expertise on equality laws.

Business organisations, including those in the Stone sector, must ensure that they provide equal opportunities in all the services they provide to the community. Equality and diversity officers must ensure that this happens, and that statutory policies and procedures are applied to all members of staff.

Equality and gender officers usually write an annual equality report, which sets out the company's performance on equality and gender issues. The report should also think about the future of the company and predict areas for improvement. To produce the report, the equality and gender officers need to gather and analyse a large amount of information.

In addition to the annual report, the equality and gender officers regularly monitor the company's performance on equality and gender issues. This involves meetings with different community groups to find out their opinions and feelings. These meetings are also an opportunity for the company to offer advice and assistance, if needed.

Equality and gender officers also have responsibility for staff development and training on equality issues. They identify what training is needed and plan the development of such training. They may provide the training themselves or contract a specialist trainer.

If inequalities are identified in the company, the equality and diversity officer work with managers and directors to take measures to improve the situation.



## UNIT 2. Legal framework for equal opportunities.

### 2.1. Contextualisation of the legal framework for equal opportunities for women.

EU has made major efforts on fighting discrimination between genders on multiple levels. Through treaties, agreements between nations either bilateral, between two nations, or multilateral, among several nations. Key aspects of treaties are that they are binding (meaning, there are legal consequences to breaking them) and become part of international law. We have listed below treaties specifically designed for gender equality in a working environment.

- The Treaty of Rome in 1957 already included the principle of equal pay for equal work. (Article 119 EEC, then 141 EC, now Article 157 TFEU). In 1976, the Court of Justice of the European Union (CJEU) decided in the *Defrenne* case that Article 119 EEC had not only an economic but also a social aim. This judgment paved the way for modern European gender equality law.
- With the entry into force of the Treaty of Amsterdam in 1999, the promotion of equality between men and women became one of the essential tasks of the European Community (Article 2 EC). Since 1999, the EU has had the competence to take further action to combat discrimination based on gender (Article 13(1) EC, now 19(1) TFEU). This Article provided a legal basis for the Directive on the principle of equal treatment between men and women in access to and the supply of goods and services. ([Directive 2004/113/EC](#))
- EU gender equality is also an integral part of the Charter of Fundamental Rights of the European Union, which prohibits discrimination on any grounds, including sex, (Article 21) and recognises the right to gender equality in all areas and the necessity of positive action for its promotion (Article 23).
- In 2009, the Treaty of Lisbon confirmed once again the importance of gender equality in the European Union. Equality between men and women features amongst the common values on which the European Union is founded (Article 2 TEU), which means, for instance, that it will be used as a yardstick for determining whether a European state can be a candidate for accession.
- The promotion of equality between men and women is also listed among the tasks of the Union together with the obligation to eliminate inequalities. The Lisbon Treaty thus clearly reiterates the obligation of ensuring gender equality for both the Union and the Member States.<sup>i</sup>

Despite the efforts of EU, each nation is responsible to maintain balance between genders in workplace, especially in sectors that there is still discrimination regarding women's participation as is



the stone sector. By adopting legislation, setting targets, issuing recommendations, and encouraging transfers of good practice, the EU has influenced national policies on facilitating work-life balance.

## 2.2. Community Directives on Gender Equality.

As mentioned above, the EU has shown a great interest on filling the gap between genders, in many sectors including employability. Nevertheless, each nation implements different legislation and approach regarding the manner. We will examine the existing situation on partners countries.



### Spain

The statistical series and summary reports 'Women and men in Spain', produced jointly by the Institute of Women and for Equal Opportunities and the National Institute of Statistics, is the only official survey regarding sex equality in the labour market in Spain. (<https://eur-lex.europa.eu/homepage.html>)

Implementation in national law Article 28.1 of the Workers' Statute states that: 'The employer is obliged to pay for work of equal value the same remuneration, paid directly or indirectly, and whatever its nature, whether salary or non-salary items, without discrimination based on sex in any of its items or conditions.'

Royal Decree 6/2019 added a second paragraph to this provision in order to implement the European Commission's Recommendation of 7 March 2014, so that the concept of 'work of equal value' is now clarified in the legislation. This new paragraph reads: 'Work has equal value in relation to other work when the work or tasks involved, the educational, professional or educational conditions, the training required for its exercise, the factors strictly related to its performance and the working conditions in which those activities are carried out are in fact equivalent.'

There is no national legislation or case law in Spain that allows for pay differences.



### Greece

The main legislation transposing and implementing the EU directives on gender equality:

- Act 4604/2019, 'On the promotion of substantive gender equality etc.', OJ A 50/26.3.2019, which, inter alia, replaced the definitions of 'direct' and 'indirect discrimination' and 'sexual harassment', included in Article 2 Act 3896/2010 transposing Directive 2006/54/EC creating a serious regression with respect to the gender equality and anti-discrimination acquis in Greece, all the more so as it does not make any reference to the Directive, which is in clear violation of its implementation requirements. Thus, it creates lack of clarity and legal uncertainty, not allowed by EU law in the implementation of the directives (see 3.1.2 below).

- Act 4443/2016, '1) Transposition of Directive 2000/43/EC on the implementation of the principle of equal treatment between persons irrespective of racial or ethnic origin, of Directive 2000/78/EC establishing a general framework for equal treatment in employment and occupation and of Directive 2014/54/EU on measures facilitating the exercise of rights conferred on workers in the context of freedom of movement for workers (...)', OJ A 232/9.12.2016 [replacing Act 3304/2005 which had initially transposed Directives 2000/43/EC and 2000/78/EC], OJ A 16/27.1.2005].
- Act 4097/2012, 'Implementation of the Principle of Equal Treatment of Men and Women Engaged in an Activity in a Self-Employed Capacity – Harmonisation of the legislation with Directive 2010/41/EU of the European Parliament and the Council', OJ A 235/3.12.2012 (Directive 86/613/EEC had not been transposed).
- Act 4075/2012, Articles 48-54, 'Incorporation into Greek Law of Directive 2010/18/EU of the Council of the EU Implementing the Revised Framework Agreement on Parental Leave Concluded by BUSINESSEUROPE, UEAPME, CEEP and ETUC and Repealing Directive 96/34/EC', OJ A 89/11.4.2012.
- Presidential Decree 80/2012, 'Granting of Parental Leave and Leave of Absence to Workers under a Contract of Maritime Work on Vessels Bearing the Greek Flag, in accordance with Directive 2010/18/EU', OJ 138/14.6.2012.
- Act 1756/1988, Code on the Status of Judges, OJ A 35/2.2.1988.
- Act 3896/2010, 'Implementation of the Principle of Equal Treatment of Men and Women in Matters of Employment and Occupation. Harmonisation of Existing Legislation with Directive 2006/54/EC of the European Parliament and the Council', OJ A 207/8.12.2010.
- Act 3769/2009, 'Implementation of the Principle of Equal Treatment of Men and Women Regarding Access to Goods and Services and Their Supply', transposing Directive 2004/113/EC, OJ A 105/1.7.2009, as amended by Article 162 of Act 4099/2012 implementing the CJEU Test-Achats judgment, OJ A 250/20.11.2012.

Currently, there is significant concern that the pandemic will make women (and minorities) more vulnerable to the financial recession. The tragic experience of Greece following a ten-year financial crisis has demonstrated that, during a crisis, societal preservation of human and social rights is not a priority.: in EUROBAROMETER research of the year 2012, 80 % of Greeks (the highest percentage among EU Member States) stated that in Greece, policies against discrimination were rendered less important because of the financial crisis. Moreover, it is common knowledge among legal practitioners in Greece that during a financial crisis victims cannot afford to, or do not dare to, litigate for fear of unemployment, victimisation, stigmatisation, etc.



## Croatia

In Croatia, there are two main equal treatment legislative acts: the Gender Equality Act and the Anti-Discrimination Act. Both acts explicitly prohibit sex discrimination. The Gender Equality Act is specifically aimed at the protection and promotion of gender equality as a fundamental value of the Croatian constitutional order and defines and regulates methods of protection against discrimination based on sex, while also creating equal opportunities for men and women.

The 2017 'Analysis of case law in anti-discrimination claims before the Croatian courts' reveals the main challenges in the implementation of anti-discrimination legislation.

The Anti-Discrimination Act and the Gender Equality Act both prohibit discrimination based on sex and contain definitions and provisions on direct and indirect discrimination, harassment and sexual harassment and positive action. In addition to sex discrimination, the Gender Equality Act explicitly prohibits and includes discrimination based on family and marital status, pregnancy and maternity and sexual orientation under the definition of sex discrimination.



## Germany

Germany has specific equal treatment legislation, namely

- The General Equal Treatment Act,
- the Equal Treatment of Soldiers Act
- the Federal Equality Act
- the equality statutes of the states as well as state legislation concerning higher education.

In Germany, the principle of equal pay for equal work or work of equal value is enshrined in law. Discrimination in pay is prohibited by Section 2(1)(2) of the General Equal Treatment Act, which forbids any discrimination on the basis of sex in employment and working circumstances, including pay, in particular in individual and co-operative contracts between individuals and in collective agreements.

However, the main problem of the Pay Transparency Act is that it does not provide for further consequences in the event of a violation of the prohibition of pay discrimination on the grounds of sex/gender.

## Conclusions:

The conclusion that we could review after an overview on each country is that countries make an effort to implement European laws and fight discrimination in all areas and especially in workplace but still there are many issues to be addressed and solved until we reach a satisfying outcome.

## 2.3. Legal acts within the European Union to be taken into account.

The aims set out in the EU treaties are achieved by several types of legislative acts, including regulations, directives, recommendations, and opinions, that go into more detail about the goals that the Member States have agreed on in the treaties. A “directive” is a legislative act that sets out a goal that all EU countries must achieve. However, it is up to the individual countries to decide how. In the field of gender equality there are a number of joint directives:

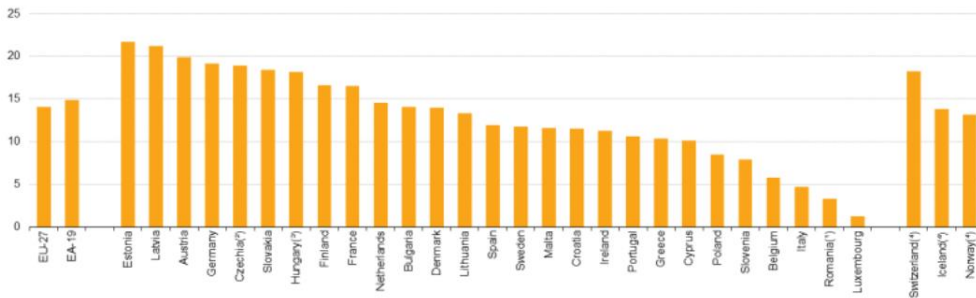
- The Directive on equal treatment of men and women in statutory schemes of social security (79/7)
- the Pregnant Workers’ Directive (92/85)
- the Directive on equal treatment in employment and occupation (2000/78)
- the Directive on equal treatment of men and women in the access to and the supply of goods and services (2004/113)
- the Recast Directive (2006/54). which has modernized and simplified existing provisions and which, with effect from 15 August 2009 onwards, has repealed the following older directives:
- the Directive on equal pay for men and women (75/117)
- the Directive on equal treatment of men and women in employment (76/207, as amended by Directive 2002/73)
- the Directive on equal treatment of men and women in occupational social security schemes (86/378, as amended by Directive 96/97)
- the Directive on the burden of proof, generally establishing that the burden of proof in cases of sex discrimination lies on the employer (97/80)

### The EU principle of equal pay

The principle of equal pay for men and women for equal work or work of equal value, now contained in Article 157 TFEU, has been entrenched ever since the beginning in the EEC-Treaty. In order to facilitate the implementation of the principle, Directive 75/117/EEC was adopted in 1975 and has since been repealed by Recast Directive 2006/54/EC. Indeed, both direct and indirect discrimination in pay are prohibited and the CJEU has answered many preliminary questions of national courts on this issue. These have included the scope of the notion of ‘pay’, which the CJEU has interpreted broadly; pay includes not only basic pay, but also, for example, overtime supplements, special bonuses paid by the employer, travel allowances, compensation for attending training courses and training facilities, termination payments in case of dismissal and occupational pensions. In particular, the extension of Article 157 TFEU to occupational pensions has been very important.

### The unadjusted gender pay gap, 2019

(difference between average gross hourly earnings of male and female employees as % of male gross earnings)



Note: For all the countries except Czechia and Iceland: data for enterprises employing 10 or more employees, NACE Rev. 2 B to S (-O); Czechia: data for enterprises employing 1 or more employees, NACE Rev. 2 B to S; Iceland: NACE Rev. 2 sections C to H, J, K, P, Q. Gender pay gap data for 2019 are provisional until benchmark figures, taken from the Structure of Earnings survey, become available in December 2024.

(\*) Estimated data.

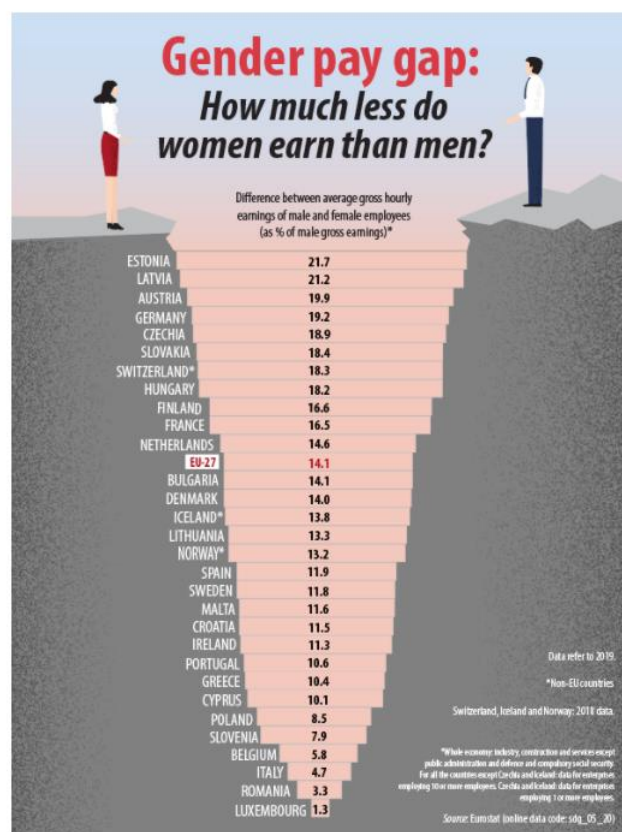
(\*) Definition differs (see metadata).

(\*) Break in series.

(\*) 2018 data.

Source: Eurostat (online data code: sdg\_05\_20)

However, just because there is a smaller gender pay difference in some nations does not suggest that women in general are better paid. In countries where women have a lower employment rate, the gender wage gap is often less. A large pay disparity is a common feature of the labor market.



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

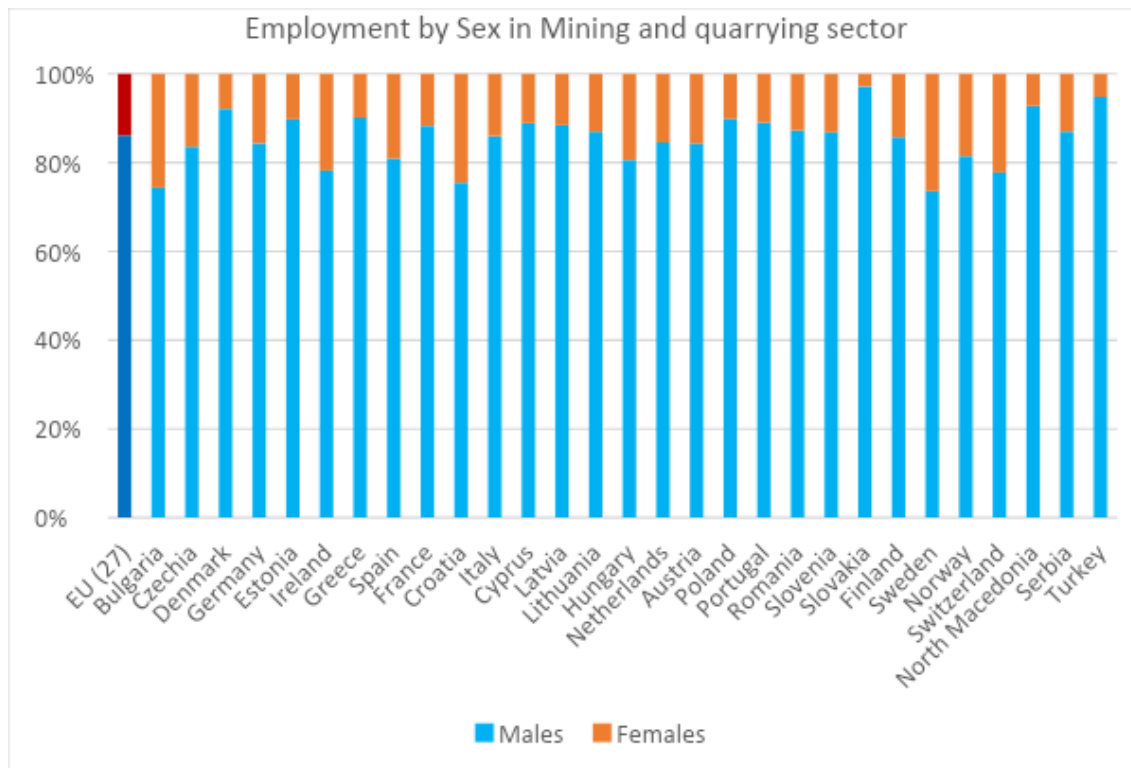
### 3.1. Training needs.

The training needs for the integration women in the stone sector are divided in two main areas. The first is the acquisition of deep knowledge in Gender Equality issues and the second is the development of skills that will create opportunities in the whole chain value of the stone sector, from quarrying to the retail store stage, from an educational point of view.

The numeric data presented hereinafter concern the whole mining and quarrying sector, part of which is the stone sector.

In the EU-27 countries women's employment in the mining and quarrying sector is estimated at approximately 13.8% and in the construction sector at approximately 9.8% (Eurostat, 2021a), presenting variation from country to country (Fig.1 and 2). In addition, job positions offered to women are different to the ones offered to men resulting also in lower paying jobs for women. In the EU in 2018, women earned 14.8 % less than men when comparing their average gross hourly earnings (Eurostat, 2020). Differences exist even when it comes to the same employment subject. The largest differences in hourly earnings are being observed in managers, a position held by about one third of women in the EU (ibid).

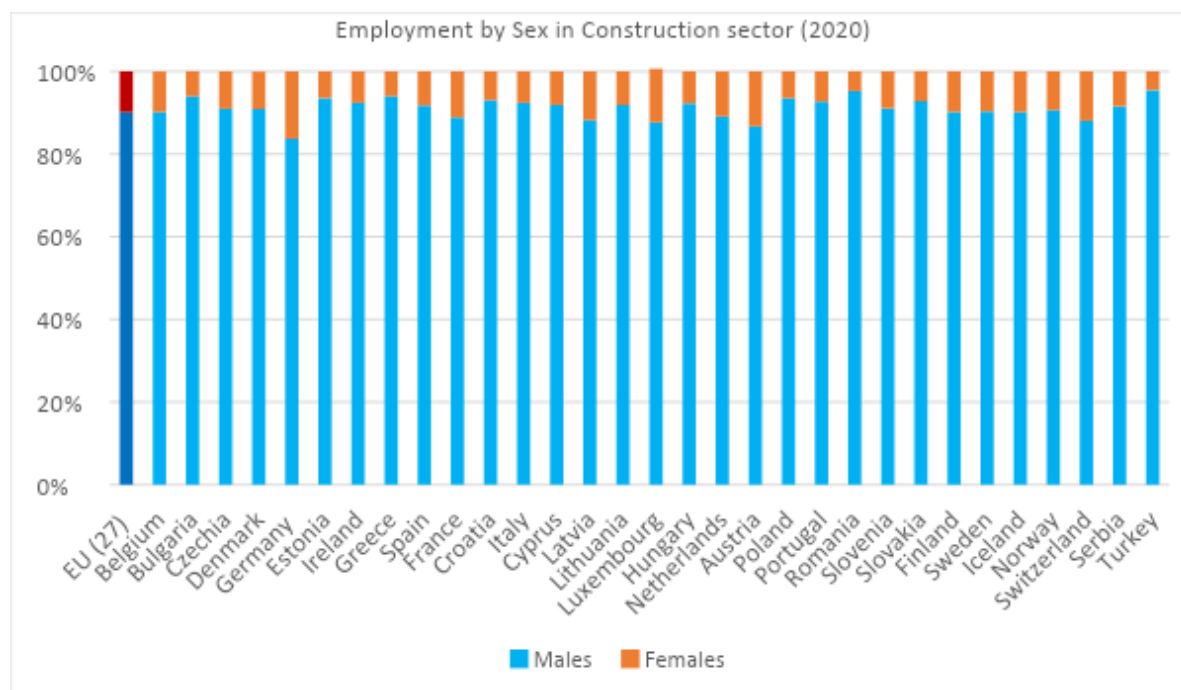
On the other hand, in recent years the percentage of women completing higher education in EU is higher than that of men (ibid). Although, one should expect that this would result in the elimination of discrimination in both education and labor market, in the EU of 2019 only 41% of scientists and engineers are women (Eurostat, 2021b). In fact, the percentages in engineering are even worse. In the specialty of mining engineer less than one quarter of graduates are women (Eurostat, 2021C) while in the specialty of civil engineer the percentage of women is a little higher.



Source: Eurostat (own editing process)

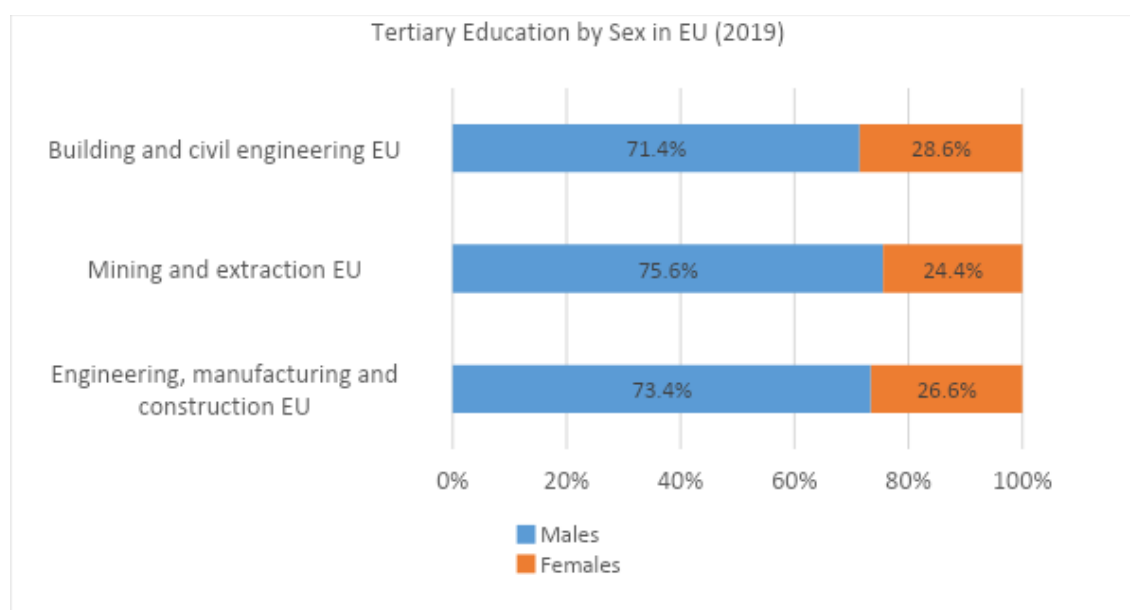
Figure 1. Employment by Sex in the Mining and quarrying sector in EU countries





Source: Eurostat (own editing process)

Figure 2. Employment by Sex in the Construction sector in EU countries



Source: Eurostat (own editing process)

Figure 3. Tertiary education by Sex in Mining and Construction in EU countries

The main reason leading to this inequality is the level of education (especially in technical training, such as engineering, typically viewed as reserved for men), the social norms, as well as the gender stereotypes that dictate the types of employment women and men should seek and for which they are hired (Oxfam, 2017). The main challenges for women's employment in the extractive industry in general and in the stone sector in particular are the social stereotypes, the low rate of women in leadership roles, the limited flexibility to counterbalance family responsibilities and the increased discrimination and harassment (World Bank, 2015).

The current workplace culture with regard to the above challenges and the real facts that could promote women's empowerment in the stone sector are summarized in Table 1.

Table1. Challenges to deal with in order to promote gender diversity in the extractive industry

Challenges	Workplace culture	Facts reinforcing diversity
<b>Pervasive stereotypes</b>	Only men can work in risky, dirty and difficult environments. Stone sector has a masculine identity since it requires physical strength. Thus it is not a place for women. This outdated stereotype continues to undermine the capabilities of women and deter women from seeking employment in the sector. Women have been traditionally underrepresented in fields like engineering and geology, meaning that there has been a smaller pool of women with the technical skills to work in the wider area of the mining sector (World Bank, 2015).	In the era of industry 4.0, the ongoing <u>automation</u> of traditional manufacturing and industrial practices and the use of smart technology, restricting physical effort, could serve as a positive catalyst for women's engagement in the stone sector. Moreover, evidence has shown that when companies recognize the opportunity of a more diverse workforce and supply chain, they can increase productivity, reduce costs, and strengthen social license to operate (IFC, 2020).
<b>Low rate of women in leadership roles</b>	The mining sector represents some of the lowest rates of women in leadership, at only 7.9 percent of women on the board of directors in the top 500 mining companies globally (WIM and PwC, 2013).	The experience has shown that including women in managerial positions has a positive impact on social development, workplace culture and productivity. For this reason, many multi-national mining companies are setting targets to increase women in managerial and executive roles (World Bank, 2015).
<b>Limited flexibility for family</b>	The extractive industries do not often promote a family friendly workplace. This barrier tends to be more widely felt by women with increased family responsibilities.	Research has shown that increasing family friendly policies, like childcare, parental leave, and health policies can be cost-effective interventions (IFC, 2013).

	Due to the male-dominated culture of the sector and the often-remote location demanding absence from home and long shifts, women with families can often not negotiate employment opportunities in the extractive industry (World Bank, 2015).	The implementation of a number of work-life policies can lead to greater gender equality creating opportunities for women's career development and reduced gender pay gaps (Van der Lippe et al., 2019). Managers can be confident that work-life programmes are likely to translate into increased employee productivity and the costs associated with work-life programmes should be covered by such increased productivity (Lyonette and Baldauf, 2019).
<b>Increased discrimination and harassment</b>	Women report higher rates of discrimination and harassment in the extractive industries than do their male counterparts, including verbal, physical, and/or sexual harassment, ranging from intimidation to sexual violence against female employees (World Bank, 2015).	Dealing this issue is complex in every working environment. However, the awareness of the need to incorporate harassment and gender-based violence policies and training as a prerequisite to create supporting working environments (IFC, 2018), as well as the provision of leadership opportunities for women would pave way to address these risks.

Opportunities for women in the whole value chain of the stone sector should not include only “female-typical” work tasks, but also jobs with higher responsibilities.

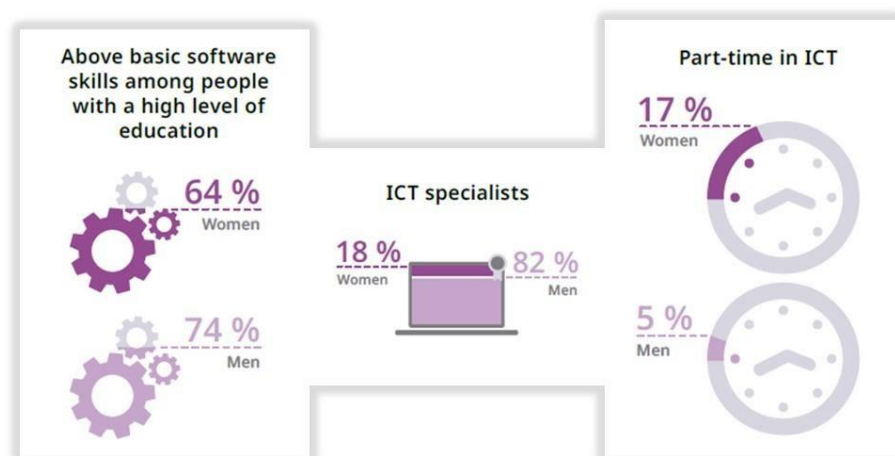
Fighting against stereotypes is critical in the male-dominated world of the stone industry. Women should aware of the advantages that their engagement could offer to the stone sector, boosting in that way their self-confidence and their self-esteem and learn how to promote themselves. Men should also aware of the advantages and be ready to accept women's involvement.

Sector's training centres and companies should provide gender based training to develop general skills taking into account cultural norms for women that have a relatively low level of baseline knowledge. Moreover, they have to address women's rights, especially in the areas of women's health and safety, unpaid care work, and violence against women and girls. At the same time, they should provide technical and leadership training to women in order to promote career development.

The digital transformation of the sector could be a key point in women's engagement offering also flexibility in working hours. Although significant steps have been made, women even with a high level of education lag behind men in ICT skills, according to the data of the European Institute for Gender Equality (EIGE, 2020). Thus, emphasis should be given in the ICT skills and new technologies, which can

unlock remarkable opportunities that need to be grabbed by women. In fact, women can play a leadership role in this digital transition.

A transformational leader is typically described as supportive, flexible, empathetic, caring or nurturing – attributes that, for whatever reason, are more prevalent in women (Doku, 2019).



Modified, based on EIGE, 2020

Figure 4. Use of digital skills from women

On the aboveground, any training program should include the following training categories:

- Gender equity issues: basic concepts, discrimination, women's rights, health and safety
- Stone industry characteristics: History and Perspectives
- Technical Knowledge of all stages of the value chain
- (from the quarry to the creation of modern applications)
- ICT skills
- Sales and marketing strategies
- Leadership and career development: communication skills and networking

Among the key areas for an effective training program for women is the development of communication skills. Women must learn the tools to influence at all levels, from delivering presentations to chairing meetings in a male-dominated audience. They should also learn to communicate career goals to senior leaders. Taking into account that women consistently cite tension between work and personal responsibilities as a barrier to advancement, the issue of work-life balance should be included in career management planning. Training in this area should include guidance on

ways to navigate responsibilities and communicate effectively about personal and professional needs (IFC, 2018)

Trainers should have the all above competencies, skills and relevant up to date technical knowledge to meet women's training needs. More specifically, training staff should understand basic gender concepts (including issues on occupational stereotyping, assertiveness, managing stress and discrimination, building self-confidence, inter personal skills, and child care issues) and they should comprehend the relevancy and application of these concepts to their work (Oxfam, 2017). As a result, trainers should receive a deeper level of gender training, including effective strategies for gender-sensitive teaching. The effectiveness of the teaching staff depends on a variety of factors: ability to communicate and inter-act with female trainees; sensitivity to the multiple obstacles facing women trainees; ability to diagnose skill acquisition level of the trainees; and the ability to adjust the curriculum to reach the particular audience. It is also important to educate trainers of both sexes in gender training in the stone sector.

Trainers should also have deep knowledge of the characteristics and the evolution of the stone sector, as well as of the required technical skills and technological advancements in order to manage to pass this knowledge to the women participating in the training program. Sales and marketing strategies are an integral part of the value chain of the stone sector. Trainers must also acquire a marketing culture, since customer service and selling skills are becoming a requirement for many employees, not just for those employed directly in sales and marketing, in order for a company in the stone sector to remain competitive.

Improvement of ICT skills may be also necessary during the training of the future trainers. Finally, trainers should learn methodologies to provide guidance to women trainees on how to develop communication skills and expand networking.

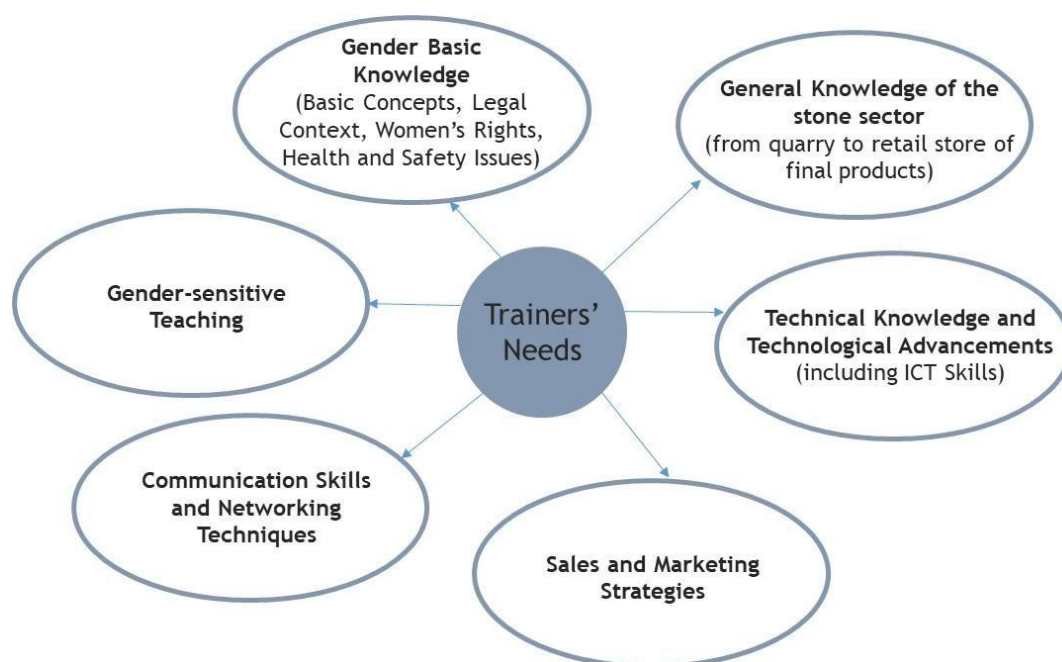


Figure 5. The training needs of the trainers

### 3.2. General contents of a training plan.

As mentioned earlier, the training of women should include both the issue of Gender Equality and the acquisition of skills that will facilitate their presence in this sector at all stages of production: planning, production process and promotion of the product in the market. However, the main challenge is the development of an educational program that would help them “conquer” self-awareness of their self-worth in order to secure their position in the industry.

At this point, it should be noted that the deconstruction of the "regime" of gender discrimination does not proceed at a pace commensurate with that of other developmental indicators of modern society. As it seems, in terms of values and perceptions, archetypal stereotypes about male superiority are strong and resist change (Council of Europe, 2015).

Gender discrimination is even more intense in workplaces that are considered male-dominated, such as the stone sector as indicated by the statistics of women’s employment in the mining and quarrying sector and the construction sector.

Therefore, in advance, the task of tutors who shoulder the burden of training the staff in sectors like the above mentioned, is not easy but it is of a very high importance. As regards adult education, the additional difficulty arises from the fact that the trainees are people with a well-established



educational and value system making it demanding enough to influence their perception. This should be one of the primary factors to be taken into account when designing educational programs. However, a prerequisite for the successful outcome of the program is of course the trainer himself to be a carrier of gender equality perceptions (Ostrouch-Kamińska and Vieira, 2016).

According to Knowles (1990) the idiosyncrasies of adults as learners lead him to identify his now very well-known six assumptions about adult learning: (1) need to know, (2) self-concept, (3) prior experience, (4) readiness to learn, (5) learning orientation and (6) motivation to learn.

After taking into consideration these aspects of adult learning, it is suggested (as shown in Figure 6) that educational programs should aim at the following four objectives:

- Raise awareness of the issue of gender equality and ideologically strengthen trainees / participants on gender issues in the fight against discrimination,
- Promote constructive cooperation between employees of different genders
- Support women in order to make them feel (and be) adequate and successful as workers and human beings of modern society in general
- Provide with knowledge and know-how necessary to "serve" in the field

Regarding the first objective, the primary goal must be to limit prejudice and stereotypes that place men and women in opposite ends and even under the umbrella of inequality in favor of men by using reasoning based on logical argumentation. In that way, it will be proved that these positions lack of rationality and scientific argumentation. Positions that place such distinctions on biological, or brain-structure related factors are now scientifically unfounded (Tavris, 1993) except from some body-structure related factors (eg. muscle mass) that could reasonably cause some differentiation between men and women tasks. The use of research and documentation through examples could play a key role contributing to this direction.

More precisely, it would contribute in deconstructing the notion that engineering (McGaw, 1989) and technology (Turkle, 1986) are sectors exclusively for men, or that only men can work in dangerous and difficult environments that is the prelude to excluding women from the forefront over time (Faulkner, 2000).

A well-structured educational system consists a key factor in the attempt to deconstruct sexism-related attitudes and behaviors. Teaching should aim at presenting this whole grid of anachronistic value positions as a social construction (Berger, 1996) connected to specific social needs and structures.





Figure 6: Training plan: Objectives

The historical reference to the women's emancipation movement, the use of historical examples with special reference to women that via their attitude defended the obvious is likely to contribute to develop feelings of intimacy among the trainees that study the afore mentioned cases. The selection of incidents and examples from the stone sector or other related fields, in which women take action, could act as inspiration for the trainees. Great exempla could be the first women engineers, who not only had a presence in this field but also took leading positions.

In addition, targeting the second objective, a program like that should aim at both male and female employees. Gender equality is not a women's issue. Particularly on the issue of gender division of labor, emphasis should be given on strengthening the two genders' common characteristics among employees. Dealing with the same subject, as well as highlighting common problems, common experiences, everyday life, and perhaps interpersonal relationships, should be used to weaken beliefs based on gender discrimination.

Teaching should focus on highlighting the differences between "sex" and "gender" in order not only to dissolve existing disorientation but also to change existing attitudes, social values and roles associated with gender (Sismondo, 2011).

Encouraging active participation of men and women in the educational process will clearly facilitate its goals. However, trainers should take into account factors such as the extent of inequality in the public or problematic relationships (lack of trust) between the participating men and women in order to adapt the educational process to the circumstances. It may be necessary, in some cases, to precede training in groups only for women (Bauer et. al., 2004). The primary role of the trainer should be to create a sense of solidarity and trust among women. Feeling a member of a group makes it easier for them to adapt to the new situation they are facing.

As it was previously mentioned, it is clear that claiming the presence of women in such places, where the male element is predominant, will only be effective if it is included in a more general framework of self-awareness and understanding of the conditions that provoke gender inequality. It should be studied as a social construction that resulted from specific economic and socio-historical conditions and not as a legislative condition. Therefore, it is a condition that can be changed. This framing of gender inequality is absolutely necessary for men too. In that way they will be able to interpret reality but also to be more receptive in cooperation with their female colleagues. Cultural stereotypes about how men and women should interact are very strong and affect both self-perception of individuals and their interpersonal relationships. Knowledge should also undermine gender discrimination of labor (Horowitz, 1997) as ahistorical and unscientific.

Regarding the third objective, teaching must also include the study of issues related to the achievements of the women's movement and the rights of women workers in order to motivate them and help them understand their worth. Following to this, the suggested approach should examine both the covert forms of sexism that are expressed via bullying and the incidents of sexual harassment that workers may experience in their workplace. It is also necessary to cover aspects related to the specific career choices, in order to cover all the cases of women who found themselves in this position, regardless of whether they did it out of choice (because they liked it) or they were forced to make this choice (unemployment, pressure from family, lack of other opportunities, lack of formal qualifications to look for other options). Argumentation must persuade, inspire, reinforce, and alleviate fears and concerns. Moreover, it must protect women from any possible reactions -i.e. from her family or her social environment- to this choice of profession and workplace (Ribeiro et al., 2015).

Moving on to the fourth objective, as this attempt constitutes a structured program that is aimed at an audience with specific characteristics, care must be taken to include aspects related to professional orientation and in-depth training on the subject. By doing so, employees' confidence will be enhanced and so will be their claim of their presence in the specific workplace.

As regards training related to industry-specific knowledge, the recorded experience shows that employees need to be qualified with adequate level of literacy and basic computer skills (Melass, 2016).

More specifically, the project of education should be guided in the following directions.

- a. to provide the necessary historical and theoretical background so that the trainees obtain the required knowledge about their professional subject which better be taught in a wider frame than inside the strict lines of the position's requirements. Industry should be studied as a whole while giving emphasis in its place during the historical and social evolution. This background could help trainees build their professional profile, be efficient and be flexible in undertaking work tasks. The use of empirical examples is considered necessary here as well, as it has been proven to be a suitable tool in adult learning (Melass, 2016). It is clear that prior training of trainers in this direction is also required.
- b. to provide all the skills needed for a successful development in their professional field, and to ensure the smooth operation of the business. During a primary training stage, communication and verbal skills should be practiced. For example, guided by the trainers, employees could work perceiving and evaluating information from both verbal and non-verbal form, detecting and analyzing problems, and participating in discussions and decision making. These skills are necessary for them to gain not only self-confidence but also colleagues' acceptance and trust. Moreover, it is of a high importance to get familiar with technology and mechanical engineering equipment used in their field. Nowadays companies' operation seems to be getting more and more digital making the need for strong computer skills, software knowledge and analytical skills imperative (Hatch, 2020)
- c. to provide employees with knowledge and all the skills required during each stage of the program i.e. from planning production to supply of raw materials, production and finally product's distribution in the market (value chain).
- d. to contribute in self-improvement and continuous development of employees by cultivating skills such as being a good listener, speaker, and collaborator, having empathy, flexibility in thinking, strategic thinking skills, creativity and the ability to inspire and persuade.

In conclusion, by establishing all mentioned actions, women workers will be more easily convinced that they are able to stand and excel in such workplaces while their professional potential will be highlighted and utilized instead of remaining in obscurity.

A necessary condition for the success of such an attempt is the educational program to reach also the entrepreneurs who, in addition to the acceptance and obvious support of such positions, should also take actions to make presence of women more acceptable in the industry. Women should feel welcome in their workplace while not be treated like guests or passers-by.

Finally yet importantly, an important parameter that must be taken into account by the trainer is audience's characteristics. In that way they could better adapt the content of the training accordingly and decide where to focus the teaching process. The instructor should also behave like a "psychotherapist". They should be familiar with their audience, interact with them and study the characteristics of the sample as well as the general conditions in which the training takes place, in order to adapt both the program's content and their teaching methods. This will enhance program's efficacy.

### 3.3. Resources for the implementation of training plans.

The desk research conducted in previous section of this handbook reached the conclusion that the needs of trainers fall under two major categories 1. Knowledge in Gender equality issues and 2. Development of skills that will create opportunities in the whole chain value of the stone sector. These needs apply also for the trainees and should be the primer subjects to be covered in training sessions, that will provide education value to attendees. In order to make them insightful, meaningful and effective there are several resources that could be used.

#### 1. Case Study

A written or oral account of a situation is offered to students. They are expected to examine the case and present conclusions and/or suggestions, either individually or in groups. This approach is commonly used to improve analytical skills. Regarding the integration of women in the stone sector, a case study would be a useful tool to examine the learners for themselves of a real or fictional case of gender discrimination in this sector and analyze this behavior. Role-playing could be also a useful tool, where participants act out the roles of those represented in a given situation.

#### 2. Laboratory

A training site is set up to enable learners to experiment and test their ideas. This is applicable to technical and science training, as well as human relations and complex behavioral services. The laboratory would be useful for learners to apply the technical knowledge acquired regarding all stages of the value chain.

#### 3. Assessment tool

A method of assessing learning or giving practice by filling out a questionnaire or test. A rather important tool for the trainers to evaluate the understanding of the learners after the training session and if all the objectives were reached.

#### 4. Workshop

A highly participative session that puts greater emphasis on learner application than on presentations by the leader. A study visit could be included in a workshop for the learners to check in real time the production line and the applications used.

## 5. Study Guide

Materials that provide a map for the learners to follow in learning a subject. It can include many types of activities and materials. Can be used individually or in groups.

## 6. Group discussions and activities

Group discussions and activities can provide the perfect training option. These discussions and activities can be instructor-led or facilitated by online prompts that are later reviewed by a supervisor. This action provides the opportunity for everyone to express their opinions and personal experience, interact, empathize and expand the knowledge.

## 7. Coaching or mentoring

Coaching or mentoring can share similar qualities to hands-on training, but in this type of training, the focus is on the relationship between a learner and a more experienced professional, such as a coach. A professional from the stone sector will be a valuable addition to explain procedures and introduce the tools and applications utilized in the industries.

Except from traditional training (face –to- face) the other widely used “modalities” for training in gender equality are: online (either moderated or self-paced) and blended (traditional classroom experience with part of training presented online) (Gusdorf, 2009). Ultimately, no single modality can fit all training needs. The modality chosen depends on the type of training selected, particularly in terms of its objectives, the needs and characteristics of its audience, and the timeframe and resources available (UN Women Training Centre, 2016). Based on the needs of women in order to strengthen their position in the stone sector a blended environment could be effective. Online modules may be incorporated into the training program, including virtual classrooms, message boards, etc., since this type of training allows materials to be passed on quickly, while at the same time participants can study at their own location. However, practical examples should be central in gender training in the stone sector.

As regards, the delivery method, it is also important to keep in mind that most people don’t learn in the same way or they learn using more than one types of learning style depending on what kinds of information they are processing. For this reason a variety of ways should be used, based on the Flemming’s VARK (Visual, Auditory, Read/Wite, kinesthetic) (Fleming, 2001).

Visual learners learn information better when presented in graphs, pictures, and overheads.

Auditory learners prefer lectures, reading out loud, and discussing ideas.

Read/Write learners prefer the written word and can learn best by reading or writing the information.

Kinesthetic learners prefer learning by doing and will learn how to solve problems not by watching or listening to the solution, but by doing it themselves.

Considering the above characteristics of learning styles, different kinds of discussions and activities can be incorporated to make the training as interactive as possible. Role-plays and other interactive events can make the training both interesting and effective.

Finally to better tailor the training to the stone sector trainers should have access to related Organisation's programming plan and other documents.

### 3.4. New approaches and continuous development of training.

We have already reviewed in previous sections of this handbook the challenges that women must fight for in order to be included in the stone sector.

However, the automation of most activities has created an opportunity for women to participate and become members of this sector actively.

This technological development has led to the importance of acquiring digital skills for both trainees but also trainers. Trainers should constantly update their training methods with the use of ICT tools, not only for implementing their training but also teaching their learners these available tools and methods and help them obtain better understanding regarding the technological procedures utilized in the stone sector. Many of the resources described above could be presented with the use of several ICT tools.

While new technologies increase teachers' training needs, they also offer part of the solution. ICT can promote international collaboration and networking in education and professional development. There's a range of ICT options – from videoconferencing through multimedia delivery to web sites - which can be used to meet the challenges teachers face today.

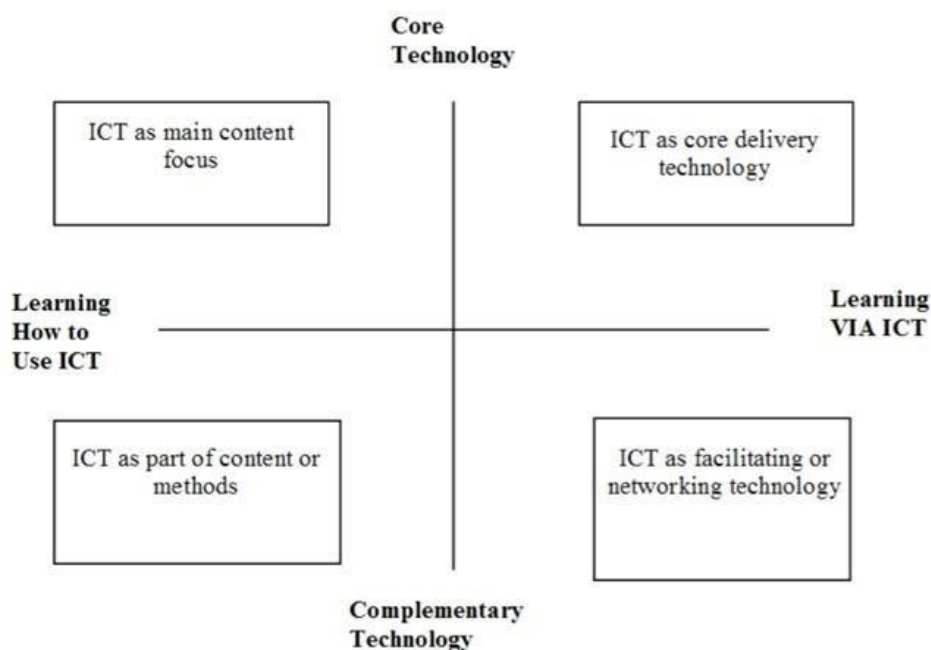


Figure 7: Categories for ICT in teacher training plan (adapted from Collis and Jung, 2003)

Recognizing the importance of ICT in teaching and learning, a majority of the countries in the world have provided ICT teacher training in a variety of forms and degrees.

### 3.5. Methods, training systems and management of operational planning.

An effective training program is built by following a systematic, step-by-step process. You could find below a 4-step guide to successfully deliver a training session.

#### STEP 1 - Recognition of training needs:

The first step in developing a training program is to identify the needs you want to cover. Regarding the inclusion of women in stone sector the major issues focus on the gender discrimination, the lack of technical education on behalf of women (engineering, operational systems in stone sector) and more analytically described in section 3.1.

#### STEP 2 -Training objectives:

The training needs assessments (organizational, task & individual) will identify any gaps in your current training initiatives. These gaps should be analyzed, prioritized, and turned into the training's



objectives. The ultimate goal is to bridge the gap between current and desired performance through the development of a training program.

#### STEP 3 -Training action plan:

The following step is to develop a detailed action plan that involves learning theories, instructional design, content, materials, and other training components. It's also a good idea to provide information about resources and training delivery methods. The level of preparation and the learning levels of the participants must also be addressed when designing the curriculum. Many businesses test their ideas and get input from their customers.

#### STEP 4 - Evaluation and revision:

The training program should be tracked on a regular basis. Finally, the whole curriculum should be reviewed to see if it was successful and fulfilled the training targets. Both stakeholders should provide feedback to assess the efficacy of the curriculum and instructors, as well as experience or skill development. The teacher would be able to recognise any software flaws by analyzing this input. If goals or standards are not being met, the training program or action plan may be updated at this stage.

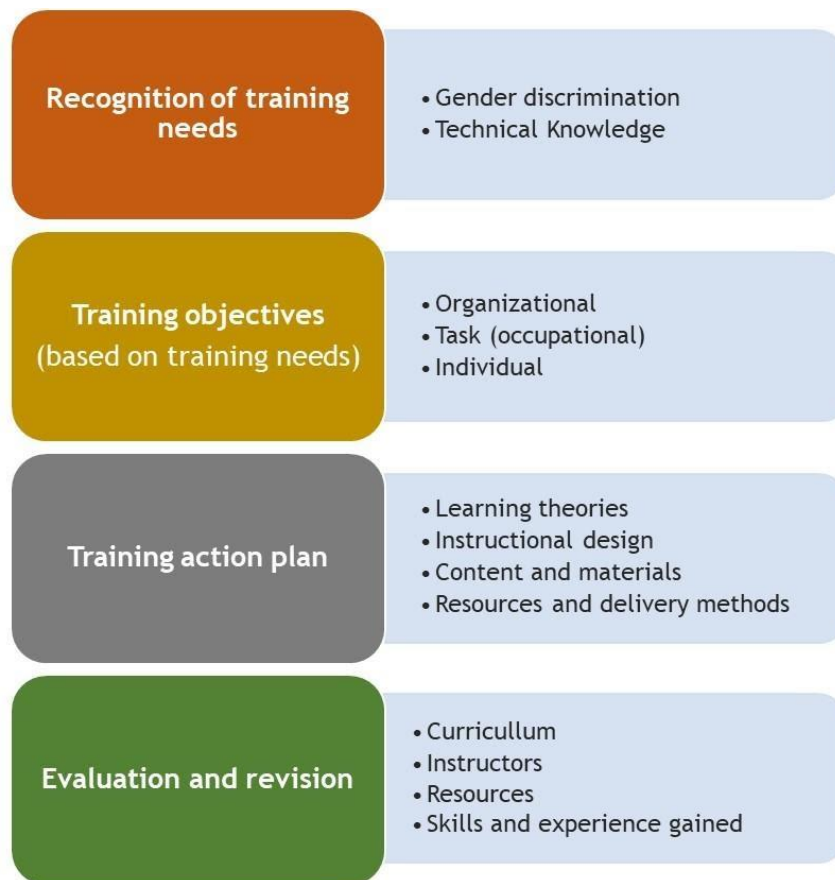


Figure 8: A 4-step guide for a successful training program

As we mentioned above the resources used in a training session could be implemented with the assistance of several ICT tools that will lead to the acquirement of digital skills both for trainers and trainees. If during a training all participants have access to appropriate equipment (computer, tablet, smartphone) and Wi-Fi, it allows us to carry out various tasks using web applications.

We could review some examples below:

Kahoot ([www.getkahoot.com](http://www.getkahoot.com)) – a website that allows you to build real-time online tests.

Online surveys portal – during the exercise, it is possible to show the participants the results of a survey.

Padlet ([www.padlet.com](http://www.padlet.com)) – online virtual board, which allows to save the results of group work or reflection during the training.

Moodle platform (<https://moodle.org/>) -online library for materials, quizzes, assignments.

Following the EIGE methodology proposal (2016) the selection of the most appropriate training system should be based on the trainers' background. Participants might possess previous knowledge of gender issues and already be familiar with some gender-related concepts. Assessing their pre-understanding of key concepts might be useful to better address these issues and provide them with more useful training.

It is also important to know participants' expectations and motivation for attending the specific training. By offering the participants the opportunity to express their expectations and/or motivation for undertaking gender equality training in the stone sector, specific problems they face in implementing gender mainstreaming in their daily work may come into light and help improve the content of the training program.

Finally, the strategies for the successful implementation of a training program may include long-term and short-term training, field trips, conferences and seminars. Each of them serves specific needs of a training program:

- Long term training is most useful in acquiring advanced technical knowledge.
- Short-term training is most effective when participants have an appropriate background of knowledge.
- Field trips work better when combined with short-term training to reinforce in practice the skills obtained.
- Conferences and seminars are actually an effective way to promote longer training programs. They are also a good way for sharing information and networking.

## UNIT 4. Design and evaluation of training programs

### 4.1. Training design and performance.

Tackling gender discrimination in the stone sector is a demanding task that calls for integrated planning and targeted interventions. The WinSTONE project will implement a coherent methodology during the design of its training materials, namely in the process of making the Trainers' Handbook. Our literature review has identified several best practices that might be followed. Yet very few among them focus on gender discrimination issues, a lacuna that we aim to rectify by suggesting creative ways of training design that narrow the gender-gap in the stone sector. Following state-of-the-art approaches in the

field of high-level educational materials and tools, the methodology we suggest below comprises crucial elements from two overlapping approaches:

- A. the ADDIE approach, and
- B. the DESIGN model

To briefly touch upon the first methodology, the ADDIE approach is one of the most followed approaches in training/instructional material design (Branch, 2009) that the project will draw upon for the training of the trainers in the stone sector. Being the acronym derived from ‘Analyze, Design, Develop, Implement, and Evaluate’, ADDIE is applied for constructing performance-based learning by various projects across the globe. The educational philosophy behind ADDIE is that intentional learning should be trainee-centred, innovative, authentic, and inspirational; thus, ADDIE constitutes a fundamental process for creating effective learning resources, when it comes to both trainers and trainees.



Figure 1: Training program design: the ADDIE model (Branch, 2009)

The second advanced training model is DESIGN, introduced by Bray (2009, Fig.2).

**D**efine the training needs  
**E**xplore the training options  
**S**tructure the training  
**I**nitiate pilots  
**G**o live  
**N**ow review and re-launch

Figure 2: Training program design: the DESIGN model (Bray, 2009)

### Definition/Assessment of the training needs

The first step in developing a training program that tackles gender discrimination is to identify and assess the training needs of both men and women participants. The gender-sensitive training needs assessment (organizational, task & individual) will identify any gaps in the current training initiatives and in the skills of employees in the sector. These gaps should be analyzed, prioritized, and turned into the training objectives. The goal is to bridge the gap between current and desired performance through the development of a training program.

Specifically, the trainers that will support women integration women in the stone sector have two main types of needs. Their first need is the acquisition of deep knowledge in Gender Equality issues and the second is the development of transferable skills that create equal opportunities. The latter opportunities refer to the promotion of female employment in the whole spectrum of the contemporary stone value chain, starting from quarrying/ extraction and ending to the retail/ final product sales (see Section 3.1).

Defining the training needs will contribute to setting the training objectives. Clearly defining the objectives is crucial since: a) it provides a clear picture of what the training program is trying to reach and b) it serves as a baseline that will be used to measure the results of the educational program after its end. Training objectives should, among others, include:

Highlighting gender equity issues.

Preparing a team of trainers capable of delivering the participatory and gender-based approach in the stone sector in each country-partner.

Providing training to women entrepreneurs/employees of the stone sector (development of hybrid skills i.e, a blend of hard and soft skills with emphasis placed on ICT, communication skills and networking).

Developing marketing strategies and raising the awareness of policymakers and project planners.

Specific and measurable training objectives should be also defined in this step such as to reach xyz% KPI [number of workshops per partner and in total, number of participants (number of women trainers/trainees) per partner and in total, etc].

Training objectives should eventually meet the project objectives, i.e.:

- Expand on existing educational offerings.
- Increase peer-networking opportunities by coordinating venues to connect and learn.
- Develop a system of support and mentorship with other women in the industry.
- Create opportunities for women to serve on key industry jobs.
- Recognize emerging & experienced women who excel in the industry.
- Create awareness of opportunities and career paths available to women considering careers in the stone industry.
- Work with the WinSTONE Board of Directors and other committees and associations to achieve these goals.

### Exploration of the training options

The purpose of this step is to confirm that a learning solution is appropriate and create an outline proposal. Training options for the integration women in the stone sector may include targeted workshops e.g., a Train-of-the-Trainers (ToT) workshop, handbooks, site visits (e.g., Enterprises and/or industrial facilities of the stone sector run/directed by women, have a high/low percentage of women employees) and personal interviews, audio-visual material, website. A pool of methods and techniques that might be applied during the workshops consists of lectures, group work, case studies, role play, reflective interviewing, simulation, and other activities. The workshops should aim at understanding why it is important to provide equal opportunities between men and women in enterprises of the stone sector, and to promote women's economic and social empowerment creating 'entrepreneurial spirit and a business mind' for profitable businesses.

Note: Due to the current COVID-19 restrictions and until the lifting of the measures, all workshops will run on-line, in the form of (either synchronous or asynchronous) e-learning. Alternatively, it can take the form of webinars.



Figure 3: Training options for the integration of women in the stone sector.

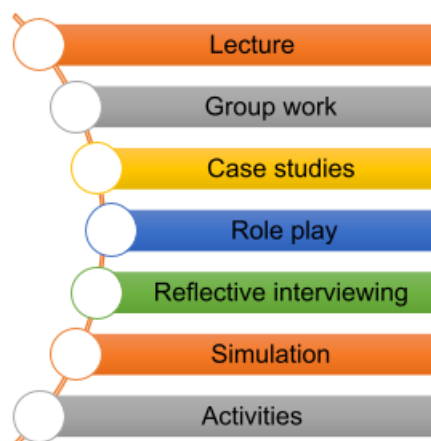


Figure 4: Methods and techniques that could be applied during the workshops.

### Structuring of the training

This step refers to the design of the detailed structure of the training; the main actions involved are the development of the workshops or team activities, any requiring modification (language, cultural), the decision on the suitable trainers' profile (see Section 3.1) and finalizing a draft timetable.

The STAR design model might be followed in structuring the training. "S" is for "stimulating interest", "T" for "transfer of ideas or concepts", "A" for "apply the learning" and "R" for "review".

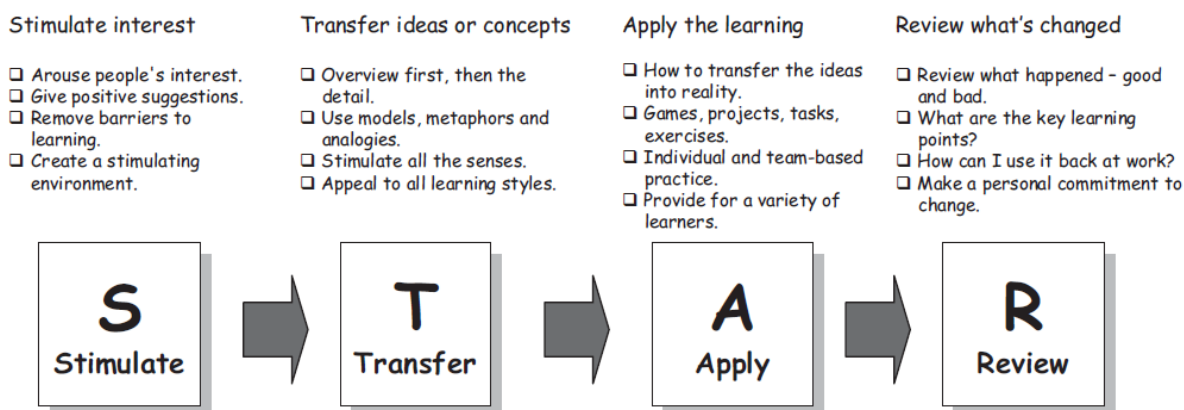


Figure 5: The STAR design model (Bray, 2009).



### Initiation of the pilot (classes)

The main actions of this step will include the selection of appropriate venues, the selection of the trainers, and the run of all appropriate test[s] or pilot[s]. As mentioned above, due to the current COVID-19 restrictions and until the lifting of the measures, all workshops of WinSTONE will run on-line, in the form of on-line meetings or webinars. On-line meetings or webinars will run using one of the digital collaboration tools such as Zoom, Cisco Webex, Microsoft Teams and BBB. Which of them is the most appropriate depends mainly on the number of participants, the experience one wants to provide for participants (meetings are more interactive and provide different ways for participants to engage, whereas webinars provide the host the opportunity to have full control over presenting to a very large group), the institutional registration etc.

### The 'Go Live' step

This step includes advertisement/promotion, delivery, and documentation of the training course. Advertisement of the training course is necessary to ensure trainees' participation and reach the targeted KPI's and could be achieved via institutional/organisational websites and social media. In this point, it is of great importance to focus on the target groups of the project, and specifically on:

- Women -both at risk of exclusion, as young and over 45- (60).
- VET centres (10) and vocational training teachers (150).
- Entrepreneurs of the stone sector (50).

The final agenda of the training course should also be released in this stage. Documentation refers to training course recording, documents of attendance, list of participants, discussion topics, the overall response of the attendees. Attention should be paid on complying with GDPR issues.

### The 'Now Review and re-launch' step. Evaluate & revise training.

The training program should be continually monitored. In the end, the entire program should be evaluated to determine if it was successful and met training, and consequently project, objectives. Feedback should be obtained from all stakeholders to determine program and instructor effectiveness, plus knowledge or skill acquisition (see Sections 4.3, 4.4).

### Performance

To track the performance of the training course in achieving the training objectives and eventually the project objectives, metrics such as the key performance indicators (KPIs) will be used. From simple parameters (e.g., number of trainers and trainees, number of workshops delivered, hours spent in training, skills acquired, training completion percentage rate), to more advanced ones (e.g., transfer of training, trainees' engagement), KPIs will ensure the alignment with the WinSTONE objectives and will be also used to plan future initiatives.

Key performance indicators should be SMART i.e., specific, measurable, achievable, relevant and time-framed.



Figure 6: The 5 steps in applying KPIs, from decide what to measure to take action, and suggested KPIs for the WinSTONE training program.

#### 4.2. Elements in training design.

Considering the above, the following four points constitute the key elements of the training program (Fig. 7):

- Training Need Analysis: Knowledge in Gender equality issues; Development of skills that will create opportunities in the whole chain value of the stone sector.
- Training Objectives: Highlight gender equity issues; Prepare a team of trainers capable of delivering the participatory and gender-based approach in the stone sector in each country-partner; Provide training to male and female entrepreneurs/employees of the stone sector; Raise the awareness of policymakers and project planners.

- Training Delivery: Training delivery methods consist of the techniques and materials used by trainers to structure learning experiences. During the design phase the different methods are examined to determine their appropriateness for the learning objectives [knowledge, skills, and attitudes (KSAs)].
- Training Evaluation & Performance: Interviews; Observation; Questionnaire Survey; Focus Group Discussion; Workshops; KPIs (number of trainers and trainees, number of workshops delivered, hours spent in training, skills acquired, training completion percentage rate, transfer of training, trainees' engagement)

Besides, complementary elements important for the success of the training course are:

**Tailor training.** Tailor-made seminars should be designed to take account of particular trainer's characteristics or requirements and meet his/her needs both in terms of social and individual needs.

**Trainers.** Trainers should understand basic gender concepts (including issues on occupational stereotyping, assertiveness, managing stress and discrimination, building self-confidence, interpersonal skills, and childcare issues) and they should comprehend the relevancy and application of these concepts to their work. The effectiveness of the teaching staff depends on a variety of factors: ability to communicate and interact with female trainees; sensitivity to the multiple obstacles facing women trainees; ability to diagnose skill acquisition level of the trainees; and the ability to adjust the curriculum to reach the particular audience. It is also important to educate trainers of both sexes in gender training in the stone sector (see Fig.2 in Section 3.1).

**Trainees.** Trainees should be both male and female among the target group of the project, and specifically:

- Women -both at risk of exclusion, as young and over 45.
- VET centres (10) and vocational training teachers.
- Entrepreneurs of the stone sector.

**Training material.** The training material developed for the course should be carefully aligned with the training (project) objectives and learning outcomes.

**Multimedia Content.** Implementing at least one of the multimedia types (video, interactive content, images, audio) in the training program will improve training efficacy.

**Practicality.** An overly academic environment with little or no practicality involved should be avoided. Instead, trainers should emphasize on real-life examples, personal experience, practical advice, and situations the trainees might face/have faced keeping the balance between theoretical input and practical exercises.

**Microlearning.** Microlearning allows trainers to deliver short, specific bursts of content that can hold a trainee's interest. A successful training program should be lean, scalable, simple, and seamless.

Engagement. Given that different individuals have different ways of learning, to ensure the effectiveness of the training program different learning modes and materials should be used including group discussions and interactive sessions to build engagement (see Fig.4).

Easy Delivery and Access. Training materials is essential to be easy to access and interact with.

Documentation. The last but not the least important element of the training program is documentation, which refers to training course recording, documents of attendance, discussion topics, the overall response of the trainees.

Logistics. Space set-up, audio-visual arrangements, catering, dissemination material.

Agenda. The training agenda is an outline or series of training processes or activities that take place during the training program, should be in-time distributed and well-formatted and is advised to include a) details about the training program (title, time and date, location, names/affiliations of the moderators and trainers, total number of expected participants-if applied-, etc), b) goals and objectives to be achieved during the training course, c) activities to take place during the training course including their start and end time, tools and methods used in the training process and d) evaluation of the training program.

Flow. A coherent flow of the training course is essential.

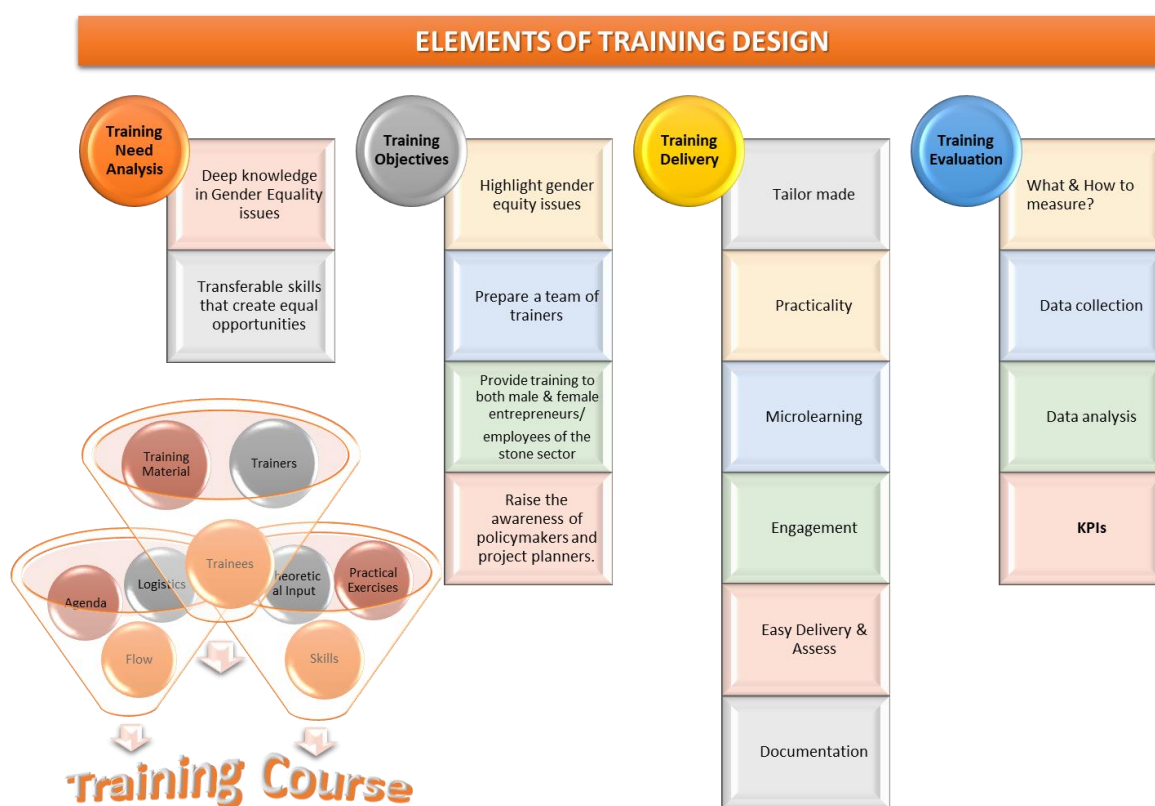


Figure 7: Elements of Training Design.

### 4.3. Evaluation in training processes.

Evaluation is a key element in training processes. In any given training program, an evaluation is important in identifying what training participants actually learn and if training programs actually fulfil their purpose.

Generally, training evaluation aims at obtaining relevant information on the outcome of a training process. The core of any training program evaluation is to demonstrate that the training process has indeed achieved its defined objectives (EIGE, 2016; ILO, 2004; GenderStrat4Equality Strategic Partnership, 2016). The process involves several types of methods and tools. Implementing an evaluation in a training process brings considerable benefits:

- **Accountability:** evaluation ensures that training complies with the competency gaps and thus results in greater accountability.

- Transparency in Feedback: the actual process of evaluation offers important feedback to the trainer regarding the whole training process.
- Cost-Efficiency: by evaluating training programs the cost-efficiency of the system is improved, owing to the development of new skills and improved work quality.

Usually, evaluation is placed at the end of the training program. Nevertheless, trainers should consider collecting data throughout the entire process (Fig. 8).



Figure 8: Training cycle steps (source: UN Women Training Centre, 2018).

When the training program is targeted at gender equality, then the evaluation should systematically and objectively assess the design and planning, the implementation and results of the program from a gender perspective (OECD, 2018). The process can either take place after the completion of the program or throughout the training program implementation. Furthermore, it can also take place before the training program in order to establish a reference value for comparison purposes.

The evaluation procedure should include criteria, questions, methods and reports that contain gender equality considerations. The evaluation report should be based on qualitative and quantitative data, disaggregated by sex, in order to measure results and long-term outcomes for both women and men. The most widely used evaluation criteria are: relevance, efficiency, effectiveness, impact and sustainability:

- Relevance: How has the training program contributed to the development of favorable conditions for gender equality?
- Efficiency: Has the implementation of the policy been efficient with respect to gender equality?

- Effectiveness: Has the training program achieved the planned results and outcomes?
- Impact: To what extent has the training program improved gender equality issues?
- Sustainability: Did the training program achieve in addressing gender equality issues and building gender mainstreaming in a sustainable manner?

According to the European Institute for Gender Equality (EIGE, 2016), the evaluation process should measure the outcomes of the training program and identify the changes that have occurred as a result of the implementation of it both at the individual and the organizational level.

At the individual level, the evaluation focuses on the following changes:

- Raising awareness about the relevance of gender equality considerations in various policy areas.
- Lowering resistance to mainstreaming gender equality.
- Developing knowledge and skills on how to mainstream gender in day-to-day work.
- Developing competencies on how to use gender equality tools.

At the organizational level, the evaluation focuses on the following changes:

- Implementation of new policies, practices, and activities where gender is mainstreamed.
- Consultations with different actors to ensure that different voices are heard in the decision-making process.
- Use of gender-sensitive language and material within the organization.
- Clearly formulated performance indicators that can be used to plan future initiatives.

There are several evaluation methodologies or so-called models available. The most trusted ones are the following:

- Kirkpatrick's Four-level Training Evaluation Model
- The Phillips ROI Model
- Kaufman's Five Levels of Evaluation
- Anderson's Model of Learning Evaluation
- Summative vs Formative Evaluation

The Kirkpatrick methodology is probably one of the most widely used methods for evaluating training programs (Kirkpatrick and Kirkpatrick, 2006). The Kirkpatrick model uses a comprehensive four-level strategy to evaluate the effectiveness of any training course or program (Fig. 9):

- Level 1: Evaluate learners' reactions to training. This is usually measured after training by means of a survey about overall satisfaction of the participants with the learning experience.
- Level 2: Measure what was learned during training. This is accomplished by utilizing assessments aimed at measuring the degree of change in knowledge and skills after the training program.



- Level 3: Assess whether or not (and how much) behavior has changed as a result of training. Ideally this is measured by workplace observations and comparing 360o reviews before and after training.
- Level 4: Finally, it is very important to evaluate the impact of participants' training program on business results. It is common to measure productivity, quality, efficiency and customer satisfaction.



Figure 9: The Kirkpatrick four-level evaluation model (source: Boland et al, 2020).

It should be mentioned that most of the other evaluation methods build on the Kirkpatrick framework by adding an extra level. For example the Philips ROI model includes an extra step where the trainer converts the data to monetary values and compares the result with the program costs in order to calculate the return.

#### 4.4. Learning assessment techniques and instruments.

A gender equality training program is not complete nor useful unless an assessment of the learning and training program is carried out. The process requires revisiting the aims, objectives, rationale, inputs and outputs of the program and exploring the extent to which the initiative had the desired impact both at the individual and organizational level (EIGE, 2016; ILO, 2012). Moreover, it aims at assessing the long-lasting effects of the training program on participants' skills and the organization's operation.

With a view to assessing the impact of a gender equality training program, it is necessary to:

- Assess participants' knowledge after the training on a regular basis (e.g. by conducting a survey after some time).
- Verify if the language and organization documents have been modified in order to eliminate gender bias.
- Use gender impact assessment tools to assess the gender dimension of programs and activities that the organization intends to carry out.
- Integrate a gender perspective into other evaluation procedures

With regards to learning assessment techniques, after defining the training evaluation's purpose, method, and measurements for training effectiveness, the appropriate tools for collecting the required information with regards to the training program are selected. The most common assessment tools are given in the following table (Table 1).

Table 1. Learning assessment methods (UN Women Training Center, 2016)

Method	Concept
Structured interview	<ul style="list-style-type: none"> <li>Quantitative research method commonly employed in survey research to ensure that each interviewee is presented with the same questions in the same order and that answers can be reliably aggregated and that comparisons can be made with confidence between sub-groups or between different survey periods.</li> <li>Interviewers read the questions exactly as they appear on the survey questionnaire. The choice of answers to the questions is often fixed (closed-ended) in advance, though open-ended questions can also be included within a structured interview.</li> </ul>
Semi-structured interview	<ul style="list-style-type: none"> <li>Unlike the structured interview, more general questions or topics. Relevant topics are initially identified and the possible relationship between these topics and the issues becomes the basis for more specific questions which do not need to be prepared in advance, allowing both the interviewer and the person being interviewed the flexibility to probe for details or discuss issues.</li> <li>New questions can be brought up during the interview as a result of what the interviewee says, so the interview flows more like a conversation.</li> </ul>
Observation	<ul style="list-style-type: none"> <li>Observation of working environment and performance of officials (office materials, communication tool, IT system, means of circulating the information).</li> </ul>
Questionnaire survey	<ul style="list-style-type: none"> <li>A questionnaire is a survey instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. They are often designed for statistical analysis.</li> </ul>
Focus group discussion	<ul style="list-style-type: none"> <li>Qualitative research method whose purpose is to obtain in-depth information on ideas and perceptions of a group and also to be more than a question-answer interaction.</li> <li>A relatively small meeting (generally six to twelve participants) that convenes for a specific purpose under the direction of a facilitator, and during which group members talk freely and spontaneously about a certain topic.</li> </ul>

### Workshop

- An educational seminar or series of meetings emphasizing interaction and exchange of information among usually a small number of participants, developing skills or common understanding through some types of application.
- Discussion on verification of identified staff training needs in the returned training needs assessment questionnaires and interview results.

In order to measure the effectiveness of a gender equality training program and identify whether the learning objectives have been reached, it is necessary to measure participants' Key Performance Indicators (KPIs). These are used to quantify in a numerical way the progress of certain training goals. KPIs can use data gathered at the beginning, during, and after the training is completed. There is a great variety of KPIs that are used to assess different aspects of a training program: whether activities and processes were implemented as planned, whether the objectives or outcomes were achieved and whether there were any unintended consequences. In any case, KPIs should reflect the goal, objectives, and expected results of the training program.

There are certain characteristics that make an indicator more robust (ADB, 2013):

- Valid: measuring what the indicator is intended to measure.
- Specific: measuring only the particular aspect of the initiative it is intended to measure.
- Reliable: minimizing random error; and producing the same result consistently, given the same set of circumstances, including the same observer or respondent.
- Comparable: enabling comparisons of results or effectiveness over time, and in different contexts.
- Nondirectional: enabling a measurement of change in any direction.
- Precise: using clear, well-specified definitions.
- Feasible: able to be measured using available tools, methods, resources, and skills.
- Relevant: clearly linked to an input, output, or outcome of the policy, strategy, program, project, or initiative being measured.
- Verifiable: able to be proven or tested empirically.

At first it is important to determine what is going to be measured during the training program evaluation and assessment. In other word to decide on the indicators of "effectiveness". To this end, some of the regularly used indicators are new skills and knowledge, learning experience and cultural and financial impact. According to the "Tool Kit on Gender Equality", prepared by ADB (2013), gender equality indicators should measure the following parameters:

- differences in participation, benefits, outcomes, and impacts for women and men
- changes in gender relations (positive or negative)—that is, changes toward equality, or changes toward inequality between men and women
- how these changes impact on the achievement of training objectives.

The penultimate step involves collecting information about the results of the training program utilizing tools and methods such as observations, tests, surveys, interviews, focus groups etc. Finally, the collected data are analyzed and the findings of the implemented training program are presented in a report. This report constitutes a critical component for future improvements in the organization's approach to training programs.

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

### 5.1. Professional profile and socio-labour context.

Social changes and constant work and improvements in the field of gender equality led to a new understanding of professional orientation and professional profile in the social-work context.

The boundaries between occupations previously understood as typically male or typically and classically female occupations are slowly beginning to disappear.

#### The results of our survey

To go as deeply as possible into the topic of the role and socio-economic position of women in the stone sector, we conducted two comprehensive surveys that showed the following results.

Despite the continuing resistance to education for many typically male occupations such as stonemason, an increasing number of girls are entering. At the School of Masonry, we are witnesses that the attractiveness of this profession among students has greatly increased and in a period of ten years, their number in the school has tripled.

The entry of girls into mostly male classes favorably affects the atmosphere in the classrooms and throughout the school.

However, there is a tendency that after graduating from school, students generally continue their education, and rarely stay in the stonemasonry trade. It has its pros and cons. The good thing is that they become academic citizens and specialize in related faculties from civil engineering to restoration, and mostly stay in the stone sector. However, in addition to an indicator of their personal ambitions, this could be partly an indicator that women are still, despite their education, not as well received by employers in the real sector as their male counterparts. Therefore, in the School of Masonry, all teachers, especially teachers of practical classes, must be focused on supporting students to be as aware of their qualities as possible and to be as successful as possible in the labor market. It should be said that through the policy and business and educational orientation of the school, teachers also need to be educated and encouraged to implement this educational component through the educational process. For perhaps some of the teachers and master stonemasons are not immune to the acceptance of stonemasonry as a typical and traditionally male occupation. That is why it is good that in the main position in the school, which is currently the case, there is also a woman who also specializes in the stonemasonry sector. But the very important issue of gender equality should not be left to depend on one person who finds himself at a certain point in a decision-making position, but it is necessary to institutionalize and systematically ensure its implementation.

We asked the question to Croatian Employment Service of how many women are educated in this sector in total.

If an equal number of women are registered at the CES, how many of them start, how many complete their studies / schooling, or what happens to their jobs, careers, or work in the sector after that.

We received information from the Croatian Employment Service that an equal number of men and women with completed education in the Stones sector (and / or related sectors, construction, architecture, etc.) apply to their lists every year.

The first survey was intended for educational institutions, primarily high schools, and colleges. The interest of this survey was to find out how many girls enroll in high schools or colleges in the stonemasonry and related professions.

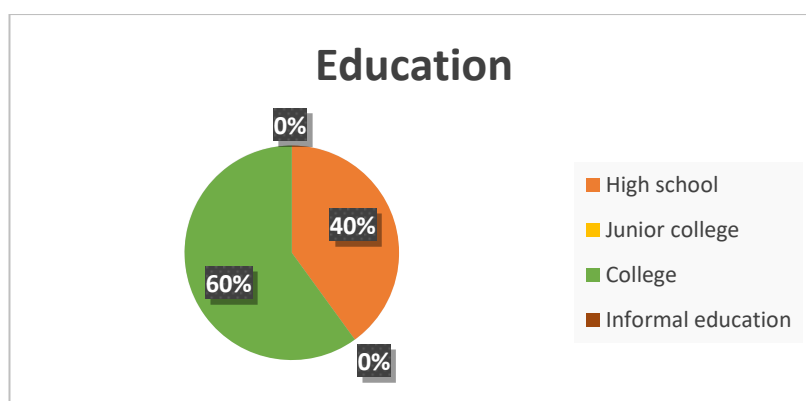


Figure 1: Levels of educational institutions in which the survey was conducted

3 colleges and 2 high schools participated in this survey. Which also covers almost all higher education institutions in Croatia for this sector. The population of participants varied from 50-1000 pupils / students. Apart from the School of Masonry, which has the smallest total student population, the share or percentage of enrolled girls is around 40%, and the extreme data are 9% -54%. This shows that currently in the Croatian education system an extremely high proportion of girls are ready to go to school and start a profession in the stonemasonry sector and related professions.

Example of good practice: the number of students enrolled in the Stonemasonry School from 2012 to 2021. There is a significant increase in the number of students in the traditional male occupation.

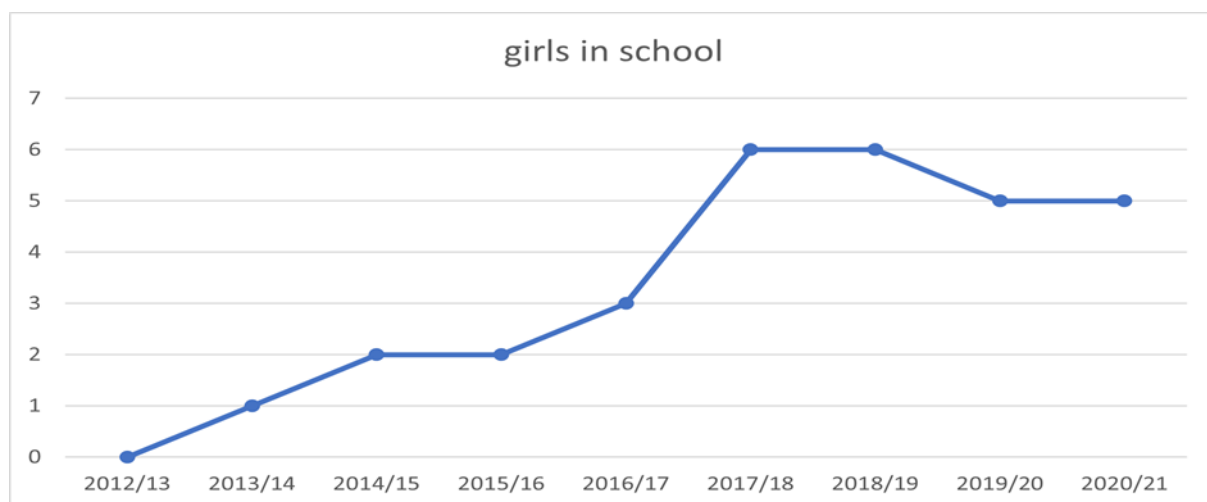


Figure 2: Number of female students enrolled in the Stonemasonry school as a part of stone sector, in the period from 2012 to 2021

This data certainly shows a certain shift in the social understanding of these jobs, as typically male, those in which women should not even try. It also shows the interest and upbringing of these young women who are willing to do such jobs. There has obviously been some progress in upbringing because parents are also willing to let their daughters into such professions. When we say "let go", we start from the assumption that in Croatian society today, parents are still those who finance the education of their children, and certainly have an influence on their choice.

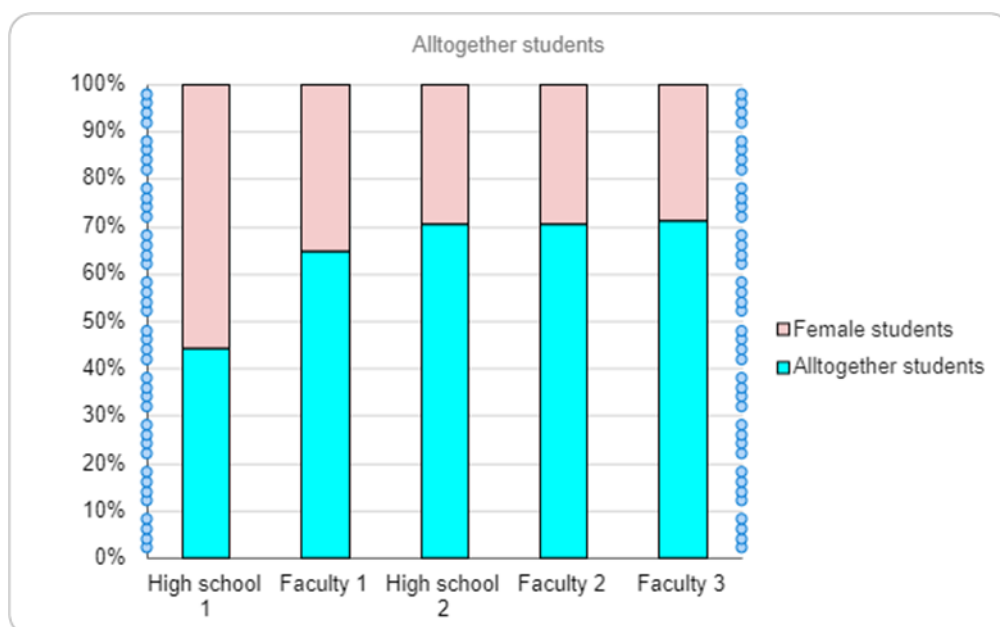


Figure 3: Total number of students and the share of female students in the surveyed institutions

The following indicator is also interesting, with which we wanted to determine what percentage of enrolled girls graduate or complete their education.

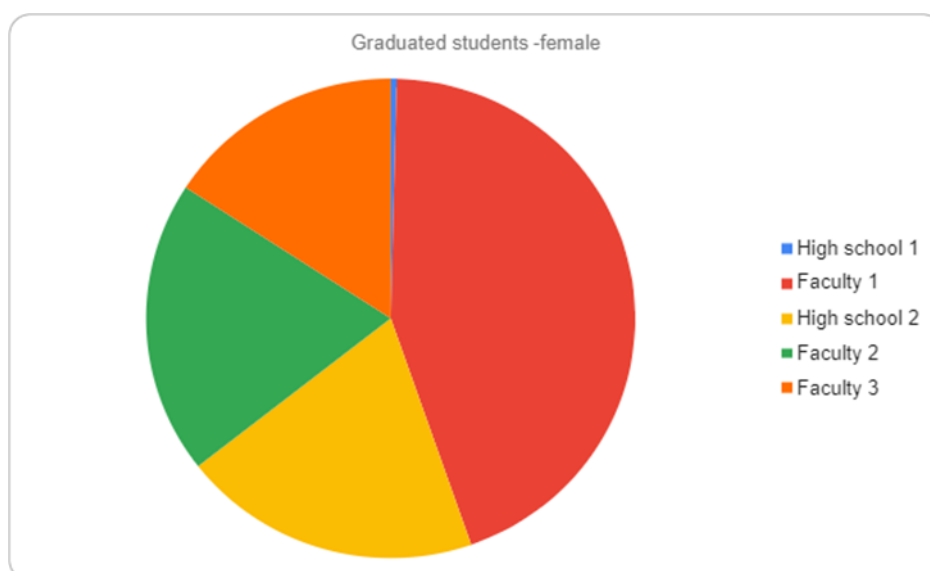


Figure 4: Share of women in the number of graduates

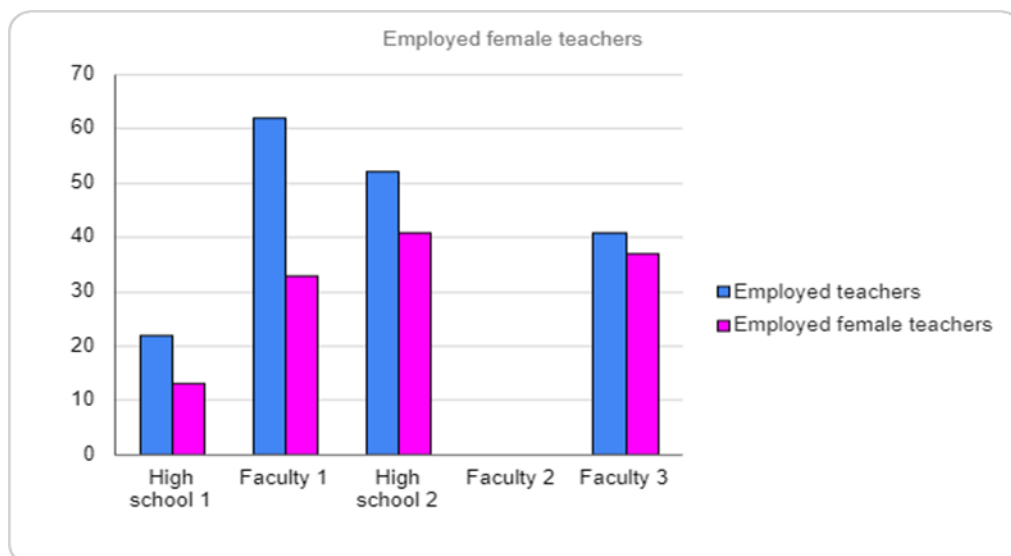
Surprisingly, the percentage of graduates is higher than the total enrollment. To remind, about 40% are enrolled, while about 50% graduate. This data shows us that these girls are obviously more persistent in their studies than their male counterparts. The old-fashioned notion that when girls enroll in such an education, they will "understand" that it is not for them and give up, is obviously a thing of the past, because these data certainly refute this argument. Those girls who drop out of college most often do so because they lose motivation. We do not know at this moment what leads to the loss of motivation, and what their later life decisions are related to their careers and jobs, so this is certainly an opportunity for some future research. What is probable, even certain, according to the graduates, is that most male colleagues drop out of their studies.

In addition to data on enrolled women, we were interested in the percentage of women in the teaching and administrative staff of these educational institutions.

The first question concerned the number of women lecturers, and the percentages are a staggering, its 53-90%.

At the same time in most of the institutions that participated in this survey, all but one, have a majority of women on their Steering Committees.





From these data, a bold conclusion could be drawn that woman in this sector in Croatia today are the bearers of youth education, both in high schools and colleges. Such data are somewhat in line with global trends that education has almost completely become a "female profession", even when the area of education itself is a "male profession". How positive such feminization of education is, the time will show.

What is important to say is what happens after school with these women. It is clear from the tables and graphs obtained from the CES how they apply to job search centers after graduation.

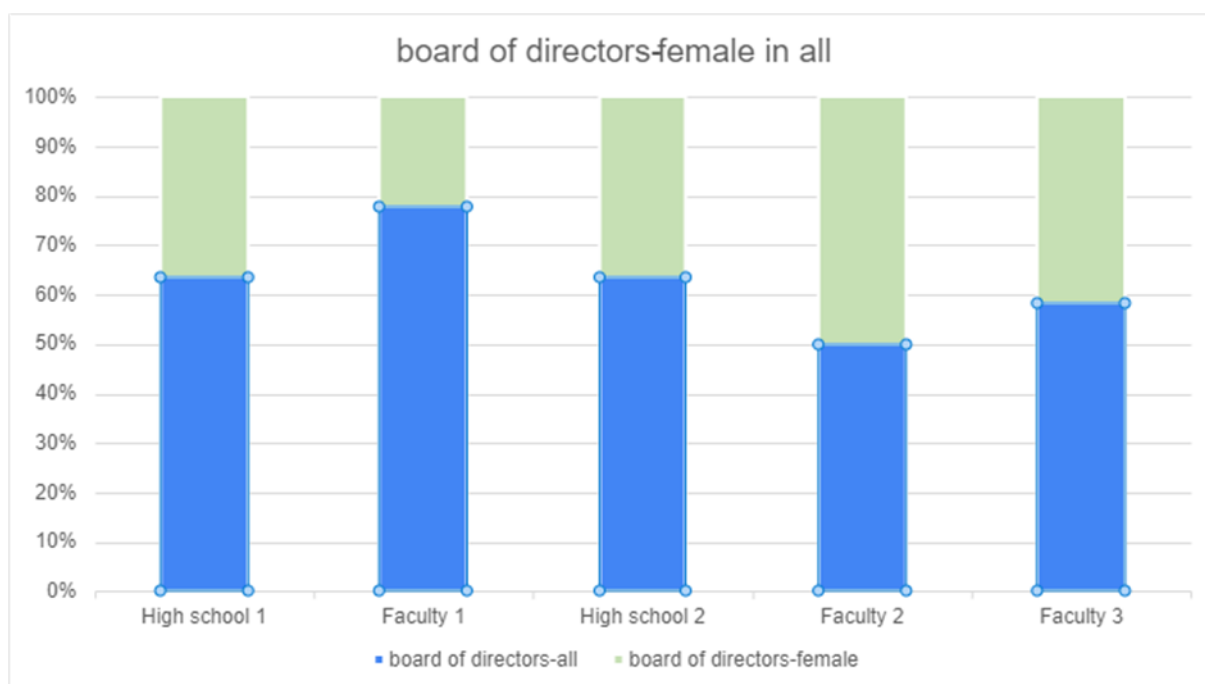


Figure 6: Number or share of women in the governing bodies of educational institutions

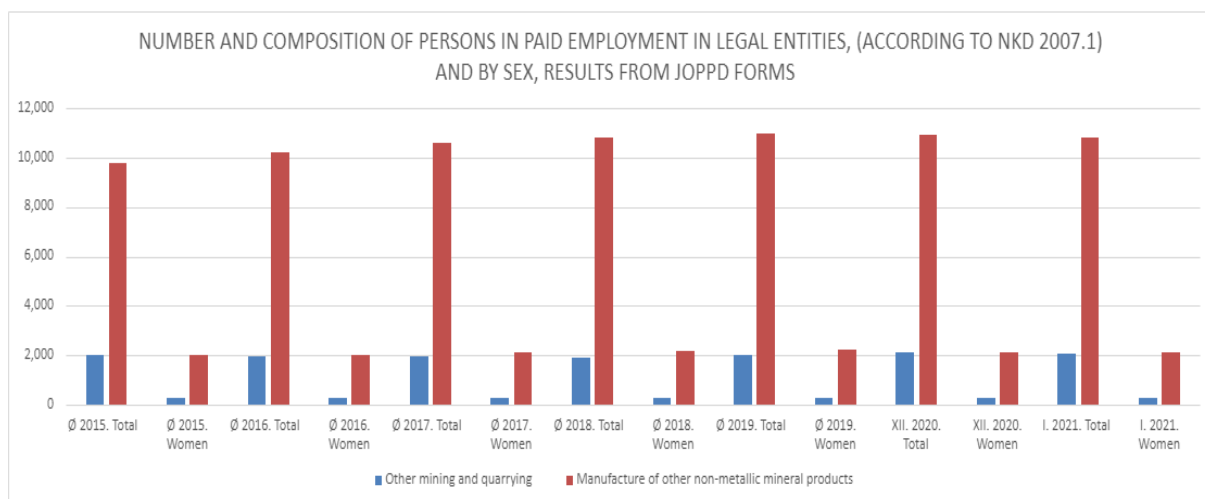


Figure 7: Number and structure of employees by sex in the stone sector, according to the results of the Croatian Employment Service

In search of a job in the profession (or at all) they spend some time between 6 months to a year. But after that they disappear from the records. This is where the question of employers comes into play. Are these young women employed? Where? Some indicators indicate that they are not employed in the profession, because in that case most companies in the sector should have at least 50% of them

according to previous data. But there aren't that many of them in any stonemasonry company. Obviously, they are not employed in the profession for which they were educated.

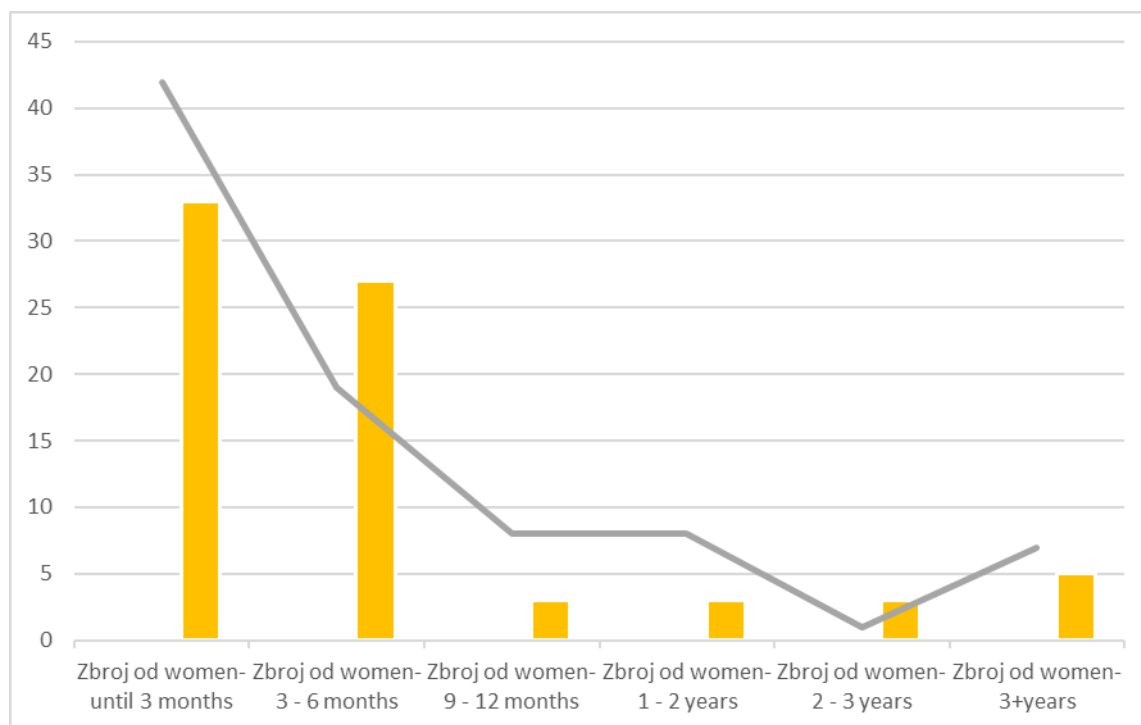


Figure 8: Time spent for women at the Croatian Employment Service in months (time in the status of unemployed)

Due to the need to obtain these answers, we conducted a second survey, which was primarily intended for employers in the stone sector.

The survey was sent to 140 addresses, and 16 employers responded. Which makes a response rate of 11%. The survey lasted 2 weeks and was sent to employers several times within those 2 weeks.

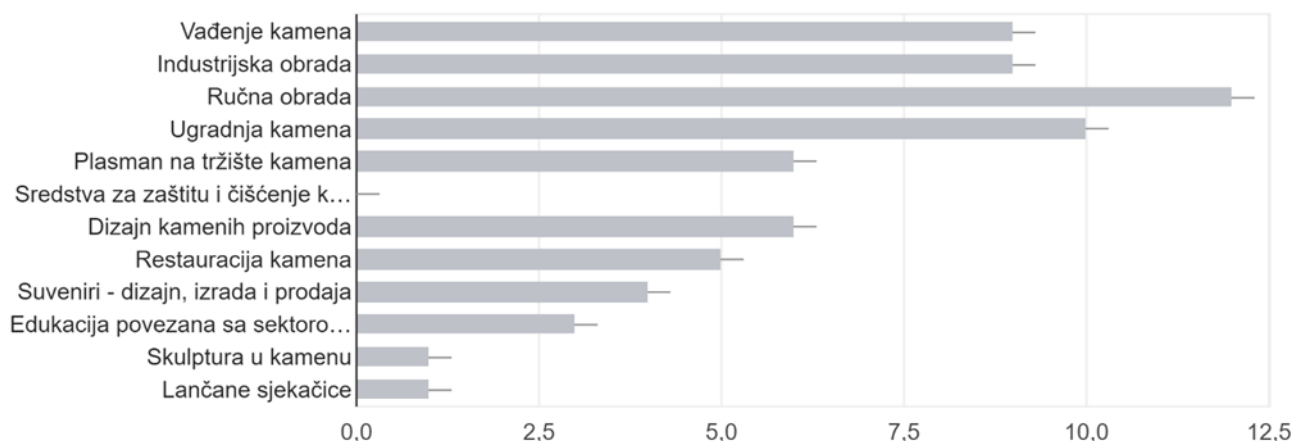


Figure 9: Branches within the stone sector covering the surveyed companies and crafts

When asked how many employees you have, they answered the following.

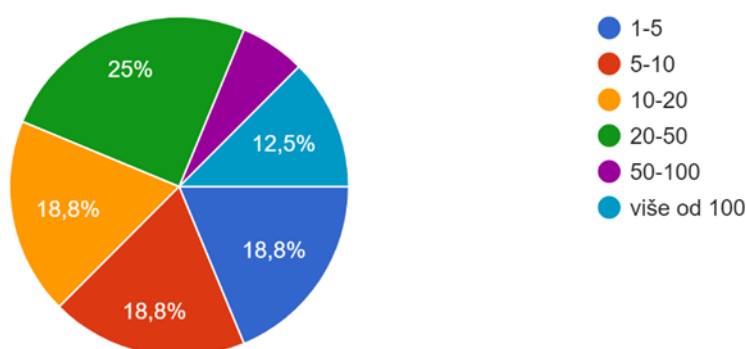


Figure 10: Number of total employees in crafts and industries in the stone sector - answers to the survey question "How many employees do you have?"

The next question was how many employed women you have. The result of the survey shows that it was answered by companies with 2-100 employees, and those that do not have women at all, up to those that have 20.

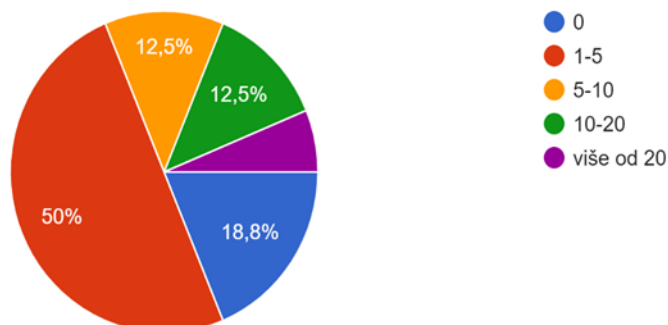


Figure 11: Share of women in the total number of employees - answer to the question How many women do you have?

The field of work is as diverse as the number of employees, from large quarries to small crafts working with souvenirs. One company has been on the market for only 1 year while one has been present for over 120 years. On average, most companies have been in business for over 30 years, which makes them good representatives in their profession.

Following the baseline data, data on the presence of women among their employees were collected. Of those who employ women, most of them are employed in the field of administration, secretaries, maintenance, housekeeping. There is a very small percentage of employed women among professional or operational jobs, and even less among managing authorities.

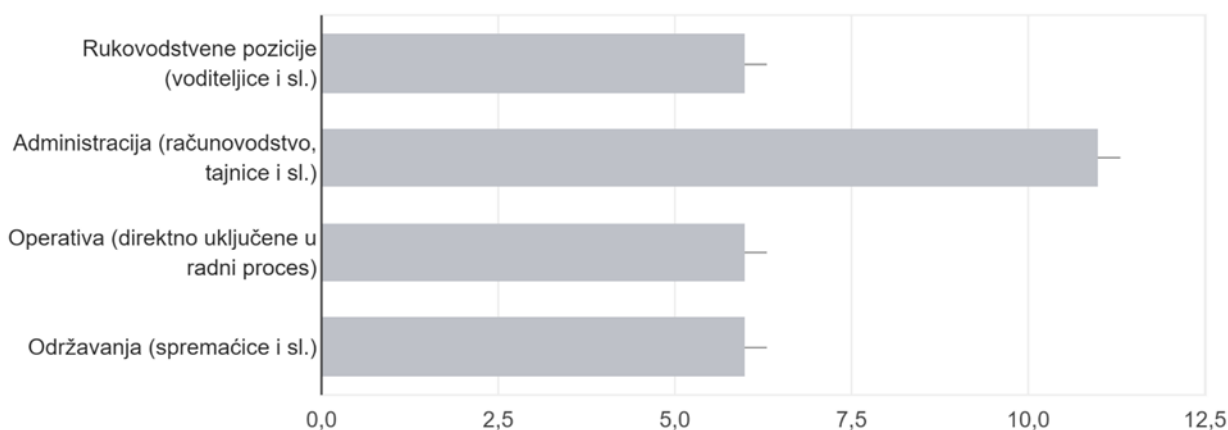


Figure 12: Structure of employed women in different positions in companies

Only 46% of firms have women employed in this part of their business at all. This percentage is additionally artificially raised due to the fact that out of 16 companies that answered survey, the 4 of

them, women were owners of these companies. Women are more likely and willing to participate in surveys. Although as many as 68% of employers state that they are satisfied with the way employed women work, the overall percentage of women in the operational part is defeating.

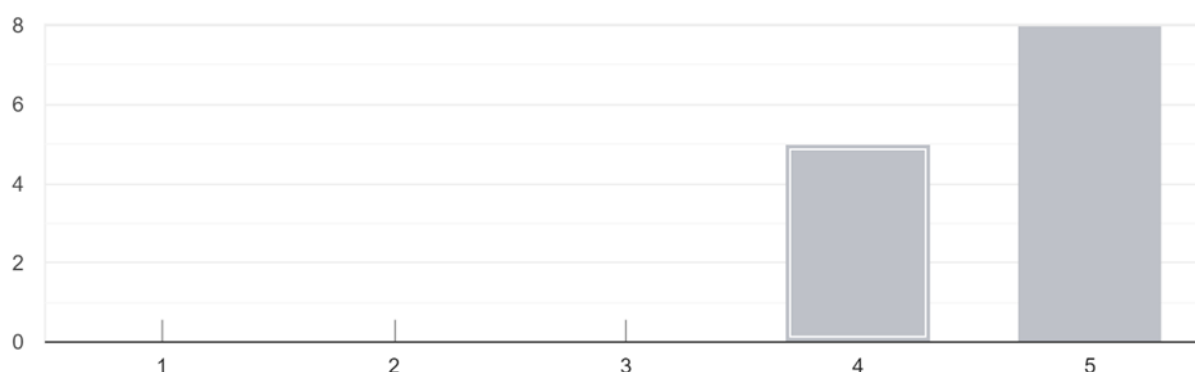


Figure 13: When asked about women's job satisfaction, most employers gave a score of 4 or 5; 5 meant excellent and 1 bad

In addition, it would be interesting for some future research to see how much of this satisfaction with women's work relates to those in administration / maintenance and how much in operations.

The next part of the questions was related to knowledge of the law, and it was found that 53% of employers have no special knowledge about the laws and rules related to the position of women in this sector. Probably because there are no laws related to the equality of women in this sector, at work, globally.

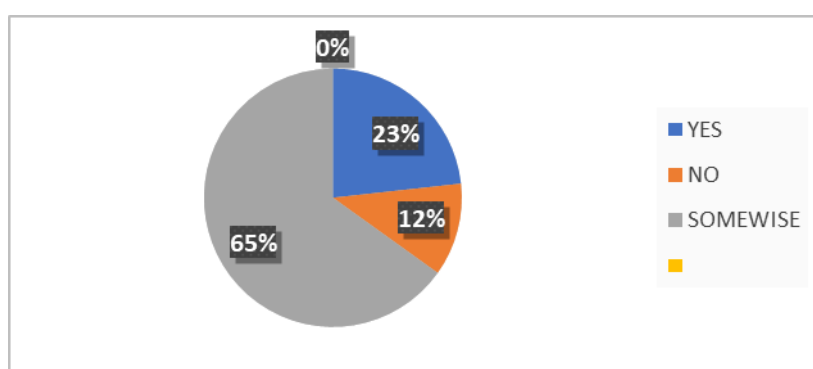


Figure 14: When asked if you are familiar with the laws related to the equality of women at work

An additional question was is there a need to change the laws related to this topic, where the majority responds that they do not know or that they do not think it is necessary to change something in the existing laws.

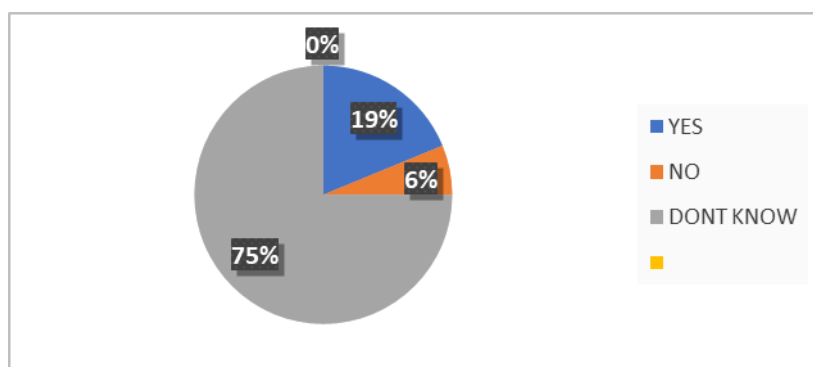


Figure 15: The following answers were obtained to the question of whether the laws should be changed

This indicates that some future work plan should certainly be towards raising awareness of the need for legal changes among employers in this but probably other sectors of work in Croatia. It is interesting how this legal "vacuum" went more or less unnoticed by the women in the sector, i.e., the owners of the companies that responded in the survey.

To the question - Would you hire more women in your company 53% answer Yes, but it still makes a large percentage of those who answer with No / I don't know as much as 40%, which can be interpreted in different ways, from those that they don't need more employees, i.e. that they are not in the process of expanding their business to the point that they have some resistance to the employment of women in the sector in general.

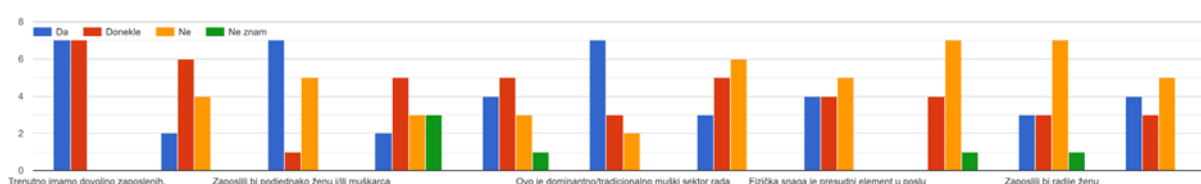


Figure 16: Answers to the question "Would you hire women in your company?"

This chart shows the answers received to the questions related to employment in their companies and shows that more than half of those who answered think that they generally have enough employees. Which indicates that those who responded to the survey are not currently expanding their activities (Survey conducted in 2021 - the year of the Corona), if they are it is a very slow and currently not dominant aspect of their business.



The second question was related to whether they have a certain attitude towards the employment of women in their company and the largest number of answers is visible to some extent, but there is also a large number of answers that belong to the answers No and I don't know. In this question, it is evident that the mentioned issue may not have been the subject of thoughts, plans or activities of these employers until this very survey since the majority answers that they do not have a clear position on this topic.

Furthermore, the question related to the positive attitude towards the employment of women is answered by the majority with NO. In a sense most of these employers would not give a distinct preference to women. The answers here show that there is certainly no positive discrimination against women's employment. This question is followed by the question of whether they would care whether they employ a man or a woman, most of the answers were yes, but still many answers were answers that imply that as many as 56% of answers do NOT imply equality in employment. So more than half of employers would not equally employ a woman, that is, they do not have an opinion about it, or they do not want to declare themselves. As many as 30% strongly answer NO.

These data show that even in this survey among respondents, some of whom are women, there is a hidden negative attitude towards the employment of women in the stone sector. This is certainly not something we can claim for several reasons, the sample is small, questions may not be adequately posed, test time (2021g Covid pandemic). Nevertheless, the data indicate that there is no equality in the employment of women in this sector in Croatia today. When data from the existing literature are added to this, it is likely that such inequality exists in multiple spheres of the labor market if not in all.

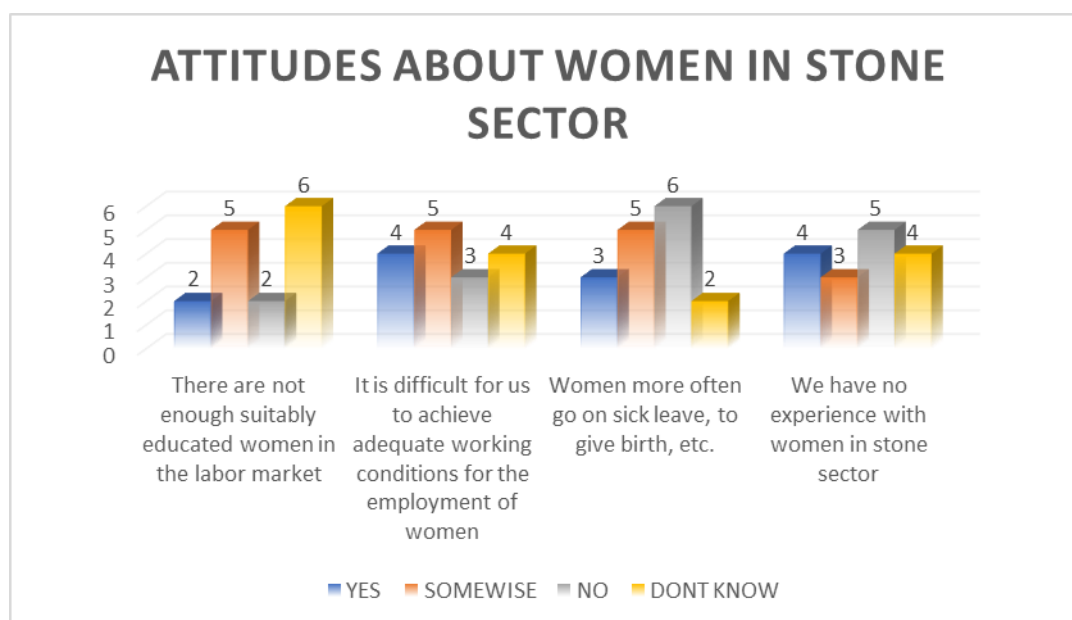


Figure 17: Answers to the question on attitudes about women in stone sector

The next set of questions related to the attitude about women who are in the labor market in the field of stonemasonry. The first question was whether or not there were a sufficient number of suitably

educated women in the labor market. Most of the answers related to the category “I don't know”, which again indicates how these employers are not informed about this topic, how it is not necessarily aware of them or in any way in the focus of their occupation. If we consider that we have shown in a previous survey that an equal number of girls (50%) complete their education, then it is important to show how it is that employers do not know? That is why they, as well as society, do not care about the large number of young women in the profession, who "disappear" somewhere in the system between their schooling and employment.

The next question was about the adjustments that the company / employer should make to ensure the employment of more women. In the law as it is, there are certain provisions and ordinances that refer to the working conditions that need to be provided, such as toilets and changing rooms, tools.. All this should protect women, but only when they are employed. Prior to employment, if the company does not have the conditions, this is an obstacle and / or justification for further non-employment of women. This element is followed by the following question, which refers to the difficulty of striking a balance between family responsibilities and work when it comes to women. 37% of them think that women do not go on sick leave and maternity leave more often, but again 63% of those who think that they go more often, do not know about it and / or do not want to declare themselves.

The last question in this series was about how much experience our respondents have in working with women in the stonemasonry sector at all. According to the answers, it seems clear that most have little or no experience. Therefore, part of these answers should be treated as attitudes and not as statements that lead from experience, given how small it is in some companies. This is information that says that the easiest way to introduce change is experiential, unfortunately change occurs when attitudes change, which raises the question of where to start or how existing employers can gain new positive experience in working with women in the sector. Educating employers as one way to change attitudes would also be a good step in trying to change attitudes among employers.

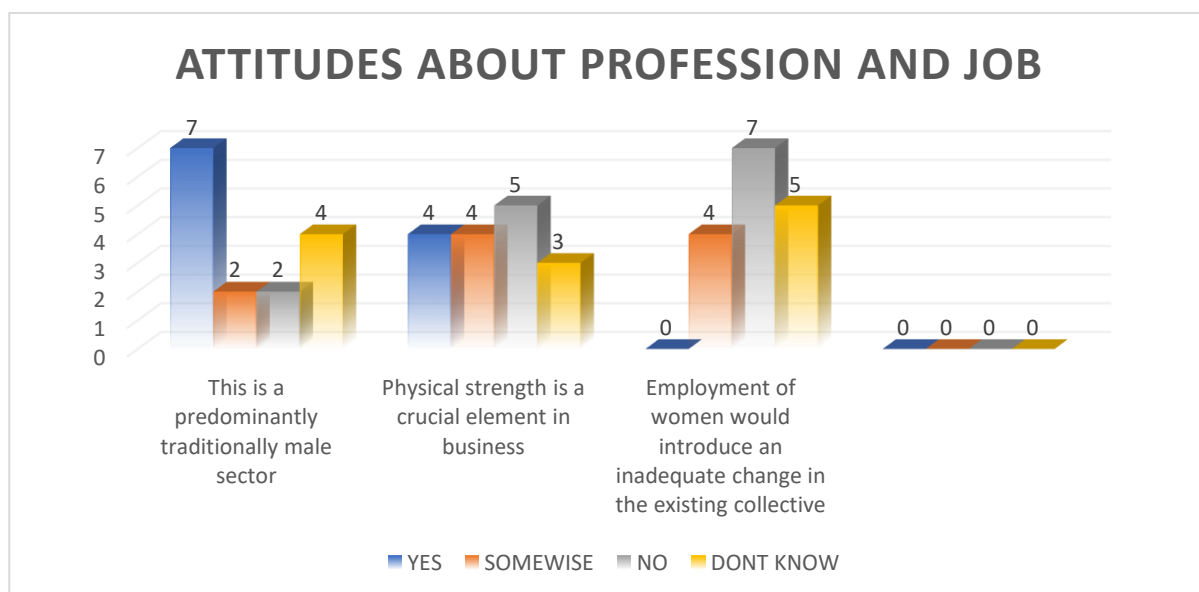


Figure 18: Answers to the question on attitudes about profession and job

The next series of questions referred to attitudes and opinions about the profession itself. As could be expected, most respondents believe that this is a predominantly male sector, but again there is a part of the respondents that opens the possibility that the stonemasonry sector itself is changing, i.e., they do not have a clear opinion about it. Is physical strength crucial? The answers to this question are divided among our respondents. Perhaps modern technology of both stone processing and its manipulation has increasingly eliminated strength as a crucial element for work. Therefore, the question of the importance of physical strength in this job is perhaps more a question of the machinery that an individual employer has.

The last question is what kind of change employers would expect in their collectives if more women were hired. It is pleasant to see that none of the respondents thinks that the working atmosphere and climate would be disturbed directly, the number of answers Yes is 0. Other answers indicate that they expect that there would be no change or that there is a certain suspicion, or again they do not know or do not want to declare themselves.

These surveys provided comprehensive data on some aspects of employment of women in the stone sector but also related professions. What is clear is that the sample was small, on the other hand, Croatia is a small country and even such a small number of respondents is in fact a large percentage of those present in the sector.

Certainly, this survey and its results require additional research but show trends. Stonemasonry in Croatia is a small sector, the number of women in the sector is small, we have gathered all those who are known to us and with whom it was possible to establish cooperation at this time. Their experiences, knowledge, attitudes, and opinions are certainly not negligible just because there are not many of them. To what extent these results reflect the microcosm of Croatia, and to what extent generalizations to larger systems of countries such as Germany and Spain are possible, we leave some future opportunities to explore.

## Conclusion

Nowadays, the structure of the family has changed so that the model of the once traditional family in which men are breadwinners and women housewives, and caregivers is increasingly a thing of the past. The feminization of the labor market is becoming more common, women are doing more and more diverse jobs and proving the equal ability, knowledge and skills possessed by their male colleagues. Nevertheless, gender inequalities in the world of work are still present and women often face discrimination.

Although jobs are still predominantly divided into men's and women's, with stonemasonry being a typical male occupation, there are an increasing number of brave women who go beyond gender and who dare to be guided by their desires and talents. Of course, we find the same problems in the stonemasonry sector.

Stonemasonry as a traditional craft requires "male" strength, but also creativity and the art of processing, cutting, and shaping stone. It is an art form, in which men and women can certainly be equally successful.

Society is moving towards equality as evidenced by the fact that there are more and more women working in the labor market. Thanks to technology and machines that can do the more physically demanding part of the job, women in stonemasonry can pay more attention to detail and artistic expression

However, despite the before mentioned increasing participation of women in stonemasonry, the status and levers of power still remain embedded in the hands of men. In this craft, as in other jobs, women are employed less, their efforts are less appreciated, and they are often paid less.

It is therefore necessary for society as a whole, from the local to the global level, to strive to create conditions that enable women to participate equally in the labor market.

Systematic work is needed to improve the profession, preserve the tradition, and increase the number of women in the stone industry.



*Figure 19: In addition to the award for the best stone souvenir, the artist Dina Jakšić Pavasović also received a charter from the Croatian Chamber of Commerce for the acquisition of quality marks Original Croatian and / or Croatian quality*



*Figure 20: Lesson in sculptural modeling*

Example of good practice: Cooperation in the educational process. Through joint work and achievements, the boundaries of gender inequalities are erased.

## 5.2. Women and work environment in the stone sector.

The work environment for women in the stonemasonry sector can be viewed from several angles, for example from the angle of safety at work, lower wages for the same work done, discrimination by male colleagues, sexual harassment, mobbing, etc.

Safety at work is one of the most important components of the work process on which depends not only the protection of health and life but also labor productivity. Occupational safety is prescribed by the Constitution of the Republic of Croatia, the Occupational Safety and Health Act, the Labor Act. The said legal framework mentions women and the protection of women at work only in the parts relating to pregnant workers, workers who have recently given birth and workers who are breastfeeding. The stonemasonry sector and the working environment are not mentioned anywhere in the legal provisions, nor are sectors wider than that such as construction. And when there is no legal framework, it gives the employer quite a lot of power to arbitrarily implement their decisions and their behavior towards workers.

Women are also exposed to physical, psychosocial and organizational risk factors in the workplace, inter alia because of their dual role as workers and unpaid caregivers of family and personal life, which is also not given much attention in the workplace.



Workers in the stone sector often cannot be promoted, and are often paid less than their male counterparts for the same job because there is daily discrimination and assessment of women's opportunities in the workplace. There is also sexual harassment, which women often keep quiet about for fear of losing their job, and in fact the legal framework and court proceedings themselves do not protect them as much as a woman should be able to continue doing her job on a regular basis.

Example of Good practices:

Levantina collects the testimonies of 5 women who talk about their experience in the company. Each woman speaks in her own language (Spanish, Portuguese and English). Subtitles are only available in Spanish. Full video at: <https://www.youtube.com/watch?v=fBMpwIWXEBs>



Figure: Screenshot of the video

It is important to include gender issues in workplace risk assessments in the stone sector in order to obtain a quality work plan and framework that would enable full equality of women in the work environment of the stone sector.

Croatian legislation is based on European legislation.

The Council of Europe's Gender Equality Strategy 2018-2023 was designed to provide a framework and guidelines for all members in the fight for women's equality, both in the labor market and in all other spheres of life, because it is not possible to separate them completely.

In Croatia, there are basic legal acts that define laws and rights.

- Constitution
- Labor Law
- Gender Equality Act
- National Policy for Gender Equality.

In Croatia, unfortunately, there is no clear legal framework for stonemasonry. On the other hand, even wider related areas do not have better elaborated legal bases when it comes to women. The general issue of gender equality is not particularly prominent in Croatian law. If gender equality defined in the Constitution in Article 3, the role and protection of women in its further legislation is minimized.

In the Labor Act, equality of women is mentioned in only 3 places, the first of which is

- Directive 2006/54 / EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast) (OJ L 204, 26.7.2006).
- The second mention is in the protection of pregnant women, parents, and caregivers
- And the last: Salaries and wage benefits

Croatia is a signatory to several conventions dealing with discrimination.

- United Nations and International Labor Organization Conventions on the Elimination of All Forms of Discrimination
- Convention on Equal Remuneration for Work
- Convention on Equal Opportunities and Equal Conditions for Workers.

Nevertheless, in Croatian law, the principles and ideas of these Conventions are slowly being implemented. The fact that there are so few general legal acts in Croatia that mention and deal with women's rights in the labor market and working conditions clearly speaks of how such a lack of legislation is transferred to the stone sector.

From the lack of a legal basis, it is derived from the problems that make it difficult to deal with the topic of women in stonemasonry. What becomes clear in such a situation is that in Croatia, although there is a declarative acceptance of women as equal participants in all segments of society, they are not on a very realistic and practical basis. Dealing with the field of stonemasonry with these data becomes dealing with the wider socio-political picture of Croatia.

Although a number of ideas and declarations have been declaratively adopted, they have not yet been legally implemented and binding on any participant. Without the existence of the law and its



implementation, changes can be expected only on an individual basis. Until a critical mass is created in society that will be more willing to change things faster, that is, through binding laws.

### 5.3. The equality plan in the company.

In order to create a plan of equality in companies and to achieve the greatest possible representation of women in the labor market in the stone sector, it is certainly necessary to conduct research and examine employers about the current situation within companies. This would provide measurable indicators of the real situation, but could also provide a parallel of best possible practices for including women in the labor market.

Our survey is only the first step in shedding light on the situation on the ground, in the labor market. It points out that there is a serious problem in the affirmation of young, educated women. After several years of training for this sector, they never enter it in the end, that is, they enter a very worryingly small percentage. Where the problem arises, between the CES and the employer. This should be a deeper and broader social responsibility.

To really shed light on this problem, it is necessary to do more extensive research that would include a much larger number of companies, examining all levels within the company, from directors to cleaners. It should also be studied what is the selection procedure for hiring, evaluating workers, and leaving the company. Do firms have any idea about women's participation in their work, what the work climate is like. What are the working conditions for the employment of women, whether they exist or how much needs to be changed and what to achieve.

Deeper research should also include the area of legislation, direct cooperation with line ministries, contact with the ombudswoman and civil society. Following the data obtained, it would be necessary to create a plan that would ensure more employment of women in the sector better than the current situation.

Only after the obtained data, it would be possible to create adequate educational programs for employers and employees. Because even these minimal data indicate that neither side is familiar with the legal regulations as well as their shortcomings. Apart from the law, employers are not adequately aware of the benefits of employing more women.

The fact is that changes happen only when we are realistically aware of the problem, for which it is certainly necessary to involve employers and workers themselves. Employers play an important role in creating and maintaining gender equality in the labor market because they are the ones who hire workers, ie they employ them. Research has even shown that employers believe they will lose customers if they hire a woman or man for a job typically done by the opposite sex. This is particularly pronounced in sectors where women are a minority, despite a high level of education and knowledge.

Employers need to raise awareness and strengthen the knowledge that hiring women and retaining the best talent leads to increased productivity, and the alignment of business and professional will certainly lead to better business results. The fact is that success is reserved for those employers who

find the best staff, ie employees. If they are sought among only half of the male population, they have a limited chance of finding the best person for their needs. The presence of women in the labor market is a significant factor for economic growth especially because economic independence leads to reduced social expenditures of the state, and on the other hand leads to the development and strengthening of an employer that has quality employees. This consequently strengthens the economy.

Discrimination against women in the labor market is part of general discrimination against women. In developed economies, women make up almost half of the workforce and women's participation in the labor market is constantly increasing. Despite significant positive developments, the position of women in the labor market remains worse than that of men. Maria Jepsen (EUROFOUND) stated that the employment gap between men and women in the European Union is 11.5 percent. Martina Banić (HDZ) stated that women account for 67 percent of the world's labor and only 10 percent of income, while women own only one percent of the world's total wealth. (Data from 2013 Croatian Parliament).

Example of good practice: The campaign of the Ministry of Economy to promote vocational schools and occupations as one of the protective young face took a girl in a completely atypical occupation - a stonemason.



Figure 3: A student of the Stonemasonry school photographed in a school workshop as the face of the national campaign of the Ministry of Economy of the Republic of Croatia to strengthen vocational schools

The conclusion of this handbook is that in Croatia in the stone sector there is still no equality in the employment of women. This inequality is equally the result of the sector itself and its lack of

awareness regarding this topic, but also global opportunities, global and European, including Croatia. Laws exist, but they are weak, not defined and / or not enforced. In almost all countries of the world, the struggle for women's equality in almost all aspects of life is still going on, and business as one of the most important is always in focus.

Women in stonemasonry exist, live, work, study, educate others, create careers, are creative and valued. Yet they are still more the exception and less the rule. Their path to success even today in the 21st century is harder and longer lasting than that of their male counterparts.

Women are going to school, women have taken over schooling and yet in the operative part of the profession there are none. 40% of women enroll in college, 50% graduate, which means that they are more persistent and successful as students. But when the time comes, their persistence and attitude towards work is not recognized by employers. Unless they run their own companies, employers are not willing to hire them to the same extent as their male counterparts. It is sad how much our society is losing with the fact that the years of life of young women are being lost in schooling for jobs that they will never do later. Parents who paid for these educations along with the entire community. Croatian society is losing out on the untapped resources of these young women who are failing to establish themselves. Women in Croatia, although more educated, earn less on average than men, predominate in the unemployed group, and often encounter the phenomenon of a glass ceiling that prevents women from advancing to higher hierarchical levels in the workplace.

“Women have a place in the house, men are the ones who have to work and earn for the family.” While it may sound like a sentence that is from the distant past, unfortunately, to the present day, there are many people who still believe it. Women face many obstacles in their careers, as do men of course. However, it is women who go through various prejudices, stereotypes, and discrimination to a greater extent. Awareness of gender equality exists, however it is much more beautiful in theory than in practice. How successful a person is, does not depend on gender, but on individual characteristics. Unfortunately, practice shows that sometimes prejudices, stereotypes and gender discrimination are stronger than education, skills, and abilities.

While one may get the impression that there should be as many women in the sector as there are men, this is not to be expected nor is it realistic. What is the aspiration of all those who work or will work on this topic is to give the same opportunities. The same opportunities when enrolling in schools and colleges, but more importantly the same opportunities when hiring and staying at work. Women have a lot to offer in this profession as well.

### THE EQUALITY PLAN IN THE COMPANY

The development of equality policies in companies has its greatest exponent in equality plans as an instrument that allows for the integration of equality in labour relations and in all areas of management of the organisations, thus advancing towards effective equality between women and men.

Equality plans should contain concrete measures, which can be carried out within a clearly defined period of time, and can be established in the following areas:

- **Access to employment:** equal opportunities in access to any type of work within the organisation.
- **Working conditions:** professional classification and equal pay, including salary supplements.
- **Promotion:** measures to ensure equality for the promotion and advancement of women within the company.
- **Training:** specific training for women, preferably within the working day, to enable them to occupy positions of responsibility, management positions, or to gain access to jobs in which they are under-represented. Training and awareness-raising actions for company staff on equal opportunities and equal treatment.
- Organisation of working time to favour, in terms of equality between women and men, the reconciliation of work, personal and family life: flexible working hours, teleworking, leave, exchange of work shifts, etc.
- Prevention of sexual harassment and gender-based harassment: action protocols to prevent sexual harassment and gender-based harassment, internal procedures for handling complaints or claims of harassment, and disclosure of the labour and criminal liabilities that harassers may incur.

The measures respond to the particular situation of each company in relation to equality between women and men, which is why it is so important to carry out a prior diagnosis of the company's situation. In any plan, it is necessary to establish which measures are a priority, i.e. those that are aimed at eradicating the most obvious discrimination or inequalities, as well as those that facilitate the development of other measures, without which they could not be developed.

The process for the design and elaboration of an equality plan will respond to the following Phases, in a successive and orderly manner, giving each of them the necessary space, time and resources.

**Phase 1. Launching of the process of drawing up the equality plan:** communication and opening of negotiations and setting up of the negotiating committee.

**Phase 2. Carrying out the diagnosis:** collection and analysis of quantitative and qualitative data to find out the degree of integration of equality between women and men in the company.

In this phase, an analysis of the company's situation will be carried out in order to detect those aspects or areas in which situations of inequality or discrimination may be occurring and on which the future equality plan will have to act. To this end, information will be gathered and an internal debate will be held to enable, finally, the formulation of proposals for improvement to be included in the plan.

It will be elaborated with a gender perspective, both in the collection of information and in the analysis of the results. This analysis is understood as the study of the differences in conditions, needs, participation rates, access to resources and development, control of assets, decision-making power, etc., between women and men due to the roles traditionally assigned to them. This will generate information that will make it possible to assess how the management and activity of the company has

a differentiated impact on women and men, or produces, where appropriate, discriminatory effects or differences in women and men, as well as the extent to which they can contribute to achieving equal treatment and opportunities between women and men.

In general terms, the aim of the diagnosis is to identify the situation of the company in relation to equality between women and men and, specifically, to identify the situation of the company in relation to equality between women and men:

- Identify the extent to which equal treatment and opportunities between women and men are integrated into the overall corporate management system.
- To make visible the initial situation of the workforce (men and women) and to detect possible horizontal and/or vertical segregation.
- To analyse the effects on women and men of all the activities of technical and productive processes, the organisation of work and the conditions under which it is performed. It also includes the provision of regular work, whether at a distance or not, in external workplaces or through the use of staff on secondment contracts, and the professional and preventive conditions under which it is provided.
- To detect whether there is discrimination or inequality in human resource management practices when targeting women or men.
- To formulate recommendations and proposals for action aimed at correcting the inequalities or needs detected and to determine priority areas for action that will serve as a basis for defining the measures that will make up the equality plan.

**Phase 3. Design, approval and registration of the equality plan:** definition of objectives, design of measures, establishment of monitoring and evaluation indicators, implementation schedule, approval and registration of the plan.

Designing the equality plan involves defining the company's policy on the principle of equal treatment and opportunities between women and men based on the results obtained in the diagnosis of the situation.

The general objective of equality plans, whether mandatory or voluntary, is to achieve equal treatment and opportunities, eliminating any possible discrimination based on sex within the company.

To this end, specific quantitative and qualitative objectives will be defined, necessary to respond to the inequalities and needs for improvement detected in the diagnosis. detected in the diagnosis.

**Phase 4. Implementation and monitoring of the equality plan:** verification of the degree of development and compliance with the measures and assessment of results.

After the approval of the equality plan, the period of validity of the plan begins to run, in which all the planned actions must be carried out, while at the same time monitoring the actions and immediate results, which respond to the following objectives:



- To verify the achievement of the objectives established in the equality plan.
- To obtain information on the process of implementation of the measures set out in the Plan: level of implementation, adequacy of resources used, compliance with the timetable, etc.
- Detect possible obstacles or difficulties in the implementation and make the pertinent adjustments or adopt corrective measures if necessary.

**Phase 5. Evaluation of the equality plan:** assessment of the degree of achievement of the objectives, results and impact that the plan has had on the company.

Phase 5, evaluation, closes the process of drawing up and implementing an equality plan in the company. Based on the information and documentation compiled during implementation and monitoring, this phase makes it possible to ascertain the degree of compliance with the defined objectives and the measures of the plan that have been implemented.

In short, it is a critical analysis of the process as a whole, the main objectives of which are:

- To ascertain the degree of compliance with the plan and its development.
- To check whether the plan has achieved the proposed objectives.
- Assess the adequacy of resources, methodologies, tools and strategies used in its implementation.
- Identify areas for improvement or new needs that require the modification of the measures adopted or the design of new actions.

### **Cross-cutting measures: communication, training and monitoring**

#### **A. Communication**

Communication will take place before the start-up, during the execution and after the implementation of the Plan. It must be ensured that the information reaches the entire workforce.

It is very important to inform about the creation of the Standing Committee on Equality, who are its members and the activities to be carried out, supporting the continuous participation of the staff in the whole process.

The distribution of information will be carried out using the company's formal communication channels: information meetings, notice boards, internal communications, intranet, etc. It is essential that the transmission of information is bidirectional, i.e. that it flows both from top to bottom and vice versa, which means providing means for the workforce to participate and give their opinion: through representatives, suggestion box, etc.

#### **B. Training**

Training in equal opportunities and gender perspective should be addressed to all staff, and specifically, according to the characteristics of the post and/or specific actions that require specific training, to:

- Management team.
- Middle management.
- Works council.

Objectives:

- Equal opportunities training for staff.
- Training to promote women's career development towards management positions.
- Gender and labour relations training for works councils.
- Gender training for Human Resources and Quality staff.
- Training on Egalitarian Uses in Communication and Advertising.
- Training on Reconciliation between personal and professional life.

### C. Monitoring

Monitoring throughout the development of the Plan makes it possible to check the achievement of the objectives proposed for each action and to know the development process, with the aim of introducing other measures if necessary or correcting possible deviations.

It is essential to have a good system of indicators in place during programming in order to carry out monitoring and evaluation in a useful way.

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